

2020 Annual Report

Campsie Public School



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Introduction

The Annual Report for 2020 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

The year 2020 was like no other - devastating bushfires and floods, the Black Lives Matter movement, the COVID pandemic, tough restrictions and lockdowns, learning from home, job losses and very sad personal circumstances for many people and a big change to the way we do lots of things at school and in society. Through these difficult and challenging times, our school community have supported each other and managed the shifting expectations and demands throughout the year in relation to the COVID restrictions. I offer my heartfelt gratitude that the whole school community for your support of the students, each other and the whole school community throughout the year.

In spite of the challenges we've also had many achievements and I'd like to mention a few of the highlights:

- Staff have worked hard alongside students and their families to achieve the goals we set ourselves in the 2018-2020 Strategic Plan
- In partnership with students and community we have completed a deep situational analysis to determine the school's next steps through the Strategic Improvement Plan 2021-2024
- 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.
- Tournament of the Minds team achieved a Merit in their Arts performance and Honours in the Language Literature performance.
- \$40,000 upgrade to the canteen, co-funded by the P&C and the school
- Successful grant application for \$20,000 by the P&C for playground improvements from the NSW Government's 2020 Community Building Partnerships program
- Installation of air-conditioning in most classrooms
- Finalist in the 2020 The Modern Language Teachers Association of NSW (MLTANSW) Linguafest Competition
- Self-care workshops for year 6 students as they transition to high school
- Spooky Airport creative project led by 3B and class teacher Ashmita Kumar in partnership with the Sydney Opera House and lead artist, puppeteer Kay Yasugi
- Two incredible NAIDOC week celebrations, including visits by Hon Linda Burney, Aunty Joan (local Aboriginal elder and previous chair of the Canterbury Bankstown Aboriginal Advisory group and Co-Chair of the NSW Reconciliation Council), Aboriginal activist and writer Marlee Silva and her sister Keely Silva
- Creation of Campsie's Acknowledgement of Country Mural, designed and created in partnership with our Aboriginal students and led by Jessie Waratah who is a local Aboriginal artist (ex-student Canterbury Girls HS)
- Administration team participating in Aboriginal & Torres Strait Islander Cultural Awareness training
- Film Club's huge achievement in being chosen as the Winner of Bryan Brown's (iconic Australian actor) pick of the films, in the NSW Department of Education's Virtual Film Festival
- The hosting of 22 pre-service teachers across the school, a 16% increase from the previous year, a historical record for the school. This achievement is all the more significant in light of the strict COVID restrictions which didn't allow additional adults onsite for a large proportion of the year
- Successful Kindergarten transition program for our 100 kindergartens starting next year

- Our many partnerships that continue to support high quality learning and support for students and families
- RISE program with Good Shepherd supporting year 6 students as they transition to High School
- Art Therapist in residence from Western Sydney University
- Federal's governments Early Learning Languages Australia trial
- Sydney University and the NSW Department of Education supporting pre-service education students
- Newcastle University action research into Quality Teaching Pedagogy
- 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 Spooky Airport performance
- Macquarie University project developing students multilingual skills in the classroom through storytelling
- Learning partnership with the Speech and Occupational Therapy provider

Several of our staff and the school have received prestigious awards and/or been recognised for their significant achievements:

- Grace Nam for Excellence in supporting High Quality Teaching and Learning as a School Learning Support Officer
- Christina Mandadakakis for Excellence in the role of school executive from DoE Canterbury Network Awards
- Helen Velissaris, DoE's Deadly Award for Excellence in Supporting Aboriginal Education as a non-Indigenous staff member
- Emily Giannopoulos completed an Aspiring School Administration Manager's course.
- Principals' Network Award for Excellence in the Delivery of the School's Strategic Direction _ Learning Culture

As a community focused on learning and continuous improvement, we have lots of exciting things in the pipeline for 2021:

- Continuing to learn and grow as a school as we embark on the initiatives set out in the 2021-2024 Strategic Improvement Plan.
- Got It! Program (is a specialised mental health early intervention program for children in Kindergarten to Year 2, aged 5-8 years) for the second time. It was last run in 2018.
- Construction of two playground projects over the school holidays and early term 1
- Further embedding instructional coaching and mentoring opportunities for our teaching staff, a continued focus on numeracy and literacy interventions
- Continued focus on 'gold standard' project based, integrated learning programs.

I'd like to thank everyone in the whole school community for sharing their optimism, time and strengths to make the Campsie school community a better place for everyone and especially students.

Message from the school community

P&C Annual Report 2020

P&C Annual Report 2020

Although 2020 was a quiet year for P&C due to the COVID-19 restrictions, we continued to work closely with the school to help provide the best possible learning experiences for students across different areas of education.

During this year of isolation and Zoom meetings, we focused on building and promoting a strong sense of community by regularly sending out messages and information through our Facebook page and WeChat Group.

Our AGM in March was postponed and subsequently cancelled, consequently, all of the executive members remained in the same position for one more year.

While regular activities could not be carried out, the P&C continued to follow its fundraising tradition in 2020 in a variety of ways. A \$20,000 Community Building Partnership Grant was received from the NSW Government through our local council. This grant was used to improve our school canteen.

The most important project carried on from last year was an upgrade school playground to make a better outdoor environment for all CPS children. The P&C contributions received from CPS families over the past two years were fully allocated to this project.

Even though most of the enjoyable events routinely run by P&C were missed we were lucky enough to have our Easter raffles before the restrictions were put in place. The lucky winners were drawn by teachers and a video was recorded and posted on P&C Facebook page where many 'likes' and exciting comments were posted by the CPS families.

The P&C Uniform started a uniform shop in Term Two with the intention to subsidise the range of uniform options supplied in LOWES. But over the time, it evolved to offer several pieces of high quality uniforms at a more affordable price. The

P&C After School Program also commenced in Term 4 and many positive comments were received at the end of school year.

I would like to acknowledge and thank each and every person who has volunteered to keep P&C functioning. I particularly thank Kaliopi and her daughter Alexandria, who leave the CPS family at the end of 2020. They produced a video which helps the P&C GoFundMe page to go live. I would also like to express my gratitude to the people who work in the school's office and canteen as well as the General Assistant. Your unconditional support through the year made our work much easier. 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 2020. You are all an extremely dedicated group of parents and community members who worked incredibly hard to support the school.

Message from the students

We are sure that everyone here would wish 2020 to end. I guess we might be the only people that wishes for time to freeze. Don't get us wrong, we definitely do NOT wish Covid-19 to repeat itself. We just want to stay at Campsie Public School longer. Campsie Public School is one of a kind and we have the best teachers, students and community.

Campsie Public School gives everyone a fair chance in getting into an extracurricular club. I bet you we have many clubs that other schools don't have such as gayageum (12 string instrument), tuned percussion, K-pop skipping, band and Korean Drumming. Aside from our clubs, we have festivals such as Campsie Festival, which shows a sense of our multiculturalism. Campsie's Got Talent which encourages our students to try out new things and to show their skills with a live audience. Unfortunately, this year most of our festivals were postponed due to Covid-19.

Campsie Public School has brought the best out of every student. They know what's best for them. As the school captains of 2020 we are glad to say that we are proud to be CPS students and it will remain in our heart.

Elisa Wong and Ludo Golding-Szyma

Captains

School vision

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>

Self-assessment using the School Excellence Framework

Elements	2020 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	Excelling
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	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Excelling
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)
<p>Research shows that to continue and improve as a high value add school we must have:</p> <ul style="list-style-type: none">• high expectations matched with high support• strong levels of student engagement• school goals that are data informed and developed collaboratively• professional learning that allows time to absorb and implement• collaboration in programming, team teaching, shared spaces and technology <p>Continue to deliver and improve effective teaching as already demonstrated in CPS classrooms with</p> <ul style="list-style-type: none">• explicit and integrated approaches to teaching literacy and numeracy• high quality learning intentions and student goals with relevant feedback• explicit assessments with rubrics (shared)• student self-monitoring and explicit pathways to improvement• data informed programming and planning, strongly led by school executive <p>Where to next ? Considerations for next school plan:</p> <ul style="list-style-type: none">• Reading - although we are exceeding, our reading levels are still quite low for our school. Investigate the differentiated reading programs which have succeeded elsewhere• Focus group on select students - do action research into selected high and low groups. This would involve implementing differentiated strategies for	\$5500

Progress towards achieving improvement measures

these students and tracking effectiveness

- Instructional model - aiming for consistent differentiation and teaching practices. This instructional model should also guide how to make best use of support staff to help fill in gaps in students' skills and knowledge

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)
<p>Where next?</p> <p>Evaluation of integrated unit to be conducted every 5 weeks during stage meetings.</p> <p>Staff to reflect on evaluation proforma. How do staff use the evaluation proforma for future planning? Is it useful?</p> <p>Professional learning of Project Based Learning to be delivered by Assistant Principals.</p> <p>Project Based Learning quality teaching rounds using observation proforma.</p> <p>Baseline data compared and analysed on completion of PBL unit.</p> <p>This process has been progressive and leading us to develop an interactive authentic integrated unit. We believe this needs to flow into our new strategic plan as at Campsie Public school this is integral to our teaching framework considering our unique context.</p>	\$25000

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

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.

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.

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)
Where to next: <ul style="list-style-type: none">• Review of YCDI program• Protocols of minuting and recording communication with parents• Communications and conversations recorded on Sentral• MULTILIT, evidence based program that targets individuals and SLSOs have already been trained• Vic Zbar consulting feedback on "bullying" from TTFM survey investigated• Looking at new data from TTFM and comparing to 2019 data• Purchase SEL books and resource• Refresher to staff on SEL resources available at school re books	\$83000

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)
Where to next: <ul style="list-style-type: none">• Increased community awareness and engagement• Increased staff awareness and engagement• Links to curriculum• Reduce incidences of major and minor behaviours on the playground	\$5000

Progress towards achieving improvement measures

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>Where to next:</p> <p>According to Vic Zbar's report, there was feedback that teachers were unsure of the difference between learning intentions and learning goals, so there may be a need to revisit visible learning through walls that teach in particular, bump it up walls, learning intentions and learning goals.</p> <p>Since there was a high interest in flexible learning spaces, moving forward we can upskill staff regarding how to create a quality learning environment and how to effectively use flexible learning spaces.</p>	\$100000

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)
Where to next: <ul style="list-style-type: none">• Plan walk throughs• Collate/discuss/plan support based on responses in visible learning survey• Taken guidance for content of our next 4 years recommendations from V Zbar report• Professional learning to support the writing of quality learning goals	\$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)
Due to COVID, we were able to implement our original plans. Instead we have developed strategies to supports' online learning through Zoom, Classdojo and Seesaw.	\$12500
Where to next: <ul style="list-style-type: none">• Continue updating school devices• BYOD development• Classroom best practice/management - ICT Instructional model• Community Engagement - e.g. Social Media Strategy/Plan	

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)

Progress towards achieving improvement measures

Where to next:

- Using the PLAN2 Data with the DOE scope and sequence to target student need across grades within grammar through planning and programming across the whole school
- Language teachers implement the new Syllabuses and develop resources to support it's application for student learning
- Utilising the Literacy Progressions and the new language syllabus to create a language scope and sequence for the Korean Bilingual program

\$2800

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$4 690.00) 	All students have Personalised Learning Pathways (PLP) tailored to their curriculum needs, highlighting short and long term goals. Cultural significance is included in all integrated units of work (K-6).
English language proficiency	Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$44 816.00) 	<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>The school continues to support students across K-6 through a variety of different strategies, which includes employing additional teachers. English language proficiency funding was used to support students, identified through the Learning Support Team and through stage based analysis of data. Additional staff work in small withdrawal groups and in the classroom to support students with speaking and listening, reading and writing skill acquisition.</p> <p>EALD teachers have continued to model good teaching practices by working in classrooms and have supported classroom teachers to develop their repertoire for supporting students with English language proficiency.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$71 058.00) 	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
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$127 214.00) 	Allocation of resources systematically built capacity related to student outcomes in writing, data collection and analysis. Staff were able to meet regularly to identify the learning needs of students, collaborate on effective strategies, undertake professional learning and consolidate on consistent teacher judgement. As a result, staff have reported they have an improved understanding of the curriculum, writing progressions, increased variety of strategies for differing learning needs and strengthened collaborative practices further supporting sustained professional growth.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$145 492.00) 	<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</p>

Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$145 492.00) 	<p>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>An additional classroom teacher was purchased with flexible funding.</p> <p>Instructional Leadership positions were also partly funded by this funding source.</p>
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$81 000.00) 	<p>Staff were provided with opportunities to work with Instructional Leaders and other school staff to facilitate collaboration and critically reflect on and improve teaching and learning practices. The release from face-to-face teaching opportunities allowed collegial feedback amongst stage teams to work directly with Instructional Leaders using evidence of data to enhance and provide best possible learning for students with differentiation to suit all levels of learning.</p>
Targeted student support for refugees and new arrivals	Funding Sources: <ul style="list-style-type: none"> • Targeted support for refugees and new arrivals (\$43 902.00) 	<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	Funding Sources: <ul style="list-style-type: none"> • (\$30 000.00) 	<p>Through participation in the Opera House Artist in Residence/Creative Leadership in Learning Initiative (CLIL) 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 focused on the development of critical and creative thinking - in students and teachers • "CLIL has been one of the best professional learning experiences I have ever been involved with during my teaching period. It has equipped me with new strategies and allowed me to explore creativity as a way of seeing my teaching practice and further developing my creative strategies in all Key Learning Areas and make creativity the focus of what we do. The learning journey with the artist enriched my students' creativity and the Professional Learning allowed me to take risks and nurture my own practice and equip me with skills and solution to apply creatively in my classroom." (classroom teacher 3B) • "When you think about the word "creative" what feelings or emotions spring into your mind? At the start of the CLIL project I had very fixed ideas about what it meant to be creative. Many of you would be surprised to know that the Australian Curriculum does not state that creativity is in a painting or song or

Active Distributed Leadership	Funding Sources: <ul style="list-style-type: none"> • (\$30 000.00) 	<p>dance. Creativity is defined as a set of skills which allow our students to come up with new ideas, explore alternatives and connect their learning in a way that produces a positive outcome. In a sense creativity is everywhere in our classrooms, especially at Campsie, as students work on solving real life problems. However, for students to have agency over their creative skills it is essential that there is a name to put on these creative thinking processes. Throughout the CLIL sessions our team of teachers were constantly discussing and clarifying and connecting those dots so that the teaching in our classrooms provide the appropriate amount of guidance but also freedom. The freedom for students to explore the creative potential in themselves so they are equipped for the future." (Korean Bilingual Teacher)</p>
Targeted Use of School Resources	n/a	n/a

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	393	381	360	331
Girls	391	366	340	328

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93	93.1	93	91.2
1	93	94.4	92.4	91.8
2	95.2	93.2	92.5	93.1
3	95.7	94.6	94.7	90.7
4	95.8	95.7	94.6	94.2
5	96.3	96.1	95.2	93.1
6	94.3	94.7	93.8	92.2
All Years	94.7	94.5	93.8	92.4
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	25.48
Literacy and Numeracy Intervention	0.95
Learning and Support Teacher(s)	1.1
Teacher Librarian	1.2
Teacher ESL	3.8
School Counsellor	1
School Administration and Support Staff	4.26
Other Positions	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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	446,010
Revenue	7,560,933
Appropriation	7,227,757
Sale of Goods and Services	118,001
Grants and contributions	212,018
Investment income	1,057
Other revenue	2,100
Expenses	-7,690,685
Employee related	-6,979,834
Operating expenses	-710,851
Surplus / deficit for the year	-129,752
Closing Balance	316,259

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.

	2020 Approved SBA (\$)
Targeted Total	211,936
Equity Total	802,038
Equity - Aboriginal	4,690
Equity - Socio-economic	145,492
Equity - Language	460,475
Equity - Disability	191,380
Base Total	4,768,596
Base - Per Capita	168,353
Base - Location	0
Base - Other	4,600,243
Other Total	1,147,507
Grand Total	6,930,077

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Parents listed the following as the school's top strengths;

- Talented teachers, enthusiastic teachers, attentive teachers, teachers that can help with language difficulties, highly trained teachers, organised, helping parents teach their children, effective teaching, friendly teachers, experts in their field
- Korean Bilingual, Chinese language program, community languages
- Academics, curriculum, knowledge, learning, strategic plan, innovative teaching strategies, good use of apps (Reading Eggs & Mathletics)
- Respect of culture, equality and inclusiveness, good cultural understanding, cultural diversity, multiculturalism and multicultural diversity, diversity
- Before school activities & clubs, extra-curricular
- Strong community, community engagement, ethics and values
- Communication - Newsletters and apps etc. and cooperation with school and parents
- Sports
- Discipline and safety of children
- Principal, responsible, quality leadership, well managed
- Clean environment, warm, friendly & welcoming atmosphere
- School events - festivals, well organised events
- Classrooms and devices
- Music program and music teacher
- Library
- Bright and keen students, students making friends
- Office service, supportive office staff

Parent/caregiver Feedback:

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

- School Supports Positive Behaviour 7.5
- Safety at School 7.4
- Parents Feel Welcome 7.4
- Inclusive School 7.1
- Parents are Informed 7.0
- School Supports Learning 7.5
- Parents Support Learning at Home 6.8

Parents found the most useful types of communication regarding news about the school were school newsletter, emails, texts, social media and school website. These community responses will be tracked again through the same survey in 2021 so that longitudinal progress can be measured accurately.

Student Feedback:

The Social-Emotional Outcomes showed that:

- Students that Value Schooling Outcomes is 93%
- Students with Positive Behaviour at School 88%
- Student Participation in School Sports 65%
- Student Effort 85%
- Students who are Interested and Motivated 79%
- Students with A Positive Sense of Belonging 65%

- Students with Positive Relationships 81%
- Students with Positive Homework Behaviours 59%
- Student Participation in Extracurricular Activities 44%

Of the Eight Drivers of Student Outcomes showed that:

- Expectations for Success 8.2
- Explicit Teaching Practices and Feedback 7.3
- Effective Learning Time 8.0
- Relevance 7.6
- Positive Teacher-Student Relations 7.9
- Advocacy at School 7.3
- Positive Learning Climate 6.9
- Students who are Victims of Bullying 3.4

Teacher Feedback:

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

- Inclusive School 8.1
- Teaching Strategies 8.0
- Collaboration 8.1
- Learning Culture 8.0
- Data Informs Practice 8.0
- Leadership 7.7
- Parent Involvement 6.7
- Technology 6.7

Of the Four Dimensions of Classroom and School Practice, staff rated overcoming obstacles to learning as the highest element, with an average score of 7.8/10

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.