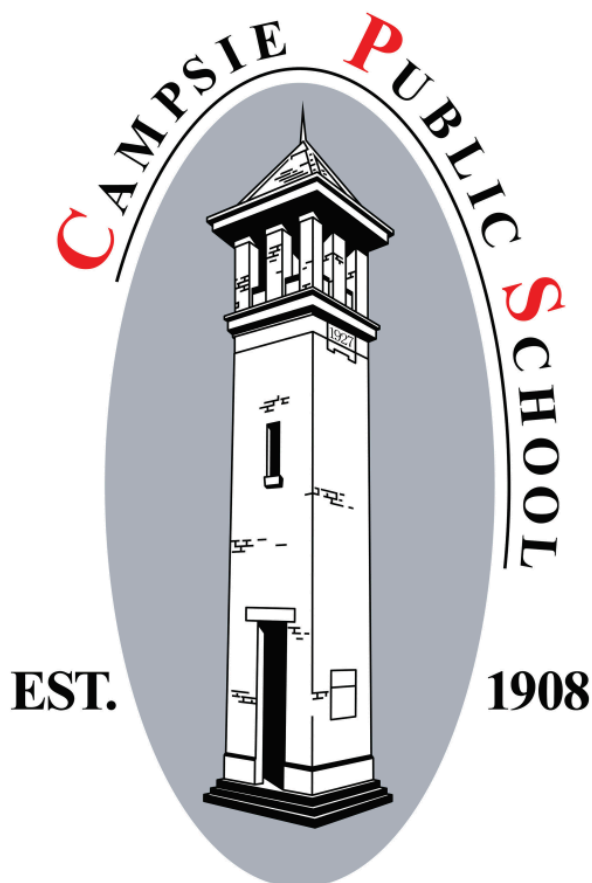


2022 Annual Report

Campsie Public School



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Introduction

The Annual Report for 2022 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

In my 30 years of teaching, 2022 was one of the toughest years in education and this sentiment was shared right across the system and well-evidenced by the coverage of the teacher shortage crisis in the media and the industrial action by teachers right around the state.

While Campsie certainly felt the impact of the crisis, it was the determination of the staff and the community that has got us through the very tough times, always prioritising students' learning, growth achievement and outcomes. Academically, emotionally & socially. Students' well-being & learning has always been our priority.

I'm grateful that despite the intense challenges, we worked as a team and provided many wonderful opportunities for students and the whole school community. It was great seeing all the programs, learning experiences and community events returning this year and what a thrill it was to experience the Combined Public Schools' Music Festival, School Spectacular, the Amplified Festival at the Opera House and who could forget Campsie Festival again. Every day, our students, your children access a world-class education because we all work together to make it happen. Thank you for prioritising education for benefit of the community and the nation.

Despite the challenges, we've also had many achievements and I'd like to mention a few of the highlights.

- Worked toward achieving the school's next steps through the Strategic Improvement Plan
- Employed additional Assistant Principal's Curriculum and Instruction, who focused on coaching and mentoring staff to support teaching practices that have a greater impact on improving student outcomes.
- Transitions programs for year 6 students as they transition to high school.
- First and third prize winners in the Korean Education Centre Performance contest.
- The hosting of upwards of 40 pre-service teachers across the school, another historical record for the school.
- Successful Kindergarten transition program for our 90 kindergarten students start with us in 2023.
- Many partnerships that continue to support high quality learning and support for students and families.
- Raising money for the Campsie Cares Initiative and supporting students and community members when they needed it most.
- Several successful Fathering Project events and meetings
- STEM program at Kingsgrove North HS
- Western Sydney University Art Therapist and Social Workers in residence programs
- Creative project led by 2BT and class teacher Kat Trazerra in partnership with the Sydney Opera House and lead artist, musician Luke Escombe, 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.
- Learning partnership with the Speech Therapy providers
- Several community members have received prestigious awards and/or been recognised for their significant achievements, notably, Sonia Kang and Sekni Hammoud who received Excellence in Teaching awards from DoE Canterbury Network Awards

As a community focused on learning and continuous improvement, we have lots of exciting things in the pipeline for 2023.

- Continuing to learn and grow as a school as we embark on the initiatives set out in the 2021-2026 Strategic

Improvement Plan.

- Ninja playground installation
- Further embedding of instructional coaching and mentoring through the Assistant Principal Curriculum and Instruction positions, 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

Message from the school community

P&C President's Report 2022

It was great to see a sense of normality returning to school life during 2022. Less restrictions meant that more of the activities we had been unable to do for the last few years were now able to re commence. It was another busy and productive year for the Campsie public school P&C.

At the end of term one we ran our Easter raffle. It was fantastic to have some new parents support us in preparing the prizes. 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.

In August of 2022 we held our first ever Pie Drive. This is a venture that had been on our minds for quite a while, and during 2022 we were able to make it a reality. Over \$500 was raised. A great start to a new venture.

Friday afternoon ice cream sales continued to be an easy and effective way to raise \$100 or so every week. With this money, we have been able to support some of the cultural groups within the school with donations towards clothing and equipment for performances.

At the end of the year, we were able to support Cincotta chemist in their Christmas promotion with a BBQ. This event is becoming quite a fun one with lots of activities for children and families, and this year, even a DJ. There's nothing like being able to be out in the community and seeing everyone having such a great time.

On the theme of the community having a great time, we were very proud to be able to support the Fathering Project at two of their events this year. Thanks to the generosity of our community cares partners and our wonderful parents, we were able to provide food for these two events free of charge. I am very proud that this year, we were able to support such events and make it a little easier for families to attend knowing that food costs were covered.

