Campsie Public School
Annual School Report
Our school at a glance

Messages

Principal’s message

It is with great pride that I present this year’s Annual School Report. 2011 has been a year of celebration for Campsie Public School. This year our school has seen a great deal of development both academically, culturally and in the physical nature of the school.

We have celebrated not only academic, sporting and cultural achievements but also 102 years during which our school has delivered quality education for all students. We have catered for the needs of our students by providing a wide range of opportunities and experiences whilst maintaining our strong focus on learning.

Our school is characterized by a commitment to learning in a caring environment based on respect, tolerance and an expectation that everyone will be the best that they can be.

Under the Building The Education Revolution we were able to move into and use our four new Stage 3 classrooms, a new toilet block and storage areas.

It is with pleasure I acknowledge the work of our Deputy Principal, Mrs. Elizabeth Bransgrove and her committee for the complete development of this report.

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.

After much discussion in 2010 by the P & C, a range of winter uniforms were introduced in 2011. The uniforms have been popular with the students and we can all agree they look great. The jackets and coats were particularly successful. These additions to our winter uniform have been very popular and not only have the children been warmer they have also looked better, as most students are now wearing appropriate colours during the cold winter months.

Special thanks to the staff who took on the extra work to order the uniforms.

In the future the P & C will look at additional ways to get involved in school life and in particular how to fund raise for the school.

Hana Thompson and Anastasia Polites on behalf of The P &C Steering Club Committee

Student representative’s message

The student representative council (SRC) is an opportunity for elected students to display leadership and citizenship skills in the school community. The SRC aims to raise money for various charities and school initiatives throughout the year and to help others in need. This year, the students raised money for Westmead Children’s Hospital through collecting and selling donated items at a stall at the Campsie Festival. Over the course of the year, students learnt to become excellent role models for the rest of the school community and were generous with their time to create a supportive school environment. The SRC conducted surveys and asked for ideas from the student body to find out what problems students were facing or ideas they had for improving the school experience. The SRC came up with innovative solutions to make the school a happy and safe place for everyone. As a result, the students ran a successful fun day of activities for the whole school to celebrate International Children’s Day. This day was followed with a very popular Halloween disco that the student body had suggested they organise, so the students could all socialise together in fun costumes.

Steven Luu on behalf of The Student Representative Council

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**

Enrolments continued to grow during 2011. Our school had 17 students accepting OC placements for Year 5 which reduced anticipated numbers in Stage 3 classes.

Over the past three years the school’s enrolment has increased. Enrolments have remained comparable over 2010 and 2011 school years. It is anticipated to increase again with the Korean Bilingual Program extending to Year 3 in 2012.

**Student Enrolment**

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

**Student attendance profile**

Student attendance is generally satisfactory. Attendance is higher than both the state and regional levels. 96.4% of students at Campsie Public School attended school during 2011. A number of students, however, took leave to travel overseas on extended holidays.

**Management of non-attendance**

Student non-attendance and lateness is managed through the monitoring of a daily roll electronically by classroom teachers. Reports are made to the school executive of patterns of non-attendance which may lead to follow up by the Regional Home School Liaison Officer.

**Class sizes**

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

**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>22</td>
<td>22</td>
</tr>
<tr>
<td>KG PERD</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>KO SING</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KR HERB</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>KY NAM</td>
<td>K</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1A Koul</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1B ADES</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1C PAIP</td>
<td>1</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>1K KANG</td>
<td>1</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>1W WAN</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>2D DEVE</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2EN THOR</td>
<td>2</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>2M MOHU</td>
<td>2</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>2P PEEL</td>
<td>2</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>3/4Z ZONA</td>
<td>3</td>
<td>10</td>
<td>24</td>
</tr>
<tr>
<td>3EN KAVV</td>
<td>3</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>3G GOUD</td>
<td>3</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>3J JONE</td>
<td>3</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>3/4Z ZONA</td>
<td>4</td>
<td>14</td>
<td>24</td>
</tr>
<tr>
<td>4EN SOLA</td>
<td>4</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>4G GIBB</td>
<td>4</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>4P PHIL</td>
<td>4</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>5/6A LUPT</td>
<td>5</td>
<td>17</td>
<td>27</td>
</tr>
<tr>
<td>5EN DI MA</td>
<td>5</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>5M MILI</td>
<td>5</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>5P PATO</td>
<td>5</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>5/6A LUPT</td>
<td>6</td>
<td>10</td>
<td>27</td>
</tr>
<tr>
<td>6EN MAND</td>
<td>6</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>6F FARA</td>
<td>6</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>6L LIAR</td>
<td>6</td>
<td>25</td>
<td>25</td>
</tr>
</tbody>
</table>
Structure of classes

In 2011 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 Two a 3/4 composite class was formed and a 5/6 composite class formed in Stage Three.

