



# Campbell Primary School

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Annual School Board Report  
2016



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This report supports the work being done in the ACT Education Directorate, as outlined in the '*Education Capital: Leading the Nation Strategic Plan 2014-17*'.

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The school website is <http://www.campbellps.act.edu.au>.

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## School Board Chair Report

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The sincerest wish of all parents with regards to their children, other than occasional respite, is that they realise their potential in life. Not surprisingly then, school reports often include comments about a student's potential, though not always with words that entirely please the parent, or student.

This is Campbell Primary School's own school report and accounts for its performance in 2016. Our school is clearly realising its potential and I am sure the contents will please the reader.

2016 was a most successful year for our school. Strong academic performance was coupled with a panoply of performing arts, sports and outdoor opportunities; a cornucopia of learning and fun.

None of the school's successes happened by accident. All were the product of the vision, passion, planning and hard work of our dedicated school staff, including our teaching and non-teaching staff. To all our beloved school staff, thank you for the amazing job you did in 2016.

I congratulate our Principal, Paula Kinsman on her outstanding leadership in her first year at the helm, having previously served as Deputy Principal. Paula, together with her team, has fostered a strong school community spirit that underwrites the many activities of the school and promotes the positive educational outcomes enjoyed by our children. Well done.

2016 has set a high bar indeed. *En avant* Campbell Primary School.

## Context

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Located in the suburb of Campbell near Canberra's City Centre, Campbell Primary School has celebrated over 55 years of public education enrolling students from preschool to year six. Campbell Primary School has two preschool settings: Campbell Preschool located within the school grounds, and the Allen Main Memorial Preschool, which is situated in the grounds of the Royal Military College, Duntroon. Enrolments according to the 2016 census from Kindergarten to Year six indicate there were 282 students, which are comparative to the 2015 enrolment data of 273. In 2016 our preschool student enrolments were 68 students.

Campbell Primary school accepts students within the priority enrolment areas of Campbell, Duntroon, Fairbairn, Pialligo and Russell. Currently approximately 42% of our student body is from a defence background.

## Student Information

### *Student enrolment*

In 2016 there were a total of 282 students enrolled at this school.

**Table: 2016 Student Enrolment Breakdown**

Group	Number of Students
Male	151
Female	131
Indigenous	6
LBOTE	52

Source: Planning and Analytics, December 2016

The school's current profile includes 119 students (kindergarten to year six) with a family member serving in the Defence Forces and 52 from English as an Additional Language or Dialect background (EAL/D). The school receives Special Needs funding for a small number of students and in 2016 had six Aboriginal and Torres Strait Islander students enrolled.

Enrolment statistics demonstrate that Campbell Primary School has a transient population with families arriving and departing throughout the year. The highest turnover occurs between June and December and often aligns with Defence postings. Campbell Primary School is responsive to the challenges of transferring schools in the middle of the school year and staff work collaboratively with families to ensure a smooth transition for their child. The Department of Defence provides a grant to fund the employment of a Defence School Transition Aide (DSTA) to support families during transitions. This provides an invaluable service in supporting new students.

### *Student attendance*

The following table identifies the attendance rate of students by year level during 2016. Student attendance rate is the percentage of school days attended by students in each year level at the school. Student attendance is measured over two school terms; that is from the first day of the school year for students in term 1 to the last day of term 2.

**Table: 2016 Attendance rates in Percentages**

Year Level	Attendance Rate %
K	96.0
1	97.0
2	96.0
3	96.0
4	95.0
5	95.0
6	95.0

Source: Planning and Analytics, December 2016

Campbell Primary School has set processes and procedures in place to manage student absence. The Attendance Policy requires parents and carers to notify the School on the day of absence via email, Campbell Primary Schools App, and/or telephone conversation (with a follow up notification in writing). If notification is not received by the school, the School Secretary will contact families to confirm absence. In the event of tardiness, parents are required to escort their child to the front office and a late slip is issued

for the child to provide to their classroom teacher. In the instance of habitual lateness and non-attendance the front office and/or classroom teacher will notify the Executive staff for follow up. The Executive staff will contact the relevant parties to discuss issues surrounding the tardiness/non-attendance and the impact on student learning and well-being. Each student's circumstances are reviewed independently to ensure the appropriate support structures and referrals are established to support the needs of the student. This may involve working with the Education and Training Directorate to support fulltime access to schooling.

## Staff Information

### *Teacher qualifications*

All teachers meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) has provided the following data based on teachers registered as at 16 December 2016.

The proportion of teaching staff with certificates/degrees/diplomas and a postgraduate qualification is shown below.

**Table: 2016 Qualification of Teaching Staff in Percentages**

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	27

Source: Teacher Quality Institute, 16 December 2016

All Teaching staff members at Campbell Primary School have achieved a minimum of four years full-time (or equivalent) tertiary study leading to the award of a recognised school teaching qualification. All teaching staff maintains current teaching registration with the ACT Teacher Quality Institute and a current registration under the Working with Vulnerable People Act 2011.

### *Workforce composition*

The 2016 workforce composition of Campbell Primary School is highlighted in the following table. The data is taken from the school's verified August staffing report. For reporting purposes it incorporates all school staff including preschools, staff absent for a period of less than four consecutive weeks and staff replacing staff absent for more than four consecutive weeks. It does not include casuals and staff absent for a period of four consecutive weeks or longer.

**Table: 2016 Workforce Composition Numbers**

Staff Employment Category	Total
Teaching Staff: Head Count	19
Teaching Staff: Full Time Equivalent	18.2
Non Teaching Staff: Head Count	8
Non Teaching Staff: Full Time Equivalent	6.6

Source: This data is from the 2016 August census date and is calculated using the parameters provided by the ABS.

**Note:** This table does not include pre-school staffing.

There is one indigenous staff member at this school.

Student learning is supported at Campbell Primary School by a committed and dedicated team of professionals. The majority of the teaching staff work on a full time basis and hold permanent positions within the school. A number of full time temporary positions have been filled to accommodate permanent officers on maternity leave, parental leave and/or leave without pay. Non-teaching staff have responsibilities in the areas of building maintenance, administration and classroom support.

## Volunteers

Campbell Primary School encourages and values parental and community support. It is estimated 800 hours were spent in volunteering in classrooms and over 2840 volunteer hours through our Preschool Association, P&C and School board involvement. The school has successfully worked collaboratively with the School Board, P&C and Preschool Association. Volunteers have assisted in many capacities including: the school production of 'Annie', fundraising, book club, school carnivals, classroom programs, home reading, excursions, music appreciation, the uniform shop, school fete and the school canteen.

Campbell Primary School has a long standing relationship with the Australian Defence Force and in 2016 hosted over 81 cadets who coordinated a volunteer sports day with students from year two and above. All students were engaged in sporting activities with a focus on skill development, sportsmanship and healthy lifestyle choices.

The estimated number of hours volunteers worked with the school during 2016 was 3640.

## School Review and Development

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In 2016, the ACT Education Directorate's Strategic Plan 2014-2017 provided the framework and strategic direction for the school's Strategic Plan. This is supported by the new school performance and accountability framework, 'People, Practice and Performance: School Improvement in Canberra Public Schools, A Framework for Performance and Accountability'. This framework has school improvement at its centre, with the National School Improvement Tool (NSIT) as its core feature, providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

Prior to 2016 all ACT public schools participated in a four-year cycle of school review and development. In the fourth year schools underwent an external validation process.

The introduction of a revised External School Review process in 2016 represented a significant change for the system. It is now a five-year cycle with an External School Review at the end, based partly on the school's self-evaluation of their progress documented in a Summative Report and substantially on the findings of External Review Panels when in schools. External Review Panels now include an external school review expert as the panel chair and an experienced system principal.

Campbell Primary School will be reviewed in 2019. A copy of the most recent validation report can be found on the school website.

## School Satisfaction

Schools use a range of data collection tools to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/ September 2016 the school undertook a survey to gain an understanding of school satisfaction at that time. Staff, parents and students from year 5 and above (with the exception of students in special schools) took part in an online survey.

## Overall Satisfaction

In 2016, 91% of parents and carers, 96% of staff, and 98% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 14 national parent survey items and 12 national student survey items. These items were approved by the then Standing Council on School Education and Early Childhood (SCSEEC) for use from 2015. The following tables show the percentage of parents and carers and students who agreed with each of the national items at this school.

The results for the 27 staff who took part in the survey are tabled below.

**Table: Proportion of staff in agreement with each national opinion item**

National Opinion Item	(%)
Teachers at this school expect students to do their best.	100
Teachers at this school provide students with useful feedback about their school work.	93
Teachers at this school treat students fairly.	100
This school is well maintained.	56
Students feel safe at this school.	100
Students at this school can talk to their teachers about their concerns.	100
Parents at this school can talk to teachers about their concerns.	100
Student behaviour is well managed at this school.	100
Students like being at this school.	100
This school looks for ways to improve.	100
This school takes staff opinions seriously.	85
Teachers at this school motivate students to learn.	96
Students' learning needs are being met at this school.	89
This school works with parents to support students' learning.	93
I receive useful feedback about my work at this school.	67
Staff are well supported at this school.	85

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 155 parents who took part in the survey are tabled below.

**Table: Proportion of parents and carers in agreement with each national opinion item**

National Opinion Item	(%)
Teachers at this school expect my child to do his or her best.	95
Teachers at this school provide my child with useful feedback about his or her school work.	90
Teachers at this school treat students fairly.	94
This school is well maintained.	91
My child feels safe at this school.	95
I can talk to my child's teachers about my concerns.	95
Student behaviour is well managed at this school.	91
My child likes being at this school.	97
This school looks for ways to improve.	92
This school takes parents' opinions seriously.	85
Teachers at this school motivate my child to learn.	89
My child is making good progress at this school.	90
My child's learning needs are being met at this school.	88
This school works with me to support my child's learning.	85

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 59 students who took part in the survey are tabled below.

**Table: Proportion of students in years 5 to 6 in agreement with each national opinion item**

National Opinion Item	(%)
My teachers expect me to do my best.	98
My teachers provide me with useful feedback about my school work.	95
Teachers at my school treat students fairly.	79
My school is well maintained.	75
I feel safe at my school.	86
I can talk to my teachers about my concerns.	75
Student behaviour is well managed at my school.	55
I like being at my school.	88
My school looks for ways to improve.	91
My school takes students' opinions seriously.	81
My teachers motivate me to learn.	91
My school gives me opportunities to do interesting things.	88

Source: 2016 School Satisfaction Surveys, August/September 2016

This information can be considered alongside information available on the My School website (<http://www.myschool.edu.au>).

These results, as well as the continual review of school performance, contributed to the evaluation of our Strategic Plan and the development of Annual Action Plans. The Strategic Plan is available on the school website.

## Learning and Assessment

### Performance in Literacy and Numeracy

#### *Early years assessment*

Students in kindergarten undertake an on-entry assessment of their early reading and numeracy skills using the Performance Indicators in Primary Schools (PIPS) program. Student results are reported against five performance bands at the end of semester 1 and 2.

The following table shows the comparison of the school against the ACT on raw scores in reading and mathematics.

**Table: Campbell Primary School PIPS 2016 mean raw scores**

	School		ACT	
	Start	End	Start	End
<b>Reading</b>	52	128	49	121
<b>Mathematics</b>	40	55	39	54

Source: Planning and Analytics

#### *NAPLAN assessment*

Students in years 3, 5, 7 and 9 in all ACT schools participate in the National Assessment Program-Literacy and Numeracy (NAPLAN). This program assesses skills in reading, writing, spelling, grammar and punctuation, and numeracy.

In 2016, 3.00 % of year 3 students and 0.00 % of year 5 students were exempt from testing based on nationally agreed criteria.

Results are not reported when there are fewer than five students with results. This rule is applied for reasons of statistical reliability, as well as to protect the privacy of students in small schools.

The following table shows the 2016 mean scores achieved by our students compared to the ACT.

**Table: Campbell Primary School 2016 NAPLAN Mean Scores**

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
<b>Reading</b>	452	441	532	514
<b>Writing</b>	417	420	475	474
<b>Spelling</b>	426	421	486	490
<b>Grammar &amp; Punctuation</b>	453	442	524	511
<b>Numeracy</b>	430	412	514	497

Source: Planning and Analytics

An analysis of our NAPLAN results can be found when reporting against our priorities.

## Performance in Other Areas of the Curriculum

In 2016, Campbell Primary School continued to focus on developing strong academic programs in the areas of English and Mathematics. Students were also enabled to explore their talents and passions by engaging in authentic learning experiences in all other Australian curriculum areas.

### **The Arts**

#### **Annie the Musical**

After many years, musicals were brought back to Campbell Primary School. This year was the production of Annie. Forty-eight students were involved as either crew or cast. Staff and parents were encouraged to assist in the designing and painting of large backgrounds and also in the organisation and delivery of intermission snacks. We even had a few busy Sunday working bees to ensure everything was ready. The performance was a fabulous event, with tickets sold out and people even prepared to pay for 'standing room'. The students were beyond proud of themselves and expressed a desire to continue, 'night after night'. The whole event proved to be an extraordinary connection to our community with many positive comments made and emails received. As a result, we have decided as a staff to have a musical every second year.

#### **The Inner North Cluster Spectacular**

In 2016, Campbell Primary School, once again took part in the Inner North Cluster Spectacular. Students from Years two-six auditioned in early term three, and the students who were selected willingly gave up many lunchtimes and recesses to practice dancing and singing. The performance consisted of singing and dancing routines to the theme of ROAR. It was an outstanding opportunity for students to build their performance skills, and all students involved found it an exciting and positive experience.

#### **Limelight Combined Choir**

Campbell Primary Senior Choir participated in the massed primary choir performance at Limelight, the ACT public schools annual showcase. Students worked with Miss Hill to learn the repertoire, and came together with the rest of the North Canberra massed Primary Choir students for two rehearsals before the big night in August. Students performed pieces that showcased the theme 'stories'. It was an excellent opportunity for Campbell Primary choir members to experience the excitement and hard work involved in major performances.

#### **Bandstravaganza**

The performance is the culmination of the two year Primary Band program, with students showcasing their skills to their parents, friends and other schools in a performance at Llewellyn Hall at the ANU Music School. After they have performed, the students have the opportunity to join the audience and watch the remainder of the show, and for many students it is the opportunity to see what they could achieve if they continue to participate in the Instrumental Music Program through high school and college.

#### **Campbell Primary Brass Bands**

The music program at Campbell Primary School provides an important opportunity for students to develop musical skills, including rhythm, pitch, sight reading and following a conductor. Members of the bands develop close bonds with each other through the challenges that they are faced with at each band session. Students from years five and six demonstrated an incredible commitment to being a member of the band both in their work ethic and ability to support each other.

### **Languages**

In 2016 Campbell Primary School offered Japanese instruction for students from preschool to year six. Campbell Primary School students in Years five and six were also provided the enrichment opportunity to attend the Tanken Centre, a Japanese school in Sydney for cultural and language immersion. Some of our students also competed in the ACT Primary Schools Japanese speech competition with one of our students being awarded third place. Campbell Primary students were also represented at the Japanese Fun Day hosted by Farrer Primary School; this was a Fun Day exposing students to a range of Japanese activities

including cooking, sports, calligraphy and dance. The Year six students of 2016 kindly gifted the Japanese room with a set of cushions for students to use whilst learning Japanese. These cushions now have an authentic Japanese look and are filled with Japanese kanji designs, which were kindly painted by some of our talented Japanese mums.

### **Health and Physical Education**

At Campbell Primary School there has been a focus on Health and Physical education from preschool to year six. In the Early childhood sector the focus is on developing gross motor skills while children in the middle to senior sectors of the school focus on fitness and skill development through modified and cooperative games. In 2016, our aim is to strengthen our Physical Education program through employing a Physical Education specialist teacher to align directly our Physical Education program to the Australian Curriculum. Health Education will continue to be a focus for the classroom teacher.

### **Science**

Campbell Primary School continues to adopt the Primary Connections Science resources to promote a consistent and scaffolded delivery of science from kindergarten to year six. Science is conducted in the mainstream classrooms by the students' regular classroom teacher.

### **Intervention and Enrichment**

Campbell Primary School offers the Multilit program to support students struggling with the acquisition of literacy skills. In our preschool students participate in the PreLit program, Identified students in the junior sector participate in MiniLit and select senior students engage in reading tutor and/or MacqLit programs.

Campbell Primary School offers an enrichment program in both the junior and senior areas of the school with a focus on literacy, numeracy and independent learning skills. Student participation in the program is determined by teacher and parent identification and the analysis of student data including PAT testing, AGAT and where appropriate the COGAT testing tool.

## Progress Against School Priorities in 2016

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Below is Campbell Primary School's 2016 Annual Action Plan Report (AAPR) in pdf and MS Word formats. The AAPR details the priorities and targets of the school for 2016. Progress against priorities and targets, and methodologies for measuring progress, are also described. Click on the appropriate text below to open the report in your desired format.

If you cannot open the document check to make sure you have clicked the yellow 'Enable All Features' menu that may have appeared at the top of your page. Please contact the school for an electronic or hard copy should none of these options work.

If you do not have Adobe Acrobat you can download the free Reader version [here](#) (large download).

- Click here to access the Adobe PDF version
- Click here to access the Microsoft Word version

*Note to school: If providing the Annual School Board Report (ASBR) in hard copy please provide a printed copy of the above Annual Action Plan Report and append it to the ASBR.*

## Financial Summary

The school has provided the Directorate with an end of year financial statement that was approved by the school board. Further details concerning the statement can be obtained by contacting the school.

The following summary covers use of funds for operating costs and does not include expenditure in areas such as permanent salaries, buildings and major maintenance.

### *Financial Summary*

<b>INCOME</b>	<b>January to June</b>	<b>July to December</b>	<b>January to December</b>
Self management funds	163768.00	126796.45	290564.45
Voluntary contributions	21310.00	2000.00	23310.00
Contributions & donations	1782.31	5233.00	7015.31
Subject contributions	11126.92	2096.78	13223.70
External income (including community use)	14135.63	15280.68	29416.31
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	4479.81	3118.19	7598.00
<b>TOTAL INCOME</b>	<b>216602.67</b>	<b>154525.10</b>	<b>371127.77</b>
<b>EXPENDITURE</b>			
Utilities and general overheads	26580.55	45468.44	72048.99
Cleaning	33672.54	65066.51	98739.05
Security	104.00	767.00	871.00
Maintenance	37891.89	28846.58	66738.47
Administration	5372.47	3957.65	9330.12
Staffing	0.00	0.00	0.00
Communication	4212.78	1427.73	5640.51
Assets	78185.40	4797.24	82982.64
Leases	3100.32	0.00	3100.32
General office expenditure	21014.05	13607.69	34621.74
Educational	21157.55	7277.16	28434.71
Subject consumables	6647.00	2593.05	9240.05
<b>TOTAL EXPENDITURE</b>	<b>237938.55</b>	<b>173809.05</b>	<b>411747.60</b>
<b>OPERATING RESULT</b>	<b>-21335.88</b>	<b>-19283.95</b>	<b>-40619.83</b>
<b>Actual</b> Accumulated Funds	167132.36	206492.63	176492.63
Outstanding commitments (minus)	-2536.18	0.00	-2536.18
<b>BALANCE</b>	<b>143260.30</b>	<b>187208.68</b>	<b>133336.62</b>

## Professional Learning

Amount of funds spent under each of the following ledgers for full time equivalent (FTE) teaching staff:

- Teacher Professional Learning Funds (6001-TPL-00) - \$11,073
- Principal Professional Learning Funds (6001-TPL-00) - \$272
- School funds allocated to Professional Learning (3760-TEA-00) - \$2,000
- Travel costs associated with Professional Learning (3761-TRV-00) – NIL
- CRS days that have a B code (Beginning Teacher Support) – 11
- CRS days that have a D code – 30
- Estimated days that have been used as inbuilt relief for staff attending Professional Learning – 21

The average professional learning expenditure at the school level per full time equivalent teacher was \$481.

## Voluntary Contributions

The funds listed were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for 2016.

## Reserves

<b>Name and Purpose</b>	<b>Amount</b>	<b>Expected Completion</b>
2016/2017 School Improvements Lighting/fixtures/fittings improvements to whole school	\$30,000	June, 2017
IT Infrastructure	\$10,000	May, 2017

## Endorsement Page

I declare that the Campbell Primary School Board has operated in accordance with the provisions of the *ACT Education Act 2004* including the following sections.

- 39 (4) The school board must give effect to the chief executive's directions.
- 44 (2) The chief executive must end the appointment of a member of the school board of a public school, other than the principal of the school if:
- a) the member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
  - b) contravenes section 49 (disclosure of interests by members of school boards) without reasonable excuse.
- 46 The members of the school board of a public school must, whenever is necessary, nominate a member of the board as a member of any selection panel established by the chief executive to make recommendations to the chief executive about the appointment of the principal to the school.
- 47 (2) However, the school board must meet at least four times a year.
- 48 (10) The school board must keep minutes of its meeting.
- 49 Disclosure of interests by members of school boards.
- 49 (3) The disclosure must be reported in the school board's minutes and, unless the board otherwise decides, the member (The first member) must not:
- a) be present when the board considers the issue or
  - b) take part in any decision of the board on the issue.
- 49 (5) Within 14 days after the end of each financial year, the chairperson of the school board must give the chief executive a statement of any disclosure of interest under this section in relation to the school board during the financial year.

### Members of the School Board

<b>Parent Representative(s):</b>	Jane Wilson	Kerryn Vine-Camp
<b>Community Representative(s):</b>	Andrew Carter	
<b>Teacher Representative(s):</b>	Rebecca Stapleton	Peter Lawson
<b>Board Chair:</b>	Angus Hudson	
<b>Principal:</b>	Paula Kinsman	

I certify that to the best of my knowledge and belief the data and information reported in this Annual School Board Report represents an accurate record of the school's operations in 2016.

Principal Signature:

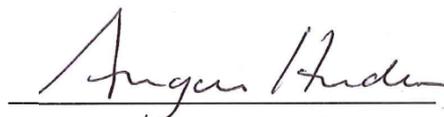


Date:

09 / 06 / 2017

I approve the report, prepared in accordance with the provision of the *ACT Education Act 2004*, section 52.

Board Chair Signature:



Date:

09 / 06 / 2017