It wasn't only the fathering project that we supported. For the first time in three years, the Campsie festival took place at the end of term 3. During August, we ran our community cares drive for the second year running. Due to the generosity of grants and community support, we were able to provide each stallholder with \$250 to assist them in the purchase of food, utensils, etc. The day was a rousing success, and we look forward to being able to support the Campsie festival again in coming years.

We also assisted in end of year events which included donations supporting our Presentation Day morning tea and our Community Carols night. Both events were well attended, and parents again were very appreciative of our support. I'm very proud that we've been able to support the school in so many ways this year. I am also very thankful to those who have made contributions to our Community Cares Fund or have made contributions to the P&C through the school.

Our AGM was held in May of 2022. I would like to take this opportunity to thank our executive who have worked tirelessly alongside the school to provide our students with great opportunities and assist where we can in helping the Community. To all our community Members who will be moving on to other schools in 2023, we wish you every success in the future.

Another thing I am very proud of is the fact that we can work alongside the school in bigger projects. The full flush project which has helped restore our student toilets to a much better condition has been supported by the P&C with a donation of \$12,000. In 2023 we will be supporting the school with another venture. We hope to be able to use the P&C contribution money this year to support shade cloth going into the playground over the new play equipment.

I would like to give a particular thank you to Jia and Min who continue to run our uniform shop and after school program respectively. The uniform shop is now running online seamlessly with the opportunity for parents to buy high quality uniforms at a more affordable price. The after-school program continued 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.

Thanks must also go to Tony, who no longer has a child at Campsie Public School but continues to support me every Friday afternoon with ice cream sales. Tony will search for the best prices each week and buy the ice creams so that we have them ready for the afternoon. I really appreciate his support and dedication in this role.

I would like to take this opportunity to thank each community member for their encouragement and help during 2022. The Community Cares project was well supported again and has meant that we can continue to support families in need of a food voucher or medicines. It also has meant that all members of the community benefit when we can supply food for school events at no charge. Your support is very much appreciated.

It is truly an honor 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 2023 as we seek further ways to improve our children's education and life. To all of you best wishes and success in the days ahead.

Glendon Hanna - P&C President 2022

Message from the students

It was great to be back and have a whole year of school in 2022 at school. We were able to participate in and enjoy so many activities which we had not been able to due to COVID-19 restrictions. For example, year 5 and year 6 students had the opportunity to go to an overnight camp. We made lots of memories including zooming along the flying fox, canoeing and swimming in the lake and running in mud!

We were able to celebrate and showcase our cultural diversity with our Campsie Festival as well. It was really fun and the performances were awesome. There was really good food and drinks and there were fun activities.

We have continued the Full Flush Project that the 2021 Student Leadership Team commenced to improve the student toilets across the school. We got to do some of the painting and with the support of the P&C, have been able to purchase air fresheners, new mirrors and soap dispensers for the bathrooms. The 2023 leadership team will add to it as well to ensure the bathroom environments are more hygienic and inviting.

On behalf of any of the teachers and students leaving in 2022, we say our last goodbyes to this amazing, fun, exciting and beautiful school.

All the best for Campsie Public School!

Skye T and Liza T - 2022 School Captains



2022 Student Leadership Team

School vision

Campsie Public School, on Cadigal-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. 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.

Our self-assessment 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>

Self-assessment using the School Excellence Framework

| Elements | 2022 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture | Sustaining and Growing |
| LEARNING: Wellbeing | Sustaining and Growing |
| LEARNING: Curriculum | Sustaining and Growing |
| LEARNING: Assessment | Sustaining and Growing |
| LEARNING: Reporting | Sustaining and Growing |
| LEARNING: Student performance measures | Sustaining and Growing |
| TEACHING: Effective classroom practice | Sustaining and Growing |
| TEACHING: Data skills and use | Sustaining and Growing |
| TEACHING: Professional standards | Sustaining and Growing |
| TEACHING: Learning and development | Excelling |
| LEADING: Educational leadership | Excelling |
| LEADING: School planning, implementation and reporting | Excelling |
| LEADING: School resources | Excelling |
| 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

Summary of progress

1.1 In term 1, we engaged the whole school in professional learning around Spirals of Inquiry. Additionally, 10 executive and teaching staff attended the NOII professional learning seminar to build their capacity in implementing spirals of inquiry within their stage and across the school. After professional learning all middle leaders began spiral of inquiry in their stages. This CI was a documented through a powerpoint journey. In march, Natalie Mansour (the principal of Glenmore Park Public School)

Enablers: The middle leadership team and Strategic Direction Chairs were provided with professional learning with experts in collaborative inquiry, specifically Spirals in Inquiry. This ensured there was a consistent approach to implement spirals of inquiry as a method to engaging in professional learning for the whole school.

Barriers: Not enough time was provided at a school level to deeply engage with the spirals. Through teacher feedback, it was identified that more time was needed on a weekly or fortnightly basis to engage with the whole process.

Where to next: Revising the spiral of inquiry approach and ensuring there is a consistent approach to documenting this learning journey as a whole school.

1.2 This year, the school has engaged in using more DoE assessment tools Phonological Awareness Diagnostic Assessment, Year Phonics Screening Check, Interview for Student Reasoning and Sounds-Write Diagnostic Assessment Tools. Baseline data was collected and use to inform teacher programming and identifying students requiring tier 2 supports. Progress data was collected and reviewed regularly to identify students who require further supports and adjust tier 2 groupings and identify tier 3 students requiring higher level supports. We also implemented Sounds-Write training for 15 teachers including classroom and specialist teachers and implementation in K to 2 classroom as tier 1 instruction and intervention in CILSP for small groups of tier 2 students.

Middle leaders and classroom teachers engaged in a range of professional learning opportunities in Semester 1, including : APCIs attended PAT Reading and Mathematics Professional Learning, Covid-Support Team purchasing and build capacity to utilise MiniLit Sage program, APCIs completed bridging training and trained the CILSP teachers to deliver to tier 2 small groups. As a result of 4 lessons per week, tier 2 students have demonstrated sustained growth and evidence that they have generalised their new knowledge and skills into classroom literacy learning.

