School context

Campsie Public School is situated in the central business district of Campsie within the city of Canterbury. It is a large school with an enrolment of 721 students.

At Campsie Public School our purpose is to provide a high quality education in a supportive environment so that each child is equipped to succeed in an ever changing and challenging world. The school has a strong focus on continuous improvement for students and teachers through teacher professional learning programs.

The school serves a diverse multicultural community where 97.3% of students come from a non-English speaking background. The study of languages at Campsie Public School provides opportunities for students to become more accepting of diversity, more respectful of others and better equips the students to engage with others and participate fully in an increasingly globalised world. Currently eleven languages are taught with the aim that every student will study a language other than English.

Principal’s message

Welcome to Campsie Public School.

Campsie Public School has enjoyed another successful year of learning and achievement.

At Campsie Public School we encourage and promote students to strive for their personal best at all times, in academic, sporting and cultural activities. We acknowledge and value the achievements and contributions of every student.

In 2013 at Campsie Public School, every student had the opportunity to learn a second, third or even fourth language other than English at our school. Research has overwhelming indicated that learning a second language at an early age:

- Has a positive effect on intellectual growth and enriches and enhances a child's mental development
- Leaves students with more flexibility in thinking, greater sensitivity to language, and a better ear for listening
- Improves a child's understanding of his/her native language
- Opens the door to other cultures and helps a child understand and appreciate people from other countries
- Gives a student a head start in language requirements for further education
- Increases job opportunities in many careers where knowing another language is a real asset.

At Campsie Public School we believe that being bilingual benefits your brain functions for life, as well as employment opportunities and provides valuable social benefits that come from being bilingual. Among these is the ability to explore a culture through its native tongue or talk to someone with whom you might otherwise never be able to communicate.

Our languages program supports the ethos of the existing broad co-curricular opportunities that we provide for our students. These include our expanding band program, performance groups, public speaking and debating teams, ICT and successful sporting teams. This prepares our students for life-long learning in a rich and supportive school environment.

Our partnership with the community aims to promote the educational, personal, social and civic values shared by us all. Such values ensure that the school offers a safe, harmonious, motivating and inclusive environment and I would like to take this opportunity to thank all members of our P & C and school community for their support throughout 2013.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Phil Irvine
Principal
P & C message

P&C have had a great fundraising year in 2013 with positive collaboration from school staff and community.

Our Welcome Back to School breakfasts each term are still going strong, continuing from 2012 and has become one of P&C’s staple fundraising events.

Adding to our fundraising efforts, the P&C held a BBQ and food stall on Federal Election Day and held a food stall at the Regional Cross Country by invitation from the co-ordinator, Chantelle Dallas.

Also by invitation from SRC, P&C worked collaboratively to host Harmony Day celebrations. Together we held a Harmony Day breakfast food stall and an Art Gallery exhibiting class chosen student finalists’ artworks based on the Harmony Day theme. P&C helped organise guest judges from community organisations and businesses to help vote for final winners. P&C also organised first place prizes, with donations from local businesses: Line Art Village Art School and Alan Lo Chemist. We’d like to thank them and greatly appreciate their contribution and interest in Campsie Public School. There was a positive response from the whole school community and we hope to make it a regular event.

Another fundraising collaboration with the SRC was the Halloween Disco. P&C ran a BBQ and food/drink stalls. This was P&C’s second time at the Halloween Disco.

Our final fundraising event for the year was working with the teachers at the School Social Under the Stars Christmas Carols night.

Other non-fundraising activities included hosting morning teas throughout the year such as the Tea and Tissues morning tea for parents of Kindergarten students on their first day of school and during Education week.

Some P&C members attended Panel training so they could participate as parent representatives in the panel convened to appoint a second Deputy Principal to the school.

Finally, P&C held the Christmas luncheon for the consecutive year to celebrate the successful year for staff, P&C members and parent volunteers.

We’d like to thank the Principal, Mr Irvine, Executive Team, teachers, administrative staff and canteen personnel, for their assistance and guidance.

We’d also like to thank all P&C members, parent volunteers, SRC, students and school community for their participation, help and support.

Emily Bae

P&C Secretary
**Student representative’s message**

The Student Leadership Team promoted student voice and action at Campsie Public School and in the wider community through the continued efforts of the Student Representative Council (SRC) and the formation of the Student Action Team (SAT). The SRC worked in collaboration with the Parents & Citizens Association (P&C) to continue the tradition of events such as the Children’s Fun Day and the Halloween Disco. This year, the SRC and P&C also introduced an extremely successful Harmony Day art gallery and multicultural breakfast, which gave students a platform to discuss the harmonious and multicultural environment they live in and showcase their appreciation through various art mediums. The SRC also held events to raise funds for various charities, including the Salvation Army and Sids & Kids.