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 Non-Teaching</td>
<td>1.0</td>
</tr>
<tr>
<td>Primary Teaching Assistant Principal</td>
<td>4.0</td>
</tr>
<tr>
<td>Primary Teachers</td>
<td>23.0</td>
</tr>
<tr>
<td>Primary Part-Time Teacher</td>
<td>1.1</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>1.218</td>
</tr>
<tr>
<td>Primary Teacher Librarian</td>
<td>1.2</td>
</tr>
<tr>
<td>Primary Teacher ESL</td>
<td>4.2</td>
</tr>
<tr>
<td>Primary Community Language Teacher</td>
<td>2.6</td>
</tr>
<tr>
<td>Community Language Teacher- Bilingual</td>
<td>1.0</td>
</tr>
<tr>
<td>Primary SS Teacher Mild Intellectual Disable</td>
<td>1.0</td>
</tr>
<tr>
<td>Primary SS Teacher Learning Assistance</td>
<td>1.3</td>
</tr>
<tr>
<td>Primary SS Teacher Reading Recovery</td>
<td>1.13</td>
</tr>
<tr>
<td>Primary Student Support RFF</td>
<td>0.084</td>
</tr>
<tr>
<td>Primary General Assistant</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative Officer</td>
<td>2.262</td>
</tr>
<tr>
<td>Primary School Administrative Officer</td>
<td>1.0</td>
</tr>
<tr>
<td>Total</td>
<td>48.094</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

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

Staff retention

Campsie Public School has an enthusiastic team of teachers ranging from early career teachers to experienced teachers and executive. The staff retention rate is high.

The teaching staff is supported by a School Administration Manager, two (2) full time School Administration Officers, one full time General Assistant, a part time School Administration Officer and nine (9) Teachers’ Aides.

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>90%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>10%</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.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2011</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
<td>$ 1,189,472.37</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>255,381.92</td>
</tr>
<tr>
<td>Global funds</td>
<td>327,231.95</td>
</tr>
<tr>
<td>Tied funds</td>
<td>235,197.54</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>206,697.90</td>
</tr>
<tr>
<td>Interest</td>
<td>15,675.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>19,886.30</td>
</tr>
<tr>
<td>Canteen</td>
<td>129,401.76</td>
</tr>
<tr>
<td>Total income</td>
<td>934,090.45</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>72,313.91</td>
</tr>
<tr>
<td>Excursions</td>
<td>61,864.31</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>145,968.47</td>
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<tr>
<td>Library</td>
<td>4,670.78</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>19,774.09</td>
</tr>
<tr>
<td>Tied funds</td>
<td>235,384.11</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>71,402.14</td>
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<tr>
<td>Administration &amp; office</td>
<td>91,677.77</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>109,640.95</td>
</tr>
<tr>
<td>Utilities</td>
<td>49,516.20</td>
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<tr>
<td>Maintenance</td>
<td>15,642.38</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>19,186.93</td>
</tr>
<tr>
<td>Capital programs</td>
<td>48,822.59</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>945,864.63</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>243,607.74</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2011 financial statement is tabled at the annual general
meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2011**

Campsie Public School continues to deliver high quality programs in all areas including academic pursuits, sport, the arts, languages and student welfare areas reflecting a school which is clearly focused on providing a well-balanced, inclusive and motivating education for all its students. The school enjoys an excellent reputation in the wider community based on the high achievements and expectations of its students.

**Achievements**

**Arts**

Quality education is provided in the area of Creative Arts with students participating in a variety of creative and performing arts activities. These include Visual Arts, Drama, Music, Dance and Movement.

**Drumming Group**

Students in the school’s drumming group were invited to perform with the Campsie Salvation Army band at two significant and exciting events. The first performance was the annual Canterbury City Council Food Festival which is a popular and well regarded community led event. The second performance involved performing as the half time entertainment, centre field, at ANZ stadium during the Bulldogs versus Cronulla Sharks football game. Both events were well supported by our parent community.

**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. 45 students were involved in each of the performances. The students also performed alongside the Salvation Army at our popular end of year ‘Christmas under the Stars’ event.