CILSP teachers delivered differentiated numeracy support in tier 2 small groups. A total of 145 students have engaged in CILSP in 2022. Additionally, it has been identified that 82 students have Individual Learning Plans that outline learning adjustments for students with additional needs.

Throughout the year, APCIs have been working collaboratively with classroom teachers and assistant principals to ensure that literacy and numeracy knowledge and skills are embedded in the curriculum/assessment and enhanced high quality teaching practices used demonstrate differentiation for all Campsie students

In alignment with Campsie's Strategic Direction Initiatives, we conducted a collaborative inquiry approach to this project with a team consisting of our recently appointed Assistant Principal Curriculum and Instruction, the Early Stage 1 Assistant Principal and the ES1 team, and included two EAL/D specialist teachers.. We adopted the spiral of inquiry approach and engaged in an inquiry around developing student vocabulary and the school employed speech pathologist worked with a different stage per term to deliver PL in context of whole class modelled lessons to explicitly teach strategies to unpack unfamiliar vocabulary. During whole class modelled lessons, classroom teacher and speech pathologist identified students requiring further investigation of their speech and language skills. Teacher have reported

1.2 Enablers: This year our goal was to optimise student learning in reading and Mathematics by enhancing teacher practice, implementing evidence based programs and trialling the new K-2 English and Mathematics syllabi. Through implementation of these programs and syllabi, more students have demonstrated achievement commensurate with grade expectations. By using the same evidence based teaching practices and assessment tools across the grade, teacher knowledge and collective efficacy has increased.

Barriers: Time constraints to effectively implement professional learning around effective differentiation strategies.

Where to next: Utilising and gaining a deep understanding on the new K-6 syllabi and the evidence based pedagogies that underpin this, specifically in mathematics.

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 |
|--|--|
| <p>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)</p> <p>All teachers develop an understanding of collaborative inquiry.</p> <p>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.</p> | <p>Whole school TPL and stage meetings indicates 100% of staff are actively collaborating and and engaging in data conversations to identify a problem a practice and research evidence based practices that can be implemented in literacy and numeracy</p> <p>1.2 Teacher surveys indicates 80% of K-2 staff have built capacity in teaching systematic synthetic phonics and utilise a consistent approach to teaching reading, specifically phonics.</p> |
| A minimum of 70% of students achieve expected growth in NAPLAN numeracy | Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However PAT-mathematics data indicates ongoing focus is required in comprehending word problems, including mathematics vocabulary |
| A minimum of 50.8% of students achieve in the top two bands in NAPLAN numeracy (lower bound target) | <p>In Year 3, 49.15% of students attained results in the top 2 bands demonstrating progress towards the lower bound target.</p> <p>In Year 5, 40.51% of students attained results in the top 2 bands demonstrating progress towards the lower bound target.</p> |
| A minimum of 63.5% of students achieve expected growth in NAPLAN reading | Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However DoE spelling diagnostic assessment, and PAT-Reading data indicates ongoing focus is required in spelling and vocabulary. |
| A minimum of 50.8% of students achieve in the top two bands in NAPLAN reading (lower bound target) | <p>In Year 3, 54.84% of students attained results in the top 2 bands demonstrating achievement of the lower bound target.</p> <p>In Year 5, 37.97% of students attained results in the top 2 bands demonstrating progress towards the lower bound target.</p> |

| | |
|--|--|
| Evidence based practices are used to target support for equity groups | Teacher Surveys and professional learning participation indicates 80% of K-2 staff have actively engaged in professional learning around systematic synthetic phonics to reflect and improve upon teaching practice, for universal whole class instruction and tier 2 students in small groups. |
| Strategies to support student engagement and challenge have been implemented | A total of 145 students have engaged in CILSP and 82 students are currently on individual learning support plans that have been co-developed with teachers, parents, as well as internal and external support. These have been informed by data collected from assessments and classroom observations. |



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

Summary of progress

2.1 SD2.1 team engaged in professional learning throughout term 1 and term 2 using 'Driving School Improvement' by Vic Zbar. The team then jigsawed a range of departmental documents and made alignments between the various articles and research. Additionally, we embedded the Australian professional standards into the Campsie draft instructional model. In term 3 and term 4 the strategic direction team analysed students, teacher and parent TTFM survey data to determine current practices occurring across all classrooms. With this data we identified strengths and areas for improvement within teachers' classroom practice. Throughout this process, it was identified that further information was needed from all school stakeholders to determine accurate information on effective classroom practices occurring across K-6.

By collating and analysing existing data and identifying strengths and areas for improvement, it refined the team's evaluative skills. By analysing the 2021 TTFM data, the strategic direction team was able to evaluate the effectiveness of the questions that were asked.

Enablers: Teachers actively evaluated, shared and discussed professional learning from targeted evidence-based research papers with team members to improve whole school practice. Staff and students were welcomed and engaged, where possible, in the development of the vision and priorities of developing the whole school instructional model. Team members engaged in professional discussions and collaborated to improve teaching and learning in the development of the instructional model, focusing on their classes, year groups, stages, faculties, or for particular student groups.

Barriers: COVID-19 restrictions in term 1, the staffing shortages and the cohorting.

Where to Next: By the end of term 1 2023, SD2.1 would have completed the first draft of the Campsie PS instructional model. By the end of term 4 2023, SD2.1 will have completed first and second round of triads (quality teaching rounds).