This year, a Student Action Team was formed to promote leadership in Stage 3 and effect real change in the school environment. The SAT chose the school playground as the one area of the school that they wanted to adapt and surveyed students and staff to gain a clear understanding of how the playground can be improved. The SAT presented their findings to staff members and the school executive team and decided that they would create visual playground rules that students could easily understand and follow. The SAT also met with a local council organisation to present their findings and voiced their opinions on playgrounds in the local area.

The Student Leadership Team continues to have high expectations of students and has continued to connect students and families with our school and the wider community.

**Salam Kavvalos**

**SCR Coordinator**

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**Student information**

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

**Student enrolment profile**

2013 saw the continued trend of increased enrolments at Campsie Public School with student numbers increasing to over 720 students by semester 2.

It is anticipated to increase again with the Korean Bilingual program extending to year 5 in 2014.

**Student Enrolment**

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>312</td>
<td>335</td>
<td>354</td>
<td>368</td>
<td>345</td>
<td>353</td>
<td>363</td>
</tr>
<tr>
<td>Female</td>
<td>302</td>
<td>308</td>
<td>322</td>
<td>327</td>
<td>346</td>
<td>352</td>
<td>358</td>
</tr>
</tbody>
</table>

**Student attendance profile**

Student attendance is generally satisfactory. Attendance is higher than both the state and regional levels. 96.2% of students at Campsie Public School attended school each day during 2013. A large number of students however, took leave to travel overseas on extended holidays.

**Student Attendance**

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>94.1</td>
<td>95.9</td>
<td>95.5</td>
<td>95.9</td>
<td>95.4</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>93.4</td>
<td>95.8</td>
<td>95.8</td>
<td>96.0</td>
<td>95.6</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>95.1</td>
<td>95.3</td>
<td>97.2</td>
<td>95.8</td>
<td>95.5</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>93.9</td>
<td>95.6</td>
<td>95.6</td>
<td>96.0</td>
<td>96.8</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>94.7</td>
<td>95.2</td>
<td>96.5</td>
<td>95.5</td>
<td>97.4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>95.2</td>
<td>97.0</td>
<td>97.5</td>
<td>94.2</td>
<td>96.8</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>95.6</td>
<td>95.9</td>
<td>96.6</td>
<td>95.6</td>
<td>95.8</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>95.3</td>
<td>94.6</td>
<td>95.8</td>
<td>96.4</td>
<td>95.6</td>
<td>96.2</td>
</tr>
</tbody>
</table>

**Management of non-attendance**

Attendance is a critical factor in student learning and engagement and is closely monitored.

Student non-attendance and lateness is managed through the electronic monitoring of a daily roll by classroom teachers. Other strategies employed are communication in the school newsletter and on our website to reinforce the importance of regular attendance, and the development of individual attendance plans for students at risk.

Reports of patterns of non-attendance are made to the school executive, which may lead to follow
up by the Regional Home School Liaison Officer. There is a policy of close communication and partnership with families to ensure regular student attendance.

Class Sizes

In 2013 most classes from Kindergarten to Year 6 were in grade classes. There were 5 enrichment classes across the school ranging from Year Two to Year Six. In stage 3, a composite 5/6 class was formed for Term 1 to give ESL students access to a smaller class grouping before rejoining their grade cohort for the remainder of the year.

Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>4.0</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>24.0</td>
</tr>
<tr>
<td>Primary Part-Time Teacher</td>
<td>1.2</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>1.302</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1.2</td>
</tr>
<tr>
<td>Primary Learning and Support Teacher</td>
<td>1.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>4.2</td>
</tr>
<tr>
<td>Primary Community Language Teacher</td>
<td>2.6</td>
</tr>
<tr>
<td>Primary Bilingual Teacher</td>
<td>2.0</td>
</tr>
<tr>
<td>Primary Reading Recovery Teacher</td>
<td>0.92</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4,472</td>
</tr>
<tr>
<td>Total</td>
<td>50,494</td>
</tr>
</tbody>
</table>

At Campsie Public School we have a large number of specialist teachers, including ESL, Learning and Support Teacher, Community Language, Bilingual Korean Teachers and Reading Recovery, who all assist class teachers to cater for students’ specific learning needs.

