



Campbell Primary School

Board Report

2013



Figure 1 Entrance to Campbell Primary School

This report supports the work being done in the ACT Education and Training Directorate, as outlined in the Strategic Plan 2010-2013 "Everyone Matters". It complies with reporting requirements detailed within the Education ACT 2004 and the National Education Agreement.



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About our school

Introduction to School

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 6. 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 August 2013 Census indicate there were 315 Students which is comparative to the 2012 enrolment data of 319 students.

Student Information

Student enrolment

In 2013 there were a total of 315 students enrolled at this school.

Table: 2013 Student Enrolment Breakdown

Group	Number of Students
Male	156
Female	159
Indigenous	2
LBOTE	41

Source: Planning and Performance

The school's current profile includes 130 students with a family member serving in the Defence Forces and 41 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 2013 had two 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 2013. 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 one to the last day of term two.

Table: 2013 Attendance rates in Percentages

Year Level	Attendance Rate %
K	92.4
1	95.5
2	94.2
3	93.9
4	94.8
5	94.2
6	93.8

Source: Planning and Performance

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 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.

The Education and Training Directorate, require families intending to take extended leave of five weeks or more to complete an Exception form for their child (or children) and we strictly adhere to that policy within the school.

Staff Information

Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school.

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

Table: 2013 Qualification of Teaching Staff in Percentages

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	20

Source: School Data

Workforce Composition

In 2013 the workforce composition of the school is highlighted in the following table.

Table: 2013 Workforce Composition Numbers

Role	Total
Administrative Service Officers	6
General Service Officers & Equivalent	1
School Leader A	2
School Leader B	2
School Leader C	1
Teachers	24
TOTAL	36

Source: Workforce Management

Note: This table includes pre-school staffing

While the workforce data states the school operated with two principals (SLA) and two Deputies (SLB) this was due to the fact of people being on secondment or extended leave and others acting in their position. The school generally operates with one SLA and one SLB.

There are no indigenous staff at this school.

Volunteers

Campbell Primary School encourages and values parental and community support. It is estimated 754 hours were spent in volunteering in classrooms and over 3000 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: fundraising, book club, paddle pop Friday (gardening), school carnivals, school fete, classroom programs, home reading, excursions, music appreciation, the uniform shop and the school canteen.

The Sparks program (sparking a child's interest in reading) is a volunteer program that offers opportunities to primary school students who have been identified by their teachers as having lower literacy skills. The program is coordinated by the State Coordinator for the

Australian Businesses Community Network. Campbell Primary School has had the opportunity to be part of the program for the past eight years since its establishment in 2005. For the past two years, we have been able to work with several local businesses running two sessions each year, each of 10 weeks duration. In the last two years, 32 students have passed through the program at Campbell Primary School. Some of the businesses we have been involved with include: Commonwealth Bank, Fuji Xerox and King and Wood Mallesons. In 2014 Campbell Primary has been lucky to be selected to participate in the 1:2:1 Mathematics Program designed by the Australian Business and Community Network and Commonwealth Bank along with the SPARKS Program.

School Board

2013 was a very successful year for Campbell Primary School. Good progress was made against the school priorities for the year, particularly in the area of improved literacy and numeracy. The dedicated teaching staff have worked well together to deliver a varied curriculum and a range of other activities. The results of the school satisfaction survey were pleasing and I particularly note that 100% of parents that answered the survey agreed with the statement that their child likes being at this school. There was also great involvement from the parent community, typified by a very successful school fete both in terms of fundraising and as a community event. The Board has looked at ways to better communicate with parents and to respond to parent suggestions.

I would like to thank Christine Powell and Paula Kinsman for their leadership of the school and work with the Board. I would also like to thank my fellow Board members for their work and particularly their collegiate approach.

2014 will bring new challenges and opportunities and I wish the new Board every success.

School Review and Development

In 2013, the ACT Education and Training Directorates *Strategic Plan 2010-2013* provided the framework and strategic direction for the school's plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2013* and the *School Improvement Framework* which are the overarching documents providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

All ACT public schools participate in a four year cycle of school review and development. Schools take part in a continuous cycle of review comprising annual self assessments against their school plans. In the fourth year schools undergo an external validation process. This process provides an independent and unbiased assessment of the schools progress towards achieving system and school priorities.

Campbell Primary School will be validated in 2014. A copy of the last validation report can be found on the school website.

School Satisfaction

Schools continually 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 2013 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 2013, 89% of parents and carers, 95% of staff, and 88% of students at this school indicated they were satisfied or highly satisfied with the education provided by the school. In 2013, 14 national parent survey items and 12 national student survey items were included in the surveys. These items were approved by the Standing Council on School Education and Early Childhood (SCSEEC) for use from 2013. The following tables show the percentage of parents and carers and students who agreed with each of the national items.

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

Item	(%)
Teachers at this school expect my child to do his or her best.	81
Teachers at this school provide my child with useful feedback about his or her school work.	79
Teachers at this school treat students fairly.	89
This school is well maintained.	81
My child feels safe at this school.	98
I can talk to my child's teachers about my concerns.	89
Student behaviour is well managed at this school.	87
My child likes being at this school.	100
This school looks for ways to improve.	87
This school takes parents' opinions seriously.	66
Teachers at this school motivate my child to learn.	81
My child is making good progress at this school.	79
My child's learning needs are being met at this school.	70
This school works with me to support my child's learning.	72

Source: 2013 School Satisfaction Surveys, August/September 2013

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

Item	(%)
My teachers expect me to do my best.	98
My teachers provide me with useful feedback about my school work.	86
Teachers at my school treat students fairly.	84
My school is well maintained.	91
I feel safe at my school.	91
I can talk to my teachers about my concerns.	86
Student behaviour is well managed at my school.	70
I like being at my school.	86
My school looks for ways to improve.	91
My school takes students' opinions seriously.	82
My teachers motivate me to learn.	86
My school gives me opportunities to do interesting things.	91

Source: 2013 School Satisfaction Surveys, August/September 2013

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 school plan and the development of annual operating plans. The school plan is available on the school website at www.campbellps.act.edu.au

Professional Learning

Professional Learning at Campbell Primary School is directly linked to the school's priorities identified in the 2013 Annual Operating Plan (AOP). The 2013 AOP is responsive and aligned to the ACT Education and Training Directorate's Strategic Plan 2010-2013, highlighting a key focus on ensuring young people's learning needs are met, improving literacy and numeracy for all students and strengthening student engagement and learning outcomes by enhancing student support and intervention services. Campbell Primary School's Professional Learning was delivered through whole school approaches and within Professional Learning Teams. All professional learning was required to be relevant, collaborative and future focussed to target strong Literacy and Numeracy awareness and pedagogical practice. It included the following.

- Professional Learning Communities (PLC) - A whole School approach to collaboration and mutual responsibility for our students learning progress was introduced. Staff members were in-serviced on the concepts of Professional Learning Communities and teams were established. A Guiding Coalition was formed and regular sessions

were held throughout the year for the whole staff to continue their learning. Three members of staff attended two days Professional Learning in Melbourne on PLCs. Campbell Primary School Executive staff joined the North Gungahlin PLC Network.

- First Steps - All staff were required to participate in First Steps training. Each member was provided with all relevant resource materials and commitments were made across the school to implement different reading strategies. Progress was revisited through out the year and Campbell Primary School established a critical friend who attended Professional Learning Community (PLC) meetings to assess staff progress and to respond to any questions or concerns.
- Misty Adoniou – Whole staff in-service on unpacking the importance of scaffolding literacy to produce confident learners in spelling, reading and writing. One staff member continued professional learning in the area of the importance of vocabulary and provided five minute snapshots at staff meetings.
- MultiLit, MiniLit and reading tutor: four staff members have been in-serviced in programs which have guided our reading intervention program trialled with groups of students in 2013.
- Mathletics: All staff attended an introductory session to Mathletics. Commitments to implement the program in 2014 and further professional development opportunities were established.
- Preschool staff members have participated in professional learning in regards to the National Quality Standards (NQS) and continue to work closely with Tim Toogood our assigned NQS advisor.
- Circle time: two members of staff completed the circle time training.

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 one and two.

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

Table: Campbell Primary School PIPS 2013 mean raw scores

Test Domain	School Start	School End	ACT Start	ACT End
Reading	46	113	51	126
Mathematics	37	52	39	54

Source: CEM Centre

Detailed analysis of PIPS results are used in conjunction with Magic100 sight words, PM benchmarks, First Steps, BEE Spelling, Count Me in Too (CMIT) Schedule for Early Number Assessment (SENA) and other common formative assessments, to monitor the progress of kindergarten students in literacy and numeracy. The data is collated and discussed in Professional Learning Teams to assess progress and identify areas requiring intervention for both remediation and enrichment. PIPS results indicate that Campbell Primary School had consistent growth in Mathematics over the course of the school year which closely aligned with the ACT State average. In the area of literacy Campbell Primary School continued to demonstrate growth, however, was not able to close the gap between the School and State average.

NAPLAN Assessment

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

In 2013, 0% of year 3 students and 0% of year 5 students were exempt from testing based on nationally agreed criteria.

The following table shows the 2013 mean scores achieved by our students compared to the ACT.

Table: Campbell Primary School 2013 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	452	444	545	520
Writing	416	423	491	487
Spelling	401	417	516	497
Grammar & Punctuation	438	445	550	516
Numeracy	411	415	515	500

Source: Performance and Planning December 2013

Detailed analysis of our school's academic achievement is incorporated into the information related to reporting against our progress against our priorities. This is found later in the report.

Performance in other areas of the curriculum

Enrichment

Tournament of Minds (TOMs)

Tournament of Minds is a problem solving programme for teams of seven students. They are required to solve demanding, open-ended challenges from one of the following disciplines: Applied Technology, Language Literature, Maths Engineering and Social

Sciences. In 2013 Campbell Primary School had one team compete in each discipline. Tournament of Minds was an opportunity for students with a passion for learning and problem solving to demonstrate their skills and talents in an exciting, vibrant and public way. Teams were required to work together on a Long Term Challenge for six weeks without assistance from teachers, parents or peers. They developed a creative and original way to communicate this solution to others, working within predefined parameters such as limited materials, complex challenging criteria and the deadline of Tournament Day. Students presented the product of their ideas - their challenge solution - to a panel of judges and an audience on Tournament Day. The teams also participated in an unseen Spontaneous Challenge on the Day. This challenge required rapid interchange of ideas, the ability to think creatively and well developed group cooperation skills.

GATEWays

In 2013 students from Campbell Primary School participated in the six days GATEWays program. Students have the opportunity to be introduced to a range of exciting and specialised topics and to work with others of similar abilities and interests. The workshops are presented by expert teachers. Students enjoyed learning about an area of interest for them and extending their knowledge. In 2013 Campbell Primary hosted a program for the first time; we received very positive feedback from the GATEWays organiser enabling the school to be selected to host another event in 2014.

Rostrum Public Speaking

Students in Years 3 to 6 participated in the Australian Rostrum Primary School Public Speaking Competition in 2013. Students were given the opportunity to plan, write and deliver a speech on a chosen topic during class time and as an integral part of their homework program. Students participated in presenting their speeches to an audience and were judged by classroom teachers using the Rostrum criteria addressing content and presentation skills. Class representatives were then invited to present their speeches during a special assembly to a panel of judges comprising of teaching staff and Executive representatives. Campbell Primary School had a representative at the ACT Rostrum Grand Final which was held at Old Parliament House in August.

The Arts

The Inner North Cluster Spectacular

In 2013, the Inner North Cluster Spectacular was themed "Boundless". Students from years 3-6 auditioned in mid-term 3, and the 12 students who were selected willingly gave up many lunchtimes and recesses to practice dancing, singing and percussion. The performance consisted of a Capella singing, dancing and a rhythm routine using drumsticks. It was an outstanding opportunity for students to build their performance skills, and all students involved found it an exciting and positive experience, particularly when given the opportunity to perform for the school once the performance at Lyneham High was over.

Bandstravaganza 2014

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 year 5 and 6 demonstrated an incredible commitment to being a member of the band both in their work ethic and ability to support each other.

Moran Schools Photographic Workshop Program

In August, 31 students participated in the Moran Schools Photographic Workshop Program. It was a free workshop which allowed students to learn about photography from a professional. Students were each given a camera and taken around the school to capture images that were of interest to them. They then choose five images to print and keep. These images were also entered into the Moran Photographic competition. Students enjoyed the day and were very excited to be learning about a new possible profession.

Languages

In 2013 Campbell Primary School offered Japanese instruction for students from preschool to year 6. Campbell Primary School was fortunate to have a Japanese exchange student who worked in the capacity as a Japanese classroom assistant across kindergarten to year 6 and was able to provide some exposure to Japanese to our preschool units.

Students in years 5/6 participated in the Japanese Kyodai Cluster visits with students from Campbell High School and Dickson College. During this time the senior students presented informative speeches of Japanese festivals (Tanabata) and orally presented 'self-introductions'. Campbell Primary School students in years 5 and 6 were also provided the enrichment opportunity to attend the Tanken Centre, a Japanese school in Sydney for cultural and language immersion.

Science

Campbell Primary School adopted the Primary Connections Science resources to promote a consistent and scaffolded delivery of science across kindergarten to year 6. A science classroom was established to enable teachers' easy access to scientific materials and resources and to immerse the children in a scientific environment.

Progress against School Priorities in 2013

Priority 1

Improved Literacy and Numeracy for all students.

Targets

Increase the NAPLAN School Mean results for all students in year 3 and 5 so they fall “within state” or “above state”.

2013 School Satisfaction survey indicates that 60% of parents are satisfied that the school has high expectations in all that it does.

School improvement domains covered with this priority

Learning and Teaching, Leading and Managing

Progress

To achieve targets set in the 2013 priority areas, teachers at Campbell Primary School have worked collaboratively in their relevant committees to develop an effective school wide approach to curriculum delivery. In 2013, teaching staff have produced sequencing documents in English and Mathematics across P-6 which are responsive and aligned to the Australian Curriculum and the Early Years Learning Framework (EYLF). The documents have been directly linked to relevant content and strategies identified in the First Steps reading and writing documentation to support teachers. In Mathematics similar connections are being incorporated using NELSON Mathematics as they become available from the publishers.

To further enhance the school wide approach to curriculum development; planning and programming templates have been provided to staff in the areas of Mathematics, English, History and Science to guide and “trial” a consistent approach to planning, teaching, assessment and reporting which directly links to the relevant standards for the subject and grade level. The preschool educators continue to use the Early Years Learning Framework (EYLF) and Every Chance to Learn (ECTL) curriculum documents to plan, implement, display and evaluate the learning experiences in the classroom.

Educators at Campbell Primary School have participated in Professional Learning during 2013 to target strong Literacy and Numeracy awareness and pedagogical practice. School satisfaction data indicates that our teaching staff members feel that they are actively engaged in professional learning with 50% agreeing and 50% strongly agreeing. Staff members have engaged in First Steps training in both reading and writing and made commitments to embed strategies across the school. We adopted a critical friend who attended Professional Learning Community (PLC) meetings to assess staff progress and to respond to any questions or concerns. Opportunities for mentoring and coaching in the

classroom have commenced and will continue to be a priority in 2014. Preschool staff members have participated in professional learning in regards to the National Quality Standards (NQS) and continue to work closely with Tim Toogood our assigned NQS advisor.

Teachers engaged in learning with Misty Adoniou from the University of Canberra to unpack the importance scaffolding literacy to produce confident learners in spelling, reading and writing. To continue the momentum and embed this literacy focus, individual teacher “champions” have continued their professional development and provide regular in-services during our weekly staff meetings and within their PLC teams. A select number of staff members have been in-serviced in the MultiLit’s MiniLit and Reading Tutor programs which have guided our reading intervention program trialled with groups of students in 2013. It is the intention to continue the program in 2014 and increase the number of trained staff so that MultiLit programs complement classroom practice and pedagogy.

Most recently, Campbell Primary School has adopted the Mathletics program in response to community feedback. Teachers have participated in training on the use of the program with additional professional learning confirmed for January 2014. Staff members have also received training in Count Me in to (CMIT) and Middle Years Mental Computation (MYMC) to support their pedagogy. The school has aligned physical and human resources to complement the school wide approach to curriculum delivery by providing relevant teacher materials (Nelson Mathematics, First Steps), equipment tubs for each classrooms, intervention support programs and teacher mentoring to continue to enhance the quality of teaching at Campbell Primary School.

The school also focused on developing and implementing consistent assessment practices across the school to inform teaching practice. This was done through sharing knowledge of the Achievement Standards and essential understandings across year levels. These have enabled staff to collaborate and create an agreed and viable curriculum with explicit learning intentions and success criteria.

Teachers have used common formative and summative assessment strategies and collaboratively moderated to adequately address student learning needs and adapt instructional practices as required. The assessments were designed to provide clear and detailed information on what the students knew and understood in respect to specific learning targets. Teachers focussed discussions around the following four essential questions:

1. What is it we expect the children to learn?
2. How will we know when the children have learnt it?
3. How will we respond when children don’t learn?
4. How will we respond when children already know it?

This provided staff with an opportunity to respond in a timely manner through active instructional interventions. The effectiveness of the process was evident through intervention data collected. For example: In grades 3 to 6, teams agreed to work towards achieving the following specific, measurable, attainable, realistic and timely (SMART) goal : *By the end of week 10, term 2, 80% students in the intervention groups will progress 2 or more levels in reading using the PM reading benchmarking kit.* As a result of this target, 70% of the intervention cohort progressed 2 or more levels in reading. Teachers were empowered to celebrate the progress and inspired to plan additional interventions schedules both within the classroom and during intervention groups for the students who did not meet the target within the set time frame. The success of this process was transparent through not only student progress and the formation of common assessment tasks, but also the increased level of professional dialogue surrounding student outcomes.

In communicating our journey, Campbell Primary School has designed new reporting templates to respond directly to the Achievement Standards. An agreed tracking system has been developed to monitor student progress as they continue their education at Campbell Primary School. This enables staff to track student performance across year levels; and to unpack and respond to individual student progress through creating opportunities for academic support, enrichment and extension.

In 2014 Campbell Primary School will continue to be introduced to a significant body of research and best practice models, to promote high expectations, teacher quality and raise efficacy levels. Professional Learning will continue to focus on the work of DuFour and DuFour, *Professional Learning Communities* and Dylan Wiliam, *Formative Assessment*.

Campbell Primary School has introduced, and continues to develop a productive and professional learning culture within the school focused on raising the quality of pedagogical practice and the development of staff through embedding Professional Learning Communities (PLC) in to the school structures and practices. This process has presented new challenges for staff as we systematically moved towards team based collaboration and instructional reflection through professional development and the implementation of PLC concepts.

At the commencement of 2013 staff members were introduced to the concept of PLCs and the belief that learning is the fundamental purpose of our school. They were asked to make a collective commitment to work collaboratively together in effective teams to achieve improved learning outcomes of all students. As a school we are shifting towards being results orientated with data continually being used to inform school practice.

Campbell Primary School has experienced many successes on the PLC journey and will continue to embed the practices and principles in 2014. At present Campbell Primary School has established documentation highlighting our shared mission, vision, values and goals to guide our future directions and raise the learning profile of the school. Planning

documents have been constructed to track and lead our progress and ensure a clear pathway towards continued improvement.

Staff members have been allocated a consistent meeting time to work in professional teams. They have developed a set of Team Norms and protocols for operating collaboratively and in an environment of trust. Staff members utilise their meeting time to plan meaningful lessons that respond to the Australian Curriculum while addressing the agreed essential learning for the cohort. Staff members engage in professional dialogue with their colleagues around common formative and summative assessment, moderation, data collection, data analysis and intervention regimes.

Campbell Primary School now runs 'Learning in flexible teams' (LIFT) intervention sessions for students four times a week. LIFT is one avenue of responding to the four critical questions (mentioned previously) teachers now explore when reviewing student data. The introduction of PLCs and the intervention groups have been successful in assisting staff in embracing the concept of "our kids" not "your kids". Staff have utilised the Australian Curriculum and their agreed essential learnings to set Strategic, Measureable, Attainable, Relevant, and Time bound (SMART) goals for student achievement in areas of Literacy and Numeracy and have trialled different approaches to make learning the constant and time the variable. This will continue to be an area of reflection and development in 2014 as we celebrate our progress and address future directions.

Qualitative data collected from teachers indicates that staff members value the continuation of our PLC journey. Feedback indicates that more professional development in the philosophy, process and protocols is required and that teachers would like increased opportunities for mentoring and coaching with feedback regimes being directly aligned to the National Professional Standards. Campbell Primary School will continue the PLC journey and engage in two full days of professional learning in the areas of PLC and in conjunction with the Northside Network in 2014.

As a result of teacher feedback, an area requiring future development is to align Professional Pathways and the Annual Professional Discussion goals to support and guide staff in their PLC understandings. To build the capacity of staff opportunities need to be provided for staff to engage in administrative, planning and leadership roles to support their growth under the National Professional Standards.

The success of this strategy is evident in staff satisfaction related to the following items

Table: Teacher Satisfaction Survey Results 2012-2013

Item	2012 Agree + Strongly Agree	2013 Agree + Strongly Agree
I get constructive feedback about my practice.	43%	73%
Innovative practice is encouraged.	57%	85%

Source: Planning and Performance

In relation to an increase in teachers' proficiency as assessed against the National Professional Standards for Teachers our observations indicate that teachers are proactively addressing the National Quality Standards through guided professional learning, classroom practice and a whole school approach towards improving teacher quality and classroom pedagogy. Teachers are actively seeking greater opportunities to develop themselves as professionals while maximising the learning outcomes for students. Future growth and data collection pertaining to the National Quality Standards for teachers will be a focus for 2014 through mentoring and coaching schedules.

Communicating our progress and highlighting the learning focus to families has been an area of focus at Campbell Primary School this year. This has been positively reflected in our parent satisfaction data which demonstrated that 81% of the parents surveyed agreed that teachers at CPS expect their child to do their best. Classrooms are open for Learning Journeys, Term Overviews are provided, new reporting and interview schedules have been established and the newsletter, weekly "what's on" and notice boards provide families with timely information that celebrates our success and learning directions. In 2014 Campbell Primary School will continue to communicate our high expectations and will increase our modes of communication through launching a new App and updating our school website. The goal is to maintain strong links with families and to promote an informed community in regards to student learning achievements and the high expectations of Campbell Primary School.

All of this work over the school year resulted in the following progress against our targets as shown in the next two tables.

The Education and Training Directorate (ETD) set numerical targets for cohorts. The tables show that Campbell Primary School achieved its NAPLAN targets for all five domains at both year levels.

At year 3 and year 5, the targets were exceeded for reading when considering the confidence intervals. At year 3 and year 5 the targets for numeracy were met when taking the confidence intervals into account.

Table: NAPLAN MEAN RESULTS FOR YEAR 3

Test Domain	Target	ACT Mean	SD	Network Mean	SD	School Mean	SD	No of Students	Effect Size
Reading	423 ± 28	443.9	86.5	443.1	84.2	452.3	98.6	25	Within state
Writing	N/A	422.6	67.4	427.0	62.3	416.3	84.5	25	Within state
Spelling	N/A	416.8	78.2	414.2	77.5	401.3	81.0	25	Within state
Grammar & Punctuation	N/A	445.3	90.1	441.6	85.5	438.1	100.3	25	Within state
Numeracy	411 ± 22	414.8	69.8	413.4	68.9	411.0	89.2	25	Within state

Source: SMART 9 Dec 2013

The year 5 results for reading, spelling and grammar and punctuation were above state. These results were particularly pleasing.

Table: NAPLAN MEAN RESULTS FOR YEAR 5

Test Domain	Target	ACT Mean	SD	Network Mean	SD	School Mean	SD	No of Students	Effect Size
Reading	516 ± 26	520.2	68.4	516.2	68.9	545.0	66.8	30	Above state
Writing	N/A	486.9	65.3	483.7	70.8	490.6	58.6	30	Within state
Spelling	N/A	496.8	70.9	498.2	70.4	515.5	52.5	30	Above state
Grammar & Punctuation	N/A	516.3	75.9	516.3	77.3	549.6	73.6	30	Above state
Numeracy	501 ± 24	500.3	77.4	498.5	78.1	515.5	68.0	29	Within state

Source: SMART 9 Dec 2013

In relation to our target of increasing parent satisfaction related to the school having high expectations in all that it does to 60%, Campbell Primary School has met and exceeded the target. In 2013 School Satisfaction survey indicates that 76% of parents are satisfied that the school has high expectations in all that it does. Care needs to be taken when drawing conclusions from this data due to only 47 parents of a population of 226 families completed the survey. Increased participation will be encouraged in future years through parent access to the computer lab, the newsletter, School App and website.

Preschool Unit- Quality Improvement

The National Quality Framework which has been agreed by the Council of Australian Governments (COAG) has put in place a new National Quality Standard to ensure high quality and consistent early childhood education and care across Australia. The National Quality Standard assists the school in identifying preschool unit strengths, and areas that require improvement. The school has identified the following preschool unit strengths using the National Quality Standard. Areas for improvement will be identified in the School's Operating Plan.

Education program and practice

The preschool staff attended various professional learning, particularly on the National Quality Standard and on integrating technologies, primarily the interactive plasma screen, into the classroom.

Teachers programmed learning that encouraged risk taking and celebrated success and every child was supported to participate. The staff responded to children's ideas through play and intentional teaching, scaffolding and extending each child's learning. Play based learning approach is used to provide rich learning experiences that expand on student interests.

Programs focussed on the Early Years Learning Framework whilst working towards the standards as set out in the Australian Curriculum for the foundational year. In the area of literacy, preschool teachers incorporated strategies from the First Steps Writing and the First Steps Reading program. The numeracy program provided opportunities for mathematical exploration and skills from the Fundamental Motor Skills program were incorporated into the outdoor activities.

Teachers and assistants have continued to document observations and use data to inform their programming. Photos, annotated notes, checklists and discussions with students, staff and parents were used as assessment tools to inform planning. Each child's learning and development has been assessed as part of an ongoing cycle of planning, documenting and evaluation. This was reinforced during junior Professional Learning Communities (PLC) meetings, held weekly.

Children's health and safety

Parents of any children who were identified with any health issues were contacted prior to enrolment and requested to supply information to teachers and school prior to the commencement of the school year. Each child's health needs have been supported.

Children are adequately supervised at all times with each preschool guaranteeing two staff members are on duty at all times. Quiet spaces as well as a variety of active activities are provided and made available to all children.

Teachers check the playground for hazards each morning. All staff have complied with practising emergency management procedures with the students each term. Medical alert, hygiene and safety posters are clearly displayed around the classrooms.

All preschool staff members have completed their Asthma and Anaphylaxis training, and have current first aid certificates. Preschool staff members have completed training on Mandatory Reporting. All staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.

Relationships with children

Preschool staff members have built respectful quality relationships which embed the school culture. They interact with all children in a warm, caring and responsive manner modelling and promoting and explicitly teaching the values of Support, Cooperation, Acceptance, Respect, Friendship, Forgiveness and Fun (SCARFFF). Students are encouraged to collaborate and learn from each other.

The dignity and the rights of every child are maintained at all times. A Restorative Practices approach is used when conflict or harm arises. Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

Staffing arrangements

Adult to child ratios, duty of care and qualification requirements are maintained at all times in both preschools. Suitable consistent relief staff members have been provided as the need arose to maintain continuity and familiarity within the school community. A consistent release teacher has also been employed to cover both preschool sites.

Staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills and to improve practice and relationships. Interactions convey mutual respect, equity and recognition of each other's strengths and skills.

PLC systems and shared release has provided opportunities for sharing.

Leadership and management

The appropriate governance arrangements are in place to manage the service of each preschool. Teachers worked collaboratively to review and develop the statement of philosophy ensuring that it guides all aspects of the preschool's operations.

Every effort has been made to promote continuity of educators. The induction of educators, coordinators and staff members, including relief and learning support assistants (LSA), has been comprehensive.

Administrative systems have been established and maintained to ensure the effective consistent operation of the preschool. Including: processes for communicating with

families, professional development of staff, curriculum delivery and assessment and reporting schedules.

Physical environment

The environment is inclusive, promoting exploration and learning through play. Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments are utilised. The furniture, equipment, facilities and resources are suitable for their purpose.

Children are supported to become environmentally responsible and show respect for the environment with sustainable practices embedded. Each teacher incorporates the outdoor environment into their weekly plans and provides opportunities for children to engage in hands-on activities including gardening, recycling and caring for silk worms.

Collaborative partnerships with families and communities

Each preschool site has a functioning Parent Association (PA) that offers families the opportunities to be involved in the service and contribute to service decisions.

Parents held working bees to maintain the outdoor environment as well as fundraisers throughout the year to provide additional funding for resources and excursions.

The preschool program is displayed at the front of each school with opportunities provided for comments and feedback from parents. Learning journeys conducted in the Preschools for the first time in 2013 provided the chance to celebrate students' achievements.

The teachers also make purposeful links to the local communities and foster belonging, including significant school events. Parents and teachers make contact with the Defence School Transition Aide (DSTA) to maintain strong support mechanisms for families within the defence community.

Each preschool has supplemented the school newsletter with personalised newsletters related to each site providing current information about the learning taking place.

There has been an effective enrolment and orientation process which helps prepare parents for the first year of their child's schooling. The open door policy has encouraged parents to link with community and access to inclusion and support assistance has been facilitated.

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.

Professional learning

The average expenditure at the school level per fulltime equivalent teacher on professional learning was \$485

Voluntary contributions

This school received \$18,845 into our Library Trust Fund as Voluntary Contributions in 2013. These funds were used to purchase additional literacy and numeracy resources for the school.

This school received \$6065 in voluntary contributions in 2013 from the Preschools. These funds were used to support the general operations of the school.

The spending of voluntary contributions is in line with the approved budget for 2013.

Reserves

Name and purpose	Amount	Expected Completion
School Improvement 2014. Painting internal corridors/doors in all three corridors of the school. Creating a warm and welcoming environment for children to engage in learning. Promoting School pride and values.	\$20,000	April, 2014

Financial Summary	
31-Dec-13	
INCOME	
Self management funds	255488
Voluntary contributions	0
Contributions & donations	6175
Subject contributions	8827
External income (including community use)	29047
Proceeds from sale of assets	0
Bank Interest	5172
TOTAL INCOME	304709
EXPENDITURE	
Utilities and general overheads	75696
Cleaning	87033
Security	487
Maintenance	18685
Mandatory Maintenance	0
Administration	6312
Staffing	0
Communication	6279
Assets	14499
Leases	3026
General office expenditure	14784
Educational	19280
Subject consumables	8015
TOTAL EXPENDITURE	254096
OPERATING RESULT	50613
Actual Accumulated Funds	59621
Outstanding commitments (mir	805
BALANCE	109429

Endorsement Page

I declare that the Campbell Primary School Board has operated in accordance with the provisions of the 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-
- The member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
 - 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-
- be present when the board considers the issue or
 - 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

Parent Representative: Meredith Harkness; Murray Raff;
Community Representative: Allison Barnes;
Teacher Representative: Rebecca Whalan; Rachel Pollock;
Board Chair: Rachel Lloyd;
Principal: Christine Powell;

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 this year.

Principal Signature:  **Date:** 21.3.14

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

Board Chair Signature:  **Date:** 24/3/14