2.2 Enablers: The development of a whole school culture of continuous improvement, evidenced in our vision statement, the 2.2 Initiative Team has further embedded the use of the Australian Professional Standards across all staff to focus professional learning, refine practice and ensure equity of experience for all students. The team's work has focused on all levels of practice, from the HALT group being given the resources and support to achieve higher levels of accreditation and share their expertise across the school, to early career teachers identifying their areas of need in order to meet the proficient Teaching Standards.

Barriers: As the 2.2 Initiative Team's work is dynamic and across various aspects of the school, from stage based, to whole-school, or other varied groups such as the HALT team, it is especially important that communication is clear and consistent between all parties to ensure we achieve our common goals. This was particularly a challenge with the added strain due to staffing shortages and changes within teams.

Where to Next:

The 2.2 Initiative Team will continue to support the use of the Teaching Standards across all areas of the school to

embed a high expectations and growth mindset culture. We will look for opportunities to establish specific teams around further supporting staff in achieving their proficient accreditation or ongoing maintenance. We also aim to contribute to systemic growth by working with Canterbury network APCIs in meeting higher levels of accreditation. All teachers will be supported to further use the Teaching Standards when reflecting on their PDP goals.

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 |
|--|---|
| <p>2.1 Collate and analyse existing data to identify strengths and areas for improvement. (Evidence gathering and researching)</p> <p>2.2 All teachers use the Australian Professional Teaching Standards to identify areas of high performance and areas for development.</p> | <p>2.1 In 2022, SD2.1 have made important progress in collating and analysing existing data to better understand the strengths and areas for improvement for our whole school instructional model. By formulating and adding questions in the Tell Them From Me survey, reading and jig-sawing key research articles, and gathering feedback from teachers and students, we have gained valuable insights into the areas where our school excels and where we need to focus our efforts. As a result, we have been able to make data-driven decisions to create a draft instructional model that is tailored to the Campsie Public School context. While there is still much work to be done, we will continue to analyse data to improve the draft instructional model to help our school reach new levels of coherence and excellence in teaching practice.</p> <p>2.2 PDPs show 100% of teachers are embedding the Teaching Standards within their goals to identify areas for development. All in-school professional learning identifies the relevant Teaching Standards, resulting in a shared understanding of the Australian Teaching Standards and commitment to engaging with the standards to identify areas for improvement amongst teachers.</p> |
| <p>2.1 Effective teaching methods are identified aligned with research (evidence gathering and researching). (Explicit teaching)</p> | <p>2.1 In 2022, our team dedicated the year to researching and synthesising evidence-based teaching methods that have a positive impact on student learning. Our teachers have undergone self-directed professional development in the form of fortnightly meetings, to stay up to date with the latest research and best practices in the field. We have also identified and evaluated effective teaching methods in our school, allowing us to make informed decisions about what works best for our students. As a result, we have drafted an instructional model that is aligned with research and tailored specifically to the Campsie Public School context. With a continued focus on using evidence-based pedagogy, we are confident that we will drive positive change in our whole school instruction to ensure our students receive the best possible education.</p> |
| <p>All teachers collect data on student learning and achievement.</p> | <p>2.1 APCI team developed a draft whole school assessment schedule, whereby all teachers across K-6 were able to implement assessments for, as and of learning and collected student data on reading, writing and mathematics.. All teachers engaged in data conversations linked to their spirals of inquiry into reading. Data sources that we analysed included NAPLAN data, check in assessment data, phonics diagnostic assessment data, Best Start Kindergarten Assessment data, spelling diagnostic assessment data, phonological awareness data, sounds-write diagnostic assessment data, COVID intensive support data, as well as PAT-Reading and PAT-Mathematics data.</p> |
| <p>The leadership team maintains a focus on distributed instructional leadership. (Instructional leadership and High expectations culture)</p> | <p>2.2 APCI Team shared expertise through demonstration lessons, observations and professional discussions, underpinned by the Teaching Standards and targeting individual teacher goals.</p> |



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

Summary of progress

3.1 The school is currently monitoring and reviewing its' curriculum provision by reviewing the whole school curriculum map and engaging teachers in this process to develop a shared understanding of how to navigate the curriculum map and use it to create deeply engaging and authentic integrated units of work using Gold Standard PBL. This document is aligned to big picture concepts, which ensures that teachers develop programs that provide students with opportunities to develop and demonstrate their knowledge, understanding and skills throughout the project. Professional learning and stage based planning days were facilitated by APCIs to ensure there was a shared understanding of how to use the curriculum map and what big picture concepts were. As a result, all teachers effectively used the curriculum map to pre-plan integrated units of work with key elements of Gold Standard PBL, develop K-6 rubrics, as well as develop milestones to measure student success over time.

Enablers: To develop, teach and evaluate deeply engaging integrated units of learning that embed the principles of Gold Standard PBL, we reviewed the whole school curriculum map and aligned outcomes across all Key Learning Areas against big picture concepts. The document was then reviewed by middle leaders, where suggestions and amendments were implemented to refine the curriculum map, which was then used during all collaborative planning days. As a result, there was a shared understanding of Big Picture Concepts and how these concepts are used to develop authentic, engaging integrated units of work that reflect the principles of Gold Standard PBL. All teachers effectively pre-planned and created milestones for integrated units of work that aligned with the outcomes mapped out for the following Term (Term 1, 2023).

Barriers: There was inadequate time provided to engage the whole school in professional learning around key elements within project based learning. We were unable to evaluate previous integrated units of work against the gold standard PBL as big picture concepts were not utilised and needed to be refined. This resulted in the school having to refine the whole school curriculum map, in order for teachers to develop an integrated unit that could be evaluated against elements of Gold Standard PBL.

Where to Next: To continually refine our practices and embed quality integrated units of work, we will introduce the Gold standard rubric for stages to evaluate their integrated units to inform future teaching and learning programs. Additionally, we will provide professional learning to teachers to develop a shared understanding of how to consistently implement Gold Standard PBL principles and quality teaching strategies across all integrated units of work. This will result in students being continually provided with authentic and deeply engaging learning opportunities, where programs are aligned across all stages and the big picture concepts.