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

At Campsie Public School we have (1) staff member from an Indigenous background.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>68</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>25</td>
</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the P&C parent body. Further details concerning the statement can be obtained by contacting the school.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>227 728.87</td>
</tr>
<tr>
<td>Global funds</td>
<td>365 388.27</td>
</tr>
<tr>
<td>Tied funds</td>
<td>264 454.48</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>267 292.54</td>
</tr>
<tr>
<td>Interest</td>
<td>9 254.10</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>22 716.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>121 222.22</td>
</tr>
<tr>
<td>Total income</td>
<td>1 328 056.48</td>
</tr>
<tr>
<td><strong>Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>72 906.91</td>
</tr>
<tr>
<td>Excursions</td>
<td>46 993.83</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>172 504.78</td>
</tr>
<tr>
<td>Library</td>
<td>8 623.56</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>10 189.27</td>
</tr>
<tr>
<td>Tied funds</td>
<td>226 822.33</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>86 275.21</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>77 941.27</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>105 247.66</td>
</tr>
<tr>
<td>Utilities</td>
<td>73 714.68</td>
</tr>
<tr>
<td>Maintenance</td>
<td>25 156.91</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>20 706.53</td>
</tr>
<tr>
<td>Capital programs</td>
<td>34 993.86</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>962 076.80</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>365 979.68</td>
</tr>
</tbody>
</table>


School performance 2013

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3 and 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 8.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
### Year 3 NAPLAN Grammar and Punctuation

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Average score, 2013</strong></td>
<td>439.0</td>
<td>429.4</td>
<td>430.3</td>
</tr>
<tr>
<td><strong>Number in Bands</strong></td>
<td>0 8 17 26 20 27</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Percentage in Bands</strong></td>
<td>0.0 8.2 17.3 26.5 20.4 27.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>School Average 2009-2013</strong></td>
<td>3.5 11.3 14.8 23.4 21.7 25.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SSG % in Bands 2013</strong></td>
<td>3.6 8.5 16.1 21.5 23.4 26.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>State DEC % in Bands 2013</strong></td>
<td>3.9 8.6 15.3 20.8 22.8 28.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Year 5 NAPLAN Reading

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Average score, 2013</strong></td>
<td>477.8</td>
<td>493.9</td>
<td>500.6</td>
</tr>
<tr>
<td><strong>Number in Bands</strong></td>
<td>0 3 4 5 6 7 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Percentage in Bands</strong></td>
<td>3.9 14.5 35.5 22.4 14.5 9.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>School Average 2009-2013</strong></td>
<td>6.8 18.2 29.1 19.4 17.3 9.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SSG % in Bands 2013</strong></td>
<td>3.0 11.9 23.9 31.8 18.6 10.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>State DEC % in Bands 2013</strong></td>
<td>2.2 11.2 24.3 28.2 20.3 13.8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### NAPLAN Year 3 - Numeracy

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Average score, 2013</strong></td>
<td>399.7</td>
<td>393.7</td>
<td>390.3</td>
</tr>
<tr>
<td><strong>Number in Bands</strong></td>
<td>0 1 6 16 24 22 30</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Percentage in Bands</strong></td>
<td>1.0 6.1 16.2 24.2 22.2 30.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>School Average 2009-2013</strong></td>
<td>3.6 9.2 20.9 17.5 20.9 27.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SSG % in Bands 2013</strong></td>
<td>2.8 10.3 25.6 29.1 21.5 10.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>State DEC % in Bands 2013</strong></td>
<td>3.5 9.7 22.7 27.8 23.0 13.3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Percentage in bands: Year 3 Writing**

**Percentage in bands: Year 5 Reading**

**Percentage in bands: Year 3 Numeracy**

**Percentage in bands: Year 5 Spelling**
Year 5 NAPLAN Spelling

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>Number in Bands</th>
<th>Percentage in Bands</th>
<th>School Average 2009-2013</th>
<th>SSG % in Bands 2013</th>
<th>State DEC % in Bands 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>2.6</td>
<td>4.0</td>
<td>7.1</td>
<td>6.9</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>5.3</td>
<td>6.5</td>
<td>8.9</td>
<td>9.2</td>
</tr>
<tr>
<td>3</td>
<td>14</td>
<td>18.4</td>
<td>17.0</td>
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<td>4</td>
<td>16</td>
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<td>17</td>
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</tr>
<tr>
<td>7</td>
<td>23</td>
<td>30.3</td>
<td>28.3</td>
<td>28.3</td>
<td>28.0</td>
</tr>
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<td>8</td>
<td>18</td>
<td>23.8</td>
<td>21.9</td>
<td>15.0</td>
<td>14.5</td>
</tr>
</tbody>
</table>

Percentage of students in bands:

- Year 5 Grammar & Punctuation
- Year 5 Writing
- Year 5 Numeracy

NAPLAN Year 5 – Numeracy

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>Number in Bands</th>
<th>Percentage in Bands</th>
<th>School Average 2009-2013</th>
<th>SSG % in Bands 2013</th>
<th>State DEC % in Bands 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>1.3</td>
<td>1.3</td>
<td>1.3</td>
<td>1.3</td>
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<tr>
<td>2</td>
<td>12</td>
<td>15.8</td>
<td>15.8</td>
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</tr>
<tr>
<td>3</td>
<td>18</td>
<td>23.7</td>
<td>24.3</td>
<td>24.3</td>
<td>23.7</td>
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<td>4</td>
<td>8</td>
<td>10.5</td>
<td>10.5</td>
<td>10.5</td>
<td>10.5</td>
</tr>
<tr>
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<td>10.5</td>
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<td>29</td>
<td>38.2</td>
<td>38.2</td>
<td>38.2</td>
<td>38.2</td>
</tr>
</tbody>
</table>

