



# Campbell Primary School

Annual School Board Report 2019





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

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Schools 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
- newsletters
- other sources such as My School.

## School Context

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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 one onsite preschool campus operating two sessions. School Enrolments, according to the 2019 census, indicate there were 366 students from Kindergarten to Year 6, which is an increase from 2018 enrolment data of 335 from Kindergarten to Year 6.

Campbell Primary School accepts students living within our 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 have a 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 45% 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 Parents 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

## 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 current reporting period is provided 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 of the reporting period, 119 Aboriginal and/or Torres Strait Islander staff members were employed across the Directorate.

**Table: Workforce composition numbers**

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	19.63
Teaching Staff: Full Time Equivalent Temporary	3.40
Non Teaching Staff: Full Time Equivalent	12.34

Source: ACT Education Directorate, People and Performance Branch

## School Review and Development

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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*'. Annually, system and school level data are used alongside the National School Improvement Tool to support targeted school improvement, 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 improvement cycle. In the fourth-year schools underwent an external Validation process. In 2016 this changed to a five-year cycle with a School Review at the end.

A total of 118 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	
I can talk to my child's teachers about my concerns.	89
My child feels safe at this school.	92
My child is making good progress at this school.	85
My child likes being at this school.	92
My child's learning needs are being met at this school.	79
Student behaviour is well managed at this school.	79
Teachers at this school expect my child to do his or her best.	91
Teachers at this school give useful feedback.	74
Teachers at this school motivate my child to learn.	85
Teachers at this school treat students fairly.	86
This school is well maintained.	74
This school looks for ways to improve.	83
This school takes parents' opinions seriously.	71
This school works with me to support my child's learning.	78

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Data derived from annual School Satisfaction Survey

A total of 138 students responded to the survey. Please note that not all responders answered every question.

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

National opinion item	
I can talk to my teachers about my concerns.	67
I feel safe at this school.	76
I like being at my school.	86
My school gives me opportunities to do interesting things.	86
My school is well maintained.	68
My school looks for ways to improve.	86
My teachers expect me to do my best.	96
My teachers motivate me to learn.	90
Staff take students' concerns seriously.	68
Student behaviour is well managed at my school.	56
Teachers at my school treat students fairly.	81
Teachers give useful feedback.	83

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Data derived from annual School Satisfaction Survey

## 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	203207.17	127292.12	330499.29
Voluntary contributions	13520.00	2910.00	16430.00
Contributions & donations	11093.50	1957.50	13051.00
Subject contributions	7220.00	1907.50	9127.50
External income (including community use)	11230.11	7356.83	18586.94
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	5313.10	3512.74	8825.84
<b>TOTAL INCOME</b>	<b>251583.88</b>	<b>144936.69</b>	<b>396520.57</b>
EXPENDITURE			
Utilities and general overheads	39531.96	55948.68	95480.64
Cleaning	51745.33	5532.96	57278.29
Security	-556.66	0.00	-556.66
Maintenance	31164.18	25335.19	56499.37
Administration	7498.16	8355.75	15853.91
Staffing	-46000.00	84511.50	38511.50
Communication	4106.58	2816.50	6923.08
Assets	57248.01	21394.71	78642.72
Leases	0.00	0.00	0.00
General office expenditure	25323.20	19568.81	44892.01
Educational	21887.83	17866.85	39754.68
Subject consumables	6645.83	1807.27	8453.10
<b>TOTAL EXPENDITURE</b>	<b>198594.42</b>	<b>243138.22</b>	<b>441732.64</b>
<b>OPERATING RESULT</b>	<b>52989.46</b>	<b>-98201.53</b>	<b>-45212.07</b>
<b>Actual Accumulated Funds</b>	<b>254154.18</b>	<b>129154.18</b>	<b>254154.18</b>
Outstanding commitments (minus)	-6436.34	0.00	-6436.34
<b>BALANCE</b>	<b>300707.30</b>	<b>30952.65</b>	<b>202505.77</b>

## Endorsement Page

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### Members of the School Board

<b>Parent Representative(s):</b>	CATHERINE BASSINGTHWAIGHTE	LEAH HANLEY
<b>Community Representative(s):</b>	N/A	
<b>Teacher Representative(s):</b>	SANDI LEES	PETER LAWSON
<b>Student Representative(s):</b>	N/A	
<b>Board Chair:</b>	JOSHUA RYAN	
<b>Principal:</b>	PAULA KINSMAN	

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

Board Chair Signature:



Date: 30/6/20

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:



Date: 30/6/2020 .