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 2012 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 2012.

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.

Phillip Irvine
Principal

P & C message
The newly formed P&C began regular meetings and elected their executive in 2012. They began organizing a range of well supported activities for students and parents, including the Disco, and a “Thank You Lunch” for the staff and parent volunteers. The Walk Safely to School Day was accompanied by a combined P&C and SRC healthy breakfast morning. It was so popular that the breakfast has become a regular event on the first Friday of each term in order to welcome students back to school. The P&C has been actively involved in widening the range of uniform options for students and helping to run the uniform shop each week. The P&C have set up a website and Facebook page to communicate with members and parents as well as an email list and have assisted in translating school communications to parents from non-English speaking backgrounds. We look forward to continuing to grow our member base and furthering the positive contributions we can make to school life.

Anastasia Polites
P & C President
Student Representative Council message

2012 was another successful year for the Campsie Public School Student Representative Council (SRC). The regular meetings allowed the SRC to discuss fundraising ideas and how we can improve life around our school for everyone. The SRC contributed to and attended P & C meetings to assist in promoting school events. In 2012 we organized numerous successful events including a joint Halloween Disco involving the SRC and the P & C. It was great to see a lot of people made an effort to dress up as a scary Halloween character. Everyone had a lot of fun. I think the favourite song of the day was Gangnam Style, as everyone seemed to be dancing to it! On the 20th of September, we celebrated Campsie Festival at Campsie Public School to celebrate our multiculturalism. The SRC ran a White Elephant Store to raise money for charity. On the 27th of November 2012, the SRC held a day full of fun, also as known as ‘Fun Day’! The Fun Day was held inside our school hall. There were many activities that were fun, yet cheap, such as; sponge throw, indoor bowling, pin-the-star-on-the-Christmas-tree, lucky dip, obstacle course, make-a-mask, face painting, nail painting and a memory game.

Jessica and Committee

School context

Student information

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

Student enrolment profile

2012 saw the continued trend of increased enrolments at Campsie Public School with the numbers increasing to over 700 students by Semester 2.

It is anticipated to increase again with the Korean Bilingual Program extending to Year 4 in 2013.

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>
</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>
</tr>
<tr>
<td>Female</td>
<td>302</td>
<td>308</td>
<td>322</td>
<td>327</td>
<td>346</td>
<td>352</td>
</tr>
</tbody>
</table>

Student attendance profile

Student attendance is generally satisfactory. Attendance is higher than both the state and regional levels. 95.6% of students at Campsie Public School attended school each day during 2012. 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>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>94.1</td>
<td>95.9</td>
<td>95.5</td>
<td>95.9</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></td>
</tr>
<tr>
<td>2</td>
<td>95.1</td>
<td>95.3</td>
<td>97.2</td>
<td>95.8</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></td>
</tr>
<tr>
<td>4</td>
<td>94.7</td>
<td>95.2</td>
<td>96.5</td>
<td>95.5</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></td>
</tr>
<tr>
<td>6</td>
<td>95.6</td>
<td>95.9</td>
<td>96.6</td>
<td>95.6</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>
</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

The following table shows our class sizes as reported in the 2012 class size audit.

#### Campsie Public School Class Sizes

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KB WILL</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>KG PERD</td>
<td>K</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>KO SING</td>
<td>K</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>KR HERB</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>KY NAM</td>
<td>K</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>1A ADES</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1H HRIS</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1K KANG</td>
<td>1</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>1S BONC</td>
<td>1</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>1Z ZHU</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>2D DEVE</td>
<td>2</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>2EN THOR</td>
<td>2</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>2K KOUL</td>
<td>2</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>2P PEEL</td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>3D DI MA</td>
<td>3</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>3EN KAVV</td>
<td>3</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>3L LAU</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>3Z ZONA</td>
<td>3</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>4EN JONE</td>
<td>4</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>4G GIBB</td>
<td>4</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>4P PHIL</td>
<td>4</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>5EN LUPT</td>
<td>5</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>5LP LEGG</td>
<td>5</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>5M MILI</td>
<td>5</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>6EN LIAR</td>
<td>6</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>6F FARA</td>
<td>6</td>
<td>32</td>
<td>32</td>
</tr>
<tr>
<td>6M MAND</td>
<td>6</td>
<td>32</td>
<td>32</td>
</tr>
</tbody>
</table>

In 2012 most classes from Kindergarten to Year 6 were in grade classes. There were five (5) Enrichment classes across the school ranging from Year Two to Year Six. In Stage One a 1/2 composite class was formed and a family grouping of 4/5/6 was also formed at the beginning of second semester due to rapidly increasing enrolments.

Year 5 and Year 6 students are involved in a middle schools program, which has a longer period of classroom instruction than most primary schools.

### Staff information

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

### Staff establishment

<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(s)</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>23.0</td>
</tr>
<tr>
<td>Primary Part-Time Teacher</td>
<td>1.2</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>1.26</td>
</tr>
<tr>
<td>Primary Teacher Librarian</td>
<td>1.2</td>
</tr>
<tr>
<td>Primary teacher of ESL</td>
<td>4.0</td>
</tr>
<tr>
<td>Primary Community Language Teacher</td>
<td>2.6</td>
</tr>
<tr>
<td>Primary Bilingual Teacher</td>
<td>1.4</td>
</tr>
<tr>
<td>Learning and Support-Primary</td>
<td>1.5</td>
</tr>
<tr>
<td>Primary Teacher of Reading Recovery</td>
<td>1.05</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.362</td>
</tr>
<tr>
<td>Total</td>
<td>47.572</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 National Education Agreement requires schools to report on the Indigenous composition of their workforce.

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

### Staff retention

The staff retention rate is high, ensuring continuity of school programs and initiatives.

Campsie Public School has an enthusiastic team of teachers ranging from early career teachers to experienced teachers and executive.

The School Administrative and Support personnel are comprised of four staff members, including a
A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the P and C parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

Achievements

Arts

Throughout 2012 Campsie Public School has provided many opportunities for all students to participate in a variety of creative and performing arts experiences. The students have been given opportunities to perform with our school choirs, band, drumming and dance groups. All performance groups have entertained audiences at assemblies, presentation days, festivals within our school and community as well as kindergarten orientation days, and special celebrations such as ‘Carols under the Stars’ with the Salvation Army Band.

The School Drumming Group

The drumming group had the opportunity to perform, alongside the Campsie Salvation Army band, as the half time entertainment at ANZ stadium during a Bulldogs match.

Salvation Army Performances

Our school enjoys strong links with the Campsie Salvation Army Corps. The Salvation Army are supportive of the music program at our school and this year, we had the opportunity to involve student musicians in performances alongside the Salvation Army Band. Over 40 students were involved in each of the performances. The students also performed alongside the Salvation Army at our popular end of year ‘Carols under the Stars’ event.
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. 74 students from years 2 to 6 performed with the choir, 33 stage three students performed in the drumming group, 16 students were in the tuned percussion ensemble and 30 students from stage 2 and 3 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 161 students involved in this year’s festival. Our parents and friends of the school also continue to demonstrate their commitment to supporting the students with an increase of ticket sales from previous years.

Music program

In 2012 we saw the continuation and expansion of our band program. Currently we have 50 students participating in the band program with this number increasing. Lessons are conducted every week which helps develop the skills of the particular instruments. We look forward to having a weekly whole band rehearsal in 2013.

Sport

During 2012 our students participated in a wide range of school activities to develop their physical skills and competed in a variety of sports. Students accessed these opportunities through programs such as swimming scheme; PSSA weekly sports competitions; gala days; carnivals; zone and regional trials; school sports; clinics as well as Sport in Schools Term 4 program for the whole school.

Achievements in 2012 have included:

- Two teams participated in the Terry Lamb Rugby League 7s competition.
- Two teams competed in the All Schools’ Rugby League Gala day.
- Three students made the combined Wiley Park/Western Suburbs Zone Rugby League team – Starling, James and Michael.
- Michael made the Sydney East training squad.
- PSSA Rugby League – the junior team made the semi-final and the senior team WON the grand final v Punchbowl 32-6.
- One of our students was awarded Player of the Year for Wiley Park Zone PSSA.
- Oz Tag Gala day at Yagoona- Junior Boys, Junior Girls, Senior Boys and Senior Girls. Senior Girls team made the semi-finals.
- Netball – Senior Girls made the semi-finals. Lina, Michelle and Alana were selected in the zone team.
- Summer PSSA – 4 of the 6 teams made the semi-finals. The junior cricket lost the grand final in a close game and the senior team won the grand final.
- Term 4 – Sports in Schools
- The entire school participated in the Premier’s Sporting Challenge.
- Athletics- 11 students represented Wiley Park Zone at the Regional Carnival.
- Swimming- three students represented Wiley Park Zone at the Regional Carnival at Homebush Aquatic Centre.
- Cross Country- three students represented Wiley Park Zone at the Regional level.

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 saw the introduction of the Dance 2B Fit program across the school. This program utilized 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 return in 2013 as a regular part of our broad extra-curricular program.

**Competitions 2012**

In 2012, 534 students participated in the Australian Schools English, Mathematics, Writing, Science, Spelling and Computer competitions and achieved results 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 -80</td>
<td>1</td>
<td>4</td>
<td>12</td>
<td>63</td>
</tr>
<tr>
<td>Science - 72</td>
<td>0</td>
<td>6</td>
<td>30</td>
<td>39</td>
</tr>
<tr>
<td>English-101</td>
<td>0</td>
<td>5</td>
<td>23</td>
<td>73</td>
</tr>
<tr>
<td>Writing -75</td>
<td>0</td>
<td>10</td>
<td>15</td>
<td>50</td>
</tr>
<tr>
<td>Mathematics-125</td>
<td>4</td>
<td>21</td>
<td>44</td>
<td>56</td>
</tr>
<tr>
<td>Spelling- 81</td>
<td>0</td>
<td>17</td>
<td>18</td>
<td>48</td>
</tr>
</tbody>
</table>

**Academic**

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.

Yr. 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr. 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](http://www.myschool.edu.au) and enter Campsie Public School in the **Find a school** and select **GO**.

**Reading – NAPLAN Year 3**

The pie chart shows the distribution of students across different bands in Year 3 Reading. The table below provides the average scores for the school, SSG, and State DEC for Reading.

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 3 NAPLAN Reading</strong></td>
</tr>
<tr>
<td><strong>Average score, 2012</strong></td>
</tr>
<tr>
<td><strong>School</strong></td>
</tr>
<tr>
<td>428.1</td>
</tr>
</tbody>
</table>

Student achievement in Year 3 NAPLAN Reading (428.1) is far above the STATE DEC (419.6) and Statistically Similar like Schools (SSG) (420.1)

**SPELLING-NAPLAN – Year 3**

The pie chart shows the distribution of students across different bands in Year 3 Spelling. The table below provides the average scores for the school, SSG, and State DEC for Spelling.

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 3 NAPLAN Reading</strong></td>
</tr>
<tr>
<td><strong>Average score, 2012</strong></td>
</tr>
<tr>
<td><strong>School</strong></td>
</tr>
<tr>
<td>428.1</td>
</tr>
</tbody>
</table>

Student achievement in Year 3 NAPLAN Reading (428.1) is far above the STATE DEC (419.6) and Statistically Similar like Schools (SSG) (420.1)
Student achievement in Year 3 NAPLAN Spelling is significantly greater than both the STATE DEC (422.9) and SSG (421.4)

**GRAMMAR and PUNCTUATION - NAPLAN - Year 3**

Student achievement in Year 3 NAPLAN Grammar and Punctuation is significantly greater than both the STATE DEC (426.0) and SSG (419.9)

**Numeracy – NAPLAN Year 3**

Student achievement in Year 3 NAPLAN Numeracy is significantly greater than both the STATE DEC (426.0) and SSG (425.4)
Student achievement in Year 3 NAPLAN Numeracy (427.8) is significantly greater than the STATE DEC (400.2) and SSG (403.0).

Most of the students in Year 5 are in skill band 6 in Reading. This is an area of major focus for our school in 2013.

Student achievement in Year 5 NAPLAN Writing is above than both the STATE DEC (479.8) and SSG (484.6).

Student achievement in Year 5 NAPLAN Spelling is above than both the STATE DEC (479.8) and SSG (484.6).
Student achievement in Year 5 NAPLAN Spelling is significantly greater than both the STATE DEC (502.9) and SSG (505.2)

Student achievement in Year 5 NAPLAN Grammar and Punctuation is significantly greater than both the STATE DEC (496.5) and SSG (496.9)

Student achievement in Year 5 NAPLAN Numeracy is significantly above STATE DEC (403.6) and SSG (493.2)

Progress in reading

<table>
<thead>
<tr>
<th>Average progress in Reading between Year 3 and 5*</th>
<th>2008-2010</th>
<th>2009-2011</th>
<th>2010-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>117.1</td>
<td>78.1</td>
<td>81.6</td>
</tr>
<tr>
<td>SSG</td>
<td>83.9</td>
<td>73.5</td>
<td>80.1</td>
</tr>
<tr>
<td>State DEC</td>
<td>83.7</td>
<td>74.0</td>
<td>79.2</td>
</tr>
</tbody>
</table>
These results indicate that our average progress for Reading (81.6) is above State DEC (79.2) and SSG (80.1).

**Progress in Grammar and Punctuation**

<table>
<thead>
<tr>
<th>Average progress in Grammar &amp; Punctuation between Year 3 and 5*</th>
<th>2008-2010</th>
<th>2009-2011</th>
<th>2010-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>121.9</td>
<td>85.0</td>
<td>103.9</td>
</tr>
<tr>
<td>SSG</td>
<td>92.5</td>
<td>80.1</td>
<td>79.0</td>
</tr>
<tr>
<td>State DEC</td>
<td>96.6</td>
<td>82.7</td>
<td>81.3</td>
</tr>
</tbody>
</table>

These results indicate that our average progress for Grammar and Punctuation (103.9) is significantly above both State DEC (81.3) and SSG (79.0).

**Progress in Spelling**

<table>
<thead>
<tr>
<th>Average progress in Spelling between Year 3 and 5*</th>
<th>2008-2010</th>
<th>2009-2011</th>
<th>2010-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>116.8</td>
<td>75.0</td>
<td>124.1</td>
</tr>
<tr>
<td>SSG</td>
<td>81.9</td>
<td>74.5</td>
<td>95.0</td>
</tr>
<tr>
<td>State DEC</td>
<td>84.5</td>
<td>75.4</td>
<td>95.4</td>
</tr>
</tbody>
</table>

These results indicate that our average progress for Spelling (124.1) is significantly beyond State DEC (95.4) and SSG (95.0).

**Progress in Numeracy**

<table>
<thead>
<tr>
<th>Average progress in Numeracy between Year 3 and 5*</th>
<th>2008-2010</th>
<th>2009-2011</th>
<th>2010-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>121.4</td>
<td>108.3</td>
<td>120.1</td>
</tr>
<tr>
<td>SSG</td>
<td>89.8</td>
<td>93.2</td>
<td>97.1</td>
</tr>
<tr>
<td>State DEC</td>
<td>89.6</td>
<td>95.8</td>
<td>98.2</td>
</tr>
</tbody>
</table>

These results indicate that our average progress for Numeracy is significantly above both State DEC (98.2) and SSG (97.1).

**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. 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**

**Multicultural Perspectives Public Speaking Competition**

On Monday 18th June, Catherine, Jessica, Connie and Aleksander represented our school at the local final of the Multicultural Perspectives Public Speaking Competition at Homebush Public School. The students presented their prepared speeches and were given 5 minutes to prepare an impromptu speech. For the year 3 and 4 students their topic was ‘Families’ and for the year 5 and 6 students, their topic was ‘The Greatest Show on Earth’. All four Campsie students presented great speeches. Catherine won the Local Final for Stage 3 and she participated in the regional final.

Mrs Di Mattia and Mrs Kavvalos.

**Premier’s Spelling Bee**

This was the inaugural year of Campsie Public School’s participation in the Premier’s Spelling Bee and it was a very successful one. Four students competed at the Regional Finals, with Jessica Kim winning and progressing to compete at the State Final. We look forward to another successful year in 2013.

**Premiers Debating**

The Premiers Debating team completed their last round at Strathfield North Primary School. The topic was whether people under 18 should be banned from becoming models. Our team won the toss and took the affirmative position arguing strongly that children are vulnerable to exploitation and that it would keep them unnecessarily away from school. The opposing team thought that parental guidance would still be necessary and that modelling would be a great experience. As you can well imagine it was a hard topic to debate as there are just as many pros and cons for either case. Our team was narrowly defeated but they learnt a lot from their experience and worked well as a team.

Mrs Colley Debating Coordinator
Murder under the Microscope.

Six students from 6M have been digging deep, as they have been undergoing a special project called Murder under the Microscope. This competition included students from Year 5 to Year 10. In this competition we are figuring out murders of nature and this year’s topic is Lament in the Lucky Country. Our case coordinator gives us video feeds, messages and updates, whilst Dr Ajete, our scientist, helps out by giving sneaky clues in his messages and video feeds and sometimes they can be very puzzling. Dano is the hands on investigator and he’s at the crime site helping us out. He’s not always right and we have to think about and question the information he is giving us. At the end of the day we hope to be victorious and find out who the villain is, who the victim is and where the murder took place.

Education Week

The theme for Education Week was “Creating the Future” and at Campsie Public School we believe that our students, staff and community members have been working together to create a future that will prepare our students for living and working in the 21st century, being the Asian Century.

During Education week we hosted a Year 4 Korean Teacher from Sol Bat Elementary School, Cheong Ju in Korea as part of the Korean Bridge Program. Exciting Education Week events included band, drumming and tuned percussion performances and songs performed by our school choir and the Korean Bilingual Classes.

Parents had the opportunity to visit our highly successful and innovative Reading Club, as well as classrooms where they were able to view a variety of lessons around literacy, languages and ICT. Parent forums were highly supported with topics on languages, information technologies and literacy and numeracy.

Mandarin and Korean Languages Regional Showcase

Campsie Public School was invited to participate in the Mandarin and Korean Languages Regional Showcase with a view to heighten the teaching and learning of Asian Languages. During this presentation the importance of Asian Language learning and the students’ linguistic development was explained as well as how, at Campsie Public School, we are delivering these languages whilst providing quality teaching and learning experiences for all of our students.

Bilingual Classes

At Campsie Public School we value being bilingual and in 2012 the Korean Bilingual class was extended to Year 3.

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 value 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.

Interactive White Board Professional Learning

Campsie Public School hosted an afternoon training for teachers in the South Western Sydney Region in the use of the Interactive Whiteboards in the classroom. Ninety (90) teachers participated in sessions ranging from beginner, to intermediate and advanced groups. As a result of these afternoons, teachers were able to share their expertise, skills and knowledge in the use of interactive technologies in the classroom as well
as sharing resources and learning experiences across the region.

At Campsie Public School we have provided 37 interactive whiteboards for all classroom and specialist rooms.

**On Line Learning: Autism and Dyslexia.**

During 2012, 24 teachers completed 30 hours of on line training in the area of Autism. Another 24 teachers completed 30 hours of online learning related to Dyslexia. These courses involved in-school lectures by a departmental tutor, assessments, quizzes and case studies. These courses have assisted with the development of Individual Learning Plans for students at our school.

**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 2012, 27 students participated in this program with 22 students achieving or exceeding the programs goals.

**Target 1: Literacy**

Our achievements in Literacy included:

- Systematic analysis and consistent judgment of assessment data to inform teaching and learning.
- Consolidation of the Accelerated Literacy Program with a whole school focus and targeting students in the area of grammar and punctuation. Resulting in:
  - In Year 3 Reading: 51.0 % of students were in Bands 5 and 6 compared to 34.5 % in 2011.
  - In Year 3 Reading: 11.4 % in Bands 1 and 2 compared to 14.3% in 2011.
  - In Year 3 Writing: 78.5% of our Year 3 students were in Bands 5 and 6 compared to 61.9 % in 2011.
  - In Year 3 Writing: 1.1% in Bands 1 and 2 compared to 3.6 % in 2011.
  - In Year 3 Grammar and Punctuation 56.9% of students were in Bands 5 and 6 compared to 35.8 % in 2011.
  - The average progress for Reading from Year 3 to Year 5 was 81.6 was above State DEC 79.2 and SSG 80.1.
  - The average progress for Grammar and Punctuation from Year 3 to Year 5 was 103.9 which was significantly above both the STATE DEC 81.3 and SSG 79.0.
  - The average progress for Spelling from Year 3 to Year 5 was 124.1 which was significantly above the STATE DEC 95.4 and SSG 95.0.

**School priority 2: Numeracy**

**Outcome for 2012–2014**

To increase levels of numeracy achievement for all students.

**Target 1: NUMERACY**

Our achievements in Numeracy included:

- The collaborative approach to programming and planning using the NAPLAN marking guide to respond to student learning needs.
• The purchasing of mathematical on-line learning programs for use at school and at home. Resulting in:

• In Year 3 Numeracy: 52.7 % of students were in Bands 5 and 6 compared to 44.4 % in 2011.
• In Year 3 Numeracy: 4.3% in Bands 1 and 2 compared to 24.7 % in 2011.
• The average progress for Numeracy from Year 3 to Year 5 was 120.1 above State DEC 98.2 and SSG 97.1.

School priority 3: Curriculum and Assessment
Outcomes for 2012–2014

To ensure that every student has the opportunity to study a language.

Increased use of current and effective strategies for teaching and learning a second language.

Our achievements in Curriculum/Assessment include:
• 100% of all students studied a second or third language.
• Flexibility in school timetables allowing the acquisition of more than one language.
• Well attended parent forums and parent information sessions where the benefits of bilingual education and the significance of maintaining their mother tongue was discussed with members of the community.
• Introduction of extension Chinese and the introduction of Indonesian providing flexibility for students to learn a second or third language within the school day.
• Significant and encouraging student assessment levels of language acquisition evident in class assessments and learning tasks.

School evaluation

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2012 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 especially in the areas of Autism and Dyslexia, speech and behavior.

Findings and conclusions

In 2012, 48 teachers participated in on line learning experiences from 2-5pm with a tutor with expertise in the areas of Autism and Dyslexia. 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.

Future directions

In 2013 on line learning in the areas of behavior management and speech, language and learning will be investigated through the website: inclusiononline.com. There was discussion around the possibility of employing a speech therapist to collaborate with teachers to develop students’ oral language skills.

Parent, student, and teacher satisfaction

In 2012 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 have suggested an after school Homework Centre for their children on the school premises as well as a Greek LOTE program to be investigated for 2013.
• Teachers have expressed their valuing of professional learning opportunities, innovations to timetables and playground to be very satisfying.

• Suggestions have included 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.

• 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 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.

• 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.

Professional learning
In 2012, the staff of Campsie Public School engaged in a variety of professional learning activities both in school and off site including Huntingdale Bilingual School in Melbourne, Mandarin and Korean Languages Regional Showcase and Graduate Certificate Inservice days in Bridge Street City, Ryde State Office.

The emphasis for training and development were in the areas of Languages, Best Start, Gifted and Talented, Live Life Well, ICT, Smart boards, LMBR, Team Leadership for School Improvement and Every Student, Every School.

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

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.

Eleven teachers graduated from Australian National University from a scholarship program, with the Department of Education as part of the National Asian Languages and Studies in Schools Program (NALSSP). This has assisted with the knowledge, skills and understanding to confidently incorporate studies of Asia into the teaching and learning programs at Campsie Public School. As a result of these our teachers have been targeted to consult on the new Australian Curriculum documents and to write new teaching materials to support its implementation.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1
Outcome for 2012–2014

Literacy

Improve literacy skills of students with a focus on reading in years K-6.

2013 Targets to achieve this outcome include:

In Reading Year 3

• Increase the percentage of Year 3 students achieving proficiency in Reading from 2010-2012 average of 41.3% to 46.2% in 2013.
Increase the percentage of Year 3 students achieving at or above minimum standard in Reading from 2010-2012 average of 97% to 98.7 % in 2013.

In Reading Year 5

Increase the percentage of Year 5 students achieving proficiency in Reading from 2010-2012 average of 28.2% to 32.3 % in 2013.

Increase the percentage of Year 5 students achieving at or above minimum standard in Reading from 2010-2012 average of 92.1% to 93.9 % in 2013.

Strategies to achieve these targets include:

- Language and Literacy learning for Kindergarten (L3)
- Requirements of the new English syllabus for implementation in 2014.
- Analysis of Best Start and NAPLAN data.
- Use of the DEC Literacy Continuum to assess, monitor and track student progress in literacy K-6 incorporating ESL Scales and strategies.
- Collaboratively develop year/stage based reading assessments that are moderated across year/stage groups through File maker Pro tracking base program.

School priority 2

Outcome for 2012–2014

Numeracy

To improve numeracy skills of students.

2013 Targets to achieve this outcome include:

In Year 3 Numeracy

- Increase the percentage of Year 3 students achieving proficiency in Numeracy from 2010-2012 average of 46.0 % to 50.9 % in 2013.
- Increase the percentage of Year 3 students achieving at or above minimum standard in Numeracy from 2010-2012 average of 94.5% to 97.5 % in 2013.

In Year 5 Numeracy

- Increase the percentage of Year 5 students achieving proficiency in Numeracy from 2010-2012 average of 41.1% to 44.6 % in 2013.
- Increase the percentage of Year 5 students achieving at or above minimum standard in Numeracy from 2010-2012 average of 95.8% to 97.7 % in 2013.

Strategies to achieve these targets include:

- Requirements of the new Mathematics syllabus for implementation in 2014.
- Analysis of Best Start and NAPLAN data.
- Use of the DEC Numeracy Continuum to assess, monitor and track student progress in literacy K-6.
- Collaborative teaching and assessing, ensuring consistency in teacher judgment.
- Investigate mathematical on-line learning programs with an emphasis on Measurement, Space and the language of mathematics.

School Priority 3

Outcome for 2012-2014

Leadership and Management

Improve school leadership capacity to support teacher professional development, accreditation and performance.

2013 Targets to achieve this outcome include:

- To increase the numbers of staff by 15% leading specific whole school areas of focus such as Welfare, Australian Curriculum and Languages.
- To review the schools TARS and EARS process in line with the DEC requirements.
• To align our supervision processes with the Teachers Institute Professional Teaching Standards.

Strategies to achieve these targets include:

• Development of management teams to drive programs and mentor aspiring leaders in areas of interest or school need.

• Strengthened leadership and management capacity of all school staff to drive school improvement through the successful completion of the Team Leadership for School Improvement Program K-6. (TLSI)

• To further develop a culture of collaboration to assist teacher’s professional development and to facilitate the accreditation process.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analyzed 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.

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