Percentage of students in bands:

- Year 5 Grammar & Punctuation
- Year 5 Writing
- Year 5 Numeracy

Record of School Achievement

Average progress in Reading between Year 3 and 5*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>117.1</td>
<td>78.1</td>
<td>81.6</td>
<td>88.8</td>
</tr>
<tr>
<td>SSG</td>
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<td>73.5</td>
<td>80.1</td>
<td>83.9</td>
</tr>
<tr>
<td>State DEC</td>
<td>83.7</td>
<td>74.0</td>
<td>79.2</td>
<td>85.7</td>
</tr>
</tbody>
</table>
Achievement in Arts

Combined Public Schools Music Festival

Campsie Public School was once again very well represented in the Combined Public Schools Music Festival with students performing in the massed choir, tuned percussion ensemble, dance group, drumming group and the festival band. 77 students from Years 2 to 6 performed with the choir, 36 students from Years 5 and 6 performed in the drumming group, 11 students from Year 6 were in the tuned percussion ensemble, accompanied by a student vocalist and 37 students from Years 3 to 6 performed in the dance group. This year saw an increase of students involved in our school’s band program performing in the festival band. Overall, we had 170 students from Years 2 to 6 involved in this year’s festival. Our parents and friends of the school also continue to demonstrate their commitment to supporting the students with increased ticket sales.

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Music Program

This was the inaugural year of Campsie Public School’s formation of a School Band. The Campsie School Band consisted of 29 students from Years 4, 5 and 6. Rehearsal took place before and after school which resulted in outstanding progress of all students on their chosen musical instrument. Instruments chosen by the band included flutes, clarinets, trumpets and alto saxophones.

Students in Year 2 participated in a recorder program to learn the basics of reading music and playing an instrument.

Achievement in Sport

During 2013 the students participated in a wide range of school activities to develop their physical skills. Students also competed in a variety of sport. Opportunities for students to develop physical skills were provided through programs such as swimming scheme; PSSA weekly sports competitions; gala days; carnivals; zone and regional trials; school sports; clinics as well as the Sport in Schools Term 4 program.

Achievements in 2013 have included:

- Five teams participated in the Terry Lamb Rugby League 7s competition. Two senior boys, two senior girls and one junior boys team.
- Two teams competed in the All Schools’ Rugby League Gala day.
- Campsie Senior Boys Rugby League team were premiers in the Terry Lamb Sevens and the All Schools Open carnivals. The team competed in the NSW State Titles for both sevens and the full squad competition. They were semi-finalists in the All Schools State Carnival.
- Eleven students were selected in the combined Wiley Park/Western Suburbs Zone Rugby League team.
- Two students were selected in the Under-11s Sydney East Rugby League team.
- Two students were selected in the Open Sydney East Rugby League training squad.
- PSSA Rugby League – the junior team made the grand final and the senior team were joint premiers in the grand final. This was the third year in a row for Campsie PS winning this competition.
- One of our students was awarded Player of the Year for Wiley Park Zone PSSA.
- 4 teams participated in the NRL Girl’s development day in Greenacre.
- 4 teams from Campsie PS participated in the NSW Touch Gala day.
- 6 senior mixed teams participated in the Touch Rugby League Gala day at Birrong. 2 of the 6 teams made the semi-finals.
- 4 teams competed in PSSA netball competition.
- The Senior cricket made the semi-finals in Summer PSSA and the Senior Boys’ softball team made the grand final.
The entire school participated in the Premier’s Sporting Challenge.
7 students represented Wiley Park Zone at the Regional Athletics Carnival. One student represented the Region at the State carnival.
2 students represented Wiley Park Zone at the Regional Swimming Carnival at Homebush Aquatic Centre.
32 students represented Campsie PS at the Zone level in Cross Country.

