

Campsie Public School

Annual Report



2017



1488

Introduction

The Annual Report for 2017 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.

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Message from the Principal

In 2017, I sincerely believe that the successes of our community have been many and varied. Our students have shown pride in their school and themselves as they have achieved a wide variety of accomplishments in the classroom and beyond. We can be justly proud of our students' overall academic achievement and how they display important leadership traits in building capacity in others around them. Campsie Public School students have also gained exceptional awards for performances in in the creative arts and through outstanding accolades on the sporting field.

It has been a tremendous privilege to be the Principal of Campsie Public School in a year marked again 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 continue to shine and that, I believe, is because of the genuine pride in which they uphold our core Positive Behaviour for Learning Values of 'Be Safe', 'Be Respectful', 'Be Responsible' and 'Be a Learner'.

As the Principal of Campsie Public School, I am proud of the way we have continued to embrace the largest reforms in public education in 35 years. Our dedicated teachers have significantly refined the way we implement integrated units for the NSW syllabuses for the Australian Curriculum across all key learning areas from Kindergarten to year six. Last year we undertook a comprehensive whole school external validation process and this has allowed us to position ourselves proactively for the new 2018–2020 school planning cycle. This plan includes feedback from yourselves over the last 18 months and we will be consolidating feedback to ensure we transparently consult with you at the start of term one next year. Innovatively, we have built upon our relationship with our critical friend from the Australian Council for Educational Research (ACER), Ms Regina Acton and nearby schools – Drummoyne, Concord and Croydon – in establishing the Lead4Success initiative to build leadership capacity of executive staff. Deputy Principals, Ms Jones and Ms Haigh had the opportunity to go to Melbourne to complete the ACER National School Improvement Tool training, facilitated by Ms Acton and this intensive three day professional learning ensured our whole school programs continue to produce positive impact through enhanced educational outcomes for our students.

This year we have again implemented the NSW syllabuses with an emphasis on instructional leadership in the form of curriculum differentiation, assessment as, of and for learning and analysis of data as an authentic way of individualising students' learning programs in our 31 classes. 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 achieving the incredible accolade of receiving three state medals for the highest academic results of all students in NSW and beyond.

Joanna French

Principal

Message from the school community

Parents and Citizens Association President's Report

This year's activities included participation in school working bees, funding the first-place prizes for the annual Harmony Day Art competition, and volunteering our gift-wrapping and basket-making skills for the Easter raffle. Some of the fundraising events held were the P&C Welcome Back Breakfasts, Zone Cross Country Carnival, Halloween Disco and Christmas Carols.

P&C members also volunteered at the debut of 'Campsie's Got Talent' evening produced by our Vice President Glendon Hanna who is also the school's music tutor and bandmaster. Members of the P&C also served on a number of interview panels to help choose staff for the school.

Thank you as ever to the SRC and staff of the school, and the P&C Liaison Staff, particularly Andrew Fox, plus the wider school community, parents and carers for their contributions. P&C members continued to take an active role within the wider Campsie community on redevelopment issues.

This year the P&C took the final steps to formalise its finances and we look forward to making both financial and social contributions to the school in 2018 with a newly elected P&C executive.

John Horner

P&C President

Message from the students

School Captains' Report

Our time at Campsie Public School has provided us with so many great memories and opportunities. When we describe our three favourite things at Campsie, they are the teachers, the different learning experiences and sport.

Campsie Public School has so many great and friendly teachers. We really feel like the teachers are there to support us and always make us feel safe. All our different teachers have been fun and have helped us in so many ways.

In addition, the different experiences and excursions we have been involved in have always been exciting and memorable. These include the Korean Bilingual program, PSSA sport, school band, Student Representative Council, Tournament of the Minds and Number Crunchers. In year five we attended the stage three Camp in Canberra and just recently went on the stage three Bathurst Camp. Both were amazing experiences we will never forget!

Lastly, we have so many great memories of all of our sporting events at Campsie Public School. Some of our favourite memories are playing PSSA football with our friends, competing at the different carnivals and playing class sport with our teachers and classmates.

To summarise, Campsie Public School has provided us with many exciting opportunities in such a wide range of areas. We have had such a great time at Campsie and are so grateful for being given the privilege to be School Captains in 2017. I am sure all of our fellow year six students have loved their time at Campsie Public School as much as we have and we wish all of them the very best of luck for the future.

Abigail Choi and Brandon Wang

School Captains 2017

School background

School vision statement

Campsie Public School aims to develop engaged, motivated future-focused 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 languages other than English
- engage strongly 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 learning programs, evidence-based observation and ongoing data collection and analysis of impact.

School context

Campsie Public School is a large school in the Central Business District 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. The literacy and numeracy needs of all students are prioritised 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. This facilitates 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 a church group.

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. 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.

After completing the collaborative, self-assessment process, the school-determined next steps across the three domains are:

Learning: In 2017, we continued to embed the NSW syllabuses for the Australian Curriculum through collaboratively developed integrated units of work consistently across K–6. Incorporated into teaching and learning programs was assessment as/of/for learning strategies. Building on this will be to ensure that this is consistent K–6. The input of PLAN data continues to be an area for improvement and has been a focus point for reflection during the self-assessment process. Most classes K–6 have ensured that learning intentions and success criteria are used effectively in all learning environments.

Teaching: In 2017, all staff ensured they monitored the learning outcomes of equity groups, especially low SES, to improve their performance. Sharing of professional practice across all stages, language groups and EAL/D groups, ensured that the learning needs of all students were addressed, particularly those students from a non-English speaking background. The implementation of Positive Behaviour for Learning (PBL) continued throughout 2017, with staff receiving professional development around its implementation and data collection to track and monitor progress and achievements.

Leading: In 2017, Campsie Public School continued to enhance resource management practices, including distributed leadership. The school also continued to lead community partnerships to engage parents as co-leaders of learning for their children.

Our self-assessment process assisted the school to evaluate our school plan, leading to consolidation about whole school improvement priorities for the next three years.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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 2017 significant progress has been made in the development and use of planning proformas to embed the NSW Syllabus for the Australian Curriculum within integrated units of work. Considerable professional learning has been provided, leading to the development of pedagogical experts around learning intentions, success criteria and assessment. Progress has been made toward attaining all improvement measures.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
# Sustained student growth in NAPLAN achievement for all student groups.	Human – Curriculum Strategic Direction (SD) Team; KLA committees Material – Materials; books and online resources purchased for specific integrated units (K–6) and for specific KLAs and through the library budget Financial – \$220 000 from RAM broken into specific budget areas	Students achieved above state average for Numeracy in years three, five and seven in 2017. Students achieved above state average for Reading in years three and seven in 2017. A minimum of 53.9% and a maximum of 79.4% of students in years five and seven achieved above expected growth in Reading and Numeracy, with an average of 61.1% above expected growth in Reading and 70.5% above expected growth in Numeracy across years five and seven over three years.
# Continued improvement in PLAN continuum results for all student groups.	Human – Curriculum SD Team; KLA committees Material – Materials; books and online resources purchased for specific integrated units (K–6) and for specific KLAs and through the library budget Financial – \$220 000 from RAM broken into specific budget areas	All staff K–2 are plotting students on PLAN every five weeks and use this data as the basis for regular meetings evaluating student progress in both Literacy and Numeracy and to ensure consistent teacher judgement (CTJ). Staff 3–6 have been supported to use the Literacy Continuum and Numeracy Continuum to track student progress in literacy and numeracy. All students with a confirmed disability and all Aboriginal students had Personalised Learning Plans or Pathways collaboratively developed and reviewed.
# Increased numbers of students participating in and successfully completing external LOTE and ICAS assessments.	Human – Curriculum SD Team; KLA committees Material – Materials; books and online resources purchased for specific integrated units (K–6) and for specific KLAs and through the library budget Financial – \$220 000 from RAM broken into specific	All staff have received Professional Learning around the use of CLIL strategies and how to incorporate them into their programs. All Bilingual, Community Language and LOTE teachers are utilising CLIL strategies in their teaching. In 2017, 406 students in years two to six competed in ICAS competitions, up from 318 in 2016. Students achieved three medals (two more than 2016), 17 High Distinctions (10 more than 2016) and 92 Distinctions (19 more than 2016).

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
# Increased numbers of students participating in and successfully completing external LOTE and ICAS assessments.	budget areas	In 2017, 74 students completed the YCT and HSK Chinese Language Tests (up from 62 in 2016) with 68 students successfully achieving proficiency (up from 61 in 2016).
# Continued progress of students on school based assessments as an integral part of NSW syllabuses for the Australian Curriculum implementation.	<p>Human – Curriculum SD Team; KLA committees</p> <p>Material – Materials; books and online resources purchased for specific integrated units (K–6) and for specific KLAs and through the library budget</p> <p>Financial – \$220 000 from RAM broken into specific budget areas</p>	<p>Whole school use of term planning proforma ensured NSW Syllabus for the Australian Curriculum was embedded within integrated units of work K–6. English Concepts, the Information Communication Technologies (ICT) Capability Continuum and mathematics has begun to be embedded within integrated units of work using the planning proforma.</p> <p>All staff have participated in Professional Learning (PL) around learning intentions and success criteria and assessment as, of and for learning, and backward mapping, including through our Community of Schools. Integrated units of work document assessment as, of and for learning in all programs. All classrooms displayed data walls for either literacy or numeracy to guide student learning. All stage teams participated in consistent teacher judgement of assessments, however a consistent approach K–6 is yet to be developed.</p> <p>School based assessment results show that 81% of students K–6 are performing at or above expected achievement levels in English in 2017 (up from 79% in 2016) and 85% are performing at or above expected achievement levels in mathematics in 2017 (up from 82.5% in 2016).</p>

Next Steps

- Whole school scope and sequences to be developed
- Utilising pedagogical experts to develop: A consistent approach to CTJ; a consistent approach to the use of data walls; more consistency K–6 around learning intentions and success criteria used to provide feedback to students and to set learning goals
- CLIL approaches to teaching to be expanded to all classes (not just language classes)
- A school-wide strategy to prepare for the change from Literacy and Numeracy Continuums to Progressions to be developed
- Embedding research evidenced pedagogical approaches and future focused learning strategies within the whole school curriculum.



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

2017 saw the introduction and implementation of Positive Behaviour for Learning program across the school. Significant progress has been made in the development and use of Learning and Support Team practices to ensure a thorough and collaborative process for all students across the school. Targeted intervention programs were developed to meet the support needs of all students, including those with recognised and unrecognised disabilities, gifts and talents. Progress has been made toward attaining all improvement measures, ensuring staff meet the learning and wellbeing needs of all students to enable them to fully participate in school life as effective learners.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
# Learning and Support Team structure protocols are evaluated and refined successfully as measured by quantitative and qualitative data.	Human – Student Wellbeing SD Team; LaST Team Material – use of EBS4 Student Wellbeing software Financial – \$62 047 from RAM broken into specific budget areas.	<p>The Learning and Support Team structures have been collaboratively devised by The Learning and Support Team Coordinator, school counsellor and Learning and Support Teacher in collaboration with the Principal. In 2017, staff further revised and refined Learning and Support Team practices to ensure a thorough collaborative process for all students across the school.</p> <p>The Learning and Support Team protocols and practices are successfully used by all staff, as measured by the contributions to Learning and Support Team meetings, the use of data collected and analysed through the Student Wellbeing site and the targeted use of resources to meet the learning needs of all students.</p> <p>Targeted intervention programs were run by trained/specialist staff within and outside the school. These included 'Check It Out' for selected stage three students, 'Sliding In' program for selected stage two students, Speech Therapy and Occupational Therapy for Kindergarten and year one students. Staff were trained in the use of EBS4 and the Student Wellbeing site was used to collect and analyse data.</p>
# Successful Positive Behaviour for Learning (PBL) implementation as measured by specific data relating to the classrooms across the school and the playground.	Human – PBL Team Material –PBL Materials; use of Sentral Financial – \$62 047 from RAM broken into specific budget areas.	<p>In 2017, after professional learning of specific staff members in Positive Behaviour for Learning (PBL) implementation, a PBL team was established and the program was successfully implemented across the school. The program's implementation included extensive PBL signage displayed across the school, development of targeted lessons, and collection and analysis of playground and classroom behaviour data.</p> <p>Initial data relating to classroom and playground behaviours has been collected, analysed and</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
# Successful Positive Behaviour for Learning (PBL) implementation as measured by specific data relating to the classrooms across the school and the playground.		<p>shared with all staff at Campsie Public School. Specific milestones for implementation in 2017 have been documented and shared with all community members.</p> <p>In consultation with the community and students, the staff at Campsie are continuing to evaluate and organise systems to establish the social culture, learning and teaching environment of the school. Data collected throughout 2017 ensured individual behaviour supports are in place so that all students are achieving positive academic and social outcomes.</p>

Next Steps

- Effective staff use of Learning and Support structure protocols are evaluated and implemented
- Expanding and assessing the effectiveness of interventions for identified students with additional support needs
- Specific PBL lessons around key concepts are evaluated and refined for 2018.
- The establishment of a 'Tier One Intervention Behaviour Flowchart' K–6
- Establishing a school wide reward system.



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

Students K–6 were engaged in innovative learning activities appropriate for students in 2017. These included Science, Technology, Engineering and Mathematics (STEM) activities, integrated units of work embedding ACARA ICT framework, and Flexible Learning Spaces implemented in selected classrooms.

In 2017, the engagement of parents and carers was enhanced through opportunities to share in and understand students' learning. This occurred through the use of the Skoolbag App and other apps such as Class Dojo and Twitter, the revised format of the school website and newsletters, and community forums about teaching and learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Ongoing evidence and refinement of use of ACARA ICT framework in all classes (K–6).	Human – Innovative SD Team; Computer Coordinator Material – ACARA ICT Framework; Integrated unit resources; asset refurbishment priorities Financial – \$126 000 from RAM broken into specific budget areas. Quality Teaching, Successful Students (QTSS) (\$57389.00) Support for beginning teachers (\$26000.00)	ACARA ICT Framework has been embedded in all integrated units of work K–6. Staff understanding of the Framework is evidenced through collaborative planning of term units. Evidence of STEM teaching is apparent in key classes across the stages. Key staff in all stages across the school have trialled the use of flexible learning spaces in their classrooms. Effectiveness of this on student engagement has been monitored and evaluated.
The PDP cycle in terms of implementation and review has been carried out and refined by all staff.	Human – Innovative SD Team; Computer Coordinator Material – ACARA ICT Framework; Integrated unit resources; asset refurbishment priorities Financial – \$126 000 from RAM broken into specific budget areas. Quality Teaching, Successful Students (QTSS) (\$57389.00) Support for beginning teachers (\$26000.00)	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 2017 and staff commented that they felt supported in their professional growth as educators. Evidence of mentoring of all staff through classroom observations has been coordinated by the Instructional Leader. Selected staff members gained professional learning of GROWTH coaching to enhance their understanding of mentoring and coaching.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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>Human – Innovative SD Team; Computer Coordinator</p> <p>Material – ACARA ICT Framework; Integrated unit resources; asset refurbishment priorities</p> <p>Financial – \$126 000 from RAM broken into specific budget areas.</p> <p>Quality Teaching, Successful Students (QTSS) (\$57389.00)</p> <p>Support for beginning teachers (\$26000.00)</p>	<p>The SkoolBag App has been purchased and key staff members have been trained in its use. The app has been adopted by a significant number of the parent community. The format of the school website has been consultatively revised and updated for the Campsie community. A community forum about teaching and learning in classrooms has been conducted.</p> <p>A parent survey regarding school communication strategies was compiled and data was collected from the 30 responses. The findings showed that 83% of surveyed parents use the SkoolBag App for receiving school information and Class Dojo was the preferred method of communicating with the class teacher, with 46% of surveyed parents using Class Dojo to communicate with the class teacher and gain information about the class.</p>

Next Steps

- Ongoing evidence and refinement of use of ACARA ICT framework in all classes K–6
- Staff engaged in in self–reflective learning to enhance their understanding of best practice. All staff actively involved in the PDP process and focused on ongoing whole school improvement and teacher quality
- All communication media utilised in 2017, as well as the community forums carried out on teaching and learning, to be evaluated and refined
- GROWTH coaching to be established at the school as part of the school culture by teaching and non–teaching staff.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Human – Learning and Support Team (LaST); DoE Aboriginal Team</p> <p>Material – Developed Personalised Learning Pathways</p> <p>Financial – RAM Aboriginal Background Equity Loading – \$3,221</p>	All students have Personalised Learning Pathways (PLP) tailored to their curriculum needs, highlighting short and long term goals. Cultural significance is included in all integrated units of work (K–6).
English language proficiency	<p>Human – 5.4 (five 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 – \$569, 752</p> <ul style="list-style-type: none"> English language proficiency (\$569 752.00) 	<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 has been 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>
Low level adjustment for disability	<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, 396</p>	<p>Students needing assistance are identified by class teachers; referred to the Learning and Support Team and prioritised for SLSO/LaST/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>Personalised Learning Plans (PLPs) have been completed for all identified students.</p> <p>Learning and Support Teacher (LaST) in class/consultative and withdrawal support for these students is implemented.</p>
Quality Teaching, Successful Students (QTSS)	<p>Human – Casual relief for classroom observations</p> <p>Material – Staffing allocation of 0.565</p> <p>Financial – \$57, 389</p>	This DoE reform initiative has continued to allow the Performance Development Framework to be implemented comprehensively at Campsie Public School in terms of a series of stage and cross-stage observations.
Socio-economic background		Students with specific financial needs have been identified and supported financially as necessary.

Socio-economic background	Financial – RAM Socio-economic Equity – \$130, 177	<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>
Support for beginning teachers	Financial – RAM Beginning Teacher Support – \$13,450	<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 executive 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 RFF time, time to observe and discuss areas for development with their teacher mentor and though attending identified professional learning sessions.</p>
Targeted student support for refugees and new arrivals	<p>Human – 5.4 EAL/D teacher allocation</p> <p>Material – Explicit teaching of integrated units of work focused on literacy acquisition (K–6)</p> <p>Financial – RAM Refugee Student Support – \$2,047</p> <ul style="list-style-type: none"> • Targeted student support for refugees and new arrivals (\$2 047.00) 	<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>Personalised Learning Plans were developed for the students in collaboration with revised Learning and Support Team processes.</p>



Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	363	369	378	393
Girls	374	390	382	391

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies. Our enrolment in 2017 was 784.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.4	93.6	92.7	93
1	96.3	93.6	93.4	93
2	96.7	95.6	94.7	95.2
3	97.3	94.5	95.3	95.7
4	97.1	94	96.2	95.8
5	97	95.9	94.9	96.3
6	95.9	95.1	94.3	94.3
All Years	96.7	94.6	94.4	94.7
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

On average 94.7% 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
Head Teacher(s)	0
Classroom Teacher(s)	29.25
Teacher of Reading Recovery	0.95
Learning & Support Teacher(s)	1
Teacher Librarian	1.4
Teacher of ESL	5.4
School Counsellor	1
School Administration & Support Staff	4.67
Other Positions	5.4

*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 and enjoys a close relationship with the Ultimo Operational Directorate Aboriginal team members.

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 2017 regular stage and whole staff professional learning sessions continued to take place before and after school during all four terms.

Collaborative Planning

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.

L3/TEN

In 2017, 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 facilitated professional learning and the delivery of L3 across K–2. A member of staff facilitated professional learning as a Targeted Early Numeracy (TEN) trainer to enable the development of strategically targeted activities, explicit and systematic teaching and monitoring of student progress in numeracy.

Lead4Success

'Lead4Success' was a pilot project involving seven members of the Campsie Public School executive team working with three other school leadership teams. The purpose of the project was to build capacity, empower and engage identified positional executive staff and aspiring leaders to plan, implement and evaluate whole school leadership projects which aim to collaboratively improve educational outcomes for students. School leaders from each school worked together in collegial teams to plan and implement a school initiative, using the action research learning methodology. Through the implementation of the action learning cycle, the leadership capacity of all involved was strengthened.

NSW Public School Leadership and Management Credential

Four executive staff collaboratively completed the credential modules with the support of the Principal.

Accreditation

Combined coordinated professional learning sessions took place each term during semester two with Above and Beyond (formerly 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. Teachers also participated in online professional learning around accreditation at the higher levels, and all teachers participated in professional learning around the transition to new accreditation procedures from 2018 and beyond.

In 2017, five teachers achieved their accreditation at Proficient and one teacher completed their maintenance of accreditation at proficient.

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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	239,492
Revenue	7,389,461
Appropriation	6,923,341
Sale of Goods and Services	179,191
Grants and Contributions	286,115
Gain and Loss	0
Other Revenue	0
Investment Income	814
Expenses	-7,383,252
Recurrent Expenses	-7,383,252
Employee Related	-6,583,644
Operating Expenses	-799,608
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	6,209
Balance Carried Forward	245,701

At Campsie Public School, the senior executive hold regular meetings with the School Administration Manager (SAM) to ensure transparent equitable use of school funds aligned to school budget priority areas. The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017. Intended use of funds carried over include staff professional learning about areas for whole school improvement identified in the 2018–2020 School Plan. Funds have also been allocated to major interior school refurbishment projects.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	4,974,707
Base Per Capita	116,148
Base Location	0
Other Base	4,858,559
Equity Total	865,546
Equity Aboriginal	3,221
Equity Socio economic	130,177
Equity Language	569,752
Equity Disability	162,396
Targeted Total	101,727
Other Total	809,438
Grand Total	6,751,418

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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. Students at Campsie Public School receive an academic achievement report each semester.

69% of students in Kindergarten were performing at or above expected achievement levels in English during semester one, increasing to 72% in semester two. 80% of Kindergarten students were performing at or above expected achievement levels in mathematics during semester one, increasing to 84% in semester two.

47% of students in year one were performing at or above expected achievement levels in English during semester one, increasing to 67% in semester two. 68% of year one students were performing at or above expected achievement levels in mathematics during semester one, increasing to 78% in semester two.

73% of students in year two were performing at or above expected achievement levels in English during semester one. 74% of year two students were performing at or above expected achievement levels in mathematics during semester one, increasing to 84% in semester two.

84% of students in year three were performing at or above expected achievement levels in English during semester one, increasing to 87% in semester two. 85% of year three students were performing at or above expected achievement levels in mathematics during semester one, increasing to 89% in semester two.

92% of students in year four were performing at or above expected achievement levels in English during semester one, increasing to 94% in semester two. 97% of year four students were performing at or above expected achievement levels in mathematics during semester one.

90% of students in year five were performing at or above expected achievement levels in English during semester one. 80% of year five students were performing at or above expected achievement levels in mathematics during semester one, increasing to 85% in semester two.

77% of students in year six were performing at or above expected achievement levels in English during semester one, increasing to 85% in semester two. 67% of year six students were performing at or above expected achievement levels in mathematics during semester one, increasing to 78% in semester two.

ICAS University Competitions

In 2017, only students who applied sat for the University of NSW ICAS competitions. The highlights of our students' participation are as follows:

The achievement of two high distinctions, ten distinctions, 46 credits and 14 merits in the English competition.

The achievement of two medals, five high distinctions, 31 distinctions, 50 credits and 18 merits in the Mathematics competition.

The achievement of one medal, four high distinctions, 12 distinctions, 33 credits and 13 merits in the Science competition.

The achievement of 11 high distinctions, ten distinctions, 19 credits and ten merits in the Writing competition.

The achievement of three high distinctions, 16 distinctions, 41 credits and 14 merits in the Spelling competition.

The achievement of two high distinctions, 13 distinctions, 19 credits and seven merits in the Digital Technologies competition.

Validation of Assessment for Learning and Individual Development (VALID)

The VALID program provides diagnostic assessments for students in Year 6 within the key learning area of Science and Technology. Assessments are interactive and are completed online. Assessment items are framed in real-life situations related to self, the family and the community. The VALID program also has a survey component, which aims to identify student values and attitudes towards Science and Technology. In 2017, students at Campsie Public School participated in the program with 9.9% of students performing at level five, above the state average of 8.7%.

Best Start

Each year, Kindergarten students undertake one-one assessments known as 'Best Start'. This form of assessment is used to identify each student's literacy and numeracy skills at the beginning of Kindergarten. Classroom teachers also continue to collect data every five weeks to measure student progress and to develop teaching and learning programs to support student's literacy and numeracy development. This information is also sent home with feedback to parents.

Literacy – In 2017, growth was evident across all areas of literacy, in particular in Aspects of Writing where 83% of students started Kindergarten on Cluster One and by the end of the year, 74% of students finished Kindergarten at or above the expected achievement level.

Numeracy – As with literacy, students also made excellent gains in all areas of numeracy. In the area of understanding and applying Early Arithmetical Strategies, 86% of students started Kindergarten at a level one or below. By the end of Kindergarten 79% of students were at expected grade level or above.

Worldwide Chinese Youth Test and Chinese Proficiency Test

In 2017 74 students participated in the worldwide Chinese Youth Test (YCT) and Chinese Proficiency Test (HSK). The results were:

YCT Level One: 13 students 77% pass rate

YCT Level Two: 22 students 95% pass rate

YCT Level Three: 15 students 100% pass rate

HSK Level Three: 12 students 92% pass rate

HSK Level Four: seven students 100% pass rate

HSK Level Five: four students 75% pass rate

HSK Level Six: one student 100% pass rate

NAPLAN

In the National Assessment Program, the results across the years three, five, seven and nine literacy and numeracy assessments are reported on a scale from Band one to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Highlights

Year 3 Over five years since 2012, students have improved on average by 2.6% in the test aspect of Reading, 1.1% in the test aspect of Grammar & Punctuation, 2.6% in the test aspect of Numeracy, 3.2% in the test aspect of Data, Measurement and Space & Geometry, 2.1% in Number, Patterns & Algebra.

Year 5 Over five years since 2012, students have improved on average by 2.6% in the test aspect of Reading, with 5.25% of boys showing growth from 2012–2017. In the test aspect of Writing, 4.25% of students have improved, 2.8% have shown improvements in the test aspect of Spelling, and 1.7% have shown improvements in the test aspect of Grammar & Punctuation.

The average scaled growth score from year three to year five in Writing was 72.9, well above the average state growth score of 55.1, with 71.1% of students at or above expected growth. The average scaled growth score from year three to year five in Numeracy was 100.6, again above the average state growth score of 97.9 with 66% of students at or above expected growth.

The average scaled growth score from year five to year seven in Reading was 47.1, which was above the average state growth score of 46.3, with 57.8% of students at or above expected growth. The average scaled growth score from year five to year seven in Writing was 54.6, which was well above the average state growth score of 33.5, with 71.6% of students at or above expected growth. The average scaled growth score from year five to year seven in Numeracy was 72.4, again above the average state growth score of 61.9, with 83.3% of students at or above expected growth.

Areas for continued improvement are Reading, Writing and Numeracy in years three and five. These 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 these areas through the literacy and numeracy focus of the Instructional Leader, as well as high quality improvement in conceptual integrated units of work, will further enhance learning outcomes. Ongoing student improvement will continue to be monitored through extensive curriculum differentiation and assessment strategies at stage and cross-stage level.

Year three 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. 35.6% of students achieved in the top band compared with 29.2% across the state.

Year three Writing Results reflect progress as prioritised in strategic direction one of the 2015–2017 School Plan. 27.7% of students achieved in the top band compared with 14.5% across the state.

Year three Spelling Results show that spelling continues to be an area of strength. 44.6% of students achieved in the top band compared with 28.3% across the state.

Year three Grammar & Punctuation Results continue the significant upward trend with 38.6% of students in the top band.

Year five Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

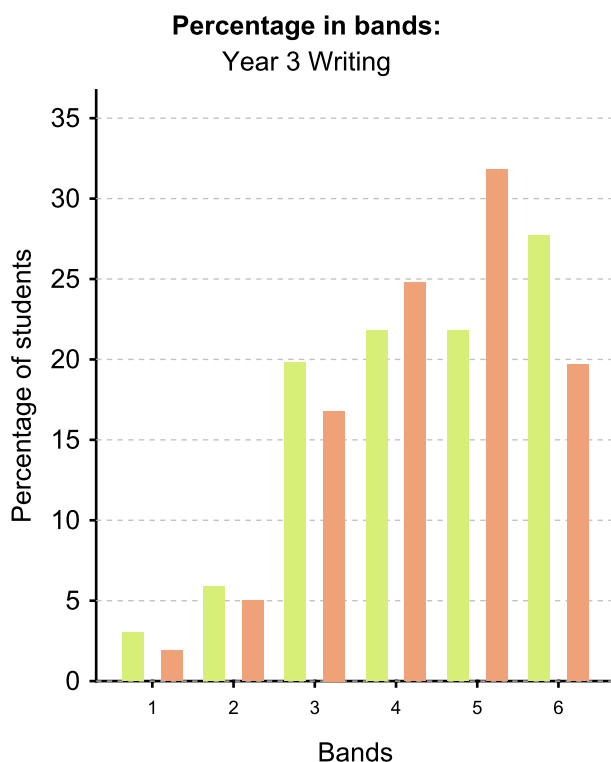
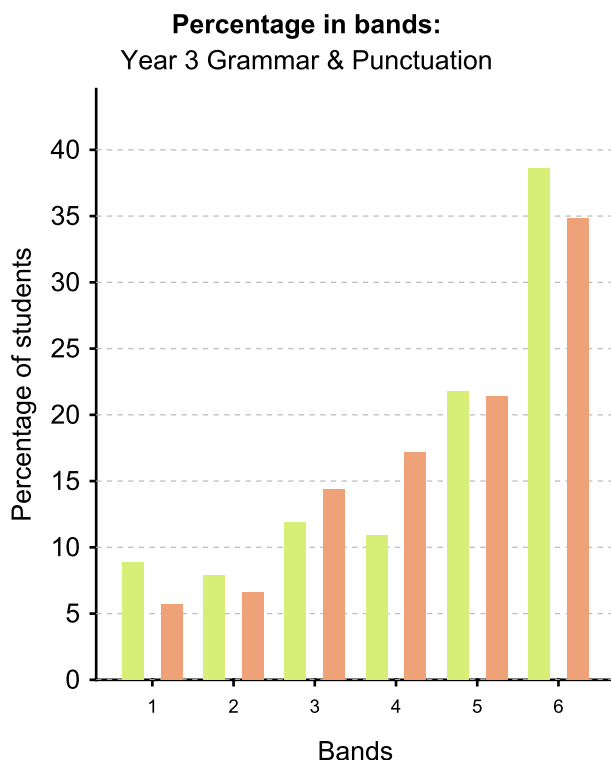
The transition of 13 high-performing students to Opportunity Classes in other schools had a significant effect on the results of the year five cohort. However, the results also show substantial growth of the students retained from year three to year five and from year five to year seven.

Year five Reading 66.28% of students obtained scores which placed them in the top three bands of achievement.

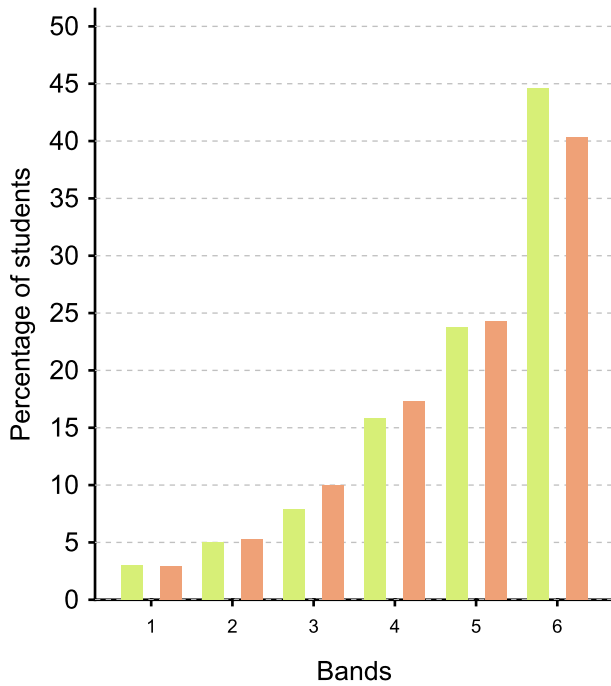
Year five Writing 58.14% of students obtained scores which placed them in the top three bands of achievement.

Year five Spelling 67.44% of students obtained scores which placed them in the top three bands of achievement.

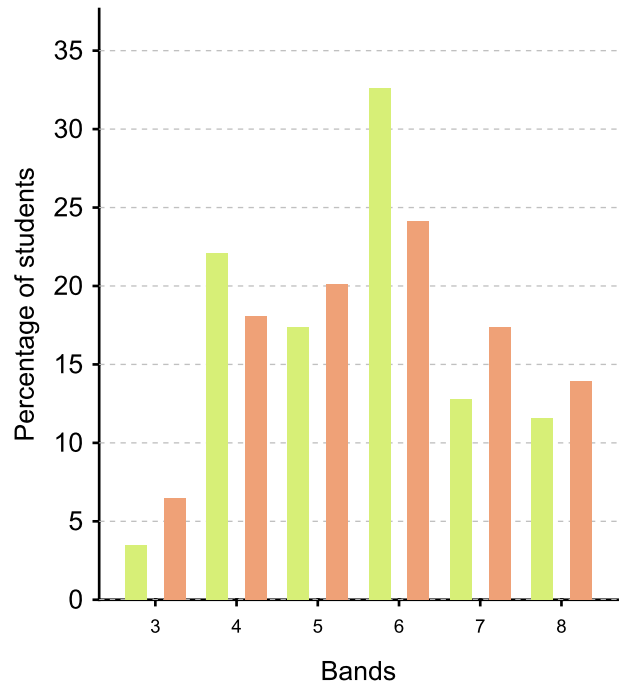
Year five Grammar & Punctuation 57% of students obtained scores which placed them in the top three bands of achievement.



Percentage in bands:
Year 3 Spelling



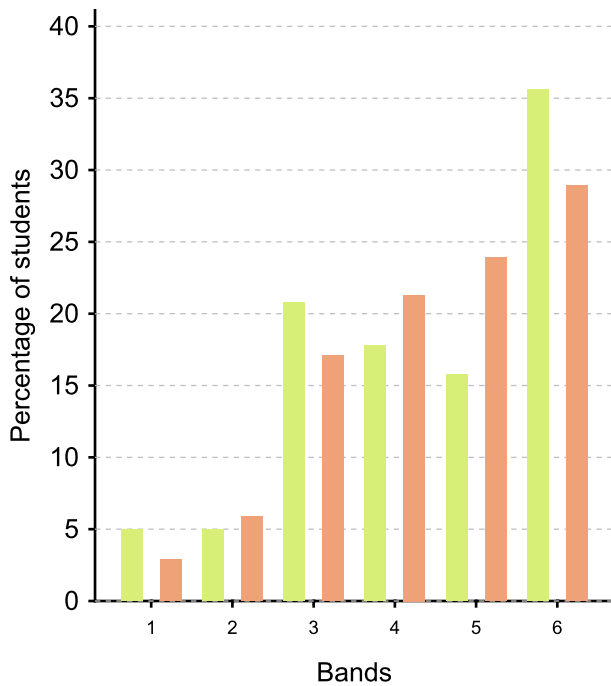
Percentage in bands:
Year 5 Grammar & Punctuation



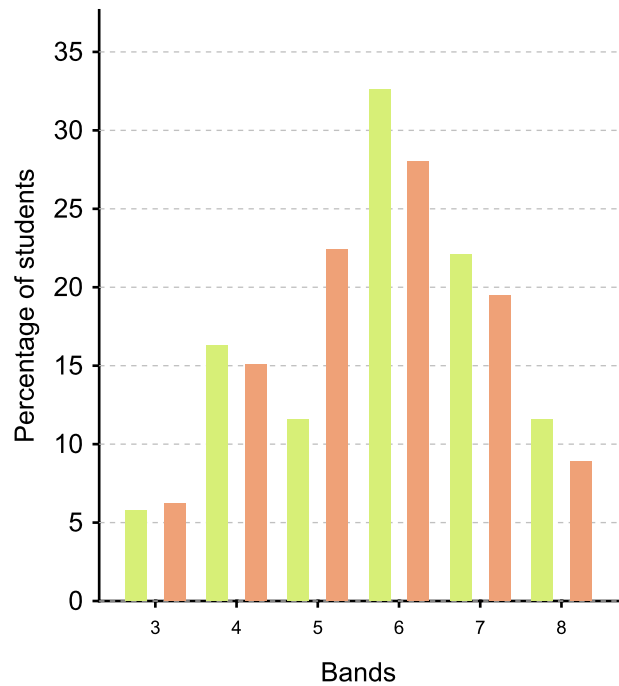
Percentage in Bands
School Average 2015-2017

Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Reading



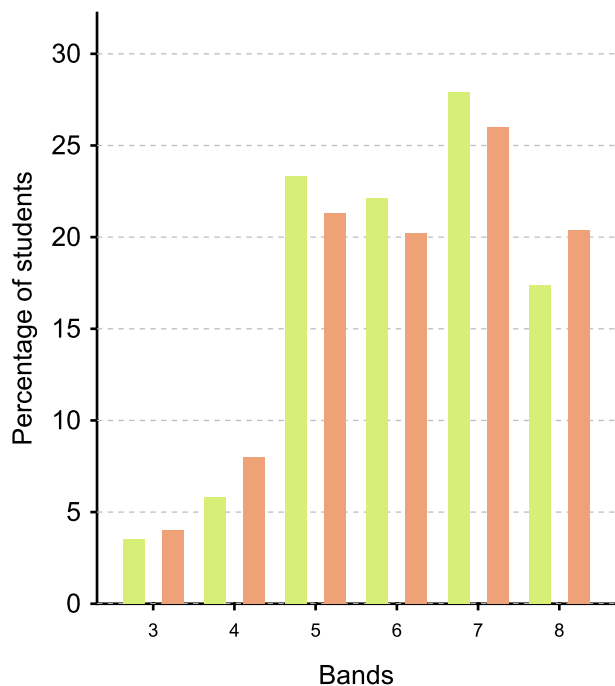
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2015-2017

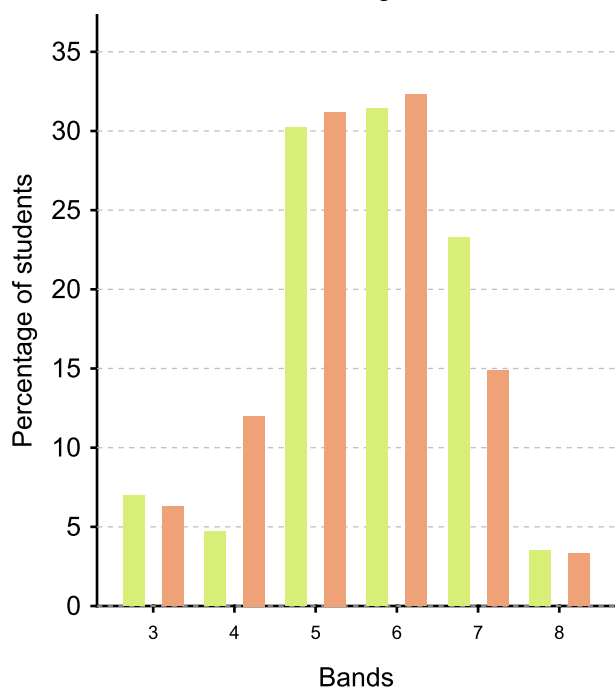
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2015-2017

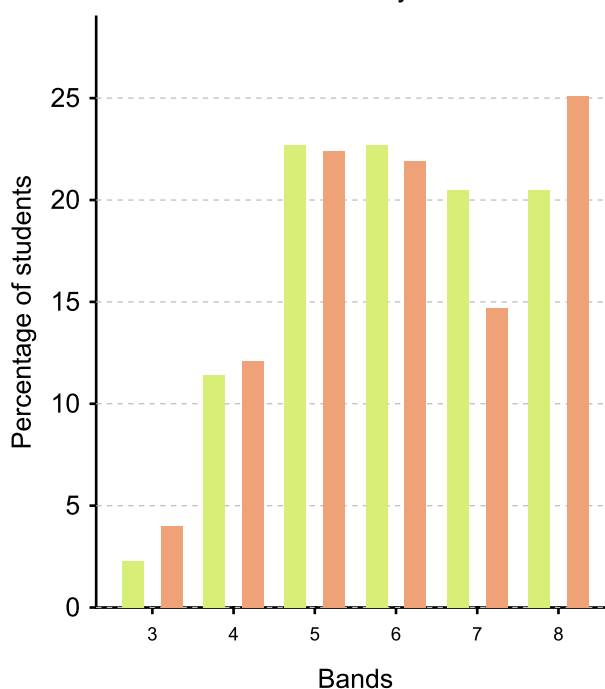
The **year three and year five Numeracy** results again reflected the quality teaching and dedication of staff as they continued to implement high quality mathematics teaching and learning and we continued the emphasis of refining professional practice in all classrooms.

NAPLAN year three – Numeracy 36.6% of students obtained scores which placed them in the top band,

compared with 23% across the state. 37.8% of the boys achieved in the top band, compared with 25.3% across the state. 35.7% of the girls achieved in the top band, compared with 20.7% across the state.

NAPLAN year five – Numeracy 20.5% of students obtained scores which placed them in the top band, compared with 13.4% across the state. 18.4% of the boys achieved in the top band, compared with 15.9% across the state. 22% of the girls achieved in the top band, compared with 10.7% across the state.

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

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

Mandatory reporting requirements in accordance with 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 2017, there were two students who sat for the NAPLAN tests who identified as Aboriginal and/or Torres Strait Islander. As this is a small sample, it will not be reported in this section.

Parent/caregiver, student, teacher satisfaction

Parents/caregivers, teachers and students of the school were given an opportunity to provide feedback on the school practices and programs through their involvement in the Tell Them From Me (TTFM) Survey in March and October 2017. The TTFM Student Survey is designed by the Department of Education's Centre for Education Statistics Evaluation (CESE) to provide schools with insight to guide school planning and help identify school improvement initiatives.

Parent/caregiver Feedback:

Of the Seven Perspectives of Parents, parents/caregivers rated the school out of 10: School Supports Positive Behaviour 7.7, Safety At School 7.5, Parents Feel Welcome 7.5, Inclusive School 7.1, Parents Are informed 7.0, School Supports Learning 6.9, Parents Support Learning At Home 6.7.

Parents found the most useful types of communication regarding student learning were school reports, informal meetings and parent/teacher interviews. Parents found the most useful types of communication regarding school news were social media apps and school newsletters.

These community responses will be tracked again through the same survey in 2018 so that longitudinal progress can be measured accurately.

Student Feedback:

The Social-Emotional Outcomes showed that Students That Value Schooling Outcomes is 94%, Students With Positive Behaviour At School 89%, Student Participation In School Sports 88%, Effort 88%, Students Who Are Interested And Motivated 81%, Students With A Positive Sense Of Belonging 79%, Students With Positive Relationships 79%, Students With Positive Homework Behaviours 57%, Student Participation In Extracurricular Activities 50%.

Of the Eight Drivers of Student Outcomes, students rated the school out of 10: Expectations For Success 8.4, Effective Learning Time 8.1, Rigour 8.1, Relevance 8.0, Positive Teacher-Student Relations 7.9, Advocacy At School 7.2, Positive Learning Climate 7.0, Students Who Are Victims Of Bullying 4.2.

Teacher Feedback:

Of the Eight Drivers of Student Learning, staff rated the school out of 10: Inclusive School 8.1, Teaching Strategies 7.9, Collaboration 7.8, Learning Culture 7.8, Data Informs Practice 7.7, Leadership 6.3, Parent Involvement 6.8, Technology 6.0.

Of the Four Dimensions of Classroom and School Practice, staff rated Challenging and Visible Goals as the highest element, with an average score of 7.5/10.

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. NAIDOC week is recognised through K-6 activities within the school.

Each student who identifies as being of Aboriginal background at Campsie Public School has a personalised learning pathway, identifying individualised learning goals, written in collaboration with the student, the classroom teacher, the students' parents and the Learning and Support Teacher. Staff also liaise, as applicable, with the Aboriginal Education and Engagement Officers and Aboriginal Elders. The personalised learning pathways are implemented through the RAM equity loading resource allocation. In 2017, this equated to \$3221.



Multicultural and anti-racism education

Multicultural Education

The Campsie Public School community continues to embrace diversity and a multicultural community with students coming from over forty different cultural backgrounds. The 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. This is reinforced and monitored by the school's Anti-Racism Contact Officer (ARCO). 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 2017. The day celebrated cultural diversity and consisted of a parade showcasing the various student nationalities, followed by international food stalls operated by parents and community members. The day culminated in a performing arts concert where students showcased cultural dances, martial arts and musical performances.

Korean Bilingual Classes

Campsie Public School greatly values languages education. The school community believes being bilingual is not only essential to be proactive members of the 21st century world but also provides cognitive benefits to growing minds. In 2017, 243 students were involved in the Korean Bilingual Program across Kindergarten to year six. Most students of this year six group started learning Korean when they began their schooling in Kindergarten in 2011. Korean is one of the eight 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 research projects, workshops and conferences to showcase and share how the bilingual program began, how Korean is taught through Content and Language Integrated Learning (CLIL) and how differentiation occurs in the CLIL Korean classes.

The school's Korean Traditional Drummung Group won the first prize at the 2017 Korean Performance Contest where over 200 students from 90 schools across Australia (K–12) participated. This was organised by the Korean Education Centre and the Korean Consulate.

Stage three Korean bilingual students were awarded a participation certificate in the LinguaFest film competition (organiser: NSW MLTA). This was their first entry to the competition.

Stage three Korean bilingual students were also engaged with the school's Korean sister-school: Jangwi Elementary School, Seoul, South Korea. The students exchanged letters, photos and emails during the year and 30 students and three teachers from Jangwi Elementary School visited Campsie Public School in November 2017.

Languages Classes

Apart from the Korean Bilingual Program, Campsie PS offers seven other languages. Chinese (Mandarin), Vietnamese and Arabic are offered through the Community Languages Program to background speaking students (K–6), receiving two hours of language instruction per week. In 2017, 74 students completed the YCT and HSK Chinese Language Tests (up from 62 in 2016) with 68 students successfully achieving proficiency (up from 61 in 2016).

Indonesian, Hindi, Spanish and Greek are offered as a Language Other Than English (LOTE), with each grade being allocated a particular LOTE. Participation in this program is voluntary and continues through the primary years, with students receiving two hours of language instruction per week.

Other school programs

Public Speaking

Throughout 2017, 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. To assist the students in developing their public speaking skills, public speaking club continued from the previous year. This club explicitly teach skills across the elements of manner, method and matter. Public speaking was embedded within the curriculum to support speaking and listening (K–6). Classroom programs reflected the explicit teaching of method, manner and matter. All students participated in the public speaking competitions with two students from each stage representing the school at network level where. Campsie Public School received participation awards. The 2018 aim is to continue to enhance the speaking and listening capabilities of all students at Campsie Public School.

Debating

Campsie Public School took part in two annual debating competitions in 2017, participating in the Granville, Holroyd, Strathfield Debating Competition and the Premier's Debating Challenge. The Granville, Holroyd, Strathfield Debating Competition required students to prepare arguments for a series of topics, debating for the affirmative and negative sides across two terms. The Premier's Debating Challenge required students to prepare their arguments on site and engage in impromptu debates with only one hours preparation time. To support the students in developing their debating skills, students on the debating team attended workshops which aimed to extend their responding and rebuttal skills. As a result of their hard work, Campsie Public School debaters were runners up at the Grand Final of the Granville, Holroyd, Strathfield Debating Competition.

Tournament Of The Minds

Campsie Public School participated in the Tournament of the Minds competition once again in 2017. This competition is a problem solving program for students in both primary and secondary years. Campsie Public School entered two groups in 2017, consisting of 14 students across years 3–6. Working collaboratively, the two teams were provided with an open-ended challenge to be resolved in six weeks. One team participated in a language literature challenge and the other in a mathematics engineering challenge. Students continued to develop a diverse range of skills including: problem solving, working collaboratively, thinking critically and communication skills. Future focussed learning skills will continue to be taught through this competition in 2018.

Positive Behaviour for Learning (PBL)

2017 saw the introduction of Positive Behaviour for Learning (PBL), a whole school approach for creating a

positive, safe and supportive school environment. After additional professional learning for specific staff members, a PBL team was established and the program was successfully implemented across the school. The program's implementation included extensive PBL signage displayed across the school, development of targeted lessons, collection and analysis of playground and classroom behaviour data. The four values of the school underwent further community consultation and refinement. Explicit lessons were taught weekly about each value, with a focus on recognising and rewarding positive behaviour. Ongoing community consultation ensures the staff are continually evaluating systems to promote a positive school culture.

School Visual Enhancement

Throughout 2017 the school community continued to demonstrate a very strong commitment to adapting and expanding the school-wide visual enhancement initiatives running at the school. Due to the limited space in the playground, there was a continued aim to improve the physical appearance of the play spaces. Working Bees were organised on two occasions in order to tidy garden beds, plant new plants and mulch the garden beds. Additional painting was undertaken to ensure a bright and vibrant learning environment for students.

Penguin Adopt-a-School

Penguin Random House Australia trialled a program to Adopt A School with the aim to motivate the next generation to become lifelong readers. The publishing company developed a literacy campaign to encourage the greater school community to become involved in raising readers and for the school to have free access to authors and other literacy experts. As a result of the school's involvement in the program, K–6 students participated in a Reading Day launch in November. On this day, the children's author Oliver Phommavanh visited the school for a K–6 performance and Penguin Random House Australia supplied a free book for all students. This collaboration with the school will continue in 2018, with further author visits and community events planned.

Speech Pathology and Occupational Therapy

The Speech Pathology & Occupational Therapy (SPOT) Program continued in 2017 at Campsie Public School for the duration of the whole school year. This program consisted of one day per week multidisciplinary whole class lessons with Speech Pathologists and Occupational Therapists, as well as a combination of separate withdrawal groups for Speech Pathology and Occupational Therapy. This was supplemented by Speech Pathology and Occupational Therapy screening assessments of identified students from Kindergarten to year 6.

The SPOT program has been designed to support the students' development of social communication, expressive and receptive language skills and phonological awareness skills and to assist the

referrals to outside agencies, as well as to provide teachers with additional information to support their students' learning. It aims to increase the teachers' ability to adapt and differentiate oral language and literacy activities to support students with language difficulties in the classroom. Occupational Therapy at Campsie Public School has been based on the support of fine motor skills, gross motor skills and handwriting. These skills are all essential to allow the students to have active and productive participation in the classroom.

As a result of Speech Pathology intervention, expressive language skills improved an average of nine points (from 15 to 24) for their content (vocabulary) score and five points (from nine to 14) for their grammar score. Receptive language skills improved in ability to understand instructions and basic concepts by five points (from five to 10). 50% of students had been identified as 'of concern', reducing to 8% after Occupational Therapy intervention, with 25% of students moving into the age appropriate level.

All teaching staff who participated reported it was a useful program which has reinforced their ability to support students identified with speech and language difficulties and motor difficulties.

Sport

Campsie Public School offers a comprehensive and inclusive sporting program aimed at maximum participation and enjoyment for all levels of student abilities. Campsie Public School was strongly represented in the Wiley Park Zone Primary School Sport Association (PSSA) Competition. The school 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 school operates annual sporting carnivals for students in years 3–6 in swimming, cross country and athletics and selects students from these events to represent the school at Zone carnivals.

The 2017 school year produced some outstanding achievements and participation by Campsie Public School students and a summary of our major achievements are as follows:

- 32 students represented Campsie Public School at the Zone Cross Country Carnival and one Student represented the Wiley Park Zone at the Sydney East Association Cross Country Carnival.
- 34 Students represented Campsie Public School at the Zone Swimming Carnival (our largest team to date) and five Students represented the Wiley Park Zone at the Sydney East Association Swimming Carnival.
- 60 Student represent Campsie Public School at the Zone Athletics Carnival and one Student represented the Wiley Park Zone at the Sydney East Association Athletics Carnival.
- PSSA Rugby League – the junior and senior teams – both competed in the semi-finals and six students represented Wiley Park Zone in the Rugby League Sydney East Association Championships.

- PSSA Cricket – the senior and junior teams both competed in the semi-finals.
- PSSA T-Ball – the junior boys' team competed in the semi-finals.
- PSSA Softball – the girls' team competed in the semi-finals.
- One student was selected for the Sydney East Association for Rugby Union and one student was selected for the Sydney East Association for Golf.
- Students from year 2–6 participated in a swimming scheme during term one.

Sports in Schools

All students from K–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.

Film by The Sea

During 2017, Campsie Public School made their second submission to the annual 'Film by the Sea' competition, after being awarded an encouragement prize consisting of a school visit by expert film-makers to work with the student team. Building on the success of the 2016 film, a short film was created by stage two and three students titled 'Fake News'. The film used child-friendly satire in the form of a news report to try and explain the concept of 'fake news', a phrase that had become popular in 2017. The entry was highly successful at the 'Film by the Sea' Premiere Night at Bankstown Sports Club, winning an award. The prize from the program will allow teachers to participate in a free school-based workshop around basic film and acting techniques in 2018.

Schools Spectacular

In 2017, Campsie Public School made an inaugural submission to the annual 'Schools Spectacular' held at Qudos Bank Arena at Sydney Olympic Park. This show encompassed over 5 500 students from NSW public schools, showcasing outstanding talent in the creative arts. Twelve stage one students were selected to be part of the K–2 combined dance segment after the successful audition submission. Through this experience, students demonstrated the importance of collaboration, self-confidence and school pride. Overall, the participation at the annual Schools Spectacular was thoroughly enjoyed by the staff involved and by the parents who supported their children, but most importantly, by the students themselves.

School Band Program

Campsie Public School Band involved 35 students across years 3–6. The School Band performed at K–6 assemblies and the annual carols night at the end of the year. Twelve students from the School Band were also selected to perform as part of the Festival Band at

the Combined Public Schools Music Festival. For the first time, the school incorporated a stage three ensemble, featuring the advanced students in the Band. These students performed at Ashfield Mall for Education Week, Ashbury School Fete and various school functions throughout the year.

As an extension of the School Band, students were invited to perform at the inaugural 'Campsie's Got Talent' night in November. Seventeen students from K–2 and 21 students from years 3–6 performed on the night for parents and community members. It was a great success and will be continued in 2018.

Combined Public Schools Music Festival

Campsie Public School was represented at the Combined Public Schools Music Festival in August 2017 through five performing arts groups: festival band, choir, tuned percussion, drumming and dance. Twelve stage three students were selected to be part of the combined festival band; 60 students from years 2–6 were involved in the Combined Public Schools Choir; 22 stage three students participated in a tuned percussion performance; 22 stage three students performed a drumming piece, and 30 stage three 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.

DanceSport Challenge

Campsie Public School participated in the DanceSport program for the second time in 2017. The year five classes (90 students) participated in the program and it ran over a 15 week period. The year five students were split into two 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 to compete at the gala evening at Homebush. The 15 couples were fitted and dressed in appropriate dance wear for the 2017 gala evening. The students competed as a cohort against 24 other schools across NSW. Out of the 15 couples, eight were finalists and competed on an individual level against dancers from other schools. The eight finalists made it through to the semi-finals and one couple made it to the final. 40 students were also selected to perform as special guests at the Macquarie Park DanceSport Confidence. One of the students was presented with an award on the night for willingness to excel. Overall, the dance program went beyond teaching dance and demonstrated the importance of resilience, patience, cooperation and partner work. The change in attitude of the students conveyed the positive impact of DanceSport and increased the students' self-awareness and heightened their self-esteem.

Student Representative Council (SRC)

Students at Campsie Public School have continued to be involved in a range of initiatives and events that have provided them with opportunities to develop their

leadership skills, giving them a voice in the future direction of the school. The SRC in 2017 consisted of 52 students from each class from years 2–6, including the prefects and school captains. Stage three members had the additional responsibility of acting as a liaison for Kindergarten and year one classes.

Throughout the year, the members of the SRC attended weekly meetings supervised by a group of staff members who facilitated the events selected by the students to organise. The SRC raised money for charities through hosting events for PJ Day (NSW Asthma Foundation), Footy Colours Day (Fight Cancer Foundation), World's Greatest Shave (Leukaemia Foundation) and Day Without Speech (OIC Cambodia). Students also raised funds for the school through an artwork initiative and with the P&C jointly coordinated events such as: Welcome Back Breakfasts each term, the Easter raffle and the Halloween disco.

Harmony Day is an important celebration of the diversity at Campsie Public School and the SRC coordinated an art gallery exhibition, with the P&C and local artists, which displayed the creative talents of Campsie Public School students. SRC members also had an important leadership role in conducting lessons in classes for Walk Safely to School Day and promoting awareness for White Ribbon Day. Throughout Children's Book Week, the SRC ran a range of programs to promote a love of literature, culminating in a book character parade. The SRC collaborated with the school P&C to assist with Working Bees throughout the year to help enhance the school's appearance and environment.