

Campsie Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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

Our school stands on the traditional lands of the Duruk and Gadigal people, 2 of 29 clans of the Eora Nation. Lands near the Cooks River and beyond, which in days gone by were pristine. At the time of European occupation, the Cooks River was a popular fishing ground and abundant with fish, mussels, oysters and other shellfish and remained like this even up until the early 1900s. We have a lot to learn from our rich Aboriginal history and from our current Aboriginal neighbours and citizens about practices to care for the precious land we live on. Today, the suburb of Campsie is 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.

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 2018–20 cycle of strategic planning has almost 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 achievements.

- Staff have worked hard at achieving one of our school goals of embedding visible learning – explicit lesson goals and success criteria, student goal setting and learning walls in the classroom to bump up skills in reading, writing and numeracy
- Employment of additional teachers on each stage focused on coaching and mentoring staff to support teaching practices that have a greater impact on improving student outcomes.
- Action research by teachers in Stage 1 to improve and strengthen the practice in the teaching of literacy and numeracy
- Purchase of iPads for all staff to support assessment practices and feedback to students in the classroom and evidence of learning with parents through SeeSaw
- Increased awareness by the whole school community in relation to Positive Behaviour for Learning
- Numerous parent workshops and our first Kindy EXPO and Education Week performances at Campsie Centre
- Campsie hosting the English as an Additional Language teaching network for schools in the Canterbury area
- \$5000 grant for playground improvements from Campsie Rotary
- \$16,000 funds raised by Campsie Festival towards a playground project next year
- The hosting of many pre-service teachers as well as visits by universities and overseas visitors to see our wonderful programs in action

Our many partnerships

- Teachers researching Gifted and Talented education in partnership with Dr Robyn Lonergan, University of NSW
- Continuation of our partnership with Western Sydney University and Art Therapist in residence
- Participation in the Federal's governments Early Learning Languages Australia trial
- Partnership with Sydney University and the Department of Education supporting pre-service education students
- Stage 2 teachers in partnership with Newcastle University into Quality Teaching Pedagogy
- Partnership with the Sydney Opera House, 8 teachers trained in the Opera House's Creativity Framework and an artist in residence working 1 day per week for two terms to support the realisation of the Korean Film Festival.
- Partnership with Macquarie University on Raising Intercultural Awareness
- Learning partnership with the Speech and Occupational Therapy providers

Several of our staff and the school have received prestigious awards.

- Sarah Jones Minister's Award for Excellence in Teaching & Learning
- Jungsu Ju and Glendon Hanna Excellence in Education Awards from Burwood Rotary
- Ashmita Kumar and Andrew Fox for excellence in teaching and leadership from DoE Canterbury Network Awards
- Melissa Barker, Excellence in supporting Aboriginal Education DoE's Deadly Award
- The NSW governments Secretary's commendation for Outstanding School Initiative for the Extra Curricula Clubs program
- Principals' Network Award for the Leadership program Lead4Success
- NSW Legislative Assembly Hansard for participation in the National Chinese Eisteddfod
- Finalist in the Australian Educator's Awards for the Korean Bilingual Program

As a community focused on learning and continuous improvement, we have lots of exciting things in the pipeline for 2020.

- planned classroom renovation for 5 kindergarten classrooms over the school holidays
- fingers crossed that the air-conditioning will be installed in 2020
- further embedding instructional coaching and mentoring opportunities for our teaching staff, a continued focus on numeracy and literacy interventions
- continued focus on project based, real life learning where students make an impact on the local area/community or the world.

In addition to this, towards the end of 2020 we will revisit our school vision and values and plan for the next cycle of school improvement which will be reflected in the 2021–2023 School's Strategic Plan.

Berlinda Cook

Principal

Message from the school community

2019 has been a busy and rewarding year for the P&C. There were several changes in the executive team. Kijeong Song stepped down as President and myself stepped in. Beatriz Occhiuzzi stepped down as Vice President and Summer Xia filled the position. We also welcomed Ken Thomson as new Secretary Assistant and Amy Deng as Fundraising Committee Co-ordinator. The position of Treasurer Assistant was revoked this year. Unfortunately, Ken had to resign from his role on 24th May. His position was subsequently revoked as Susan Chandra was happy to continue as Secretary without an assistant.

Many enjoyable and successful events were run by P&C in 2019. The Mother's Day and Father's Day breakfast and stalls

are traditional and always with great fun. Along with the delicious hot food before school bell, it also brings a joy to see children taking serious thinking when they chose gifts for their parents or grandparents from the stall.

Although the tradition was followed, there were a few fundraising events were newly employed in the past year. 2019 provided the opportunity to have an Election Day BBQ Stall. Parents were gathered to volunteer on the day and about \$1000 was successfully raised. Book week Disco was the highlight of the year. It was a fun event for all the students while they dressed up as the favourite character. And more than \$700 was obtained.

More importantly, we focused on building and promoting a strong sense of community. The year started with a very small number of volunteers and finished with a long list in volunteer log. Information continued to be disseminated on our Facebook page. Wechat Group was also established to accommodate different cultural group communication form. Regular messages received on both social media channels with feedback provided to both Principal and parents when the needs occur. Food stalls were organized in Campsie Red Tree Film Festival and Welcome market, from which the profit made were directly to Community Language Groups who participated. Also, we reached out to local community. Multiple local business was approached with intention to build up co-operative relationship and small funds was obtained from local Woolworths. February saw the first local Bunning Sausage Sizzling. It highlighted the fantastic teamwork performed by our parent and teacher volunteers. At the same time, our school and P&C were presented to wide local community.

Through the year, P&C worked closely together with the school to provide the best possible learning experience for students across different areas of education. We helped in school events food stall during 10-year anniversary of Korean Bilingual program, Campsie Red Tree Film Festival, Campsie Got Talent and Carol's night. Morning tea was provided in school Kindergarten Expo. A Teacher's Day Card Design Competition was held for students to express their gratitude as well as display their art talents. It was touching to read how children take in and say thank you to what teachers have done for them in different ways. At the middle of the year, funding was provided to Korean Drumming and skipping group, Dance Spot, School Spectacular, School Choir and Chinese Language Group to purchase essential equipment or as subsidy for their activities. In total, we will contribute \$20,000 into school playground upgrade when project is finalised and set to start in 2020.

At the end, I would like to acknowledge and thank each and every person who has volunteered to assist at events that P&C has involved and has turned up at every P&C monthly meeting. Many hands do make light work whenever it comes to any occasion. Specific thank you to Winnie Chen, who was a regularly helper and left school community by the end of 2019. Secondly, I would like to express my gratitude to Office staff, Canteen staff and General Assistant at Campsie Public school. Your unconditional support through the year made our work much easier. Thirdly, I would like to say thank you to all the teachers. Your commitment to our children is exceptional. Last but not the least, I would like to thank the executive members of the P&C in 2019. You are all an extremely dedicated group of parents and community member who worked incredibly hard to support the school.

Jia Liu P&C President

Message from the students

It was a privilege to be a part of the 2019 Leadership Team. It has been an amazing journey where we gained our confidence and helped others believe in themselves.

This role has taught us to make a way for our voices. We would like to give our many thanks to all the teachers who have taught at Campsie Public School. We thank you for all your support and encouragement that has helped us reach our goals. You have transformed this school so much, that without you, Campsie wouldn't be as special as it is today.

The memories throughout our fantastic years at Campsie are unforgettable. From the Fire Ceremony during NADOC week, to hanging out with our friends during break times, Campsie Festival Day was spectacular and reminding us how diverse our school is. All events in our school taught us important values.

As a member of the Leadership Team, we were given jobs which taught us about civic responsibility. We got to know our teachers and peers better, learning that every single person at CPS is talented in their own way.

Student Leadership Team

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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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

For more information about the School Excellence Framework:

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

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

Growth in NAPLAN trend data in both literacy and numeracy for all student groups.

Continued progress on PLAN continuum / PLAN2 learning progressions.

Increased student participation and improved results in external ICAS assessments.

Results from lesson observations targeted at specific problems of practice show evidence of quality literacy and numeracy differentiated learning experiences and a consistent school-wide approach to teaching practice.

Progress towards achieving improvement measures

Process 1: Explicit Differentiated Teaching – A whole-school, consistent approach to the teaching and learning of specific skills to support students' literacy and numeracy development.

Evaluation	Funds Expended (Resources)
CPS is working towards having a whole school approach to collect and analyse data to identify and review individual learning needs in writing. There are still inconsistencies with data input throughout K–6. Survey responses from staff have indicated that these PLs have been valuable.	\$35 000

Process 2: Integrated Units – Authentic and purposeful integrated units of work that embed literacy and numeracy across all Key Learning Areas.

Evaluation	Funds Expended (Resources)
Every stage used the updated rubrics to evaluate units (T2 – 4). Process team member holds fortnightly discussion in the stage meeting regarding the integrated units progress. All integrated units on drive to share. Tried project based learning in numeracy on Stage 3.	\$0

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.

Improvement Measures

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.

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.

Learning environments show 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.

Progress towards achieving improvement measures

Process 1: Learning & Support Team – Strong procedures are in place to encourage school-wide shared responsibility for student wellbeing. Understanding of these procedures meet the social, emotional and intellectual wellbeing needs of all students, to enable them to fully engage in school life as effective learners.

Evaluation	Funds Expended (Resources)
There has been a major increase of ILPs/BSPs signed from 11 to 41. This indicates an increase in collaboration with parents in 2019.	\$80 000 Funding Sources: <ul style="list-style-type: none">• Low level adjustment for disability (\$0.00)• (\$0.00)

Process 2: Positive Behaviour For Learning – Strong procedures are in place to encourage school wide shared responsibility for the school's PBL program which aims to develop safe, responsible, and respectful learners.

Evaluation	Funds Expended (Resources)
<p>The new reward system was implemented to increase the percentage of students receiving a token across all areas and to increase the number of staff using a common language to acknowledge student behaviour.</p> <p>The 3–6 Excel spread sheet, tracking PBL tokens shows a steady increase from the 6% of students who received a token in Term 1, 2019. (Results obtained through the TFI).</p> <p>Data from Sentral shows a reduced number of "verbal aggression" negative incidents on the playground.</p> <p>Results from the SASS survey prior to the implementation of the PBL vests, showed 34% of students could name the PBL value.</p>	\$9 850

Progress towards achieving improvement measures

Incidents entered on Sentral by staff are more accurate; therefore the data collated can be used to solve behaviour problems at a school wide level for 70% of students at a Tier 1 level.

Process 3: Learning Environment – Strong procedures are in place to encourage school wide shared responsibility for student learning and targeted use of resources create safe, effective teaching and learning environments that enable students to be healthy, happy, successful and productive.

Evaluation	Funds Expended (Resources)
<p>Window tinting has resulted in cooler and more comfortable classrooms, assisting student engagement and learning.</p> <p>Air conditioning for classrooms will be completed in 2020 as a result of successful application to the Cooler Classrooms project.</p> <p>Professional learning resulted in increased knowledge, understanding and skills of teachers and all teachers are now implementing bump it up walls as a result of our collaboration with other strategic directions and one to one in class coaching</p> <p>New flexible learning spaces for kindergarten will enable evaluation in 2020 and guide future roll out.</p>	\$10 158

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.

Improvement Measures

Improvement in lesson observation data about a particular problem of practice and this data is used to identify future focus areas and professional learning.

Improvement in continua results for all student groups.

Feedback from staff shows ICT infrastructure effectively supports pedagogical practice.

Progress towards achieving improvement measures

Process 1: Active Learning

Active learning develops students who understand learning intentions, personalised success criteria and how to set and achieve their next learning goal in response to feedback which is informed by ongoing assessment.

Evaluation	Funds Expended (Resources)
The evidence provided us with further information on what areas of visible learning were being implemented consistently and what areas we still needed to consolidate. We were able to identify that whole school observations/learning walks were essential in successfully achieving our milestones for 2020. The whole school observations/learning walks will provide a baseline of teachers' understanding and effective implementation of LI/SC and feedback. Using this information, we will be able to provide appropriate support.	\$5 500

Process 2: Future Focused Learning

Future focused learning develops students who are critical and creative thinkers with well developed ICT skills that they apply across all curriculum areas along with ethical and intercultural understanding.

Evaluation	Funds Expended (Resources)
<p>Professional Learning (PL) was delivered to whole staff around the pedagogical approach of Design Thinking and Critical and Creative Thinking Continuum (CCT). Teachers were provided with resources they can use in their classroom to support student acquisition of CCT capabilities. Stage teams would use knowledge gained to embed CCT into integrated units.</p> <p>Stage teams across the school had planning days that provided opportunities to embed ICT and CCT into integrated units of work. Proforma was created to support the embedding of the ICT and CCT capabilities. A proforma was used to evaluate integrated units to ensure that ICT and CCT are authentically embedded into each terms unit and it has allowed stages to identify which aspects of these domains are the focus.</p> <p>Staff were surveyed on the use of ICT across the school. Data gained informed PL needs and assisted in developing PL, in the form of learning lounges that supported teachers authentic use of ICT use across the</p>	\$0

Progress towards achieving improvement measures

curriculum.

Process 3: Language Integrated Learning

Language integrated learning develops students who are explicitly taught the grammatical and language features required to aid the comprehension of key curricular concepts.

Evaluation	Funds Expended (Resources)
<p>Grammar scope and sequence included in most stages planning and a writing scope and sequence, based on the Syllabus Outcomes and Progression links included in the Campsie Public School Writing Framework.</p> <p>In 2020, we will need to evaluate the scope and sequences for each stage, for each term. Also, a second survey needs to be collated and acted upon (due to issues with recovering survey results), to inform planning of professional learning to address staff needs.</p>	\$0

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$6 254.00) 	<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). A new flagpole was purchased for the main playground as so that the Aboriginal and Torres Strait Islander flag could be flown alongside the Australian flag.</p>
English language proficiency	Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$47 633.00) 	<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. EAL/D teachers have been an integral part of collaborative planning and major timetable adjustments to ensure they implement effective in-class and withdrawal support.</p> <p>Additional staffing was purchased with flexible funding.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$77 484.00) 	<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</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$134 996.00) 	<p>This DoE reform initiative has continued to allow the Performance Development Framework to be implemented comprehensively at Campsie Public School in terms through team teaching, demonstrations lessons, lesson studies and a series of stage and cross-stage observations.</p>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$134 115.00) 	<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</p>

Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$134 115.00) 	<p>guitar programs at the school.</p> <p>An additional classroom teacher was purchased with flexible funding.</p>
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$98 910.00) 	<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>
Targeted student support for refugees and new arrivals	Funding Sources: <ul style="list-style-type: none"> • Targeted student support for refugees and new arrivals (\$35 000.00) 	<p>This initiative prioritised support by the EALD teachers and LaST for students who have just arrived in Australia from overseas and those identified as refugees. Personalised Learning Plans were developed for the students in collaboration with revised Learning and Support Team processes.</p>
Active Distributed Leadership	<p>Creative Leadership in Learning & Opera House Artist in Residence</p> <p>Lead4Success – organising committee</p> <p>Jenny Hill – Leadership consultant</p>	<p>Through participation in the Lead4Success initiative, Opera House Artist in Residence/Creative Leadership in Learning Initiative and a Leadership Conference, aspiring and substantive leaders across the school developed skills in their understanding of;</p> <ul style="list-style-type: none"> • leadership practices that support collaboration • leadership practices that focus on student and team learning • the importance of culture and the complexity of cultural change • practices to facilitate team learning and evaluative processes to quantify growth and opportunities for new learning • peer coaching, co-teaching, mentoring and practices to increase active listening, inquiry and dialogue <p>Survey responses from the leadership conference when leaders were asked, What would be the likely outcome on student learning if participants acted on the learning from the conference?</p> <p><i>"Leaders in our school would be greatly supported to lead their teams well, teaching teams would be focused on the learning needs of their students, who then would be making changes to their planning and lesson delivery, assessment practices should impact student learning by seeing growth in student outcomes in the areas of team focus."</i></p> <p><i>"Authentic, differentiated learning that catered</i></p>

Active Distributed Leadership	<p>Creative Leadership in Learning & Opera House Artist in Residence</p> <p>Lead4Success – organising committee</p> <p>Jenny Hill – Leadership consultant</p>	<p><i>to individual student's learning needs. A strong stage-based focus on knowing the needs of the cohorts of students."</i></p> <p><i>"... teachers and teams would be guided through the process of evaluating the success of teaching programs on student learning and making adjustments in response to careful analysis of data and feedback."</i></p>
Targeted Use of School Resources	<p>n/a</p>	<p>n/a</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	378	393	381	360
Girls	382	391	366	340

Student attendance profile

School				
Year	2016	2017	2018	2019
K	92.7	93	93.1	93
1	93.4	93	94.4	92.4
2	94.7	95.2	93.2	92.5
3	95.3	95.7	94.6	94.7
4	96.2	95.8	95.7	94.6
5	94.9	96.3	96.1	95.2
6	94.3	94.3	94.7	93.8
All Years	94.4	94.7	94.5	93.8
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	25.58
Teacher of Reading Recovery	0.95
Learning and Support Teacher(s)	1.1
Teacher Librarian	1.2
Teacher ESL	4.8
School Counsellor	1
School Administration and Support Staff	4.26
Other Positions	5.6

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	475,292
Revenue	7,842,772
Appropriation	7,303,488
Sale of Goods and Services	157,735
Grants and contributions	374,808
Investment income	2,189
Other revenue	4,552
Expenses	-7,872,054
Employee related	-6,930,527
Operating expenses	-941,528
Surplus / deficit for the year	-29,282

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	154,653
Equity Total	895,109
Equity - Aboriginal	6,254
Equity - Socio-economic	134,115
Equity - Language	559,869
Equity - Disability	194,871
Base Total	4,648,982
Base - Per Capita	175,275
Base - Location	0
Base - Other	4,473,708
Other Total	1,136,019
Grand Total	6,834,762

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.

School performance - 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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Parent/caregiver, student, teacher satisfaction

Parent/caregiver Feedback:

Of the Seven Perspectives of Parents, parents/caregivers rated the school out of 10:

- School Supports Positive Behaviour 8.2
- Safety At School 6.7
- Parents Feel Welcome 7.6
- Inclusive School 6.4
- Parents Are informed 6.5
- School Supports Learning 7.3
- Parents Support Learning At Home 8.3

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, the school website and emails. These community responses will be tracked again through the same survey in 2020 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 89%
- Student Participation In School Sports 87%
- Student Effort 82%
- Students Who Are Interested And Motivated 77%
- Students With A Positive Sense Of Belonging 71%
- Students With Positive Relationships 84%
- Students With Positive Homework Behaviours 49%
- Student Participation In Extracurricular Activities 59%

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

- Expectations For Success 8.2
- Effective Learning Time 7.8
- Rigour 7.9
- Relevance 7.6
- Positive Teacher–Student Relations 7.7
- Advocacy At School 7.2
- Positive Learning Climate 6.7
- 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 8.1
- Collaboration 8.1
- Learning Culture 8.0
- Data Informs Practice 7.9
- Leadership 7.4
- Parent Involvement 6.8
- Technology 6.7

Of the Four Dimensions of Classroom and School Practice, staff rated planned learning opportunities as the highest element, with an average score of 7.9/10

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Other School Programs (optional)

Lead4Success Initiative

In 2019, our school alongside our collaborating partner schools, received a Principals' Network Award for Excellence in Community of School partnerships for the Lead4Success initiative. Lead 4 Success (L4S) is a school based leadership development program that aims to build the capacity of future leaders through project based learning across school networks. The program gives participants the opportunity to research, plan, implement and evaluate whole school leadership projects collaboratively to improve short and long term outcomes for the students.

The L4S initiative was introduced as a pilot program in 2017, with a group of six schools (Campsie, Concord, Croydon, Drummoyne, Ashbury & Five Dock PS) across three networks who came together to address this priority and ensure their staff have the opportunity to engage in authentic leadership development. In subsequent years (18&19) the program was adjusted based on feedback from participants from each cohort.

Action research projects were identified from system based priority areas, school plans and staff Professional Development Programs. The areas for investigation were curriculum areas, a problem of practice or an area of challenge within a school. The selection of participants varies with some schools selecting staff who were in substantive leadership positions, identified aspiring leaders and others using an expression of interest process to identify suitable staff. Critical Friends, Network Directors and school based expertise support the participants by working with Pods to promote professional growth and positive relationships amongst colleagues during a series of day workshops. Learning from the above led to a Showcase of Projects. Analysis of survey data concluded that; 1) the identification of Lead4Success as an authentic leadership development experience 2) the direct connection between the Lead4Success projects and student learning 3) the impact of school context on the development and implementation of the projects 4) the value of project-based learning 5) the benefits of learning across and between schools 6) challenges inherent in the project were also identified through the surveys.