Other achievements

Debating
Debating 2013 proved to be a stellar year for Campsie Public School. Campsie was only beaten once in the preliminary round and went on to win the local zone competition. There were students from Years 4, 5 and 6 involved in skill development tutorials and the students learned invaluable lessons on how to research and prepare their arguments as well as the more difficult task of listening critically to the opposing team’s point of view. The team that went on to win the zone competition was represented by two Year 5 students and one Year 6 student. As well as the local zone competition in 2014, Campsie PS will join the Premier’s Debating Competition, a much more strenuous competition, which will raise the standards yet again.
Anne Colley
Debating Coordinator

Multicultural Public Speaking Competition
On Monday, the 17th of June, four student finalists from Campsie Public School competed in the Multicultural Perspectives Public Speaking District Final, held at Bankstown Public School. The students presented their prepared speech and were given 5 minutes to prepare an impromptu speech. The Stage 2 topic was “Growing Up” and the Stage 3 topic was “The Next Step”. All four students presented wonderful speeches. One student from Year 5 achieved a terrific result of being placed second overall.
Katie Williams
Public Speaking Coach

Other

Sport in Schools Program
This popular and well regarded Sport in Schools program returned in Term 4 with an exciting and motivating program. The program involved all students participating in a 10 week fitness and sports program for 45 minutes each Monday. Each session focused on fundamental movement skills using a wide range of equipment and was conducted by highly trained physical education teachers. This enjoyable and motivating program supports the PDHPE key learning area in our school.

Dance 2B Fit Program
Term 2 welcomed the return of the Dance 2B Fit program across the school. Once again, this program utilised the expertise of trained dance teachers to engage students in a variety of dance styles and movement. Not only were students able to learn various dance moves, but they greatly improved their fitness and coordination. The program proved so popular with students, parents and staff that it will continue in 2014 for the third year in a row as a regular part of our broad extra-curricular program.
**Significant programs and initiatives**

**Aboriginal education**

Educating Aboriginal Australians and non-Aboriginal Australians about Aboriginal perspectives is conducted through the Human Society and Its Environment components of the COGs (Connected Outcomes Group) units taught across all stages within the school. Detailed investigations are conducted within a contemporary context as well as examining roles of Aboriginal people in society through a historical context.

At Campsie Public School we promote the recognition of the traditional owners of our area at every opportunity. A student conducts an acknowledgement of Country at our school assemblies and formal functions.

**Multicultural education**

Campsie Public School celebrates and values multicultural education through its comprehensive teaching programs, special events, festivals and highly qualified and experienced teaching staff. As 96.6% of students come from language backgrounds other than English (LBOTE) there is intensive English as a Second Language (ESL) programs for newly arrived students. Other ESL students receive support to learn English from specialist teachers in the classroom. In addition to ESL programs, the school provides instruction in a variety of community languages, as well as a Korean bilingual program. The school promotes respect, fairness, inclusion, tolerance and understanding with dedicated staff that are committed to providing a quality learning environment where students are happy, feel valued and where cultural diversity is celebrated through our school community.

**Other Programs**

**Reading Recovery**

Campsie Public School is extremely fortunate to have the Reading Recovery Program operating in the school. The program is an early literacy intervention designed to assist those Year 1 students who are not meeting expected reading levels. Instruction is one-on-one and provided by a specialist teacher each day for 30 minutes. In 2013, 18 students participated in this program with 11 students achieving or exceeding the program goals and one student to carry over into 2014.

**Bilingual Classes**

At Campsie Public School we value being bilingual and in 2013 the Korean Bilingual class was extended to Year 4.

A growing body of research is showing the benefits of speaking two or more languages. Not only are there cognitive benefits for children who are bilingual but social benefits too. We promote bilingual education at Campsie Public School and believe in its many benefits to children. Early bilinguals build up a network in the language area that is sufficiently adaptable to integrate later languages.

**Australian Principals Visit to Singapore and Shanghai.**

On May 2013, Mr Irvine was a member of a delegation invited to study high performing schools and education systems in Singapore and Shanghai. This international and prestigious learning experience was organised by the Australian Institute for Teaching and School Leadership.

Mr Irvine hosted a P & C Parent Forum where he discussed and reported on his recent trip and highlighted the key learning and research
implications from his educational and insightful experience.

**East Timor Minister Visit**

In 2013, Dulce de Jesus Soares, Vice Minister for Pre School and Basic Education, Ministry of Education, Democratic Republic of Timor-Leste visited Campsie Public School to observe the range of successful language classes in our school. We welcome the visits of international guests who are interested in learning about our school’s methods of successful language implementation in the curriculum.

**Chinese Principals Visit**

On Saturday 27th July 10, a group of 10 School Principals from China visited Campsie Public School to hear about our commitment to our innovative languages programs and engagement to Asian perspectives in the curriculum.

**Online Parent Teacher interviews**

Semester 2, 2013 saw the trialing of online parent-teacher interview bookings system. This trial was successful with data indicating that over 400 parents used this on line system for booking times to meet the teacher for our parent teacher interviews.

**Bring Your Own Portable Device Program**

Campsie Public School Bring Your Own Portable Device Program has been developed to empower students to use portable devices and the school's wireless network to navigate their learning and to facilitate education, innovation and creativity. Participating students must follow the responsibilities stated in the School’s Acceptable Use Agreement and guidelines. This agreement must be completed by the student and parent or caregiver before a device can be used at school.