3.3 The school is currently monitoring the progress on the EAL/D Evaluation Framework

This year, we engaged all staff in professional learning over the course of 5 TPL sessions, to build teacher capacity in using the EaLD Learning Progressions to support and monitor student progress. 36 out of 40 teaching staff completed all TPL sessions. Teachers across K-6 are currently including EaLD Learning Progressions in all English programs, with the

support of EaLD specialist teachers. This has resulted in teachers actively engaging with the progressions during planning to determine differentiation strategies to support individual student needs.

An inquiry based project was also another learning we conducted in collaboration with ES1 and AP C&I. This was focusing on implementing an explicit approach to teaching mathematics, in particular embedding vocabulary through lessons, students will become confident, creative users and communicators of mathematics. 5, ES1 classroom teachers took action and saw growth in students' understanding and use of mathematical vocabulary. This has also resulted in teachers engaging in lesson development and through consistent feedback and evaluation, mathematics program was modified to support students needs.

Enablers: EAL/D specialist teachers collaborated with Stage teams on planning days for each term. EAL/D team delivered various co-teaching modes e.g. in-class support and targeted withdrawal groups. EAL/D specialist teachers led Stage 2 and Stage 3 in programming and implementing grammar focused lessons which aligned to the Stage's area of need. The EAL/D team collaborated with ES1 team through the Leading EAL/D Course project. This project focused on building vocabulary in Mathematics and showed student growth. This was evident in students progress in use of mathematical language both inside and outside the classroom and some were achieving S1 outcomes. To support and build classroom teachers understanding of the EAL/D learning progression, EAL/D team facilitated Using the EAL/D Learning Progression PL throughout the year. Throughout the year it was evident in student growth along on the EAL/D Learning Progression. Substantive EAL/D AP position was continued to be funded this year and new ICT for S2 and S3 was purchased.

Barriers: The EAL/D co-teaching timetable was frequently changed or collapsed due to reasons such as needs based focus, Sports in School, Speech Therapist, collaborative planning week, professional learning, COVID ILSP support timetable, Art Therapy and class cover. New ICT for S2 and S3 arrived late in the year and was not fully utilised as teaching and learning programs had already been developed prior to the arrival and it wasn't suitable for the current students' needs.

Where to Next:

- To continually refine our practices and embed quality EAL/D teaching and learning program.
- Mini EAL/D spiral of inquiry within a Stage focused on evidence of impact of EAL/D support.
- Incorporating the EAL/D Learning Progression into the whole school assessment schedule.
- Purposefully embed the use of ICT within S2 and S3 program.
- EAL/D specialist and AP C&I team to undertake the TELL professional learning.
- EAL/D AP continue to be funded
- Drop of EAL/D allocation funding to 3.2 FTE will have a big impact on co-teaching timetable.
- Collaborate with AP C&I to improve whole school learning outcome.

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 90% (lower bound system-negotiated target) | The number of students attending greater than 90% of the time or more has increased by <insert value>% |
| An increased proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at school to be at or above 88.2% (lower bound system-negotiated target) | Tell Them From Me data indicates that the number of students who feel a sense of belonging at school has dropped by 5%, expectations for success and advocacy is roughly the same percentage as 2021 results. |
| An increase in parents inclusion in meaningful school activities. | Tell them from me data indicates that there has been a 10 percent increase in parent inclusion as outlined in the parent input section of the survey. |
| Students are tracked on measures of Social Emotional Learning. | Tell Them From Me data indicates that students Social and Emotional learning has dropped by 2% as outlined in the well being section of the TTfM survey. |
| 3.1 Demonstrated commitment and shared understanding of the principles of Gold Star PBL amongst stakeholders | 3.1 100% of teachers participated in professional learning and collaborative planning days with emphasis on understanding big picture concepts and developing deeply engaging integrated units of work. |

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| <p>of the school community. (High expectations)</p> <p>3.2 Teachers and parents support consistent and systematic processes that improve regular attendance rates for students. (Attendance)</p> <p>3.3 The school uses embedded and explicit systems that facilitate professional dialogue and collaboration for the inclusion of EAL/D pedagogies across the curriculum. (Learning and development)</p> | <p>3.2 Attendance data targets have been met and sustained.</p> <p>3.3 It is evident that Campsie Public School is performing comfortably at Sustaining level and has shown achievement of some areas in Excelling level in the Teaching, Learning and Leading domains on the EAL/D Evaluation Framework.</p> |
| <p>Systematic processes to improve parent partnerships with student learning has been drafted.</p> | <p>Delayed initiatives in Semester 1 have required this work to be postponed to 2023. To date 24% of staff (6 classes) were able to fulfil this progress measure through goal setting with parents.</p> |



| Funding sources | Impact achieved this year |
|--|---|
| <p>Refugee Student Support</p> <p>\$992.70</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> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • release time for staff to provide targeted support to students, including mentoring and tutoring • intensive English language and learning support to increase educational outcomes for students • strengthening orientation and transition program for identified students • professional development for staff around impact of trauma, learning and wellbeing needs of refugee students • additional staffing to map individual students against the EAL/D progressions <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * improving the school's 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 * all staff undertaking trauma informed practice professional learning <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * engage with external providers and specialists to provide intensive language support to identified EAL/D students |
| <p>New Arrivals Program</p> <p>\$42,675.00</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> <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 the following impact:</p> <ul style="list-style-type: none"> * 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 develop their interpersonal communication skills. * timetabling of co-teaching to support NAP students across the whole school. * EAL/D specialist teachers are part of the enrolment interview process and monitoring applications of NAPs. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * EAL/D specialist teachers to have follow up meetings with classroom teachers after all enrolment interviews. * Whole school professional learning around teaching English language learners across the curriculum. |