**Combined Public Schools Music Festival**

This year, Campsie school was very well represented in the Combined Schools Music festival with 65 students from years 2 to 6 involved in the mass choir, 33 stage 3 students in the drumming ensemble, 14 stage 3 students in the tuned percussion ensemble and 32 students from stages 2 and 3 in the dance group. The school also had an increase of student numbers involved in the festival band. The students performed very well and were a highlight of the program. Many compliments were received regarding the students’ manners, cooperation and vocal and musical talent.

**Music program**

In 2011 we saw the continuation of our band program. Currently we have 40 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 the band rehearse weekly in 2012.

**Sport**

Sport is promoted strongly for enjoyment, fitness, skill development, team work and healthy competition. This program caters for all students with a range of games, dance and fitness activities in addition to swimming, athletic and cross country carnivals. As a result there is an improved sense of sportsmanship, gender participation and skill development in a variety of major games. The school has maintained a consistent commitment to and has the strongest participation levels in PSSA.

Achievements in 2011 have included:

- 2 teams participated in Terry Lamb Rugby League 7s.
- 2 teams competed in All Schools’ Rugby League Gala day.
- 3 students made the combined Wiley Park/Western Suburbs Zone Rugby League team – Starling, James and Michael.
- Michael made the Sydney East training squad.
- PSSA RL – Junior team made semi-final.
Senior team WON grand final v Punchbowl 32-6.

One of our students 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 semi-finals. Lina, Michelle and Alana made the zone team.

Summer PSSA – 4 of the 6 teams made semi-finals. Junior cricket lost the grand final in a close game.

Term 4 – Sports in Schools
Premier’s Sporting Challenge – Whole School.

Athletics- 11 students represented Wiley Park Zone at Regional Carnival.

Swimming- 3 students represented Wiley Park Zone at Regional Carnival at Homebush Aquatic Centre.

Cross Country- 3 girls represented Wiley Park Zone at the Regional level.

School Swimming Program

Three hundred (300) students from years 2-6 participated in the School Swimming Scheme. The program is provided by the Department of Education and it is an intensive learn to swim program, which develops water confidence and provides students with basic skills in water safety and survival. This scheme has been successful in teaching children how to swim and providing them with confidence. It is important to build on these skills after they have participated in the swimming program so that the children can practice what they have learnt. The school has organized weekly swimming lessons as a component of the Friday afternoon sport program with over 60 students swimming.

Sport in Schools Program

Term 4 heralded the return of the ever popular and well regarded Sports in Schools 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 conducted by highly trained Physical Education teachers. This enjoyable and motivating program supports the PDHPE key learning area in our school.

Public Speaking and Debating

Throughout 2011 oral language has remained an important focus for students from Kindergarten through to Year 6. Students across the school have become proficient and confident in conducting school assemblies, speaking in front of an audience and reporting to small and large groups on a variety of topics. Students are being given greater opportunities to participate in public speaking and debating activities. The talking and listening programs have been strengthened through the implementation of the Accelerated Literacy program which encourages and builds upon these skills.

Multicultural Public Speaking Competition

On Wednesday 22nd June, four students represented Campsie Public School at the Multicultural Public Speaking Competition local finals at Narwee Public School. All four students performed extremely well in both their prepared and impromptu speeches. Eugene Boen was runner up in the junior division and received a highly commended award. Sonal Kumar was awarded first place.
Canterbury City Council Competition

Congratulations to Kylie Ly for winning first prize in the School Poster competition, “Love Food-Hate Waste”.

Other

SRC Children’s Fun Day

The SRC held a Fun Day to celebrate National Children’s Week, International Children’s Day and Halloween. The Fun Day consisted of activities such as art and craft stalls, face painting, hair spraying, pin the bat on the vampire and guess the Halloween characters.

Glow sticks illuminated the dark hall and mysterious yellow cordial flowed. The day culminated in a Spooky Halloween Disco with prizes awarded for scary and innovative costumes.

Festival of Campsie

Another highly successful Festival of Campsie was held in the last week of Term 3. It is an important day to celebrate and acknowledge the different cultures and nationalities within our school. Spectacular national costumes, delicious international food and student organised games and activities were a highlight of the year’s events. This event was well supported and developed a strong sense of community spirit.

Murder Under The Microscope

Murder Under the Microscope is an international science competition in which over 300 schools participating in this event.