**Campsie Public School Smartphone App**

In 2013, Campsie Public School launched its new smartphone app. It is available for both the iPhone and Android devices. Features include the viewing of the school calendar, term dates, public holidays, and school events. The Photos option allows users to view the photo gallery which includes photos from our Campsie Festival and other events photographed throughout the year.

Reminders of school events, such as excursions and special days will be sent notifications.

**Harmony Day**

Harmony Day was celebrated on Thursday 21st March, 2013. Harmony day is a day of cultural respect, where multiculturalism is recognised and celebrated. The SRC and P&C hosted a variety of events including a mufti day. The students were encouraged to wear orange clothing, as well as hosting a Multicultural Breakfast and a Harmony Day Art Gallery Exhibition.

The P&C and parents donated multicultural finger foods such as kimbap, Lebanese pizza and spring rolls. A great day was enjoyed by all.

**Salam Kavvalos**

**SRC Coordinator**
Extended Days

In 2013, students in years 3 to 6 participated in a trial of an extended school day.

Students were requested to attend school from 8:45am-3pm each day. This extended school day enabled the school to offer students greater curriculum access, including more time learning languages, increased technology and library research lessons, performance and creative arts groups, sports as well as increased time for English and mathematics. We also offered an increased range of co-curricular options before school. The computer lab and library were also available for students to access each morning.

Tournament of Minds

Tournament of Minds (TOM) is a problem solving program for teams of students from both primary and secondary years. They are required to solve demanding, and open-ended challenges. Two teams from Campsie Public School participated in TOM at the University of Western Sydney. They chose the disciplines of Applied Technology and Language Literature. Both teams competed successfully on the day and we were very pleased with their performance. The Applied Technology Team was awarded First Grade Honours. Congratulations to the teams.

Ms Peel and Ms Williams

TOM Coordinators

Greek Club

Students of Greek and non-Greek backgrounds attend a session once a week to learn and expand their knowledge of Greek language, culture and traditions. This is achieved using a multi-modal approach such as games, film, worksheets, stories and myths, food tasting, sharing of personal experiences and discussions.

Sylvia Milis

iPad Club

This year saw the introduction of a before school iPad club. Students were encouraged to bring in their own smart device or if they did not have their own, students could use a school iPad. During each session, students were encouraged to use one of the pre-downloaded mathematics or English Apps to complete assigned homework tasks or if all tasks were complete, students could explore an App of their choice.

Ellen Zonaras

Premiers Spelling Bee

In 2013, Campsie Public School participated in the Premier’s Spelling Bee. This was the second year of our school’s participation. In preparation for the Spelling Bee, groups of students from Stages 2 and 3 participated in before school Spelling Clubs. Students met once a week and completed a variety of spelling activities and games. We were delighted to see four of our students proceed onto the Regional Final.

Ellen Zonaras

Cantonese Club

Cantonese Club was offered to students in 2013. The weekly sessions were held every Thursday before school. The students learned about language, art and culture during these sessions.

Wing Chun

In 2013, students in Years 3 to 6 could opt to participate in the martial arts form of Wing Chun, taught by local master, Mr Lo. There was an overwhelming response of many students wishing to participate so in order to accommodate numbers, students in Year 4 and Year 6 could participate, with the program being extended in 2014.
**Calligraphy**

Students in Years 3 to 6 could participate in Chinese Calligraphy and Cartooning sessions with Mr Deng. These sessions proved very popular with the students learning the traditional brush stroke methods used in Chinese Calligraphy. This program will be extended for students in Years 2 to 6 in 2014.

**Competitions**

In 2013, Campsie Public students could opt for participation in the Australian Schools English, Mathematics, Spelling, Writing and Computer Skills competitions. The results achieved were as follows:

<table>
<thead>
<tr>
<th>Competitions</th>
<th>HD</th>
<th>D</th>
<th>C</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer</td>
<td>0</td>
<td>7</td>
<td>17</td>
<td>34</td>
</tr>
<tr>
<td>Science</td>
<td>2</td>
<td>3</td>
<td>21</td>
<td>36</td>
</tr>
<tr>
<td>English</td>
<td>2</td>
<td>8</td>
<td>18</td>
<td>70</td>
</tr>
<tr>
<td>Writing</td>
<td>5</td>
<td>11</td>
<td>21</td>
<td>37</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6</td>
<td>20</td>
<td>32</td>
<td>42</td>
</tr>
<tr>
<td>Spelling</td>
<td>2</td>
<td>11</td>
<td>29</td>
<td>36</td>
</tr>
</tbody>
</table>

**Mathematical Olympiad**

Campsie PS entered two teams of 30 students in the Australasian Problem Solving Mathematical Olympiads in 2013. Team A ranked top 25% overall. The results were as follows:

<table>
<thead>
<tr>
<th>Teams</th>
<th>Tops 10%</th>
<th>Top 25%</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team A</td>
<td>11</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>Team B</td>
<td>0</td>
<td>3</td>
<td>27</td>
</tr>
</tbody>
</table>

**National Partnerships**

Campsie Public School is one of 229 participating schools in the pilot program of the Learning Management Business Reform program.

The Learning Management and Business Reform (LMBR) program is about creating new ways of working and delivery of our services to benefit our students, parents, teachers, customers and staff.

It is a significant project for the department, affecting every aspect of education and training - student enrolment and administration, learning management, support services, finance, human resources and technology.

The National Partnerships funding was utilised to support the new Campsie model of curriculum delivery, workplace reform and teacher collaboration.

**School planning and evaluation 2012—2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Consultation with staff, caregivers and students
- Analysis of external data on student academic achievement, analysis of student attendance patterns and analysis of teacher professional learning.

**School planning 2012—2014: progress in 2013**

**School priority 1**

**Literacy**

**Outcomes from 2012–2014**

To increase levels of literacy achievement for all students.

**2014 Targets to achieve this outcome include:**

**In Reading Year 3**

- Increase the percentage of year 3 students achieving proficiency in Reading
from 2011-2013 average of 41.7% to 47.2% in 2014.

- Increase the percentage of students achieving at or above the minimum standard in Reading from 2011-2013 average of 87% to 99.7% in 2014.

**In Reading Year 5**
- Increase the percentage of Year 5 students achieving proficiency in Reading from 2011-2013 average of 24.7% to 34.3% in 2014.
- Increase the percentage of Year 5 students achieving at or above minimum standard in Reading from 2011-2013 average of 76.3% to 94.9% in 2014.

**Evidence of progress towards outcomes in 2013:**
- In Year 3 Writing, 1.0% students in Bands 1 and 2, compared with 1.1% in 2012.
- In Year 3 Writing, 68.4% of students in Bands 5 and 6, compared with 54.2% State (All)
- In Year 3 Spelling, 67.4% of students in Bands 5 and 6, compared with 65.2% in 2012.
- In Year 3 Grammar and Punctuation, 8.3% of students in Bands 1 and 2, compared with 15.8% in 2012.
- In Year 5 Reading, 18.4% of students in Bands 3 and 4, compared with 24.1% in 2012.
- In Year 5 Reading, 23.7% of students in Bands 7 and 8, compared with 18.4% in 2012.
- In Year 5 Writing, 22.4% of students in Bands 7 and 8, compared with 18.4% in 2012.
- In Year 5 Spelling, 52.7% of students in Bands 7 and 8, compared with 37.9% State (All)

**Strategies to achieve these outcomes in 2014**
- Continue to provide TPL in all aspects of SMART NAPLAN Data and using data to inform teaching practice and improve student learning outcomes in literacy and numeracy.

- Accelerated Literacy Program to target reading fluency and comprehension.
- Through Accelerated Literacy, focus on Reading, Writing, Spelling, Punctuation, Grammar and Vocabulary.

**School priority 2**

**Numeracy**

**Outcomes from 2012–2014**

To improve numeracy skills of all students.

**2014 targets to achieve this outcome include:**

**In Year 3 Numeracy**
- Increase the percentage of Year 3 students achieving proficiency in Numeracy from 2011-2013 average of 49.2% to 52.9% in 2014.
- Increase the percentage of Year 3 students achieving at or above minimum standard in Numeracy from 2011-2013 average of 88% to 90% in 2014.

**In Year 5 Numeracy**
- Increase the percentage of Year 5 students achieving proficiency in Numeracy from 2011-2013 average of 43.8% to 46.6% in 2014.
- Increase the percentage of Year 5 students achieving at or above minimum standard in Numeracy from 2011-2013 average of 84.2% to 98.7% in 2014.

**Evidence of progress towards outcomes in 2013:**
- In Year 3 Numeracy, 52.5% of students in Bands 5 and 6 compared with 38.8% State All.
- In Year 3 Numeracy, 7.1% of students in Bands 1 and 2 compared with 11.1% State All.
- In Year 3 Data, Measurement, Space and Geometry, 53.5% of students in Bands 5 and 6 compared with 45.3% in 2012.
- In Year 3 Data, Measurement, Space and Geometry, 5.0% of students in Bands 1 and 2 compared with 6.4% in 2012.
- In Year 3 Number, Patterns and Algebra, 61.7% of students in Bands 5 and 6 compared with 29.2% State All and 55.8% of students in 2012.
- In Year 3 Number, Patterns and Algebra, 17.1% of students in Bands 1 and 2 compared with 17.4% State All.
- In Year 5 Numeracy 48.7% of students in Bands 7 and 8, compared with 27.8% State All and 44.2% in 2012.
- In Year 5 Numeracy, 17.1% of students in Bands 3 and 4 compared with 20.2% State All.
- In Year 5 Data, Measurement, Space and Geometry, 50.0% of students in Bands 7 and 8 compared with 33.1% State All and 44.2% in 2012.
- In Year 5 Data, Measurement, Patterns and Algebra 14.4% of students in Bands 3 and 4 compared with 17.3% State All and 15.1% in 2012.
- In Year 5 Number, Patterns and Algebra, 48.7% of students in Bands 7 and 8, compared with 28.7% State All and 44.2% in 2012.
- In Year 5 Number, Patterns and Algebra, 19.7% of students in Bands 3 and 4 compared with 21.7% State All.

