

# Campsie Public School

## Annual Report



2018



1488

## Introduction

The Annual Report for 2018 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.

School contact details

Campsie Public School Address: Evaline St Campsie, NSW 2194

Website: [www.campsie-p.schools.nsw.edu.au](http://www.campsie-p.schools.nsw.edu.au)

Email: [campsie-p.School@det.nsw.edu.au](mailto:campsie-p.School@det.nsw.edu.au)

Phone: (02) 9718 3083

### School contact details

Campsie Public School

Evaline St

Campsie, 2194

[www.campsie-p.schools.nsw.edu.au](http://www.campsie-p.schools.nsw.edu.au)

[campsie-p.school@det.nsw.edu.au](mailto:campsie-p.school@det.nsw.edu.au)

9718 3083

### Message from the Principal

Our school stands on the traditional lands of the Gadigal people people. Lands near the Cooks River and beyond, which in days gone by would have been busy with people getting about their daily business of family life, trade, education and celebrations. Today, the suburb of Campsie is a still a thriving community, rich with cultural, religious and culinary diversity. Our school sits in the middle of the busy shopping strip and the life of the school mirrors the wonderful richness of the community, in spirit, values, opportunity and inclusiveness.

The Annual Report for 2018 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.

It's with great pleasure that I take this opportunity to reflect on our achievements and express my gratitude for the collective efforts to achieve these. It's hard to believe that the 2015–17 cycle of strategic planning has come to an end and that we are about to embark on the next 3 year cycle. We've had many achievements across our 3 strategic directions and I'd like to mention some of the key ones in each.

#### **Our successes in Strategic Direction 1 'Differentiated Teaching & Learning' included:**

- All staff making progress towards their team goals of improving the teaching of literacy and numeracy across the school
- Professional learning by all our staff on embedding the new literacy and numeracy progressions
- Employment of an Instructional leader – teacher focused on coaching and mentoring staff to support them in teaching practices that have a greater impact on improving student outcomes.
- Professional learning for the leadership team to build their skills in leading professional conversations focused on students' data, achievements and learning progressions
- Rich, authentic real life learning opportunities, which made a real difference to the local community – Stage 2 playground project and Stage 1 lost property project
- Fortnightly data conversations, linked to school assessment data and the learning progressions
- Action research being carried out in stage 3 to improve and strengthen the practice of guided reading
- Student/Teacher and Student/Student conferencing around individualised learning goals
- Use of digital platforms to communicate with parents and also as an assessment strategy

- Integrated units of work in classrooms and across language classes with students
- Staff attending professional learning and then delivering PL and sharing expertise within our school context and across a community of schools

### **Successes in Strategic Direction 2 – 'Learning Culture included:**

- Being one of the next cohort of schools (one of 6 schools) in Sydney that successfully applied for the Got It initiative, a partnership between the Department of Education and Health, to implement a universal social and emotional learning program as well as offer targeted support for families and students.
- Increased awareness by the whole school community in relation to Positive Behaviour for Learning
- Working party of teachers led by one of our community members, conducting research into Gifted and Talented education.
- Successful application for air conditioning in all classrooms in 2019
- Parent book club focused on reading Carol Dweck's book 'Mindsets'
- Partnership with Western Sydney University and trial of a pre-service Art Therapist in residence
- All students in year 1 and 2 received onsite support in Speech and Occupational Therapy.
- Increased engagement in the 2018–20 strategic plan by the P&C and members of school.
- Increased parent and student governance on school committees – canteen and finance
- The leadership team read the text 'Leadership Mindsets' by Linda Kaser and Judy Halbert

### **Successes in Strategic Direction 3 – 'Effective Pedagogical Practice' included:**

- ICT Committee developed a 3 year e-learning plan
- Professional Learning delivered to the whole school staff in the areas of Formative Assessment and ICT Capabilities as well as professional learning delivered to a community of schools on CLIL (Content Language Integrated Learning)
- \$12,000 grant for ICT from Campsie Rotary
- \$13,000 grant for ICT Campsie RSL
- \$6000 donation by the P&C for ICT
- \$13,000 funds raised by Campsie Festival towards ICT resources
- Many visits by universities and overseas visitors to see our wonderful language program in action
- Whole school observations of practice (teachers visiting each other's classrooms to see example of what's working well and areas for improvement)

As a community focused on learning and continuous improvement, we have lots of exciting things in the pipeline for 2019; learning for staff and community in Gifted and Talented and English as an Additional Language education, learning about the rich diversity of language, cultural and religious backgrounds of our school community, further embedding instructional coaching and mentoring opportunities for our teaching staff, a continued focus on numeracy and literacy interventions and a continued focus on real life learning where students make a visible and tangible impact on the local area/community or world – just to name a few.

**Berlinda Cook**

**Principal**

### **Message from the school community**

This year the Parents and Citizens Association continued to support the school in supporting the achievement of school goals and building stronger connections within the local community. A key focus for us in 2018, was to fundraiser money to support the roll out of technology across the school in line with the ICT School Plan. An initiative that we introduced was our gelato stall every Friday afternoon. Along with our other fundraising activities including the Halloween disco and Campsie's Got Talent evening, we were able to raise a total of \$10 000 for the school.

P&C members also served on a number of interview panels to help choose staff for the school. We would like to thank the Student Representative Council and student leaders in supporting our initiatives this year.

The P&C will continue to take an active role within in the wider Campsie community.

**Parent and Citizens Association**

### **Message from the students**

As part of the Student Leadership Team, we had many responsibilities such as planning special events. We helped with Harmony Day celebrations, commemorating ANZAC Day, and fundraising through special events such as our Halloween

Disco, Book Week and Pyjama Day. We also made sure we informed our fellow students about these upcoming events.

Throughout the year, we attended meetings and discussed different occasions and how we could improve our school. In these events, the SRC participated by helping with fundraising and supervising events.

In 2019, we will make sure that the SRC members will do the best they can to be great role models for other students.

**Ziggy Golding–Szyma and Zakira Youssef**

**School Captains**



## School background

### School vision statement

Campsie Public School exemplifies that *'every child and young person is known, valued and cared for'*, in line with the Department of Education's 2018–2022 Strategic Plan. We develop school programs where students are at the centre of future focused learning. All community members embrace different cultures and languages through high quality pedagogical practices. This aligns with our school motto of 'Learning Together For Life' and our school crest of 'Character Alone Ennobles'.

Inherent in this, we:

- ensure a whole school culture of *'excellence, equity, accountability, trust, integrity and service'*
- are ambitious in our belief 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
- promote 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 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 specific 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 one language in addition to 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. In preparation for the self-assessment process, staff and

members of the community determined areas of strength and development across all domains and elements.

### **Learning Domain:**

While most elements of the learning domain (learning culture, wellbeing, curriculum, assessment and reporting) were rated at sustaining and growing and student performance measures rated at excelling, there are several areas as a community we are strengthening.

These included:– Processes and opportunities to ensure that partnerships with parents and students are effective and that students are motivated to deliver their best and continually improve.– Building partnership with families and improving our knowledge and use of system-wide administration processes to follow up student absences to ensure they do not impact on learning outcomes.– Improving our knowledge and use of system-wide administration processes to demonstrate measurable improvements in wellbeing and engagement to support learning.– Increasing opportunities for consultation with parents about their child/ren's learning needs– Using assessment information to evaluate the impact of student learning over time.– Reporting practices are enhanced by feedback from students and parents.

Campsie Public School (CPS) Community wants to ensure that this school is a secure and supportive environment to allow students to flourish and succeed. We're working hard to ensure that social and emotional learning and students' wellbeing is at the centre of school practices and teaching and learning programs. We want all students to be confident, resilient, organised, and persistent and have the skills to get along with others.

As a school we're cognisant that our students need every opportunity to succeed and the strength of our partnerships with the community is vital to the ongoing provision of these opportunities and the achievement of school and community goals.

### **Teaching Domain:**

While all elements of the teaching domain (effective classroom practice, data skills and use, professional standards and learning and development) were rated at sustaining and growing, and many sub-aspects of these areas (particularly a focus on literacy & numeracy and professional learning) were identified as excelling, there are several areas as a community we are strengthening.

These include:– Continuing a focus on differentiated teaching, learning and assessment practices– Monitoring student learning and measuring growth– Continuing a focus on feedback to support student growth and development– Developing teachers data literacy to monitoring student achievement and to determine teaching and learning pathways– Increased collaboration with the community and genuine engagement– Greater number of teachers pursuing higher levels of accreditation.– Consistency of practice to ensure all teachers demonstrate expert contemporary content knowledge and deploy effective teaching strategies.

At CPS we acknowledge that we are all lifelong learners and recognise that 21st Century knowledge, understandings, skills and values must be at the heart of great teaching and inspired learning practices. We believe in providing quality, constructive feedback to each other about teaching and learning, including lesson instruction, classroom management, and student engagement etc. in order to develop as educators and improve student outcomes.

Quality feedback and professional learning conversations about classroom practice and teaching occur at various levels, including from teacher to teacher, supervisor to teacher, supervisor to supervisor. There are embedded practices for classroom observation and opportunities to provide feedback at CPS, for example; observations as part of the Performance Development Framework, whole school Observation of Teaching Practice, as well as ample opportunities for team teaching and lesson demonstrations.

### **Leading Domain:**

While all most elements of the leading domain (educational leadership, school planning, implementation and reporting, school resources and management practices and processes) were rated at excelling sustaining and growing and various sub-aspects (continuous improvement, facilities and community engagement) were rated at excelling, there are several areas as a community we are strengthening.

These include:– Continuing to provide professional learning, peer support, mentoring, coaching to ensure all teams are supported by high quality leadership and all students are taught by high performing teachers.– Embed Performance and Development processes– Demonstrate leadership in the local community through sharing and modelling effective practices that support continuous improvement.– Using feedback from all members of the school community (students, staff and parents) to evaluate the effectiveness of school systems, practices, initiatives and processes.– Improved alignment of administration tasks between teaching and non-teaching staff– Improved green spaces in the playground.

We are committed to Public Education and engaging all members of the school community by gathering their feedback to support continuous improvement.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of a quality, future-focused education to our students.

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

### Differentiated Teaching & Learning

#### Purpose

The school places a high priority on ensuring that all teachers identify and address the learning needs of students. Teachers are encouraged and supported to closely monitor the progress of individuals, identifying learning strengths and areas for improvement. Classroom activities are tailored to levels of readiness and need. Special emphasis is placed on embedding the literacy and numeracy progressions across the curriculum. Student assessment data is used regularly to identify student achievement and progress, to reflect on teaching effectiveness and inform future directions. All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

#### Overall summary of progress

In 2018 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
Growth in NAPLAN trend data in both literacy and numeracy for all student groups.	<b>Human</b> – Curriculum Strategic Direction (SD) Team; KLA committees  <b>Material</b> – Materials; books and online resources purchased for specific integrated units (K–6) and for specific KLAs and through the library budget	Students achieved above state average for Numeracy in years three, five and seven in 2018. Students achieved above state average for Reading in years three and seven in 2018..
Continued progress on PLAN continuum / PLAN2 learning progressions .	<b>Human</b> – Curriculum SD Team; KLA committees  <b>Material</b> – Materials; books and online resources purchased for specific integrated units (K–6) and for specific KLAs and through the library budget	All staff K–2 are plotting students on PLAN and PLAN2 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 staff have been introduced to the National Literacy and Numeracy Progression. All students with a confirmed disability and all Aboriginal students had Personalised Learning Plans or Pathways collaboratively developed and reviewed.
Increased student participation and improved results in external ICAS assessments.	<b>Human</b> – Curriculum SD Team; KLA committees  <b>Material</b> – Materials; books and online resources purchased for specific integrated units (K–6) and for specific KLAs and through the library budget	In 2018, we saw an increased amount of students participate in ICAS assessments across years two to six. Students achieved 15 high distinctions and 108 Distinctions.
Results from lesson observations targeted at specific problems of practice show evidence of quality	<b>Human</b> – Curriculum SD Team; KLA committees	In 2018, we implemented whole school observations where we identified that visible learning was an area for improvement across the



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
literacy and numeracy differentiated learning experiences and a consistent school-wide approach to teaching practice.	<b>Material</b> – Materials; books and online resources purchased for specific integrated units (K–6) and for specific KLAs and through the library budget	whole school.

## Next Steps

- All teachers will be planning and implementing learning experiences that differentiate to at least 2 levels, alternating between extending higher ability students and supporting lower achieving students.
- Implement differentiated assessment that clearly identify where students are on the progressions through open ended tasks. Through moderating assessment tasks as a stage, a consistent teacher judgement approach will be developed and individual personalised goals will be set for all students.
- Tracking of students' progress through data walls or equivalent to group students according to their level of progression in numeracy and reading.

## Strategic Direction 2

### Learning Culture

#### Purpose

The school is driven by a deep belief that *'every child and young person is known, valued and cared for'* and is capable of successful learning. A high priority is given to building and maintaining positive and caring relationships amongst staff, students and parents. There is a strong collegial culture of mutual trust and integrity amongst all staff, while parents are treated as equal partners in the promotion of student learning and wellbeing. The school works to refine and positively build upon a learning environment that is equitable, safe, respectful and inclusive. The learning culture promotes accountability and excellence to ensure intellectual rigour. There is a strategic and planned approach to develop whole school wellbeing processes that support students so they can connect, succeed and thrive.

#### Overall summary of progress

2018 saw the relaunch and continued 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 interventions are focused on the learning and wellbeing of students and on continually meeting the needs of all students. Evidence-based programs increase social, emotional and intellectual outcomes for all students.	<b>Human</b> – Student Wellbeing SD Team; LaST Team  <b>Material</b> – use of EBS4 Student Wellbeing software	<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>
A shared understanding of the PBL framework and its place in the school as an integral program to support wellbeing. Improved student behaviour and engagement in all areas of learning.	<b>Human</b> – PBL Team  <b>Material</b> –PBL Materials; use of Sentral	In 2018 we relaunched the implementation of the PBL framework and its place in the school. Students and teachers participated in team teaching situations that reignited an interest in Positive Behaviour for learning.
Learning environments show	<b>Human</b> – PBL Team	

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
evidence of research-based pedagogies, wellbeing interventions and a consistent school-wide approach to meeting student wellbeing needs. Consistent and effective use of targeted resources and a common understanding of the procedures used in the school to support wellbeing.	<b>Material</b> –PBL Materials; use of Sentral	

## Next Steps

- Strong partnerships between teachers/LST staff/parents to support learning needs from early learning stages of development.
- A guideline for teachers to identify which students need an ILP
- By the end of 2019 Students and Teachers understand and articulate the PBL framework and its place in the school wellbeing program

## Strategic Direction 3

### Effective Pedagogical Practice

#### Purpose

The school aims to provide a future focused learning environment through a differentiated curriculum which meets the needs of a diverse and multicultural community. This is driven by research-based pedagogy and a culture of collaboration, observation and feedback between staff and students. All teachers are ambitious in seeking continual improvement in the skills of critical and creative thinking and using data to analyse impact. Highly effective pedagogical practice supports students' development as they actively participate in their learning journey.

#### Overall summary of progress

Students K–6 were engaged in innovative learning activities appropriate for students in 2018. 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
Improvement in lesson observation data about a particular problem of practice and this data is used to identify future focus areas and professional learning.	<b>Human</b> – Innovative SD Team; Computer Coordinator  <b>Material</b> – ACARA ICT Framework; Integrated unit resources; asset refurbishment priorities	We implemented whole school observations where all staff had buy in on the most appropriate methodology for collecting evidence within our school context. As a result, we identified visible learning as an area for improvement.
Improvement in continua results for all student groups.	<b>Human</b> – Innovative SD Team; Computer Coordinator  <b>Material</b> – ACARA ICT Framework; Integrated unit resources; asset refurbishment priorities	In 2018, all teachers have familiarised themselves with the ICT capabilities continuum and have embedded ICT within the integrated units across all stages.
Feedback from staff shows ICT infrastructure effectively supports pedagogical practice.	<b>Human</b> – Innovative SD Team; Computer Coordinator  <b>Material</b> – ACARA ICT Framework; Integrated unit resources; asset refurbishment priorities	In 2018, we received a grant from the Campsie Rotary Club., which has supported the school's rollout of our e-learning plan.

#### Next Steps

- Strong partnerships between teachers/LST staff/parents to support learning needs from early learning stages of development.
- A guideline for teachers to identify which students need an ILP
- By the end of 2019 Students and Teachers understand and articulate the PBL framework and its place in the school well being program

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p><b>Human</b>– Learning and Support Team (LaST); DoE Aboriginal Team</p> <p><b>Material</b>– Developed Personalised Learning Pathways</p> <p><b>Financial</b>– RAM Aboriginal Background Equity Loading –\$4676</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).
<b>English language proficiency</b>	<p><b>Human</b>– 5.4 (five full-time and one part-time) specialised EAL/D teachers</p> <p><b>Material</b>– Explicit teaching of integrated units of work focused on literacy acquisition (K–6)</p> <p><b>Financial</b>– RAM English Language Proficiency Equity Loading – \$562, 210</p>	<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>
<b>Low level adjustment for disability</b>	<p><b>Human</b> – Casual and Temporary School Learning Support Officers; designated Speech Therapy and Occupational Therapy Program with specialists working in classes every week</p> <p>1 full time Learning and Support teacher and a half day additional support (1.1 staffing)</p> <p><b>Material</b> – Explicit scaffolded teaching of integrated units of work focused on literacy acquisition with appropriate visual prompts as necessary (K–6)</p> <p><b>Financial</b> – RAM Low Level Adjustment for Disability Equity Loading – \$114, 524</p> <p>Flexible funding teacher's aide support – \$68, 203</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. School Learning Support Officer (SLSO) timetables have been revised to best meet identified students' needs. Personalised Learning Plans (PLPs) have been completed for all identified students. Learning and Support Teacher (LaST) in class/consultative and withdrawal support for these students is implemented.
<b>Quality Teaching, Successful Students (QTSS)</b>	<p><b>Human</b>– Casual Relief for classroom observations</p> <p><b>Material</b>– Staffing</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

<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p>allocation of 1.3092</p> <p><b>Financial–</b> \$136, 284</p> <p><b>Financial–</b> RAM Socio–economic Equity – \$122, 505</p>	<p>observations. Students with specific financial needs have been identified and supported financially as 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>There is a 50% subsidy of the band and guitar programs at the school.</p>
<p><b>Socio–economic background</b></p>	<p><b>Financial–</b> RAM Socio–economic Equity – \$122, 505</p>	<p>Students with specific financial needs have been identified and supported financially as 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>There is a 50% subsidy of the band and guitar programs at the school.</p>
<p><b>Support for beginning teachers</b></p>	<p><b>Financial–</b> RAM Beginning Teacher Support – \$55, 000</p>	<p>The DoE Beginning Teachers' policy has been explained to the relevant staff. 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 benefited 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>
<p><b>Targeted student support for refugees and new arrivals</b></p>	<p><b>Human–</b> 5.4 EaL/D teacher allocation</p> <p>Term 2 (3 days), Term 3 (2 days) , Term 4 – (1 day) per week</p> <p><b>Material–</b> Explicit teaching of integrated units of work focused on literacy acquisition (K–6)</p> <p><b>Financial–</b> RAM Refugee Student Support – \$2, 047</p>	<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>



<b>Targeted student support for refugees and new arrivals</b>	<p>Targeted student support for refugees and new arrivals (\$2, 045)</p> <p>Additional human resource – \$108, 000</p>	<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>
<b>Active Distributed Leadership</b>		
<b>Targeted Use of School Resources</b>		

## Student information

### Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	369	378	393	381
Girls	390	382	391	366

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies. Our enrolment in 2018 was 747.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.6	92.7	93	93.1
1	93.6	93.4	93	94.4
2	95.6	94.7	95.2	93.2
3	94.5	95.3	95.7	94.6
4	94	96.2	95.8	95.7
5	95.9	94.9	96.3	96.1
6	95.1	94.3	94.3	94.7
All Years	94.6	94.4	94.7	94.5
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

On average 94.5% of students attended school daily. This is above the state average of 93.4%. 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(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	28.95
Teacher of Reading Recovery	0.95
Learning and Support Teacher(s)	1.1
Teacher Librarian	1.2
Teacher ESL	5.4
School Counsellor	1
School Administration and Support Staff	4.67
Other Positions	5.6

\*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.

### 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	65

### 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 2018 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.

### L3/TEN

In 2018, 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 project involving nine members of the Campsie Public School executive team working with four 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.

### Accreditation:

Beginning teacher support was provided to teachers attaining their proficient level of accreditation. In 2018, eight teachers achieved their accreditation at Proficient and one teacher completed their maintenance of accreditation at proficient.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	245,701
<b>Revenue</b>	7,782,682
Appropriation	7,271,067
Sale of Goods and Services	161,039
Grants and Contributions	344,803
Gain and Loss	0
Other Revenue	5,100
Investment Income	673
<b>Expenses</b>	-7,553,091
Recurrent Expenses	-7,553,091
Employee Related	-6,787,498
Operating Expenses	-765,593
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	229,591
<b>Balance Carried Forward</b>	475,292

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 2018 to 31 December 2018. 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.

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	5,036,259
Base Per Capita	151,601
Base Location	0
Other Base	4,884,658
<b>Equity Total</b>	934,586
Equity Aboriginal	4,676
Equity Socio economic	122,505
Equity Language	624,678
Equity Disability	182,728
<b>Targeted Total</b>	118,412
<b>Other Total</b>	928,286
<b>Grand Total</b>	7,017,543

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 report each semester.

76% of students in Kindergarten were performing at or above expected achievement levels in English during semester one, increasing to 84% in semester two. 84% of students in Kindergarten were performing at or above expected achievement in mathematics during semester one, increasing to 92% in semester two.

58% of students in year one were performing at or above expected achievement levels in English during semester one, increasing to 71% in semester two. 73% of students in year one were performing at or above expected achievement in mathematics during semester one and semester two.

80% of students in year two were performing at or above expected achievement in English during semester one. 86% of students in year 2 were performing at or above expected achievement in mathematics during semester one, increasing to 90% in

semester two.

87% of students in year three were performing at or above expected achievement levels in English during semester one, increasing to 90% in semester two. 79% of students in year 3 were performing at or above expected achievement in mathematics in semester 2.

94% of students in year four were performing at or above expected achievement in English during semester one. 87% of students in year 4 were performing at or above expected achievement in mathematics during semester one, increasing to 91% in semester two.

80% of students in year five were performing at or above expected achievement in English during semester one. 80% of students in year 5 were performing at or above expected achievement in mathematics in semester one and two.

73% of students in year 6 were performing at or above expected achievement levels in English during semester one, increasing to 93% in semester two. 79% of students in year 6 were performing at or above expected achievement in mathematics during semester one, increasing to 95% in semester two.

### ICAS University Competitions:

In 2018, only students who applied, sat for the University of NSW ICAS competitions. The highlights of our students' participation are as follows:

The achievement of one high distinction, 20 distinctions, 34 credits and 10 merits in the English competition.

The achievement of five high distinctions, 33 distinctions, 42 credits and 8 merits in the Mathematics competition.

The achievement of two high distinctions, 18 distinctions, 33 credits and 10 merits in the Science competition.

The achievement of four distinctions, 26 credits and nine merits in the Writing competition.

The achievement of six high distinctions, 19 distinctions, 36 credits and 17 merits in the Spelling competition.

The achievement of one high distinction, 14 distinctions, 19 credits and five 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 2018, 83 students at Campsie Public School participated in the program with 12.0% of students performing at level five.

### **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 students' literacy and numeracy development. This information is also sent home with feedback to parents.

## **NAPLAN**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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 differentiated teaching and learning and data collection and analysis, as well as high quality improvement in conceptual integrated units of work, will further enhance learning outcomes for students. Ongoing student improvement will continue to be monitored through extensive curriculum differentiation and assessment strategies at stage and cross–stage level.

### **Highlights:**

Over the last five years, since 2013, year 3 students on average, have improved by 4.89% in the test aspect of Reading.

Over the last five years, since 2013, year 5 students on average have improved by 4.04 % in the test aspect of Grammar and Punctuation.

Over the last five years, since 2013, year 5 students on average, have improved by 4.9% in the test aspect of Reading.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

### Year 3:

44% of students obtained scores that placed them in the top 2 bands of achievement in Grammar and Punctuation.

61% of students obtained scores that placed them in the top 2 bands of achievement in Spelling.

49% of students obtained scores that placed them in the top 2 bands of achievement in Writing.

45% of students obtained scores that placed them in the top 2 bands of achievement Reading.

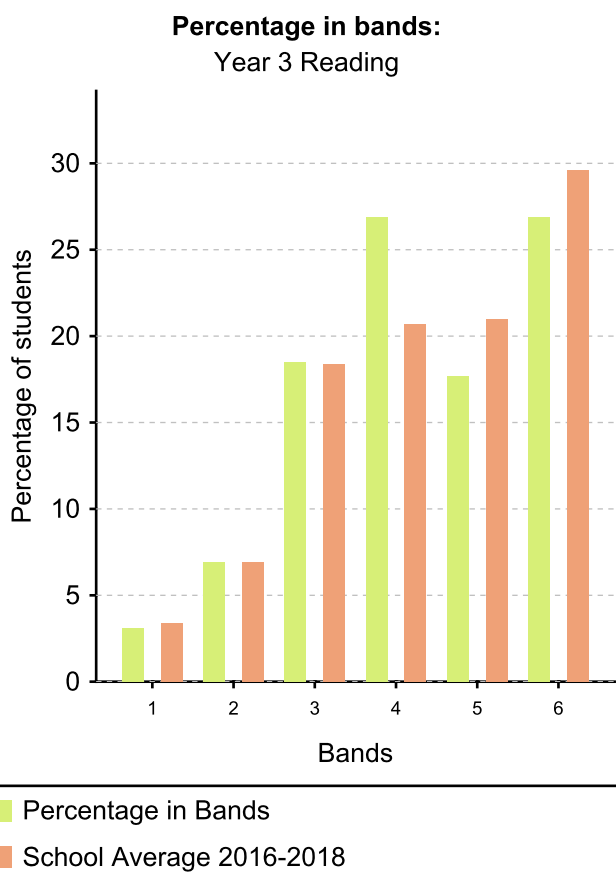
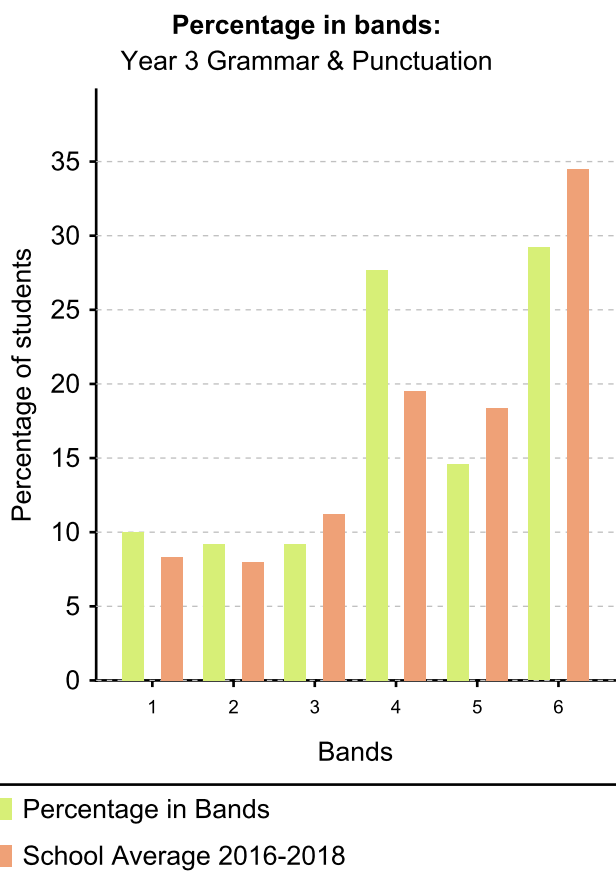
### Year 5:

62% of students obtained scores that placed them in the top 4 bands of achievement in Grammar and Punctuation.

60% of students obtained scores that placed them in the top 4 bands of achievement in Spelling.

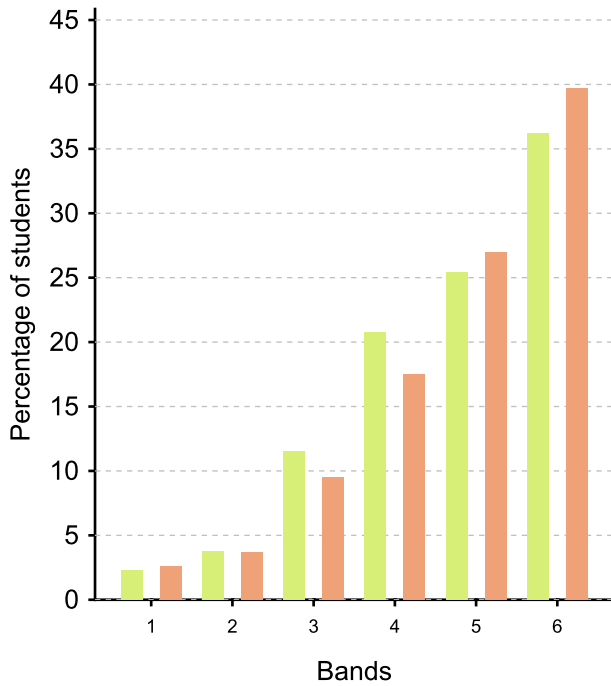
45% of students obtained scores that placed them in the top 3 bands of achievement in Writing.

63% of students obtained scores that placed them in the top 4 bands of achievement Reading.

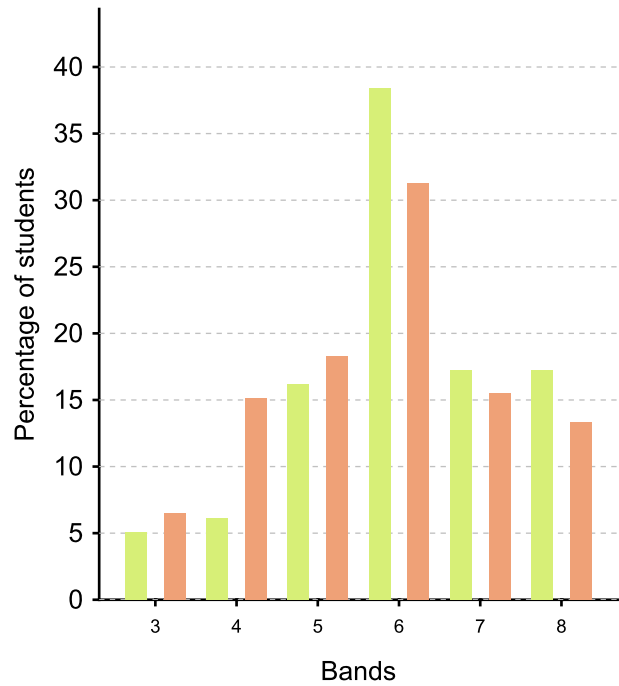




**Percentage in bands:**  
Year 3 Spelling



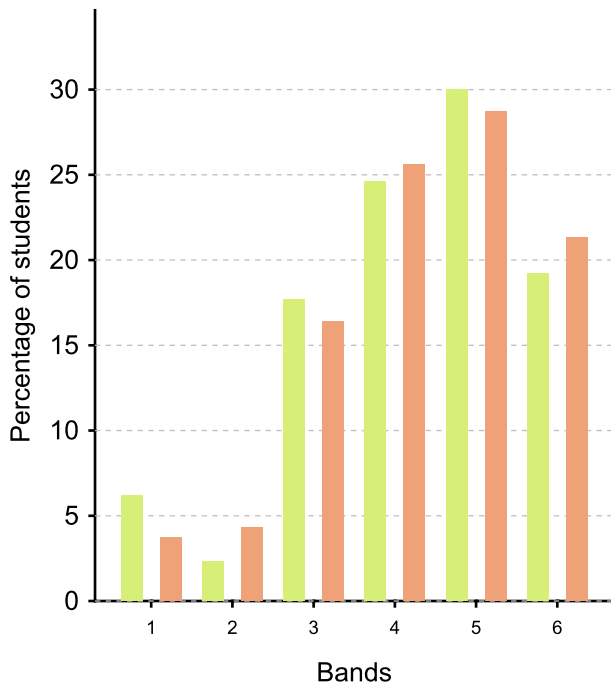
**Percentage in bands:**  
Year 5 Grammar & Punctuation



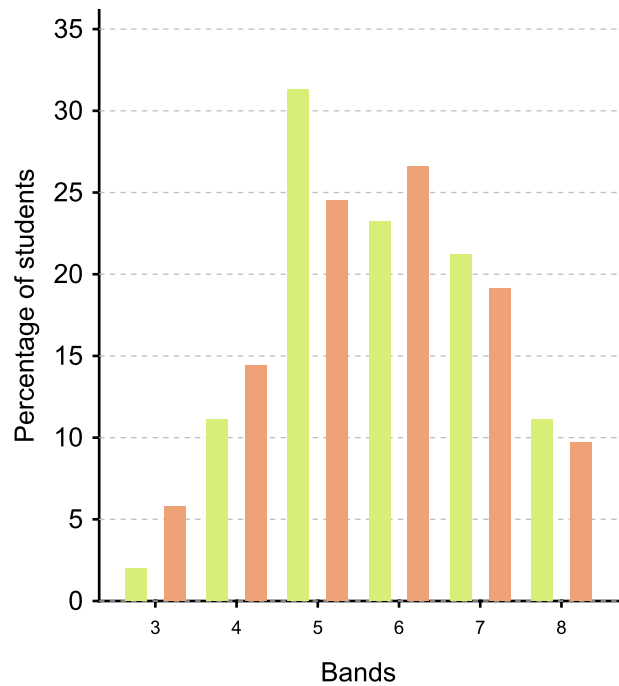
Percentage in Bands  
School Average 2016-2018

Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 3 Writing



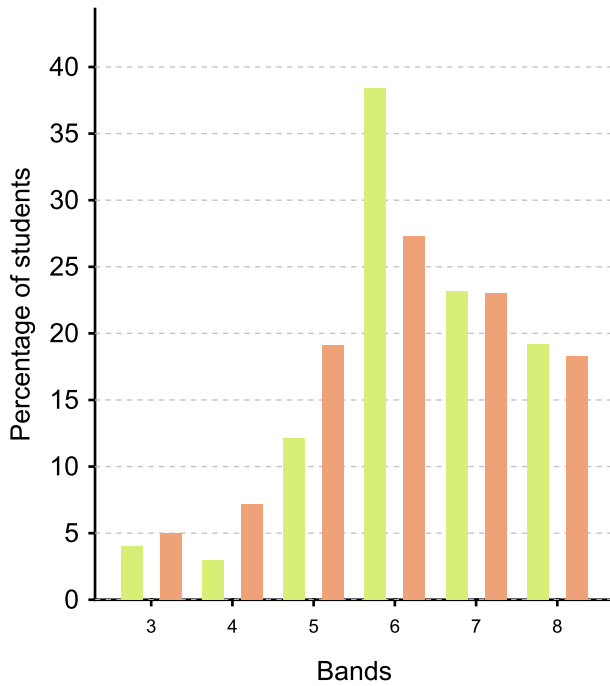
**Percentage in bands:**  
Year 5 Reading



Percentage in Bands  
School Average 2016-2018

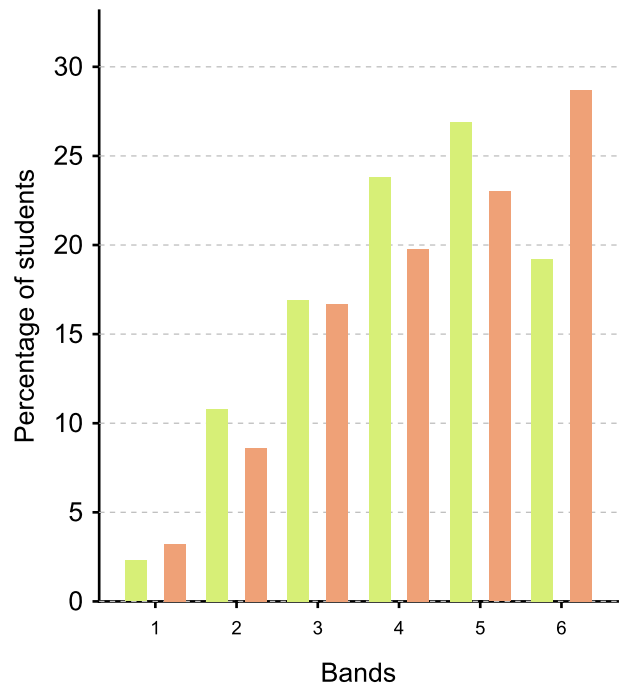
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 5 Spelling



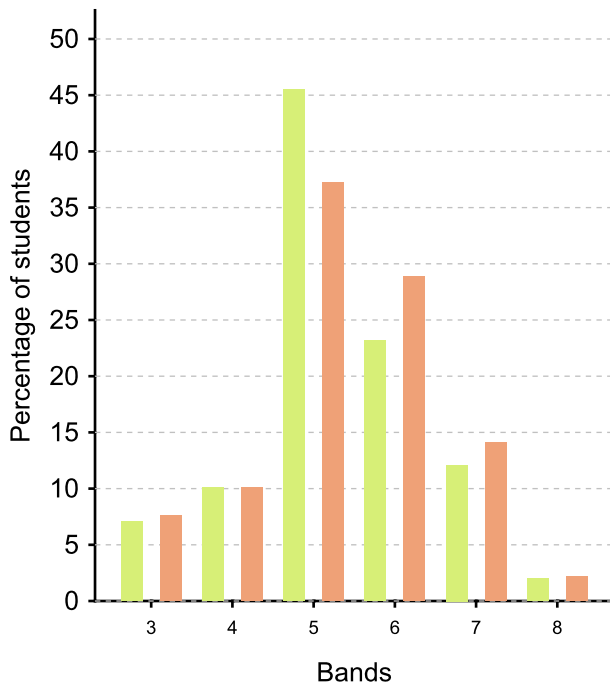
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 3 Numeracy



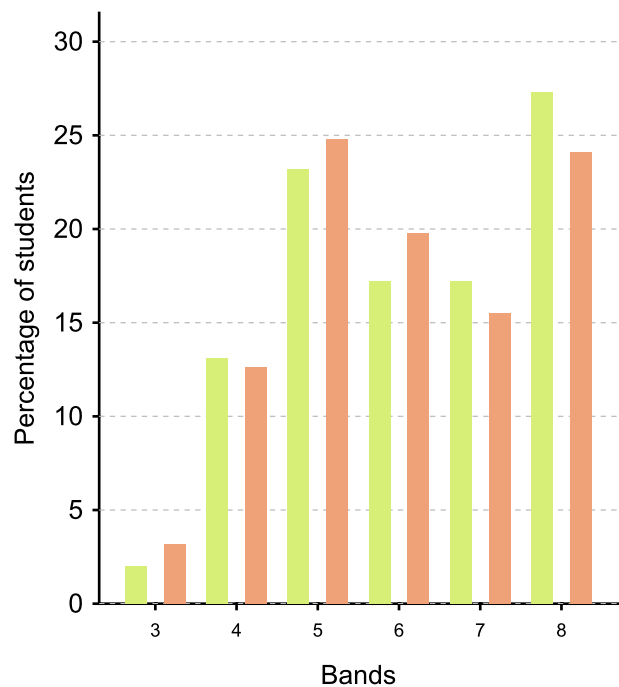
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 5 Writing



Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2016-2018

### Year 3:

66% of students obtained scores that placed them in the top 2 bands of achievement in Numeracy.

46% of students obtained scores that placed them in the top 4 bands of achievement in Numeracy.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

<Use this text box to comment on mandatory reporting requirements in accordance with the *Premier's*

*Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands>*

Delete text not required.

## 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 April and October 2018. 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 7.3
- Safety At School 7.1
- Parents Feel Welcome 7.2
- Inclusive School 6.7
- Parents Are informed 6.5,
- School Supports Learning 6.9
- Parents Support Learning At Home 6.6.

Parents found the most useful types of communication regarding student learning were parent/teacher interviews, school reports and informal meetings. Parents found the most useful types of communication regarding school news were school newsletters and the school website. These community responses will be tracked again through the same survey in 2019 so that longitudinal progress can be measured accurately.

### Student Feedback:

*The Social–Emotional Outcomes showed that:*

- Students That Value Schooling Outcomes is 91%
- Students With Positive Behaviour At School 86%
- Student Participation In School Sports 87%
- Student Effort 87%
- Students Who Are Interested And Motivated 82%
- Students With A Positive Sense Of Belonging 72%
- Students With Positive Relationships 84%

- Students With Positive Homework Behaviours 54%
- Student Participation In Extracurricular Activities 60%

*Of the Eight Drivers of Student Outcomes, students rated the school out of 10:*

- Expectations For Success 8.2
- Effective Learning Time 7.7
- Rigour 7.8
- Relevance 7.7
- Positive Teacher–Student Relations 7.8
- Advocacy At School 7.2
- Positive Learning Climate 6.8
- Students Who Are Victims Of Bullying 4.4

### Teacher Feedback:

*Of the Eight Drivers of Student Learning, staff rated the school out of 10:*

- Inclusive School 7.8
- Teaching Strategies 7.6
- Collaboration 7.4
- Learning Culture 7.6
- Data Informs Practice 7.5
- Leadership 6.0
- Parent Involvement 6.6
- Technology 5.9

Of the Four Dimensions of Classroom and School Practice, staff rated Planned learning opportunities as the highest element, with an average score of 7.3/10.

## 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 \$4676.

### Multicultural and anti-racism 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 2018. 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. Campsie Public School is one of only four Bilingual Schools in NSW and the only Korean Bilingual School funded by the government since 2010.

In 2018, approximately 250 students were involved in the Korean Bilingual Program across Kindergarten to Year six. Most students of the Stage 3 Korean Bilingual students have started learning Korean when they began their schooling in Kindergarten. 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 Drumming Group won the first prize at the 2018 Korean Performance Contest where over 200 students from 90 schools across Australia (K–12) participated. It was an amazing achievement of all the Year 6 Korean Bilingual students as the Korean drumming was taught and practised as part of their regular music lessons.

In preparation for the implementation of the new K–10 Korean Syllabus in 2019, our staff participated and contributed in the process of the curriculum development procedures organised by NESA (NSW Education Standards Authority). All of our Korean staff have now familiarised with the new syllabus through the professional development opportunities.

We also have applied for the Korean K to 2 trials to be able to host a digital, play-based language learning program through ELLA (Early Learning Languages Australia). This Australian Government initiative is designed to inspire children by driving a genuine interest in a new language and culture using the latest technology. Our application for ELLA trial has been successful and we have been informed to be part of it from 2020. We believe the students in K–2 Korean Bilingual program will be greatly benefitted by the ELLA program.

### 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.

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** This year, Campsie Public School participated in two Public Speaking. In Semester 1, 4 students represented Campsie Public School in the Multicultural Perspectives Public Speaking Competition. This competition caters for the development of speaking and listening skills for students in Years 3–6. Students developed a speech around chosen multicultural perspectives. In addition to this, the Multicultural Perspectives Public Speaking Competition implemented an impromptu segment within the competition where students developed and presented a speech within 5 minutes around a common topic. As a result, Campsie Public School received participation within the competition.

In Semester 2, we participated in the Ultimo Operational Directorate Primary Schools Public Speaking Competition. This competition ran across classes K–6. The competition included participation from over 259 schools across the Ultimo Directorate. We had 4 students represent our school at the Strathfield Network final, where our Stage 1 representative, Ashley Wong, received Highly Commended.

We look forward to developing our speaking and listening skills further in 2019.

**Debating** Campsie Public School took part in two annual debating competitions in 2018, 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. The Premier's Debating Challenge required students to prepare their arguments on site and engage in impromptu debates with only one hour 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 Minds competition in 2018. This competition is a nation-wide, extracurricular program which enhances higher order thinking and problem solving skills in students. This year, Campsie Public School entered three groups of students into the competition. Each team consisted of seven students from stages two and three. The teams were presented with four different long-term challenges, with the task of choosing one. Two of the teams picked the Social Sciences challenge, whilst one team picked the Arts challenge. Each team had five weeks to create scripts, props and memorise their performances before the regional tournament date.

On Saturday August 25, our three teams represented our school at Western Sydney University, Bankstown Campus and showcased all of their hard work in their long-term challenge, as well as a spontaneous challenge presented to them on the day. The students performed with aplomb and we look forward to another challenging and exciting competition in 2019.

**Positive Behaviour for Learning (PBL)** Positive Behaviour for Learning (PBL) 2018, saw the implementation of a school-wide reward system, awarding students with tokens for following the school PBL values. A 2018 scope and sequence was established and distributed to school wide staff, allowing explicit PBL lessons to be shared and taught to students from K–6 each fortnight. Major and minor behaviours were discussed at professional learning and as a result the behaviour flowchart was established and implemented. The flowchart provides clear expectations to staff and students on managing behaviours, to ensure consistency for all students. Data collection

procedures were implemented for the core PBL team to review major and minor behaviours recorded on Sentral. The core PBL team collect, analyse and graph data input on Sentral and utilise the data decision guide to implement strategies to support positive behaviour at a school-wide level. Ongoing community consultation ensures that staff continually evaluates systems to promote a positive school culture.

**Speech Pathology and Occupational Therapy** The Speech Pathology and Occupational Therapy program (SPOT) continued in 2018 at Campsie Public School for the duration of the whole year. The program consisted of one day per week multidisciplinary whole class lessons in year 1 and Kindergarten, and one day Speech Pathology withdrawal groups for Kindergarten in semester 1. As well as one day Occupational Therapy withdrawal groups, one day whole class Speech Pathology lessons and one day Speech Pathology withdrawal groups in Kindergarten in semester 2. This was supplemented by Speech Pathology and Occupational Therapy screening assessments of identified students from Kindergarten to year 6.

The Speech Pathology program is designed support students' development of social communication, expressive and receptive language skills and phonological awareness skills and to assist in making 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, handwriting and sensory processing. 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 20 to 28) for their content (vocabulary) score and seven points (from 11 to 18) for their grammar score. Receptive language skills improved in ability to understand instructions and basic concepts by five points (from 8 to 13). As a result of Occupational Therapy intervention, the students' foundation skills for classroom participation improved significantly. When looking at all Kindergarten classes, the number of students who were identified as being of concern reduced from 8% to 0.8%, and the number of students classed as having age-appropriate skills increased from 6% to 46%.

**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 2018 school year produced some outstanding achievements and participation by Campsie Public School students and a summary of our major achievements are as follows:

- \* 31 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.

- \* 29 Students represented Campsie Public School at the Zone Swimming Carnival and one student represented the Wiley Park Zone at the Sydney East Association Swimming Carnival.

- \* 61 Students represented Campsie Public School at the Zone Athletics Carnival.

- \* PSSA Cricket – the senior and junior teams both competed in the semi-finals.

- \* PSSA T-Ball – the 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 2018, Campsie Public School made their third submission to the annual "Film by the Sea" competition with a film entitled 'A Nothing Film'. We were successful with our submission and the film premiered on October 24 at Event Cinemas, Miranda. As there was no theme for films this year, our stage two and stage three students created a short film which explored the creative process of coming up with an original storyline. Our budding film stars got to walk the red carpet and see themselves on the big screen amongst submissions from over a dozen other schools. The Film Club students have continued to improve their understanding of all aspects of film production and we look forward to further success in the future.

**Schools Spectacular** In 2018, 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 5 000 students from NSW public schools, showcasing outstanding talent in the creative arts. Sixteen 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** This year the School Band program consisted of over 100 students. The School band was made of up students in Years 3–6, who dedicated their Monday afternoons and additional music lessons to develop their instrumental skills. Many of our band students were involved in our concert band. The Concert band had opportunities to perform at many school functions including school assemblies and special events.

Our advanced students took part in the Combined Schools Public Schools Music Festival Concert Band and performed at Bankstown Sports club.

In addition to this, students attended the Community of Schools Band Day at Kingsgrove North High School.

We aim to continue to promote a positive attitude and participation in our arts program, specifically music, in 2019

**Combined Public Schools Music Festival** Students from Campsie Public School showcased their performing arts talents at the Combined Public Schools Music Festival in September 2018. This event involved a total of 14 schools over three days. Campsie Public School was represented through five performing arts groups: festival band, choir, tuned percussion, Korean drumming and hip-hop dance. 16 stage three students were selected to be part of the combined festival band; 36 students from years 2 to 6 were involved in the Combined Public Schools Choir; 17 stage three students participated in a tuned percussion performance; 20 stage three students performed a Korean drumming piece, and 20 stage three students choreographed and performed a hip-hop dance item inspired by K-pop. Preparation, including weekly rehearsals at school supported students and assisted them in giving magnificent performances at the annual Combined Public Schools Music Festival at Bankstown Sports Club.

**DanceSport Challenge** Campsie Public School participated in the DanceSport program for the second time in 2018. 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 dancewear for the 2018 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. Two finalists couples made it through to the semi-finals on gala night. 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)** The SRC is made up of 60 students, including the prefects and school captains, who are elected by their peers to represent all students in the school. SRC members have been given opportunities to develop their leadership skills and express their opinions about the school, through the involvement in a range of initiatives and events.

Throughout the year, SRC members attended fortnightly meetings supervised by a group of staff members who facilitated the events selected by the students to organise. Stage three members had the additional responsibility of acting as a liaison for Kindergarten and Year one classes.

The SRC raised money and awareness for the NSW Asthma Foundation by hosting a PJ Day event. Harmony Day is an important celebration of the multicultural community at Campsie Public School. SRC coordinated a Harmony Day art gallery, which showcased the creative talents of Campsie Public School students and raised funds for the school. Furthermore, the SRC raised funds with the P&C by jointly coordinating the Halloween disco and assisting in selling gelato on a weekly basis.

The SRC collaborated with the P&C to sort lost property to help encourage students to be responsible for their own property and promote the school uniform policy by selling it at low costs. Throughout Children's Book Week, the SRC ran a range of whole school programs that promoted a love of literature, culminating in a book character parade.

**LIP Program** In 2018, within the K-2 Literacy and Numeracy initiative Campsie Public School included a school based 1 on 1 Literacy Intervention Program. This program targeted students who were in the lowest 20% of their grade for Reading and Writing. 14 students accessed this program and all 14 students successfully discontinued at Reading levels between 16 and 30. The program ran with 5 students being taught per day in a 1 on 1 situation for half an hour per student. This intensive format allowed students who had not successfully accessed the Kindergarten Literacy curriculum, for various reasons, the opportunity to develop Reading and Writing strategies and behaviours, taking them from well below their cohort level to above their cohort level, and allowing them to become independent learners within their class environment.

**National Chinese Writing and Calligraphy competition** In 2018, there were 8 students from Campsie Public School that participated in the 2018 National Chinese Writing and Calligraphy Competition. The competition took place at Ashfield Boys High School on the 8th of September 2018. Out of the 8 students that competed three students successfully placed in the competition. They were: Taifeng Lyu and

Aijia Yang who both placed second in the 9-10 age group for writing. In the Calligraphy section of the competition Siyi Lin placed third in the 11-12 age group for Hard pen calligraphy and she also placed third in the 11-12 age group for Brush calligraphy.

**Chinese Eisteddfod** We had 67 students participate in the 2018 National Chinese Eisteddfod on 26th May at Birrong Boys High School. Three students received first prize, ten students received second prize, five students receive third prize and eleven students received special award. Our group achieved outstanding result in the competition, they came second place in their age group.

**Number Crunchers** With Number Crunchers, students participated in a competition that promotes mathematics. Stage 3 students participated in the Number Crunchers section, mentally working out answers to mathematical questions, Rubik's Cube and Places of Pi. Our students represented our school gallantly with Soren Stonebank progressing to the Final, where he came fifth.