The competition involves 10 crimes sites, 15 villains and 15 victims. We were required to research about catchment areas and ecological practices such as animal habitats, and the different problems that impact on the local environment. We conducted 3 weeks of extensive research, as well as cross-referencing and eliminations.

Our goal was to become one of the first to reach and identify the crime site, the victim and the villain. We solved all the problems correctly and strategically in the given time frame. As a result of this investigation we were able to foster our knowledge of nature, the importance of nature and keeping our environment clean. Using teamwork, we gained many precious and valuable experiences.

Tournament of the Minds (TOM)

Campsie Public School participated in the Tournament of the Minds Competition on Saturday 27th August. TOM is a national event which aims to enhance the potential of students by developing their creative thinking and problem solving skills, allowing them to reveal their diverse gifts and talents, and building their capacity to collaborate as a team within a challenging and competitive environment.

The seven students participated in the Language and Literature long-term challenge and produced a humorous and creative solution which incorporated musical instruments, dance, creative movement, verse/song and drama. They presented their solution with confidence and worked very well together as a team.

Asia Education Foundation Summit

A delegation of teachers from Campsie Public School were guest speakers at the Asia Education Foundation Conference on 17th May. The delegation led by the Principal, classroom and community languages specialists who were asked to represent the NSW Department of Education and Communities as our Languages Program is regarded. Delegations from all over Australia and overseas were impressed by the programs and experiences from our school.
Asia Literacy Week

On Monday 28th November to Friday 2nd December was Asia Literacy Week. This is a time for all schools to become Asia-engaged, by helping to build skills, understanding and knowledge of Asia across all learning areas.

At Campsie Public School we held morning and stage assemblies in different Asian languages. In the computer labs students participated in a variety of interactive activities with Asian origins. In the library students read Asian stories and in the classroom the students completed a variety of exciting Asian inspired activities. Parents were also involved in the preparation of delicious Korean food to sell at the canteen, proving to be extremely popular with students and staff.

Respect and Responsibility

Students are taught respect and responsibility through specific programs such as our student welfare and leadership programs and through the care, dedication and the role modeling provided by our staff.

Students are given a wide range of roles and responsibilities at school to empower them and allow them to show empathy toward others. Specific programs that develop values within the school are:

- Student Representative Council
- Leadership programs including the election of school captains, vice captains, leaders and house captains
- Buddy programs
- Special events where students were given responsibility for organizing and hosting a variety of activities including Kindergarten transition programs, playground games, Anzac Day ceremonies and, at the Campsie Festival, student led and organized a variety of fun and engaging activities.

Academic

Apart from our pleasing NAPLAN results twenty three (23) Year 6 students were offered a place in Selective High Schools and fifteen (15) students were offered a place in the Opportunity class for the 2012 school year.

2011 Australian Schools and International Competitions.

537 students participated in the Australian School English, Mathematics, Writing, Science, Spelling and Computer competitions and achieved results as follows:

<table>
<thead>
<tr>
<th>Competition</th>
<th>HD</th>
<th>D</th>
<th>C</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>English -115</td>
<td>2</td>
<td>9</td>
<td>23</td>
<td>72</td>
</tr>
<tr>
<td>Writing - 70</td>
<td>2</td>
<td>4</td>
<td>16</td>
<td>48</td>
</tr>
<tr>
<td>Mathematics - 119</td>
<td>9</td>
<td>29</td>
<td>34</td>
<td>44</td>
</tr>
<tr>
<td>Science - 80</td>
<td>1</td>
<td>16</td>
<td>14</td>
<td>49</td>
</tr>
<tr>
<td>Spelling - 84</td>
<td>2</td>
<td>12</td>
<td>15</td>
<td>55</td>
</tr>
<tr>
<td>Computers - 69</td>
<td>2</td>
<td>4</td>
<td>13</td>
<td>50</td>
</tr>
</tbody>
</table>
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.

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)

Literacy – NAPLAN Year 3

Year 3 Reading

In Year 3 Reading 14.3% of students occupied Bands 1 and 2 compared to 16.8% in DEC State schools and 17.5% in Statistically Similar Group (SSG). The school will focus on reading through the Accelerated Literacy Program and in school reading initiatives.

Year 3 Writing

58.5% of our Year 3 students achieved in the top two bands (Bands 5 and 6) compared to DEC state schools 56.5% and SSG schools 54.4%.