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| <p>Integration funding support</p> <p>\$318,405.00</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> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for individual case conferences and development of Individualised Learning Plans (ILPs) • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students • additional staffing (SLSOs) to assist students with additional learning needs • staffing release for targeted professional learning around understanding autism <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Integration Funding Support is received for 19 students across K-6. This has resulted in additional and targeted support for the 19 students, in line with their additional needs and agreed goals within their Individualised Learning Plans. - professional learning has built teachers' capacity in differentiating programs to provide evidence-based adjustments for their students with additional needs. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continue to provide tailored support by employing additional staffing (SLSOs) to assist students with additional learning needs - build teacher capacity around understanding and managing students with complex behaviours and curriculum adjustments |
| <p>Socio-economic background</p> <p>\$138,749.96</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> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through collaborative inquiry processes (spirals of inquiry) to support student learning • staff release to increase community engagement through the transition to school initiative • employment of external providers (speech therapist) to support students with additional learning needs and to build the capacity of classroom teachers • employment of additional staff (APCIs) to support collaborative inquiry processes • providing students without economic support for educational materials, uniform, equipment and other items (including supplementing extra-curricular activities) • 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 inform future teaching practices <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * middle leaders engaged in professional learning on spirals of inquiry and implemented this with their stage teams across the year. Each team focused on an aspect of reading practices on their respective stages. * additional APCI positions from school funds to continue the spiral of inquiry |

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| <p>Socio-economic background</p> <p>\$138,749.96</p> | <p>work and support other middle leaders with data analysis and evaluation</p> <ul style="list-style-type: none"> * classroom teachers are more skilled at identifying students with speech and language difficulties and knowing what adjustments to make to the curriculum to support them <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * continued above-establishment APCI staffing to continue the spirals of inquiry work across the school and data analysis and evaluation * resourcing to increase equitability of resources and services |
| <p>Aboriginal background</p> <p>\$5,990.98</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> <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 • 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 the following impact:</p> <ul style="list-style-type: none"> * 100% of Aboriginal students have a PLP with strong evidence of consultation between teacher, student and family * elements of our Reconciliation Action Plan have been embedded into class and school practices <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * revising the RAP as a whole school * continued community engagement and consultation on 100% of events and initiatives * continued professional learning for staff around ATSI Histories and Cultures and this being embedded in 100% of K-6 teaching and learning programs |
| <p>English language proficiency</p> <p>\$512,311.97</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> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms • provide EAL/D Progression levelling PL to staff • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • employment of additional staff to support delivery of targeted initiatives • withdrawal lessons to provide intensive support for students identified in |

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| <p>English language proficiency</p> <p>\$512,311.97</p> | <p>beginning and emerging phase</p> <ul style="list-style-type: none"> • Participation in Leading EAL/D Education project PL with a team of middle leaders, classroom teachers and specialist EAL/D teachers • collaboration between EAL/D and classroom teachers to plan, program and implement effective strategies and differentiation to support the needs of EAL/D students in the classroom <p>The allocation of this funding has resulted in the following impact:</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 * continued engagement and collaboration with classroom teachers and EAL/D specialist teachers to model and support EAL/D strategies, with the aim of increasing teacher confidence and practise in their classrooms * collaborative planning days include EAL/D specialist staff so that the school embeds and implements EAL/D pedagogies across the curriculum. * each stage accesses and collaborates with four EAL/D specialist teachers (including an EAL/D AP) <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * whole school staff training of and implementing the use of EAL/D Learning Progressions to determine individualised learning goals and support student learning based on their learning needs and EAL/D phases. |
| <p>Low level adjustment for disability</p> <p>\$191,551.20</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> <p>Overview of activities partially or fully funded with this equity loading include:</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 the following impact:</p> <ul style="list-style-type: none"> * all teachers across K-6, a different stage each term, engaged in applied professional learning determined by student and staff data with a speech pathologist. 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 speech pathology 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 the whole school * evaluation of the program, based on staff and student data, was reviewed by LST and school executive. Seeing the value added to teacher knowledge and practice, the school seeks to implement the same model of professional learning and team teaching in 2023 <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting * further alignment between Speech Pathology model and the use of this program to support the targeted needs of students identified as need additional support. |
| <p>Professional learning</p> | <p>Professional learning funding is provided to enable all staff to engage in a</p> |

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| <p>\$51,940.77</p> | <p>cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy 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> <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release for targeted professional learning <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * all staff engaged in professional learning around spirals of inquiry to develop their understanding of collaborative processes * all staff engaged with professional learning linked to their PDP goals * all staff developed their understanding of trauma informed practices through whole school professional learning experiences <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * refining the professional learning model, whereby the school maps out the professional learning schedule and processes for sharing back with colleagues to build whole school capacity and shared understanding |
| <p>Beginning teacher support</p> <p>\$27,379.00</p> | <p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Campsie Public School during their induction period.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • regular release time with an experienced colleague to provide mentoring support through the coaching model <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * beginning teachers have enhanced their professional growth in a variety of ways including observing other teachers' lessons, being observed and receiving structured feedback. * compiling evidence to achieve mandatory accreditation at Proficient Teacher level with the NSW Education Standards Authority (NESA) <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * further alignment between the beginning teacher inductions and teacher accreditation support processes at Campsie Public School |
| <p>QTSS release</p> <p>\$126,183.26</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:</p> <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing (including the allocation of APCIs) to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs. This was done through demonstration lessons, team teaching and professional learning. 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 • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • * Assistant Principals or other expert teachers provided observations of |

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| <p>QTSS release</p> <p>\$126,183.26</p> | <p>teaching practice against the Australian Professional Standards for Teachers and individual Professional Development Plan goals</p> <ul style="list-style-type: none"> * using APCIs to inform and test whole school coaching model <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * high performing teachers were identified and measured against the Australian Professional standards. Higher levels of accreditation interested group formed and 3 staff members currently are registered for HAT accreditation. * all stages having access to APCI coaching and support to improve their practice <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * 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>COVID ILSP</p> <p>\$204,908.00</p> | <p>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 2022.</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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for COVID ILSP and monitoring their progress • employing staff to coordinate the program • employing teaching staff to support the administration of the program • development of resources and planning of small group tuition • providing professional learning for COVID educators <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * identification of students requiring support in the areas of literacy and/or numeracy through the use of data gathering and analysis. * a greater understanding of the specific needs within literacy and numeracy across Years 1-6 * 123 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 * COVID ILSP teachers sharing strategies with classroom colleagues to support the needs of students in different learning environments <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * sharing of data and strategies to ensure continuation of learning for students as part of our transition processes for 2023 * track and monitoring the progress of these students in 2023 and utilising the Learning and Support structures of the school to intervene where necessary * identify students for 2023 caseload |
| <p>Per capita</p> <p>\$165,505.19</p> | <p>These funds have been used to support improved outcomes and the achievements of staff and students 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> <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • development of a whole school 2-year scope and sequence • whole school engaging in spirals of inquiry to improve student reading outcomes |

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| <p>Per capita</p> <p>\$165,505.19</p> | <p>The allocation of this funding has resulted in the following impact: Shared understanding between teachers about the importance of learning continuity across the curriculum. Shared understanding in relation to assessment practices K-6.</p> <p>After evaluation, the next steps to support our students will be: Strengthening knowledge, skills and understanding across all teaching teams in relation to team-based research, namely Spirals of Enquiry.</p> |
| <p>AP Curriculum & Instruction</p> <p>\$180,685.20</p> | <p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • additional employment of 2 APCI school funded positions • implementation of the instructional coaching model to build teacher capacity • implementation and leading accelerated adopter curriculum reform for the K-2 Syllabus <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * all teachers across K-6 accessed expertise of APCI on respective stages to support the implementation of evidence-based practices within the classroom * implementation of the new K-2 curriculum across Year 1 classes as part of the accelerated adopter program, providing opportunities for teachers to implement, revise and provide feedback on units of work provided by the Department of Education * instructional coaching model utilised to build teacher capacity and support them through the PDP process <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * revising and embedding the instructional coaching model * implementation of the new curriculum across K-6 * ongoing professional learning and implementation of evidence based practices to teaching reading provided to all staff |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2019 | 2020 | 2021 | 2022 |
| Boys | 360 | 331 | 337 | 321 |
| Girls | 340 | 328 | 318 | 300 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2019 | 2020 | 2021 | 2022 |
| K | 93.0 | 91.2 | 94.3 | 88.1 |
| 1 | 92.4 | 91.8 | 96.3 | 88.8 |
| 2 | 92.5 | 93.1 | 96.5 | 90.9 |
| 3 | 94.7 | 90.7 | 96.0 | 90.6 |
| 4 | 94.6 | 94.2 | 96.6 | 91.3 |
| 5 | 95.2 | 93.1 | 97.0 | 90.0 |
| 6 | 93.8 | 92.2 | 96.1 | 89.2 |
| All Years | 93.8 | 92.4 | 96.1 | 89.8 |
| State DoE | | | | |
| Year | 2019 | 2020 | 2021 | 2022 |
| K | 93.1 | 92.4 | 92.8 | 87.9 |
| 1 | 92.7 | 91.7 | 92.7 | 87.4 |
| 2 | 93.0 | 92.0 | 92.6 | 87.8 |
| 3 | 93.0 | 92.1 | 92.7 | 87.6 |
| 4 | 92.9 | 92.0 | 92.5 | 87.4 |
| 5 | 92.8 | 92.0 | 92.1 | 87.2 |
| 6 | 92.1 | 91.8 | 91.5 | 86.3 |
| All Years | 92.8 | 92.0 | 92.4 | 87.4 |

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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) | 5.2 |
| Classroom Teacher(s) | 23.33 |
| Learning and Support Teacher(s) | 1.1 |
| Teacher Librarian | 1.2 |
| Teacher ESL | 4 |
| School Counsellor | 1 |
| School Administration and Support Staff | 4.06 |
| Other Positions | 6 |

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

| Staff type | Benchmark ¹ | 2022 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| School Support | 3.00% | 4.10% |
| Teachers | 3.00% | 3.30% |

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 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 three staff members are currently registered for HALT accreditation.



Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

| | 2022 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 236,430 |
| Revenue | 8,201,091 |
| Appropriation | 7,653,000 |
| Sale of Goods and Services | 167,179 |
| Grants and contributions | 370,507 |
| Investment income | 4,266 |
| Other revenue | 6,139 |
| Expenses | -8,071,949 |
| Employee related | -7,093,755 |
| Operating expenses | -978,194 |
| Surplus / deficit for the year | 129,142 |
| Closing Balance | 365,572 |

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.

| | 2022 SBAR Adjustments (\$) |
|-------------------------|-----------------------------------|
| Targeted Total | 287,341 |
| Equity Total | 848,604 |
| Equity - Aboriginal | 5,991 |
| Equity - Socio-economic | 138,750 |
| Equity - Language | 512,312 |
| Equity - Disability | 191,551 |
| Base Total | 4,622,964 |
| Base - Per Capita | 165,505 |
| Base - Location | 0 |
| Base - Other | 4,457,459 |
| Other Total | 1,448,108 |
| Grand Total | 7,207,017 |

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.

