



Campbell Primary School

Annual School Board Report
2018



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This report supports the work being done in the ACT Education Directorate, as outlined in *Strategic Plan 2018-21: A Leading Learning Organisation*.

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Reporting to the community

School report to communities in range of ways, including through:

- Annual School Board Reports
- a (5-year) School Improvement Plan (formerly School Strategic Plan)
- annual Impact Reports/ Annual Action Plan Reports
- newsletters
- other sources such as My School.

Summary of School Board activity

For Campbell Primary School, 2018 was a year of positive change and a focus on the future.

The most obvious change was the demolition of our two-story senior school building and a transfer of students and staff to brand new purpose-built modular classrooms. Through good planning and regular communication, everyone adapted well to the change. The change has brought everyone closer together and provided opportunities for the whole community to reflect on what they want from the school now and into the future. These thoughts have influenced the physical design and desired pedagogical approaches for the future school.

Some less obvious, though no less important, changes also occurred this year, including the:

- completion of a new outdoor learning space and sensory garden
- introduction of new phonics, spelling and writing programs to boost our learning in these domains
- expansion of the positive behaviours for learning program with the introduction of Stanley Stag who was designed by the students and brought to life in large posters
- new timing for parent teacher interviews to term 1 which has enhanced parent participation at the school
- new schedule on formative assessments, data collection and analysis.

The Campbell Primary School Board thanks the school Executive, teachers, students and our hard-working P&C for giving us another great year.

School Context

Located in the suburb of Campbell near Canberra's City Centre, Campbell Primary School has celebrated over 50 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 2018 census, indicate there were 398 students from Kindergarten to Year 6, which is comparative to the 2017 enrolment data of 389.

Campbell Primary School accepts students living within the priority enrolment area (PEA) and guarantees enrolment for Kindergarten to Year 6. The PEA covers the suburbs of Campbell, Duntroon, Pialligo, Fairbairn and Russell. Children who attend Campbell Preschool and the Allen

Main Memorial Preschool at Duntroon have continuation of enrolment into Kindergarten. Prospective students, who live out of area, but within the ACT and have sibling/s attending Campbell Primary, are given priority before enrolments from other out of area students are accepted. Currently approximately 35.6% of our student body are from a defence background. Campbell Primary School enjoys an active and engaged community which is positively represented through both the School Board and the Parent and Citizens' Association (P&C).

At Campbell Primary School we are committed to focusing on the learning of all our students in a community-based model. Teachers are part of a collaborative team, where members work interdependently towards common goals for which every member is mutually accountable.

Our Guidelines for Campbell Primary School as a Professional Learning Community (PLC), highlight our focus on best practice. The priorities are:

1. Demonstrate a commitment to PLC concepts of learning, collaboration and results through the Campbell Primary School strategic plan and embed the practices, structures, and culture across the school
2. Monitor evidence of improved student learning.

Student Information

Student enrolment

In 2018 there were a total of 335 students enrolled at this school.

Table: 2018 Student enrolment

Student type	Number of students
Male	165
Female	170
Aboriginal and Torres Strait Islander	9
LBOTE*	57

*Language Background Other Than English

Source: Analytics and Evaluation, December 2018

Student attendance

The following table identifies the attendance rate of students by year level during 2018. 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: 2018 Attendance rates in percentages*

Year level	Attendance rate
1	93.0
2	96.0
3	94.0

4	95.0
5	95.0
6	94.0

Source: Analytics and Evaluation, December 2018

* Attendance data for 2018 have been derived from a school administration system in the process of implementation. Care should be taken when comparing these data with data from previous years and from other jurisdictions.

Supporting attendance and managing non-attendance

All ACT public schools put into effect the education participation requirements in the *Education Act 2004* and the responsibilities of schools in relation to compulsory education. The Education Directorate's *Education Participation (Enrolment and Attendance) Policy* describes its position with regard to supporting attendance and managing non-attendance. A suite of procedures supports the implementation of the policy. Please refer to <https://www.education.act.gov.au/> for further details.

Staff Information

Teacher qualifications

All teachers at this school meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) specifies two main types of provision for teachers at different stages of their career, these are detailed below.

- **Full registration** is for teachers with experience working in a registered school in Australia or New Zealand who have been assessed as meeting the Proficient level of the Australian Professional Standards for Teachers.
- **Provisional registration** is for newly qualified teachers or teachers who do not have recent experience teaching in a school in Australia and New Zealand. Many teachers moving to Australia from another country apply for Provisional registration.

Workforce composition

Workforce composition for the year of reporting 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.

The Education Directorate is required to report Aboriginal and Torres Strait Islander staff figures. As of June 2018, 101 Aboriginal and Torres Strait Islander staff members were employed across the Directorate.

Table: 2018 Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	21.00
Teaching Staff: Full Time Equivalent Temporary	3.20
Non Teaching Staff: Full Time Equivalent	9.19

Source: This data is from the 2018 August census date and is calculated using the parameters provided by the ABS.

School Review and Development

The ACT Education Directorate's Strategic Plan 2018-2021 provides the framework and strategic direction for School Improvement Plans (formerly School Strategic Plans). This is supported by the 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. In 2016 this changed to a five-year cycle with an External School Review at the end.

Our school will be reviewed in 2019. A copy of the most recent validation report can be found on our school website.

School Satisfaction

Schools use a range of evidence to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/ September of this reporting period ACT schools undertook a survey to gain an understanding of school satisfaction at that time. This information was collected from Staff, parents and students from year 5 and above (with the exception of students in special schools) through an online survey.

Overall Satisfaction

In 2018, 92% of parents and carers, 97% of staff, and 96% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 16 staff, 14 parent, and 12 student items which are described as the national opinion 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, students and staff who agreed with each of the national opinion items at this school.

A total of 36 staff responded to the survey. Please note that not all responders answered every question.

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 give useful feedback.	94
Teachers at this school treat students fairly.	100
This school is well maintained.	75
Students feel safe at this school.	97

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.	94
Students like being at this school.	97
This school looks for ways to improve.	100
This school takes staff opinions seriously.	97
Teachers at this school motivate students to learn.	97
Students' learning needs are being met at this school.	97
This school works with parents to support students' learning.	97
Staff get quality feedback on their performance	83
Staff are well supported at this school.	94

Source: 2018 School Satisfaction Surveys, August/September 2018

*Prior to 2018, the item wording and placement was slightly different.

A total of 194 parents responded to the survey. Please note that not all responders answered every question.

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.	93
Teachers give useful feedback.	87
Teachers at this school treat students fairly.	93
This school is well maintained.	87
My child feels safe at this school.	94
I can talk to my child's teachers about my concerns.	95
Student behaviour is well managed at this school.	82
My child likes being at this school.	95
This school looks for ways to improve.	93
This school takes parents' opinions seriously.	89
Teachers at this school motivate my child to learn.	91
My child is making good progress at this school.	90
My child's learning needs are being met at this school.	89
This school works with me to support my child's learning.	89

Source: 2018 School Satisfaction Surveys, August/September 2018

*Prior to 2018, the item wording and placement was slightly different.

A total of 79 students responded to the survey. Please note that not all responders answered every question.

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.	100
Teachers give useful feedback.	83

Teachers at my school treat students fairly.	77
My school is well maintained.	60
I feel safe at this school.	78
I can talk to my teachers about my concerns.	64
Student behaviour is well managed at my school.	63
I like being at my school.	83
My school looks for ways to improve.	88
Staff take students' opinions seriously.	78
My teachers motivate me to learn.	89
My school gives me opportunities to do interesting things.	90

Source: 2018 School Satisfaction Surveys, August/September 2018

*Prior to 2018, the item wording and placement was slightly different.

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 (or School Improvement 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. Below are the results for this school.

Table: Campbell Primary School PIPS 2018 mean raw scores

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	50	131	38	55
ACT	49	124	39	54

Source: Analytics and Evaluation

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 mean scores achieved by students at this school compared to the ACT for this reporting period.

Table: Campbell Primary School 2018 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	476	441	552	518

Writing	421	411	466	460
Spelling	422	410	482	494
Grammar & Punctuation	458	438	523	510
Numeracy	441	416	504	494

Source: Analytics and Evaluation

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.

Table: Financial Summary

INCOME	January-June	July-December	January-December
Self-management funds	187751.25	149764.24	337515.49
Voluntary contributions	16425.00	1830.00	18255.00
Contributions & donations	0.00	0.00	0.00
Subject contributions	9255.00	1155.00	10410.00
External income (including community use)	13097.36	9062.23	22159.59
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	4372.14	4977.22	9349.36
TOTAL INCOME	230900.75	166788.69	397689.44
EXPENDITURE			
Utilities and general overheads	26446.98	48708.61	75155.59
Cleaning	48565.41	59198.65	107764.06
Security	0.00	0.00	0.00
Maintenance	29979.53	19682.95	49662.48
Administration	4599.41	3045.45	7644.86
Staffing	-58144.00	-51.26	-58195.26
Communication	5055.80	2787.72	7843.52
Assets	23214.64	12365.74	35580.38
Leases	0.00	0.00	0.00
General office expenditure	41485.08	22451.39	63936.47
Educational	27365.97	13969.74	41335.71
Subject consumables	8744.59	1110.82	9855.41
TOTAL EXPENDITURE	157313.41	183269.81	340583.22
OPERATING RESULT	73587.34	-16481.12	57106.22
Actual Accumulated Funds	78219.54	178216.56	78216.56
Outstanding commitments (minus)	-27565.32	0.00	-27565.32
BALANCE	124241.56	161735.44	107757.46

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 2018.

Reserves

Name and Purpose	Amount	Expected Completion
<p>FURNITURE 2019 Anticipated increase in class numbers for 2019. Additional student chairs/tables required.</p> <p>Enables all children to have a suitable workspace during key learning times</p>	\$15,000	Term 1 2019
<p>2018/2019 P&C SENSORY GARDEN Joint venture with the P&C/Directorate/Campbell PS.</p> <p>Provides a safe and secure sanctuary for students experiencing distress/ acts as an outdoor classroom</p>	\$10,000	Term 1 2019
<p>STAFFING 2018 Enables extensive intervention programs and enrichment opportunities to run in the classroom.</p>	\$100,000	Term 1 2019

Members of the School Board

Parent Representative(s):	Catherine BASSINGTHWAIGHTE,	Joshua RYAN
Community Representative(s):		
Teacher Representative(s):	Sandi LEES,	Peter LAWSON,
Student Representative(s):		
Board Chair:	Meredith HARKNESS	
Principal:	Paula KINSMAN	

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

Board Chair Signature: Meredith Harkness Date: 24/05/2019

I certify that to the best of my knowledge and belief the evidence and information reported in this Annual School Board Report represents an accurate record of the Board's operations during this reporting period.

Principal Signature: Paula Kinsman Date: 23/05/2019