**Strategies to achieve these outcomes in 2014:**

- Continued online computer program-Mathletics for school and home use.
- Teachers plan and program using NAPLAN marking guide to respond to student learning needs and monitoring of student work samples.
- Early assessment of numeracy skills through Best Start Assessment in Kindergarten.
- Reminder letters and interviews with parents and caregivers of students who are over represented in late arrival data has helped to improve student partial attendance.
- Increased numbers of students accessing technology through the daily provision of before school computer club.
- Increased numbers of students accessing the before school reading club.

**Professional learning**

In 2013, the staff of Campsie Public School engaged in a variety of professional learning activities.

The emphasis for training and development were in the areas of Languages, Disability Standards, Self Organised Learning Environments, ICT, Learning Support, Class Observations and Mentoring.

Training was provided in: CPR reaccreditation, Workplace, Health and Safety, Epilepsy, Emergency Care, Dyslexia as well as welfare, emergency evacuation, Child Protection, anti-bullying and anti-racism.

At various times throughout the year focus groups met to engage in the sharing of professional knowledge and classroom practice. Stages met weekly to discuss student outcomes, ensuring a consistency of teacher judgment.

Five teachers continued successfully with the Asian language training scholarship program in the teaching of Korean.

**School priority 3**

**Student Engagement and Attainment**

**Outcomes from 2012–2014**

- To improve student partial attendance.
- Increase student engagement in school activities such as Before School Reading Club, ICT in the computer lab and morning sport programs.

**Evidence of progress towards outcomes in 2013:**
Parent, caregiver, student, and teacher satisfaction
In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

- Parents have indicated through consultation and parent forums that they value the range of programs and experiences offered to the students. They have indicated that they are impressed with the innovations and directions that the school is going.
- The parents expressed their appreciation and gratitude to the school leadership team and indicated that they always felt welcomed and listened to.
- Parents value the provision of an after school Homework Centre for their children on the school premises as well as a Greek Club operating before school.
- Teachers have expressed their valuing of professional learning opportunities, innovations to timetables, extended learning times to be very satisfying.
- Teachers have expressed the success of the inclusion of time in class for eating as part of a playground duty and using this time as a teaching opportunity to support teaching of healthy eating habits with their students. Crunch N Sip will be trialed in 2014.
- Teachers supported the school priorities, initiatives and innovations and found it to be a harmonious and a happy place to work in.
- The students loved coming to school and this was evident with the feedback from the SRC.
- The students expressed their immense sense of self-satisfaction when their ideas were placed into action through the SRC and SAT and felt that they were contributing to school life in a positive way.
- The activities the students commented on were the use of ipads and electronic devices in their learning, the Wi-Fi areas of the school and the computer labs. Self-Organised Learning Environments and Project based Learning will be a focus in 2014.
- The students noted that they enjoyed the music opportunities, excursions and the sports options offered. The students commented that they found the teachers friendly, fair, helpful and kind.

Program evaluations
NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2013 our school carried out an evaluation of on line learning opportunities offered by the school.

Background
Teacher surveys indicated the value of on line learning opportunities to enhance teacher learning based on identified school and individual needs in the areas of Speech, Language and Communication.

Findings and conclusions
In 2013, 9 teachers participated in on line learning experiences from 2-5pm with a tutor with expertise in the areas of Speech, Language and Communication. An increase in teacher engagement and an enhancement in ICT skills were evident with 100% completion of the courses in the stipulated timeframe. Evidence of an increase in teacher knowledge is noted with different approaches apparent in classrooms for individual students after the online learning courses.
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Phil Irvine  Principal
Lisa Lupton  Deputy Principal
Sarah Jones  Deputy Principal
Marcus Farah  Classroom Teacher
Salam Kavvalos  Classroom Teacher
Anne Colley  ESL Teacher
Sylvia Milis  Classroom Teacher
Katie Williams  Classroom Teacher
Ellen Zonaras  Classroom Teacher
Helena Suess  Support Teacher

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: