

2021 Annual Report

Campsie Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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

We thought 2020 was a difficult year but 2021 proved to be even more challenging - the COVID pandemic continued, with even tougher restrictions and lockdowns, learning from home for more than a term and very tough personal circumstances for many people in our community.

I wish to express my gratitude and admiration for the ways everyone in the school community managed the shifting expectations and demands throughout the year in relation to the COVID restrictions. It is with heartfelt gratitude that I thank each and every one of you, 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.

- Successfully participated in an External Validation of the school's progress and achievements in relation to the previous school improvement plan.
- Worked toward achieving the school's next steps through the Strategic Improvement Plan
- 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.
- Self-care workshops and transitions programs for year 6 students as they transition to high school
- First prize winners in the Korean Education Centre Performance contest
- Creation of Campsie's Reconciliation Action Plan developed in partnership with our Aboriginal students, community members, students and staff.
- The hosting of 38 preservice teachers across the school, a 70% increase from the previous year, another 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 kindergarten students starting next year.

Our many partnerships that continue to support high quality learning and support for students and families.

- Raising almost \$10,000 for the Campsie Cares Initiative and supporting students and community members when they needed it most throughout the pandemic.
- Several successful Fathering Project events and meetings
- STEM program at Kingsgrove North HS
- Western Sydney University Art Therapist and Social Workers in residence programs
- Federal government's Early Learning Languages Australia trial
- Sydney University and the NSW Department of Education supporting preservice education students
- Creative project led by 6EN and class teacher Daniel Krstevski in partnership with the Sydney Opera House and lead artist, film-maker Curly, as well as another six teachers trained in the Opera House's Creativity Framework and an artist in residence working 1 day per week for two terms
- Macquarie University project developing students' multilingual skills in the classroom through storytelling
- Learning partnership with the Speech Therapy providers
- Several community members have received prestigious awards and/or been recognised for their significant achievements.

1. Patricia Alfonso and Jan Herbert for excellence in teaching from DoE Canterbury Network Awards
2. Nevaeh Rose Hayes in kindergarten for her DoE's Deadly Award for Achievement in Learning
3. Julia Readett, DoE's Deadly Award for Excellence in Supporting Aboriginal Education as a non-Indigenous staff member

As a community focused on learning and continuous improvement, we have lots of exciting things in the pipeline for 2022.

- Continuing to learn and grow as a school as we embark on the initiatives set out in the 2021-2025 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).
- Painting of a beautiful mural by one of our parents Paul Shanta over the school holidays and other exciting playground projects
- Further embedding instructional coaching and mentoring through the new roles of Assistant Principal Curriculum and Instruction, continuing and strengthening a 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 the students.

Berlinda Cook

Principal

The theme for the P&C in 2021 could certainly be captured in the statement "being adaptable".

What started out as a relatively normal first half of the year was thrown into chaos and challenge in the second half of the year as once again COVID-19 forced lockdowns and restrictions in the school setting. Despite the challenges, the P&C was able to assist the school in many ways once again throughout the year.

At the end of term one we ran our Easter raffle once again. It was fantastic to have some new parents support us in preparing the prizes this year. The P&C executive is very grateful when new parents step up to help. With the generous donations of our community we were able to present over 70 prizes to students and teachers and raised about \$1500.

Our other major fundraising event happened in December when once again Cincotta Chemist invited us to be part of their Christmas sale promotion. Again we had many new helpers on that day and we are very appreciative of their help. A further \$500 was raised on that occasion.

We were finally able to hold our AGM in May 2021. A huge thank you to executive members who held office for a lot longer than anticipated because of the pandemic. Our new executive team included four new members. It has been a real joy to work with these new members as well as others who have served as executive members for a few years now. It's been a great mix and we have worked extremely well together during 2021.

Our fundraising activities again were limited this year. However during the first two terms of 2021 we were able to continue our ice cream sales on a Friday afternoon. We were successful in receiving another \$20,000 grant which we have put towards the school playground project. The result of this partnership between the school and P&C can now be seen as our playground transforms into a much more student and environmentally friendly environment.

The next project that we would like to work on with the school is the "full flush" project. This involves improvement to the bathrooms for students at the school. As the pandemic has brought to the forefront the importance of hygiene, we believe that this is an extremely worthwhile project and we will be looking to gain the approval of our parents and community to use P&C contribution funds towards this project in 2022.

I would like to give a particular thank you to Jia and Min who continue to run our uniform shop and after school programs respectively. The uniform shop is now running online seamlessly with the opportunity for parents to buy high quality uniforms at an affordable price. The after school program continues again in 2022 giving students the opportunity to progress in areas of their learning such as phonics and debating. We have received a lot of great feedback from the community on both these initiatives.

I would like to take this opportunity to thank each and every community member for their encouragement and help during 2021. At no other time was this more evidence than the establishment of our Campsie Community Cares program in August 2021. This initiative saw both parents, community members and teachers donate money to the P&C. This also included a very generous grant from Campsie RSL club. With these funds, the P&C has been able to assist families who have suffered from Covid-19 or other emergencies with vouchers to assist in everyday expenses for groceries and medicine. I am very proud to be part of this community and over this time I have seen first hand people coming together to help those around them in such a special way. A huge thank you to all those who donated and because of your generosity this will be an initiative that we continue moving forward. We will still be able to assist families as emergencies arise.

I would also like to thank Tony and Vicky Dabbos for their amazing contribution over many years. As their son heads to high school in 2022, I want to acknowledge the work that you have both done in fundraising and being part of many P&C events over the time that Stevie was here at the school. As a P&C executive we appreciate your help very much.

Finally to my executive team, thank you for your attention to detail and willingness to help on so many occasions. This year more than ever I have asked you to jump into a zoom meeting at short notice and you have always been there so that we can get things rolling quickly when needed. A huge thank you to you all.

It is truly an honour to be President of this Parents and Community Association. I look forward to working alongside the amazing staff and leaders of Campsie Public School in 2022 as we seek further ways to improve our children's education and life.

Glendon Hanna

P&C President 2021

Message from the students

Being students of Campsie Public School is a fantastic experience, with so many memories to keep with us for the rest of our lives. This school will remind us of the joyful times and as we progress through life, it will remind us of how to enjoy youth. Hardships will come as we age. We appreciate our teachers and friends for giving us the time of our youth. Although COVID-19 may have disrupted us for the last 2 years, we never let that bring our spirits down. We supported each other even through the hardest of times.

Some of our favourite memories involve the Campsie Festival where we get to celebrate different cultures, wear our traditional costumes and watch cultural dances. Participating in extracurricular activities such as Korean drumming, K-Pop skipping, dancing and of course spending time with friends are memories we will always treasure. We wish the Campsie Public School community all the best in the future.

Ryan L, Celina B, Mirhan E, Vanessa B, Christopher S, Xue Li Z, Tareef H, Aliya S, Alex H and Isabella C

The 2021 Student Leadership Team



School vision

Campsie Public School, on Gadigal-Wangal land, is the hub of a connected community that celebrates diversity and empowers all students, staff and families to nurture our individual and collective potential. We provide rich and purposeful learning experiences that enable character growth, develop friendships and cater to individual learning needs, interests and passions; where academic excellence, societal participation and emotional, social and spiritual wellbeing are valued. We ensure every learner (adult and child) understands their strengths and areas for development, through structured reflection and feedback processes, ensuring every individual is continually growing and adding value to the growth of others and the school. We partner with the whole school community to inspire innovative, respectful lifelong learners who are passionate and confident about making a difference, and who advocate for themselves and their wider community, as global citizens and world changers. Distributed leadership ensures students are at the heart of decision making.

School context

Campsie Public School (CPS) is a large school in the Central Business District of Campsie, adjacent to local shops and facilities. 97% of our 660 students come from approximately 40 language backgrounds other than English (40% Chinese, 10% Nepali, 7% Vietnamese, 7% Indonesian and 7% Korean). A large student body on a small physical site has led to creative use of school resources, including a split timetable to enable active use of the school playground by all students. Significant playground upgrades are underway, with the generous support of our P&C and a range of successful grant applications, which will result in a safer and more engaging school environment. CPS operates a school run canteen which provides healthy and affordable food choices and is readily responsive to community needs. Our parent body is highly supportive and engaged and our entire school community has high expectations for success. The specific literacy and numeracy needs of all CPS students are prioritised through effective curriculum differentiation. Students with additional needs receive individualised learning and support, in partnership with families and specialist support providers within and beyond the school. We employ a speech therapist to provide targeted intervention and to deliver job embedded professional learning for school staff. All students with a disability (10% students) have regularly reviewed Individual Learning Plans. All students of Aboriginal or Torres Strait Islander background (8 students) have a regularly reviewed Personalised Learning Pathway, which includes an aspirational goal selected by the student. CPS provides enrichment classes for high performing and high potential students.

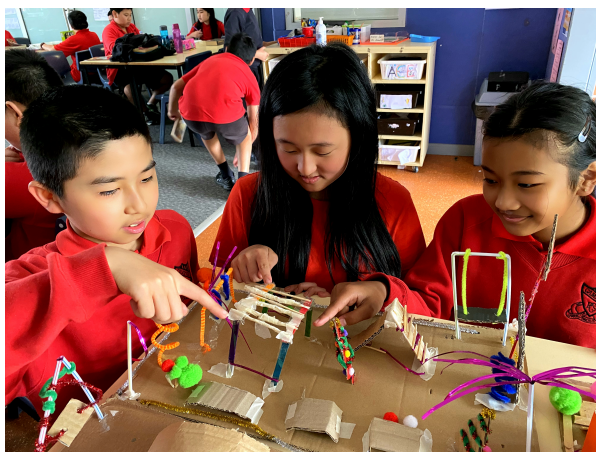
Our school timetable ensures a wide curriculum choice including languages, the arts and physical education. We offer a wide range of sporting activities including PSSA sports, swimming, ice-skating and specialist PDHPE lessons delivered with specialised equipment. Our performing and creative arts programs include dance groups, choir, art club, drumming, a school band program and participation in the Dance Sport Gala, the Combined Public Schools Music Festival and School Spectacular. Students have opportunities to develop their skills in debating, public speaking, spelling, film making, coding and gardening. There are opportunities for student leadership through the nominated school leadership teams (captains and prefects and class Student Representative Council), the Green Team (environmental group), Koori Club, buddy programs and student led clubs.

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. Our Korean Bilingual program is taught through a CLIL (Content Language Integrated Learning) approach, where students learn regular curriculum content in the target language for 5 hours per week.

Our school has a strong focus on English language learning to support our students from language backgrounds other than English (14% Beginning, 31% Emerging, 27% Developing and 4% Consolidating). A highly qualified and experienced team of five EALD teachers support students in small groups and in the classroom, and provide professional learning to all staff to ensure best practice EALD pedagogy.

Campsie Public School has established a number of learning alliances and partnerships to support student learning and engagement. As a PEX HUB school, we partner with the University of Sydney to provide exceptional induction of preservice teachers, teachers and leaders. We participate in a range of Community of Schools, focusing on improving teaching and leadership practice and providing opportunities for students in the arts. We have growing partnerships with local organisations, including the RSL, Rotary Club and Salvation Army. We are working in partnership with the Sydney Opera House to develop creativity through the Creative Leadership in Learning project. We proactively seek opportunities from external agencies to provide specialist support for our students, such as Reading for Life, the Rise program, Got It program, Salvation Army and Stewart House Camps, as well as UNSW art therapy student placements and professional learning through the Macquarie University Multilingual Storytelling Project. There is out of hours care operated on site, as well as the Play2Learn community playgroup run by Save the Children, and numerous community users providing a range of community services.

In 2020, our school conducted an extensive situational analysis, including an external evaluation. This highlighted large pockets of exceptional practice and the need to share that practice and expertise to ensure more teachers teach like the best. The desire to ensure an equity of educational experience for all students has therefore driven the evolution of our School Improvement Plan. The other major areas for improvement focused on improving student outcomes in reading; driving deeper parental and community engagement and partnership in the learning process; and provision of connected, rich, purposeful and real-life learning experiences for students.



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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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	2021 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: Student growth and attainment

Purpose

Collaborative inquiry for all learners to reach their potential:

Collective responsibility results in optimal growth in teaching practice and student reading and numeracy outcomes. Staff engage in regular and ongoing collaborative inquiry to ensure effective evidence-based teaching and learning, with regular adjustments resulting in continual improvement. This is supported by refined data practices; student, staff and parent feedback; and clear and purposeful professional learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Engage in team based collaborative inquiry to improve student outcomes in literacy & numeracy, leading to a whole school approach to the teaching of literacy & numeracy
- Develop and implement a shared understanding of tailored learning and support in reading and numeracy

Resources allocated to this strategic direction

Socio-economic background: \$130,000.00

English language proficiency: \$206,000.00

Integration funding support: \$244,000.00

Literacy and numeracy intervention: \$105,000.00

Low level adjustment for disability: \$194,000.00

Literacy and numeracy: \$23,000.00

Summary of progress

1.1 All staff participated in professional learning on spirals of inquiry to develop and deepen understanding of collaborative inquiry. Through spirals of inquiry, led by Assistant Principals (APs) in stage teams and the initiative team, teachers analysed, interpreted and extrapolated data on reading. Targeted professional learning on the spiral of inquiry was scheduled for APs and stage spirals of inquiry on reading but unfortunately this was unable to proceed due to COVID restrictions and the extended home learning period. The spiral of inquiry process will resume in 2022 and we will use information gathered this year to inform plan, identify interventions and modify teaching practices in reading and modifying the spiral.

Enablers

Self guided professional learning supported by the principal enabled the initiative team to develop a solid understanding of collaboratively inquiry and sharing our findings to the staff in the form of professional learning. The staff indicated a greater understanding of collaborate inquiry and wiliness to participate in this process.

Barriers

Due to COVID-19 restrictions and the extended home learning period, it made it difficult to have conversations with staff and collect data.

Where to next

Next year in this strategic direction initiative team, the team will conduct interviews with staff to reflect on the collaborative inquiry process. This data will be used to inform future collaborative inquiries and measure the effectiveness of this intervention.

1.2 Teachers proactively differentiate in an organised, yet flexible way using a variety of data to adjust teaching and learning methods in order to accommodate all student learning needs to achieve maximum growth as a learner in reading and numeracy that is done in consultation with parents. Implementation of home reading habits has been well received by both teachers and students evidenced by teachers' surveys and the number of Bronze awards given to students. Data analysis (PAT Reading and Mathematics, Check-In Assessment and NAPLAN) identified students requiring targeted COVID support. Students have successfully completed targeted support and the program continued throughout the home learning period. More staff across the school are referring students to the Learning and Support Team (LST) and following the referral process. As a result, there has also been an increase in parent involvement. This also aligns to Case Management Meeting (CMM) processes and more students receiving targeted support. Nationally Consistent Collection of Data (NCCD) focused more on students with identified needs and that have been receiving adjustments through Individual Learning Plans (ILPs). In 2022 all teachers will use a revised ILP template that will include NCCD prompts to guide teacher consultation with parents about learning goals and inclusion in NCCD.

Enablers

Data analysis to identify students requiring targeted support programs such as COVID Intensive Learning Support Program and Literacy Instruction Program. More staff are referring students to case management meetings and the learning and support team. There has been an increase in communication with parents regarding adjustments that have been made for their child.

Barriers

DOE notified schools of changes to National Consistent Collection of Data student inclusion after Campsie Public School had already started communicating individual learning plans and behaviour support plans with parents. That required 1:1 communication has only been done with parents of students with integration funding support.

Where to next

Next year, in this initiative/strategic direction, we will re-commence the Spiral of Inquiry on reading with Stage teams because this was interrupted just as we were beginning to delve into reading data.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
1.1 All teachers analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practices in literacy and numeracy. (Data literacy) All teachers develop an understanding of collaborative inquiry. 1.2 Teachers proactively differentiate in an organised, yet flexible way using a variety of data to adjust teaching and learning methods in order to accommodate all student learning needs to achieve maximum growth as a learner in reading and numeracy that is done in consultation with parents.	1.1 All teachers have participated in professional learning and are participating and trialling spirals of inquiry. 1.2 AP's continue to lead their stage teams in analysing, interpreting and extrapolating data during data meetings twice a term.
A minimum of 68% of students achieve expected growth in NAPLAN numeracy (Baseline 64.4% 2019 78.26%)	69.2% of students achieved expected growth or above expected growth in NAPLAN numeracy in years 3 and 5, which is +12% of our proposed progress measure for 2021.
A minimum of 48% of students achieve in the top two bands in NAPLAN numeracy (Baseline 46.74% 2019 51.9%)	47.60% of students achieved in the top two bands in NAPLAN numeracy NAPLAN results, which is - 0.40% of our proposed progress measure for 2021.
A minimum of 62% of students achieve expected growth in NAPLAN reading (Baseline 60.12% 2019 60.56%)	54.8% of students achieved expected growth or above expected growth in NAPLAN reading NAPLAN results, which is -7.2% of our proposed progress measure for 2021.
A minimum of 49% of students achieve in the top two bands in NAPLAN reading (Baseline 40.25% 2019 50%)	43.33% of students achieved in the top two bands in NAPLAN reading NAPLAN results, which is -5.67% of our proposed progress measure for 2021.
Equity groups identified within school	Equity group data analysed as part of NAPLAN analysis.
Analysis of data from the TTFM survey determined high skills and high challenge influencing factors	91% of students indicated high expectations for success, with the highest positive response rate in year 4 (94%).

Strategic Direction 2: Whole school instructional model allows high performance teaching and equity of experience for all learners

Purpose

Providing rich and purposeful learning experiences that cater to the individual learning needs and passions of all students, and maximising the effect size of (or value added by) our work requires every student and teacher knowing what to do, how to do it and why it is important. This is underpinned by sharing of knowledge and expertise; evidence informed practice; and ongoing, job embedded professional learning. This results in confident, efficient and effective decision making, equity of experience for all learners and development of the skills required for lifelong learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Research and design an evidence-based whole school instructional model
- Use the Australian Professional Standards for teachers to build a strong, visible school culture focused on the identification, development and sharing of teacher expertise across all career stages and levels of accreditation

Resources allocated to this strategic direction

QTSS release: \$127,000.00

Summary of progress

2.1: Whole school instructional model allows high-performance teaching and equity of experience for all learners

School executive and co-leaders visited Auburn North Public School to observe and study their school Instructional Model (IM). Co-leaders continued to build connections with Auburn North Public School (ANPS), especially their Instructional Leadership team, to guide the process of developing an IM. The strategic direction team used a collaborative leadership approach to establish ways of working by sharing individual goals and values. This allowed the team to have five successful team meetings onsite and online through term 2 and 3. The strategic direction team outlined a 4-year plan and considered this plan through the whole school perspective by aligning it to the school vision statement. The Campsie Public School context was also a part of the decision-making process. The team began allocating readings including 'What Works Best 2020', 'Driving School Improvement', 'High Impact Teaching Strategies'.

Enablers:

Collaboration through a distributed leadership approach allowed teachers to take ownership of the research process. Consistency in meeting times and intervals established a positive professional relationship. Visiting Auburn North Public School introduced the team to a successful whole school instructional model and continuing this relationship guided the research process. The team has a clear four-year plan. The executives funded the purchase of 'Driving School Improvement' book for further action research.

Barriers:

COVID impacted our meeting schedule and the implementation of our research plan. Originally the team wanted to immediately start trialling the instructional model as a whole school. However, after listening to the advice from ANPS on the mistakes they recognised from their journey in creating and implementing their IM, we decided that we need to start with smaller groups. We made a team decision to take on a slower approach and do less things better.

Where to next:

By the end of 2022, the whole teaching staff can articulate the Instructional Model and utilise this in every lesson of every KLA. Staff utilise IM in their planning and evaluating process. Students understand and can articulate the process of the instructional model. As a result, the instructional model drives student improvement and this can be evidenced through NAPLAN data, check in assessments etc. Instructional model is clear and simple enough for casual teachers to follow. The instructional model is embedded in the professional development process and there is an increased sense of collegial excellence.

2.2: Use the Australian Professional Standards for teachers to build a strong, visible school culture focused on the identification, development and sharing of teacher expertise across all career stages and levels of accreditation

Assistant Principals and senior leadership team designed a whole school approach to developing professional practice, informed by research by providing opportunities during stage meetings, for all staff to complete the AITSL Teacher Self Assessment Tool. Assistant Principals analysed and identified teachers strengths and areas for development, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes. As a result, meaningful stage goals were developed and drove each stage's spiral of inquiry. Allocated funding was utilised to release Assistant Principals or other expert teachers to support observations of teaching practice against the Australian Professional Standards for Teachers and individual Professional Development Plan goals. Through the whole school monitoring of accreditation status of all staff, a select group of teachers were encouraged to pursue higher levels of accreditation. As a result, a HAT Team was formed (7 staff members) and 2 staff members registered for HAT (Highly Accomplished Teacher) accreditation. With an increasing proportion of teachers now at preliminary stages of the higher level accreditation process, we allocated funding to support the HAT Team teachers in collecting evidence for HAT accreditation. An evaluation form was also developed and used by the team to ensure consistent collection of evidence and judgement against the standards. The collection of baseline data from our Professional Development Plan (PDP) tracking sheet showed teachers current accreditation status and links between standards and PDP goals.

Enablers:

The team used a backward mapping approach to ensure the impact and evidence required underpinned the creation of our activities. Regular meetings with our team and the 2.1 team (Research and design an evidence-based whole school instructional model) ensured a collective and systematic approach to achieving our improvement measures; creating synergy to continually monitor the impact of programs and approaches used by all teachers and improve practice as required, ensuring every student experiences high quality teaching.

Barriers:

The continuously changing home learning landscape and return to school cohort restrictions made it more challenging to engage in face to face professional discussions and observations to improve teaching and learning. Creative use of ICT channels ensured we stayed connected and continued to focus on our team's goals.

Where to next:

In 2022, we aim to create a Campsie Public School Professional Development Framework that helps all teachers track their professional learning throughout whole school literacy and numeracy learning sprints against the various levels of accreditation (graduate, proficient, highly accomplished or lead), facilitating success that can be measured by improved student progress and achievement data.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
2.1 Collate and analyse existing data to identify strengths and areas for improvement. (Evidence gathering and researching)	Identified strengths and areas of improvement of all staff by completing the AITSL Teacher Self Assessment Tool (measured against Australian Professional Standards).
2.2 All teachers use the Australian Professional Teaching Standards to identify areas of high performance and areas for development.	High performing teachers were identified and measured against the Australian Professional standards. Higher levels of accreditation interested group formed and 2 staff members currently are registered for HAT accreditation.
Effective teaching methods are identified aligned with research (evidence gathering and researching). (Explicit teaching)	Visited Auburn North PS to observe their Instructional Model to help us to create a whole school approach to implementing the most effective evidence based teaching methods that optimise learning for all students. All team members received the book 'Driving School Improvement' to collaboratively research and identify the effective methods to drive students learning improvement.

<p>All teachers collect data on student learning and achievement.</p>	<p>Leaders and co-leaders took part in 2021 NAPLAN analysis.</p> <p>Team looked at student performance measures particularly focusing on NAPLAN 2021 for both year 3 and 5. The team identified that CPS is at Sustaining and Growing, whereby significantly more than 35% of Yr 3 students achieved the top 2 bands in both numeracy and literacy. While Yr 5 students are achieving significantly more than 35% for the top 2 bands in numeracy, whereas, for Reading, we are slightly below at 33.3%.</p>
<p>The leadership team maintains a focus on distributed instructional leadership. (Instructional leadership and High expectations culture)</p>	<p>APs were released from face to face teaching role to act as instructional leaders to team teach with teachers to improve student outcomes of literacy and numeracy.</p> <p>Expert teachers were identified and provided time to support other teachers to improve teaching practices.</p>



Strategic Direction 3: Connected learning experiences in partnership with students, parents and community

Purpose

We aim to develop adaptive, lifelong learners who contribute positively to society, and are empowered to be innovative, critical and creative risk-taking learners. Highly visible systems and processes support educational engagement through purposeful and sustained partnerships, between students, staff, families and other agencies, from the beginning and throughout each child's school life. Opportunities for connected, rich, purposeful and real-life learning experiences, and intentionality in understanding, valuing and utilising individual strengths, results in a strong sense of belonging for all stakeholders.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Develop, teach and evaluate deeply engaging integrated units of learning that embed the principles of Gold Standard PBL
- Develop and strengthen effective partnerships in learning with parents, students and the broader community
- Implement the EALD Evaluation Framework elements in whole school practice

Resources allocated to this strategic direction

Professional learning: \$30,000.00

School support allocation (principal support): \$33,800.00

Refugee Student Support: \$2,000.00

New Arrivals Program: \$5,500.00

Aboriginal background: \$1,500.00

English language proficiency: \$271,472.00

Summary of progress

3.1 Develop, teach and evaluate deeply engaging integrated units of learning that embed the principles of Gold Star PBL (challenging problems, sustained inquiry, student voice & choice, reflection, critique & revision and public product)

Enablers:

Allocated professional learning funds allowed for four executive members and middle leaders to complete Project Based Learning (PBL) Professional Learning courses. The sharing of aspects of this targeted professional development with other staff is promoting the use of innovative and evidence-based, future-focused practices.

In terms 1, 2 and 3, stages have used Campsie Public School's current Integration Unit evaluation rubric. Programming for 2022's Integration Units will involve exposing colleagues to the 'Gold Standard Project Based Learning' rubric. Allocated funds allowed for Assistant Principals to be off class, working in an instructional leader capacity, to review current rubrics to inform the development of evidence-based programs and lessons, which meet the needs of all students. All stages are using a consistent approach to evaluating integrated units of work (rubric).

Barriers:

Due to COVID-19 remote learning and restrictions in place upon returning to onsite teaching and learning in term 4, PBL workshops have not occurred.

Additionally, Integrated Units have been significantly modified or deconstructed and have limited the ability for parental involvement. As a result, no evidence has been collected for this activity.

Where to next:

In 2022, we will present parents with clear information on what and how well children are learning, as well as improve parental understanding of student learning and their contribution to it. Additionally, we will provide whole-school professional learning to upskill teachers and develop system processes for programming and planning, utilising rubrics, checklists, and so on.

3.2 Develop and strengthen effective partnerships in learning with parents, students and the broader community and embed these partnerships across all strategic directions

Enablers:

The school collects and analyses information to inform and support students successful transitions through the goal setting trial interviews with parents. This was done in Term 1 Week 5, 2021 across 17 classrooms. 342 families participated in the goal-setting trial. Allocated funds were used to release teachers from face-to-face learning to prepare data and student goals for interviews with parents. Assistant Principals and instructional leaders were used to support teachers to analyse student data, identify and track student learning goals.

The School seeks to collaborate with parents of students whose continuity of learning is risk, through monitoring of regular attendance. Attendance data is regularly analysed and is used to inform planning, as Assistant Principals and classroom teachers use weekly stage meetings to track and monitor attendance of at risk students who fall below 90%. Whole school and personalised attendance approaches were established for classroom teachers to monitor student attendance via Class Dojo (communication app) and update Sentral (our school and student management system) accordingly. Students who fell below 80% attendance, had attendance goals written in collaboration with parents, teachers and Assistant Principal. This was recorded on Sentral. The school has improved regular attendance rates for all students, through communications in the newsletter to parents/community. For example The Skoolbag app 'weekly wrap up' communicates data on attendance, lateness and unjustified absences to parents and the community. School wide attendance awards for students who met 100% attendance during the term period. Allocated funds were used to release teachers for Attendance and Wellbeing meetings.

Barriers:

The barriers were finding flexible strategies to engage all students in the online learning systems and record their online attendance. Due to extended learning from home period and COVID-19 restrictions the evaluation of the goal setting trial has been paused.

Where to next:

In 2022, all teachers will continue to use attendance monitoring procedures and monitor attendance data with APs and the DP to identify students at risk with less than 90 percent attendance. We will continue to partner with each strategic direction and initiative to promote parent engagement and partnerships in learning.

3.3 Implement the EALD Excellence Framework elements in whole school practice and embed these across all strategic directions

Enablers:

The EAL/D School Evaluation Framework and EAL/D Checklist were completed by EAL/D specialist teachers and school executive and classroom teachers to inform EAL/D program organisation. Maintain EAL/D data and PLAN 2 (Planning Literacy and Numeracy) data is sourced and used regularly to help promote consistent and comparable judgements of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.

The EAL/D Specialist Team was allocated according to need across the whole school. The allocated funds were used to employ an additional, highly experienced EAL/D specialist teacher. EAL/D specialist teachers and classroom teachers engaged in professional discussions and collaboration to improve teaching and learning in their classes, year groups and stages. EAL/D pedagogy and research was used to model effective classroom teaching practice, with feedback to improve professional knowledge and practice. This was also aligned with the EAL/D School Evaluation Framework.

Allocated funds were used for EAL/D teachers to lead the following whole school Professional learning (PL):

* In Semester 1, EAL/D specialist teachers together with the executive team began to provide input to whole school professional learning on EAL/D pedagogy and research. This started with presentation of whole school EAL/D data, DOE Policies and the importance of EAL/D co-teaching modes of delivery. This continued with a follow up session which highlighted EAL/D student experience and addressed EAL/D pedagogies to meet the student learning needs.

* Whole school afternoon professional learning started with a whole school data activity, looking at LBOTE and EAL/D students and students with additional learning needs. This PL was delivered collaboratively with Strategic Direction 1.

* EAL/D Learning Progression PL was open for all teaching staff. Both PLs were postponed due to Covid-19 lockdown.

* Weekly scheduled EAL/D Team meetings and EAL/D team developing skills to deliver CPS Instructional Leadership model

*EAL/D team members attending Statewide EAL/D Network Meetings and Canterbury EAL/D Network Meetings

Barriers:

Due to Covid-19 lockdowns and the teaching and learning platform changing to online it had made it difficult for some of the activities to progress further and see the impact on students' learning. This was further impacted by staffing changes and resulted in varied implementation of professional learning across stages.

Where to next:

In 2022, this initiative/strategic direction, will try to achieve Sustaining level on the EAL/D Evaluation Framework across all Learning, Teaching and Leading Domain because by the end of School Improvement Plan (2025) we want Campsie Public School to be on Excelling level.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
An increased proportion of students attending >90% of the time to be at or above 87.5% (Baseline 85.06 2019 79.72)	Attendance targets for 2021: Between 90 and 95% of students attending at 90% or more. 96.3% overall as of 17/12/21 (+1.7% from 2020) 91.7% students attending >= 90% of the time (+3.2% from 2020) (+1.7% above lower bound target) Consideration of the impact of COVID-19 and the extended learning from home period in Term 3 and Term 4 is required.
An increased proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at school to be at or above 86% (Baseline 83.7% 2019 85% 2020 82%)	Tell Them From Me (TTFM) data showed a slight decrease in student responses to : Expectations for Success -0.5 from 8.2 (2020) to 7.7 (2021) Advocacy -0.3 from 7.3 (2020) to 7 (2021) Sense of belonging -0.2 from 6.5 (2020) - 6.3 (2021) Consideration of the impact of COVID-19 and the extended learning from home period in Term 3 and Term 4 is required.
An increase in parents inclusion in meaningful school activities.	Implemented goal setting meetings trial that allowed parents to be active participants in the goal setting process across 17 classes. This contributed to a trusting partnership with our families.
Students are tracked on measures of Social Emotional Learning.	TTFM surveys implemented to determine baseline data for student Social Emotional Learning (April) and a follow up survey taken to measure growth and progress (November).
Systematic processes to improve parent partnerships with student learning has been drafted.	Implemented 3 way goal setting meetings with parent, student and teacher across 17 classes.
3.1 Demonstrated commitment and shared understanding of the principles of Gold Star PBL amongst stakeholders of the school community. (High expectations) 3.2 Teachers and parents support consistent and systematic processes that improve regular attendance rates for students. (Attendance) 3.3 The school uses embedded and explicit systems that facilitate	3.1 This progress measure is on hold due to altered curriculum planning requirements due to Covid and learning from home. 3.2 Attendance targets for 2021: Between 90 and 95% of students attending at 90% or more. 91.7% students attending >= 90% of the time (+3.2% from 2020) (+1.7% above lower bound target). 3.3 The appointment of the EAL/D AP allowed the implementation of professional dialogue and collaboration between EAL/D team members. Further development is required in embedding consistent approaches to EAL/D pedagogies and data across the school by extending the collaboration to classroom teachers and leaders.

professional dialogue and collaboration for the inclusion of EAL/D pedagogies across the curriculum. (Learning and development)

Consideration of the impact of COVID-19 and the extended learning from home period in Term 3 and Term 4 is required for all of the above.



Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$2,000.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Develop and strengthen effective partnerships in learning with parents, students and the broader community <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to map individual students against the EAL/D progressions • intensive English language and learning support to increase educational outcomes for students • strengthening orientation and transition program for identified students • release time for staff to provide targeted support to students, including mentoring and tutoring <p>The allocation of this funding has resulted in: Improved interview and planning processes for new enrolments K-6. EALD team providing targeted support to students, on a needs basis, in line with the EALD phases and EALF framework.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - strengthening orientation and transition program for identified students. - release time to engage staff in targeted professional learning. - professional development for staff around impact of trauma, learning and wellbeing needs of refugee students.
<p>New Arrivals Program</p> <p>\$5,500.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Campsie Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Develop and strengthen effective partnerships in learning with parents, students and the broader community <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in: providing intensive support, particularly for EAL/D students who have recently arrived in Australia (within 6 months of arrival and Campsie Public School being their first Australian school) and identified as Beginner or Emerging phase. EAL/D specialist teachers provided support for students identified as New Arrivals through various co-teaching methods which has allowed the students to settle into the new environment and developing interpersonal communication skills.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - whole school professional learning to deepen and strengthen understanding of the characteristics of EAL/D learners. - timetabling of co-teaching to support NAP students. - EAL/D specialist teachers to continue to be part of enrolment interview and monitoring application for NAP.

<p>Integration funding support</p> <p>\$244,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Campsie Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Develop and implement a shared understanding of tailored learning and support in reading and numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • SLSOs employed to assist identified students with additional learning needs • staffing release for individual case conferences and development of Individualised Learning Plans (ILPs) • SLSOs attended DoE accredited professional learning around understanding behaviour • intensive learning and behaviour support for funded students • implementation of targeted programs, in line with ILPs, to differentiate teaching and learning programs <p>The allocation of this funding has resulted in:</p> <p>Integration Funding Support is received for 12 students across K-6. This has resulted in additional and targeted support for the 12 students, in line with their additional needs and agreed goals within their Individual Learning Plans. The funds are used to employ six School Learning Support Officers (SLSOs) to provide this support. Funds also enable additional time for teachers to plan, implement and evaluate targeted strategies. Professional learning has built teachers' capacity in differentiating programs to provide evidence-based adjustments. This is reflected in the increased number of students receiving adjustments across the school, as reflected in the 2021 NCCD.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - Continue to provide tailored support using additional human resourcing (SLSOs). - LST will continue to support and develop collaborative practices that involve parents more actively in planning, implementing and evaluating adjustments. - School leadership to identify areas for professional learning, to support staff in meeting the individual needs of students receiving IFS.
<p>Socio-economic background</p> <p>\$135,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Campsie Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Engage in team based collaborative inquiry to improve student outcomes in literacy & numeracy, leading to a whole school approach to the teaching of literacy & numeracy • Develop and implement a shared understanding of tailored learning and support in reading and numeracy • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • supplementation of extra-curricular activities • APs conducted spirals of inquiry within their stages and engaged teams in actively evaluating, sharing and discussing learning from the targeted professional development and analysis of teaching programs and resources. • NAPLAN analysis team was formed with K-6 teacher representation where they analysed interpreted and extrapolated data and collaboratively used this to identify possible interventions that will modify future teaching

<p>Socio-economic background</p> <p>\$135,000.00</p>	<p>practices.</p> <ul style="list-style-type: none"> • APs supported teachers in collecting data for the scanning phase of the spiral. Additionally, APs utilised time off class to trial stage based data conversations and professional learning to support teachers in gathering and interpreting data collected on reading. • APs and LST gather evidence of existing tailored learning strategies and adjustments being utilised across the school and where to next, and document the existing supports available • Staff engaged in PL in term 2 (three sessions) on NAPLAN reading data analysis in stage teams to lead into a spiral of inquiry. NAPLAN assessments were used to capture information about student learning and progress, for individual students and cohorts, and assisted teachers in making informed decisions about future teaching and learning programs. <p>The allocation of this funding has resulted in: All teachers have participated in professional learning and are participating and trialling spirals of inquiry addressing an identified student area of need related to reading. APs leading their stage teams in analysing, interpreting and extrapolating data during data meetings twice a term. 69.2% of students achieved expected growth or above expected growth in NAPLAN numeracy in years 3 and 5, which is +12% of our proposed progress measure for 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: Professional learning for APs in Spirals of Inquiry. Additional APCI (Assistant Principal Curriculum and Instruction) positions from school funds to continue the spiral of inquiry work started by APs and to support APs in data analysis and evaluation.</p>
<p>Aboriginal background</p> <p>\$3,500.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Campsie Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Develop and strengthen effective partnerships in learning with parents, students and the broader community • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process • employment of additional staff in EAL/D leadership positions to enhance EAL/D pedagogy • co-development of Reconciliation Action Plan with students, staff and community, including community consultation and collaboration with Narragannawali Reconciliation Australia • Teachers and Staff engage in PL to deepen their understanding of Aboriginal histories and cultures • Resources to support, develop and strengthen effective partnerships in learning with parents, students and the broader community. • Conducting whole school events to acknowledge, honour and observe Indigenous dates of significance. <p>The allocation of this funding has resulted in: 100% of Aboriginal students have a PLP with strong evidence of</p>

<p>Aboriginal background</p> <p>\$3,500.00</p>	<p>consultation between teacher, student, and family. Reconciliation Action plan has been developed and communicated with school community.</p> <p>After evaluation, the next steps to support our students with this funding will be: Attendance improvement at Koori Club - Target: 85% attendance. Continued community engagement and consultation on 100% of events and initiatives. Continued PL including film screenings with discussions Continue to embed ATSI Histories and Cultures in 100% of K-6 teaching and learning programs.</p>
<p>English language proficiency</p> <p>\$477,472.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Campsie Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Implement the EALD Evaluation Framework elements in whole school practice • Engage in team based collaborative inquiry to improve student outcomes in literacy & numeracy, leading to a whole school approach to the teaching of literacy & numeracy • Develop and implement a shared understanding of tailored learning and support in reading and numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • withdrawal lessons for small group (developing) and individual (emerging) support • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • provide EAL/D Progression levelling PL to staff • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in: the school embedding and implementing explicit systems that facilitate professional dialogue and collaboration for the inclusion of EAL/D pedagogies across the curriculum. Four EAL/D specialist teachers allocated to support each stage and an EAL/D AP was also appointed to oversee the whole school's EAL/D approach and its progress.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - participation in Leading EAL/D Education project PL with a team of classroom teachers, leadership team and EAL/D specialist teachers. - continuing engagement and collaboration with classroom teachers and an EAL/D specialist teacher to model and support EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms. - whole school staff training of Using the EAL/D Learning Progression PL.
<p>Low level adjustment for disability</p> <p>\$194,000.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Campsie Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Develop and implement a shared understanding of tailored learning and support in reading and numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Low level adjustment for disability</p> <p>\$194,000.00</p>	<ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: All teachers across K-6, a different stage each term, engaged in applied professional learning determined by the student and staff data. This closely aligned to our whole school focus on reading and began with a whole-staff professional learning to develop a shared understanding of how speech pathology supports our Strategic Direction 1. Teachers engaged in observations of modelled lessons, team teaching, demonstration lessons and ongoing feedback and reflection. Several small groups and individuals (unable to access externally) accessed regular intervention on a needs-basis. Staff now apply regular strategies (e.g. visual scaffolds and vocabulary prompts) to support students' literacy skills across K-6. Evaluation of the program, based on staff and student data, was reviewed by LST and school executive.</p> <p>After evaluation, the next steps to support our students with this funding will be: - Further alignment between Speech Pathology model and the instructional leadership of our new APC&I positions in 2022 - More regular opportunities to be scheduled for the speech pathologist to meet and debrief with individual teachers and teams to reflect on practice</p>
<p>Literacy and numeracy</p> <p>\$23,000.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Campsie Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: • Develop and implement a shared understanding of tailored learning and support in reading and numeracy</p> <p>Overview of activities partially or fully funded with this initiative funding include: • Case Management Meetings conducted provided expert advice for Tier 2 student in-class intervention</p> <p>The allocation of this funding has resulted in: Case Management Meetings resulted in 8 students successfully meeting learning goals</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue Case Management Meetings to enhance classroom teacher expertise in literacy and numeracy intervention</p>
<p>QTSS release</p> <p>\$127,000.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Campsie Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: • Research and design an evidence-based whole school instructional model • Use the Australian Professional Standards for teachers to build a strong, visible school culture focused on the identification, development and sharing of teacher expertise across all career stages and levels of accreditation</p> <p>Overview of activities partially or fully funded with this initiative funding include:</p>

<p>QTSS release</p> <p>\$127,000.00</p>	<ul style="list-style-type: none"> • APs provided teachers with explicit, specific and timely feedback on effective classroom practice. APs supported teachers in using a range of explicit strategies and using questioning and assessments to identify students' learning needs. This was done through demonstration lessons, team teaching and PLs. Using allocated funds, APs were able to identify expert teachers within their stages and release them from face to face teaching to mentor their colleagues • Higher levels of accreditation (HALT) interested group formed • Assistant Principals or other expert teachers provided observations of teaching practice against the Australian Professional Standards for Teachers and individual Professional Development Plan goals. <p>The allocation of this funding has resulted in: Identified all strengths and areas of improvement of all staff by completing the AITSL Teacher Self Assessment Tool (measured against Australian Professional Standards) and all staff received feedback on teaching practice which explicitly referenced the teaching standards. High performing teachers were identified and measured against the Australian Professional standards. Higher levels of accreditation interested group formed and 2 staff members currently are registered for HAT accreditation. APs were released from face to face teaching role to act as instructional leaders to team teach with teachers to improve student outcomes of literacy and numeracy. Expert teachers were identified and provided time to support other teachers to improve teaching practices.</p> <p>After evaluation, the next steps to support our students with this funding will be: Transition to APCI model (new DoE allocation of Assistant Principal Curriculum Instruction roles) which will be supplemented with additional school funded positions. Utilising APCI to inform and test whole school instructional model. Expansion of use of AITSL Self Assessment Group Reports to target teacher support and identify and share expertise. Continuation and expansion of HALT group</p>
<p>Literacy and numeracy intervention</p> <p>\$105,000.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Campsie Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Develop and implement a shared understanding of tailored learning and support in reading and numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Literacy Intervention Program - one-to-one 30minute daily reading & writing instruction. Students identified for the program tested within the lowest 20% of their cohort • Provision of targeted interventions as allocated by the Learning Support Team <p>The allocation of this funding has resulted in: 5 students accessed the program - 2 students successfully discontinued; 3 students Referred Off the program (Please Note: Access/Success rate for 2021 was considerably impacted by COVID19 Lockdown/At Home Learning "Referred Processing" Student reviewed by Learning Support Team and received withdrawal support focusing on Phonics</p> <p>After evaluation, the next steps to support our students with this funding will be: Enhance flexible allocation and integration of interventions addressing specific needs through Learning Support Team</p>

COVID ILSP

\$232,557.88

The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Other funded activities

Overview of activities partially or fully funded with this targeted funding include:

- providing targeted, explicit instruction for student groups in literacy/numeracy
- development of resources and planning of small group tuition

The allocation of this funding has resulted in:

- Identification of students requiring support in the areas of literacy and numeracy through the use of data gathering and analysis.
- A greater understanding of the specific needs within literacy and numeracy across Years 1-6.
- Two hundred students across years 1-6 receiving intensive small group instruction at least three times a week from the COVID ILSP teacher.
- Students meeting their target goals and reporting increases in confidence.

After evaluation, the next steps to support our students with this funding will be:

- Student monitoring processes in place within the classroom
- Continue to provide tailored support if target goal/s have not been met.
- Continue to provide small group instruction in a different area of focus, if identified as needing support.



Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	381	360	331	337
Girls	366	340	328	318

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.1	93	91.2	94.3
1	94.4	92.4	91.8	96.3
2	93.2	92.5	93.1	96.5
3	94.6	94.7	90.7	96
4	95.7	94.6	94.2	96.6
5	96.1	95.2	93.1	97
6	94.7	93.8	92.2	96.1
All Years	94.5	93.8	92.4	96.1
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	24.41
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Our school commit additional funding to teacher professional learning to ensure the development of teacher capacity through the PDP (Professional Development Plan) process. Teachers participated in self-reflection against the teaching standards, and set their professional goals accordingly. Professional learning was then targeted to meet whole school, team, and individual staff learning needs. Teams engage in job-embedded professional learning, focusing on collaboratively addressing identified student and staff areas for improvement.

High performing teachers from across the school were identified as measured against the Australian Professional standards. A higher levels of accreditation (HALT) interested group was formed to support teachers in gaining HALT accreditation and two staff members are currently registered for HALT accreditation.



Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	316,259
Revenue	7,762,636
Appropriation	7,439,788
Sale of Goods and Services	64,656
Grants and contributions	252,768
Investment income	279
Other revenue	5,145
Expenses	-7,765,576
Employee related	-6,942,448
Operating expenses	-823,128
Surplus / deficit for the year	-2,941
Closing Balance	313,318

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.

	2021 SBAR Adjustments (\$)
Targeted Total	247,488
Equity Total	811,382
Equity - Aboriginal	3,573
Equity - Socio-economic	135,900
Equity - Language	477,521
Equity - Disability	194,387
Base Total	4,685,587
Base - Per Capita	162,455
Base - Location	0
Base - Other	4,523,132
Other Total	1,316,337
Grand Total	7,060,794

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.

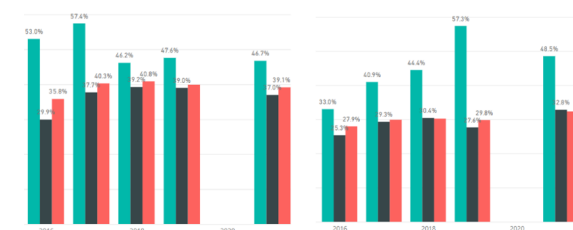
NAPLAN Value Added results remain in the Excelling range for for all years in 2021.

We are continuing our upward trend toward the Premier's Priority of increasing the proportion of students in the top two bands for reading and numeracy.

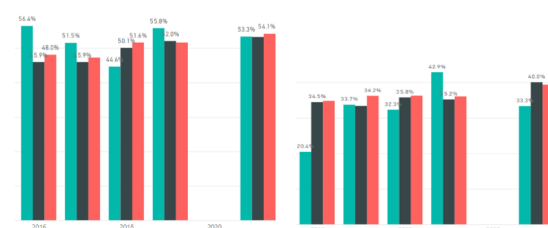
In Numeracy, we have a significantly higher percentage of students in the Top 2 Bands compared to Similar School Groups and DoE, with overall Numeracy performance being maintained well above SSGs and State averages.

In Reading, we have a similar (Year 3) or lower (Year 5) percentage of students in the Top 2 Bands compared to Similar School Groups and DoE. In Year 3 our performance in Reading continues an upward trend above SSG and State averages; however, our Year 5 results indicate room for improvement with our performance being slightly lower than SSG and State averages. These results reflect the work already done with Reading across the school, and indicate the need to continue this work, especially for our older students.

All teaching staff undertook a whole-school deep analysis of 2021 NAPLAN results to determined areas of strength, areas of growth, and areas for improvement. It was determined that a whole school focus on vocabulary was to be a priority for 2022 to address the areas for improvement in both reading and numeracy.



Percentage of students achieving in the top two bands for Numeracy in Year 3 and Year 5.



Percentage of students achieving in the top two bands for Reading in Year 3 and Year 5.

Parent/caregiver, student, teacher satisfaction

Student Feedback from the Tell Them From Me survey:

Students with a positive sense of advocacy at school - 79% (9% higher than the state average)

Students with a positive sense of expectations for success - 91% (6% higher than the state average)

Students with a positive sense of belonging - 64% (similar to state average)

Parent Feedback from the Tell Them From Me survey:

Our parents rated our school above NSW Government norms in all seven areas:

Parents feel welcome - 79% (5% above state norm)

Parents are informed - 71% (5% above state norm)

Parents support learning at home - 68% (3% above state norm)

School supports learning - 7. % (1% above state norm)

School supports positive behaviour - 79% (2% above state norm)

Safety at school - 78% (4% above state norm)

Inclusive school - 74% (7% above state norm)

Teacher Feedback from the Tell Them From Me survey:

Our teachers rated our school above NSW Government norms for all eight drivers of student learning:

Leadership 73% (2% above state norm)

Collaboration 84% (6% above state norm)

Learning Culture 84% (4% above state norm)

Data informs practice 83% (5% above state norm)

Teaching strategies 84% (5% above state norm)

Technology 73% (6% above state norm)

Inclusive school 84% (2% above state norm)

Parent involvement 78% (10% above state norm)



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.

Aboriginal Education - School statement

We are committed to closing the achievement gap for Aboriginal and Torres Strait Islander students. We know we need to learn about, nurture and value the cultural identity of our Aboriginal students to help them be successful learners. We welcome Aboriginal and Torres Strait Islander family members, parents and carers, and community members to our school so that we can get to know each other, learn about the local Aboriginal community and develop shared goals and plans for Aboriginal students. The Aboriginal Education Policy confirms the NSW Department of Education's commitment to improvement in educational outcomes and wellbeing for Aboriginal and Torres Strait Islander students.

Anti-Racism Policy

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

Multicultural and anti-racism education - School Statement

Our school welcomes students, families and community members from all cultural backgrounds. We appreciate difference and diversity. We aim to provide a culturally inclusive and responsive learning environment that benefits all students. Our teaching and learning programs develop intercultural understanding, promote positive relationships and enable all students to participate as active Australian and global citizens. Our school fosters student wellbeing and community harmony by implementing anti-racism and anti-discrimination strategies that encourage engagement by parents and carers from all backgrounds. The Multicultural Education Policy outlines the NSW Department of Education's commitment to providing opportunities that enable all students to achieve equitable education and social outcomes and participate successfully in our culturally diverse society. The Anti-Racism Policy confirms the department's commitment to rejecting all forms of racial discrimination in NSW public schools and eliminating expressions of racism in all learning and working environments. Our schools offers safety, support and security to help refugee students adjust to life in Australia and participate successfully in education. Targeted support strategies are provided to assist refugee students in their transition to school and beyond..