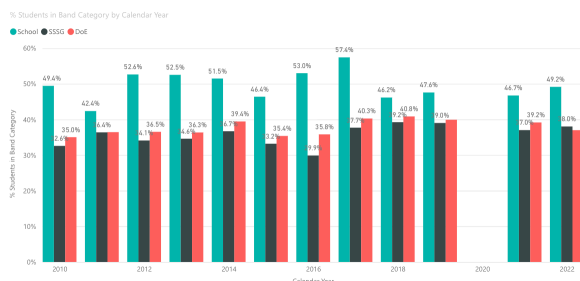
NAPLAN Value Added (VA) results for 3-5, 5-7, and 7-9 cannot be calculated for 2020/22 as the NAPLAN test was not run in 2020. School VA scores require matching student NAPLAN results across consecutive assessments so growth can be measured (e.g. matching Year 3 2020 scores to Year 5 2022 scores). Since NAPLAN was not run in 2020, we do not have the data needed to calculate VA scores for 2022.

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. Year 3 Reading saw 54.84% of students score in the Top 2 bands (up from 53.33% in 2021); Year 3 Numeracy saw 49.15% of students score in the Top 2 bands (up from 46.73% in 2021); Year 5 Reading saw 37.97% of students score in the Top 2 bands (up from 33.33% in 2021). Year 5 Numeracy was one area we saw a decline (40.51% of students in 2022, down from 48.48% in 2021).

In Numeracy, we have a significantly higher percentage of students in the Top 2 Bands in Years 3 and 5 compared to Statistically Similar School Group (SSSG) and the State. Overall, our Numeracy performance is being maintained well above SSSG 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 SSSGs and the State. In Year 3, our performance in Reading continues an upward trend above SSSG and State averages; however, our Year 5 results, whilst showing improvement, indicate room for growth with our performance being slightly lower than SSSGs 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.

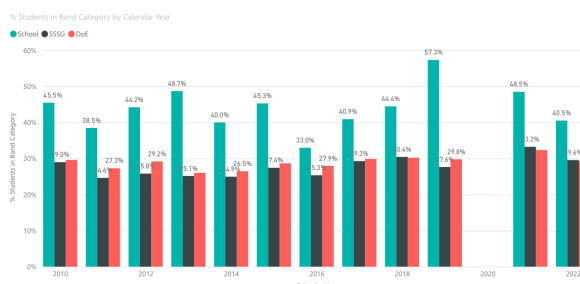
All teaching staff undertook a whole-school deep analysis of 2022 NAPLAN results to determine areas of strength, areas of growth, and areas for improvement.



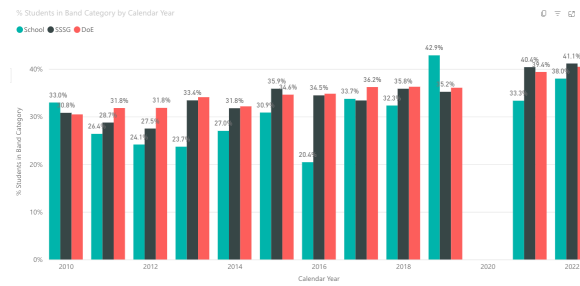
Percentage of students achieving in the top 2 bands for Numeracy in Year 3



Percentage of students achieving in the top 2 bands for Reading in Year 3



Percentage of students achieving in the top 2 bands for Numeracy in Year 5



Percentage of students achieving in the top 2 bands for Reading in Year 3

Parent/caregiver, student, teacher satisfaction

Student Feedback from the 2022 Tell Them From Me survey:

Our students in years 4,5 and 6 who participated, rated our school against drivers of student outcomes. These are compared to NSW Government School norms*:

Students with a positive sense of advocacy at school: School mean score: **6.3** (state norm: 7.7)

Students with a positive sense of expectations for success: School mean score: **7.2** (state norm: 8.7)

Students with a positive sense of belonging: School mean score: **5.9** (state norm: 8.1)

Parent Feedback from the 2022 Tell Them From Me survey:

Our parents rated our school against a framework of seven indicators for fostering positive relations between the school and the community. These are compared to NSW Government School norms*:

Parents feel welcome: School mean score: **7.8** (state norm: 7.4)

Parents are informed: School mean score: **6.7** (state norm: 6.6)

Parents support learning at home: School mean score: **6.8** (state norm: 6.3)

School supports learning: School mean score: **6.8** (state norm: 7.3)

School supports positive behaviour: School mean score: **7.7** (state norm: 7.7)

Safety at school: School mean score: **7.5** (state norm: 7.4)

Inclusive school: School mean score: **6.9** (state norm: 6.7)

Teacher Feedback from the 2022 Tell Them From Me survey:

Our teachers rated our school against eight key drivers of student learning. In the majority of drivers, our school staff rated our school above or equal to NSW Government School norms*:

Leadership: School mean score: **7.4** (state norm: 7.1)

Collaboration: School mean score: **8.1** (state norm: 7.8)

Learning Culture: School mean score: **7.9** (state norm: 8.0)

Data Informs Practice: School mean score: **7.8** (state norm: 7.8)

Teaching strategies: School mean score: **8.0** (state norm: 7.9)

Technology: School mean score: **7.1** (state norm: 6.7)

Inclusive School: School mean score: **7.9** (state norm: 8.2)

Parent Involvement: School mean score: **7.1** (state norm: 6.8)

** results are provided in a 10-point scale.*

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.

Campsie Public School has developed a Reconciliation Action Plan (RAP) that demonstrates the department's commitment to an inclusive workplace and to celebrating the rich, diverse and resilient cultures of our country. Our Aboriginal Education Committee led this initiative in consultation with all staff, community members and utilising the Narragunnawali Reconciliation in Education platform.

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.

Anti-Racism - School statement

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 offer 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..