Year 3 Spelling

The results in Spelling were once again outstanding with 59.5% in the top two bands (Bands 5 and 6) compared to DEC schools 47.9% and SSG schools 45.5%.
Year 3 Grammar and Punctuation
Grammar and Punctuation indicates improvement with 6.5% less students in the Bands 1 and 2 compared to 2008-2011 average. This will be an area of focus in 2012.

Numeracy – NAPLAN Year 3
This was a strong performance with a pleasing number of our students being placed in Bands 5 and 6. The school places great importance in teaching the language of mathematics as the majority of our students are still learning English.

Literacy – NAPLAN Year 5
Year 5 Reading
In Year 5 Reading the school will be working to move our Bands 3 and Band 4 students into higher bands. The school will focus on reading through the Accelerated Literacy Program.

Year 5 Writing
Outstanding results in Bands 7 and 8 and less students in Band 3 were pleasing aspects indicating growth and improvement in student learning outcomes. The school outperformed DEC and SSG significantly.
Year 5 Spelling
Spelling continues to be an area of strength across our school. The results in Spelling were outstanding and indicate strength within the school’s performance.

Year 5 Grammar and Punctuation
The school’s performance in grammar and punctuation has shown some improvement in Bands 5 and 6. This area still continues to be an area of focus in 2012.

Numeracy – NAPLAN Year 5
Continued outstanding results are indicative of our commitment to improving and consolidating student learning outcomes with the school 16.2% above both DEC state and SSG schools.

Progress in literacy
Growth rates for reading were well above the state and statistically similar groups.

<table>
<thead>
<tr>
<th></th>
<th>Average progress in Reading between Year 3 and 5*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2008-2010</td>
</tr>
<tr>
<td>School</td>
<td>117.1</td>
</tr>
<tr>
<td>SSG</td>
<td>83.9</td>
</tr>
<tr>
<td>State DEC</td>
<td>83.7</td>
</tr>
</tbody>
</table>

Growth rates for spelling were similar to both the state and statistically similar groups.

<table>
<thead>
<tr>
<th></th>
<th>Average progress in Spelling between Year 3 and 5*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2008-2010</td>
</tr>
<tr>
<td>School</td>
<td>116.8</td>
</tr>
<tr>
<td>SSG</td>
<td>81.9</td>
</tr>
<tr>
<td>State DEC</td>
<td>84.5</td>
</tr>
</tbody>
</table>
Growth rates for grammar and punctuation were significantly above the state and statistically similar groups.

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

Progress in numeracy

In overall Numeracy, there was an average growth rate of 108.3 points, outperforming significantly the state and statistically similar groups.

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

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Areas identified requiring additional support include Year 3 in the numeracy area and in Year 5 the areas targeted are reading, grammar and punctuation.

Minimum Standards data

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
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<td>Writing</td>
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<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Information and Communication Technology (ICT)

The 21st Century demands that individuals are equipped with skills that enable them to access information and communicate in new ways. As educators we are responsible for leading the way for students by providing them with appropriate learning opportunities in technology. The installation of 23 Interactive Whiteboards (IWBs) in classrooms has enabled us to more effectively teach for the future needs of our students.

Teachers have received, and will continue to receive, training in the effective use of this technology to enhance their teaching and learning programs.

Continued and effective use is made of our video conferencing facilities which allow staff and classes to link with other schools as well as specialist facilities such as Universities and art galleries both in and out of Australia. Our Korean Program uses the connected classroom link to provide lessons to Korean students at Merriwa Central School.
Through the “Becoming Asian Literate to Schools Grant” an innovative program was trialed to teach Korean using I Pads in the classrooms.

Our new school website was launched at the end of term four ready for the 2012 school year.

Aboriginal education
Aboriginal history, culture and current Aboriginal Australia is taught as an integral part of all Connected Outcomes Groups across the school. Throughout 2011, Campsie Public School continued to implement programs to enhance both the academic achievement of Aboriginal students and meaningful relationships between the school and the Aboriginal community. Individual learning programs for Aboriginal students continue to be devised and implemented to ensure ongoing academic achievement.

Multicultural education
A respect for other cultures has always been a core value at our school. At Campsie Public School 96.5 % of the students come from Language Backgrounds Other than English (LBOTE), and there is intensive English as a Second Language (ESL) program provided for newly arrived students. Students are also withdrawn in small class or level groups for explicit language instruction as well as team teaching in classrooms where the ESL specialist and classroom teacher jointly plan and deliver lessons targeting the NESB students.

At all times we foster respect for the first language, and the rich culture, of all our students. This inclusivity is reflected in class and specialist programs across our school.

Bilingual Classes
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 sufficiently adaptable to integrate later languages.

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 20011 23 students participated in this program with 19 students achieving or exceeding the programs goals.

Learning Support Team (LST)
Campsie Public School’s Learning Support Team (LST) coordinates programs and resources for all funding support students to enable these students to have equitable access to the curriculum. The school continues to develop its inclusive culture and is accepting of all students.

Classroom teachers and School Learning Support Officers (SLSO) were well supported with collaborative programs, resources and professional learning throughout the year. These SLSOs supported educational programs targeted at mainstream students with identified difficulties. This program identified students with Autism Spectrum Disorder, mental health Issues, intellectual and physical delays and assisted them to engage in the curriculum at the appropriate level and being supported both in and out of the classroom.

Individual Learning Programs continue to be developed and monitored by the classroom teachers with assistance from the school’s Support Teacher Learning to ensure the outcomes for students with disabilities were successfully achieved.

Harmony Day
As part of Harmony day celebrations students were asked to wear orange and were involved in a ‘design and make ‘competition called ‘message of support’ across the whole school. The students designed messages in the form of artwork, cards, posters and poems. The winners had their artwork –‘message of support’ displayed prominently in the school entrance way as well as being sent to the NSW House of Parliament.
Debating

There were three enthusiastic debating groups this year. The standard of the debaters each year has improved and the numbers of students learning the art of debating has increased over the years at Campsie Public School.

The debating team consisted of students from years 3 to 6 participating in the Inter-School Granville/ Strathfield Competition and the Premier’s Debating Team Competition.

The Korean Cultural Education Centre Visits

Stage One students from Campsie Public School had the opportunity to visit the Korean Cultural Education Centre which offered an exciting program for groups of students learning Korean language or studying about Korean culture and history.

The program included a guided tour of the Korean Cultural Office while learning about Korean culture. The program is aimed at fully immersing students learning about Korea into that world, while at the same time providing an enjoyable learning experience.

The Pacific Community Forum

On Monday 12th September a Pacific Community discussion forum was held with a guest speaker Karen Sassine who is a Pacific Community Outreach Teacher. Areas that were discussed included helping your child at school, school, family and community expectations, informal sharing of ideas, and what Campsie Public School can do to help you.

Other programs

Innovations at Campsie Public School.

To support our school breakfast program- Campsie Public School provided an extensive range of programs before school from 8.30am to 8.55am.

These innovations included: daily morning computer laboratory programs available to students without internet access at home, reading club operating four times a week, sports competitions three mornings a week and a variety of PSSA training sessions. These programs are run by teachers, older students and parents volunteering their time before school.

Good Beginnings Playgroup

The Good Beginnings Playgroup continued in 2011. There was growth with families with a child or children aged 0-5 years attending this playgroup. Notable events included Families Week with children participating at the Pajama Reading Party, Creative Arts and Craft activities. To celebrate Harmony Day, the families made a colourful caterpillar to decorate the room. Good beginnings is a fun way to meet new parents, socialise and in doing so develop concentration and fine motor skills.

Progress on 2011 target

Target 1

To increase levels of literacy achievement for every student in line with State Plan targets.

Our achievements include:

- Teacher professional development in implementing quality reading programs through the Accelerated Literacy
program with a school mentor and AL consultant.

- Acquisition of Accelerated Literacy resources, class sets of age appropriate texts, tubs, big books and levelled books for home reading.
- Teachers trained in NAPLAN writing criteria.
- Greater use of technology in delivery of engaging literacy programs such as The Reading Eggs program which has been made available during the school holidays to consolidate student learning.
- Consolidation of writing and spelling results evident in NAPLAN and school based assessments.
- Developing teaching units to support improved performance in areas of NAPLAN for students in Year 3 and 5
- Improved teacher knowledge and skills in teaching reading, grammar and punctuation.

Target 2

To increase levels of numeracy achievement for every student in line with State plan Targets.

Our achievements include:

- Teachers’ access NAPLAN data to identify significant areas for improvement
- Engagement of students with technology to consolidate mathematical concepts utilizing programs such as Mathletics and CMIT programs.
- Purchase of high quality, engaging mathematics resources.
- Consistent, explicit and data driven approach of the teaching of the language of mathematics and in targeted areas of Space and Measurement.
- Use of the Quality Teaching Framework as a tool for critical reflection and discussion.

Target 3

To develop teacher capacity in the use of information technologies through quality teaching, professional learning and access to curriculum resources

Our achievements include:

- Teachers’ utilizing technology to enhance teaching programs and assessments in all classrooms.
- Staff training and development in use of IWBs, I Pads and video conferencing facilities.
- Redesigning of our school website which informs and celebrates activities and successes of individuals and the school.
- Increased number of parents accessing the school website.
- Staff and students using wikis and blogs as communication tools.
- Through stage planning teachers have devised technology-based elements for each COGS unit. Students have been assessed on their understanding and use of the technology as well as the task produced.

Target 4

To consolidate and improve the provision Learning Support (LST) services.

Our achievements include:

- Greater use of the school’s electronic profiling student database allowing closer scrutiny of student learning outcomes.
- An Access Request process that is fully embedded in the LST structure. Most staff have been exposed to the access request provision and the processes required to apply for additional support for students with learning needs.
- Support for all students with learning needs.
- Evidence of differentiated curriculum in teaching and learning programs for students of differing abilities.
Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of The Middle Schools Program, Accelerated Literacy and the School website.

Educational and management practice

Middle Schools Program

Background

The Middle Schools strategy plays a vital part in the engagement and support of our Middle Years Students through positive transition from primary to High School. Our Middle Schools Program assists our students to develop self-confidence and thus become successful learners.

At Campsie Public School our Middle Schools programs assist transition. These include: Rotating COGs groups, interest groups such as Environmental Group, dance, choir, percussion.

Findings and conclusions

School based surveys reflected the following:

- Almost all of Year 6 were excited and felt confident about going to High School.
- Students felt that having more subjects and making new friends they were excited about.
- Students were not particularly concerned about finding their way around the High School as they are used to having a timetable and moving rooms at Campsie Public School. This is part of our Middle Years Program.
- Students were concerned about the content of tests and exams and completing assessments for many subjects in a given timeframe.

- Parents felt that the Middle Schools Program at Campsie had been a great experience for their child.
- Students were pleased with the academic, sporting, cultural, artistic and musical opportunities that are provided for students to enrich their school experiences.

Future directions

The school will continue to modify and expand the Middle Schools Program according to identified needs and interests of our students including opportunities to learn a third community language.

Curriculum

Accelerated Literacy

Background

In 2011 the staff at Campsie PS undertook training in Accelerated Literacy (AL).

Accelerated Literacy is a highly supportive approach to English literacy teaching, which aims to improve literacy levels for all students. This teaching approach, allows students to work with texts that are age appropriate. The content of the course was delivered over ten (10) modules of study. The course content was delivered by a trained AL consultant (Shannon Judge). The individual modules dealt with:
The Principles of AL
The AL teaching sequence
Low order literate orientations
High order literate orientations
Transformations
Spelling and AL
Writing and AL
Working with factual texts
Assessment
Questioning strategies

The course provided theoretical knowledge of Accelerated Literacy and its practical implications in the classroom.

Findings and Conclusions

The Accelerated Literacy course provided new insights for some members of staff and consolidated theory and teaching practice for others. Teachers completed activities between modules and then discussed these at the next session. As a result of participation in the course teachers at CPS are better able to:

• Understand how the AL pedagogy aligns with NSW syllabus and QT framework
• Develop an understanding of what it means to be literate
• Apply the four principles of AL (DATS)

Future Directions

While many of the staff have been using AL in their classroom, others are still feeling tentative and some were not present at the training sessions. There is room for further staff development through shared teaching sessions and discussion in stage meetings.

Teachers have developed lessons using Notebook software and these resources have been put onto the staff server. Staff would also benefit from more training in how to use Notebook software.

Other evaluations

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

School Website Committee

Background

Many significant enhancements in the provision of technology have occurred at Campsie Public School during 2011. The staff and community felt an update of our current website making it a more informative, current and practical tool to access information for the school and its community was needed.

The School Website Committee including parent representatives and ICT Committee members met to share ideas, expertise and set strategic directions in the redesign of an effective, creative and user friendly website.

Findings and Conclusions

The committee felt that having personal control of this website as opposed to out sourcing was pivotal for the management of, and updating of, our new website.

Future Directions

The identification of our hardware and software needs for the continued updating of our website has been planned. The website is constantly being updated and new links and information added to make it as informative as possible for parents, students and the general community. Classes will have their own website to post blogs
and information about upcoming events and activities.

Professional Learning

In 2011 all teachers participated in professional learning to support the achievement of our school targets. All staff participated in 5 professional learning days that were held at the beginning of Terms 1, 2, 3 and the end of Term 4. Topics included Accelerated Literacy, Information Technologies, Child Protection, Assessment and Reporting, Differentiation of the Curriculum, OH&S, School Management Plan Development and the five priority areas for 2012-2014.

To enhance student learning outcomes, a total of $46,073.29 was spent on teacher professional learning. The average teacher expenditure was in 2011 was $1,645.47. The school administrative staff attended a two day conference on a variety of topics including LMBR updates and finance. Other professional learning attended by SASS included: first aid accreditation, ESL Survey data collection procedures with the Deputy Principal as well as network meetings.

All monies spent were in alignment with our school plan. Major focus areas for teacher training were in the areas of Accelerated Literacy, Numeracy, ICT, Early Career Teacher Mentoring and On Line Assessment and Reporting. There are six (6) teachers maintaining accreditation at Professional Competence and one (1) new scheme teacher working towards accreditation.

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: Literacy

Outcomes for 2012–2014

To increase levels of literacy achievement for all students.

To improve reading skills of all students and grammar and punctuation knowledge and understanding.

2012 Targets to achieve this outcome include:

In Year 3 Literacy: Reading

- 34% or more of Year 3 students achieving proficiency standard.
- 94% or more of Year 3 students achieving at or above minimum standard.

In Year 3: Grammar and Punctuation

- 92% or more Year 3 students achieving or above the minimum standard.
- 35% or more Year 3 students achieving proficiency standard.

In Year 5 Literacy: Reading

- 26% or more of Year 5 students achieving proficiency standard.
- 89% or more of Year 5 students achieving at or above minimum standard.

In Year 5: Grammar and Punctuation

- 30% or more of Year 5 students achieving proficiency standard.
- 88% or more of Year 5 students achieving at or above minimum standard.

Strategies to achieve these targets include:

- Ongoing analysis and consistent judgment of assessment data to inform teaching and learning.
• Consolidation of the Accelerated Literacy Program with a whole school focus and acquisition of quality age appropriate reading texts.
• Professional learning in the use of the DEC Literacy Continuum to assess, monitor and track student literacy progress K-6.
• Strategic and explicit program developed to target students in the areas of grammar and punctuation.
• Understanding the National Curriculum for Literacy.

School priority 2: Numeracy
Outcome for 2012–2014
To increase levels of numeracy achievement for all students.
2012 Targets to achieve this outcome include:
In Year 3 Numeracy
• 42 % or more of students achieving proficiency standard.
• 91 % or more of students achieving at or above minimum growth.

In Year 5 Numeracy
• 38 % or more of students achieving proficiency standard.
• 94 % or more of students achieving at or above minimum growth.

Strategies to achieve these targets include:
• Teachers plan and program using the NAPLAN marking guide to respond to student learning needs.
• Investigate mathematical on-line learning programs.
• All staff to actively participates in professional dialogue focused on the DEC Learning Framework in Number Continuums.
• Purchase resources to support the explicit teaching of mathematics in the areas of Measurement, Space and the language of mathematics.
• Understanding the National Curriculum for Maths.

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.

2012 Targets to achieve this outcome include:
• To increase the numbers of students learning a language to 100%.
• To increase the number of teachers and students in the language programs engaging in quality classroom activities, assessing and reporting procedures.

Strategies to achieve these targets include:
• The continued development of the school’s language program to include Indonesian and Greek.
• The development of multi-media resources for the teaching of languages.
• Flexibility in school timetables allowing the acquisition of more than one language.
• Organising information sessions for interested parents. Raising the awareness of the benefits of bilingual education and maintaining their mother tongue.
• Student participation and assessment levels of language acquisition.
• Introduction of extension Chinese, Indonesian and Greek providing flexibility for students to learn a second or third language.
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.

Phillip Irvine                       Principal
Elizabeth Bransgrove        Deputy Principal
Lisa Lupton                        Assistant Principal
Gemma Haigh                        Assistant Principal
Sarah Jones                         Assistant Principal
Chris Mandadakis                   Assistant Principal (Rel)
Carolyn Lee                         ESL Teacher
Salam Kavvalos                     Classroom Teacher
Ellen Zonaras                       Classroom Teacher
Rosie Di Mattia                    Classroom Teacher
Keith Sleeman                      Technology Coordinator
Helena Suess                        Support Teacher

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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: