



# Campbell Primary School

## Board Report

### 2014



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 2014-2017 “Educational capital: Leading the Nation”. It complies with reporting requirements detailed within the Education ACT 2004 and the National Education Agreement.



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## School Board

The Board congratulates the students, staff and parents of Campbell Primary School for a successful 2014 and for creating an open and caring environment that we can all enjoy.

Highlights for 2014 include high stakeholder satisfaction, meeting five (of six) academic performance targets, establishment of professional learning communities within the school and successful student participation in a wide range of extra curricula activities.

This year Board members focused on the school validation (an evaluation of our school by external experts), the strategic planning process and enhancing communication with the school community. We contributed regularly to the school newsletter, attended school information sessions and ran engagement sessions to elicit direct feedback from the parent community. Information from these sessions was used to develop the Strategic Plan for 2015-2018.

Our ongoing school vision is helping our children reach their educational potential. In the next four years this will be achieved in two ways. First is the adoption of holistic school wide approaches in teaching and learning that use assessment data to respond to the individual needs of students. To support this approach, our second priority, seeks to involve the community in our children's learning.

I thank all the school staff, P&C and Board members, and particularly Christine Powell and Paula Kinsman, for their efforts in guiding improvement in our school in 2014. It has been my pleasure to chair the Campbell Primary School Board this year and work with our dedicated staff and parents. I wish the school every success over the forthcoming years.

Meredith Harkness  
School Board Chair

## 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 2014 census indicate there were 327 Students which is comparative to the 2013 enrolment data of 315 students.

## Student Information

### Student enrolment

In 2014 there was a total of 320 students enrolled at this school.

**Table: 2014 Student Enrolment Breakdown**

Group	Number of Students
Male	165
Female	155
Indigenous	6
LBOTE	63

Source: Planning and Performance, August 2014

The school's current profile includes 75 students with a family member serving in the Defence Forces and 63 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 2014 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 2014. 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: 2014 Semester 1 attendance rates**

Year Level	Attendance Rate %
K	94.3
1	95.2
2	95.0
3	93.8
4	96.0
5	95.3
6	95.4

Source: Planning and Performance, July 2014

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

*Table: 2014 Qualification of Teaching Staff*

Qualifications	Teaching staff (%)
Certificate/Diploma/Degree	100
Postgraduate	20

Source: School Data, Dec 2014

### Workforce Composition

In 2014 the workforce composition of the school is highlighted in the following table. The data is taken from the school's verified August pay report. For reporting purposes It includes all school staff including preschools if applicable, staff absent for a period of less than four consecutive weeks, staff replacing staff absent for more than four consecutive weeks. It does not include all casuals and staff who were not paid in this period and staff absent for a period of four consecutive weeks or longer nor unfilled vacancies.

*Table: 2014 Workforce Composition Numbers*

Role	Total
Administrative Service Officers	7
School Leader A	1
School Leader B	1
School Leader C	1

Teachers	20
<b>TOTAL</b>	<b>30</b>

Source: Workforce Management, August census 2014

**Note:** This table includes pre-school staffing

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, classroom programs, home reading, excursions, music appreciation, the uniform shop and the school canteen.

The Sparks program (sparking a child's interest in reading and mathematics) is a volunteer program that offers opportunities to primary school students who have been identified by their teachers as requiring remediation and or extension in reading and Mathematics to have one on one support. The program is coordinated by the State Coordinator for the Australian Businesses Community Network and the Commonwealth Bank. Campbell Primary School has had the opportunity to be part of the program for the past eight years since its establishment in 2005 for Literacy and in 2014 for Mathematics. For the past two years, we have been able to work with several local businesses running sessions in Literacy, each of 10 weeks duration incorporating 15 students and in Mathematics, incorporating 13 students. In the last two years, 28 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.

## School Review and Development

In 2014, the ACT Education and Training Directorates *Strategic Plan 2014-2017* provided the framework and strategic direction for the school's plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2014* and the *School Improvement Framework* which is 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 school's progress towards achieving system and school priorities.

Campbell Primary School was validated in 2014. A copy of the 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 2014 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, who were invited to take part in an online survey.

### Overall Satisfaction

In 2014, 144 parents, 26 staff and 55 students responded to the survey. Where less than five responses were received the results were not reported due to concerns about participant privacy.

In 2014, 86% of parents and carers, 100% of staff, and 85% of students at this school indicated they were satisfied with the education provided by the school.

As well in 2014, 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 2014. The following tables show the percentage of parents and carers and students who agreed with each of the national items at this school.

*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.	87
Teachers at this school provide my child with useful feedback about his or her school work.	83
Teachers at this school treat students fairly.	90
This school is well maintained.	81
My child feels safe at this school.	97
I can talk to my child's teachers about my concerns.	94
Student behaviour is well managed at this school.	80
My child likes being at this school.	97
This school looks for ways to improve.	80
This school takes parents' opinions seriously.	71
Teachers at this school motivate my child to learn.	90

My child is making good progress at this school.	88
My child's learning needs are being met at this school.	78
This school works with me to support my child's learning.	80

Source: 2014 School Satisfaction Surveys, September 2014

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

Item	(%)
My teachers expect me to do my best.	96
My teachers provide me with useful feedback about my school work.	82
Teachers at my school treat students fairly.	85
My school is well maintained.	84
I feel safe at my school.	85
I can talk to my teachers about my concerns.	83
Student behaviour is well managed at my school.	67
I like being at my school.	91
My school looks for ways to improve.	84
My school takes students' opinions seriously.	67
My teachers motivate me to learn.	93
My school gives me opportunities to do interesting things.	79

Source: 2014 School Satisfaction Surveys, September 2014

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.

## Professional Learning

Professional learning at Campbell Primary School is directly linked to the school's priorities identified in the 2014 Annual Operating Plan (AOP). The 2014 AOP is responsive and aligned to the ACT Education and Training Directorate's Strategic Plan 2014-2017 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 embedded after its introduction in 2013. 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. All staff attended two days professional learning on PLCs. A number of staff visited other PLC schools across Canberra to learn about their implementation processes.
- Classroom Observations: All staff were allocated time in the contractual school day to observe colleagues teaching specific areas such as Guided Reading and Mathematics rotations where they recognised a need for personal development. Staff were then given the opportunity to reflect on their own teaching practice.
- Formative Assessment: A number of staff members have been in-serviced on formative assessment techniques at other school sites and upon return to Campbell provided support and information about formative assessment implementation.
- Visible Learning: Three staff members visited a selection of schools to observe and reflect the process of displaying Visible Learning and how it compliments formative assessment. Staff then returned to Campbell Primary School and discussed processes that could be put in place to promote and maximise student learning.
- Athletics: All staff attended an introductory session to Athletics. Commitments to implement the program in 2014 were established including further professional development opportunities.
- Preschool staff members have participated in professional learning in regards to the National Quality Standards (NQS) and continue to work closely with our assigned NQS advisor.

## 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 2014 mean raw scores*

Test Domain	School Start	School End	ACT Start	ACT End
Reading	59	124	51	124
Mathematics	41	55	39	54

Source: Planning and Performance December 2014

At the start of the year the PIPS Reading results for Campbell Primary School were above the ACT results but by the end of the year they were on a par with the ACT. The growth over the year was not as great for Campbell students as for the ACT. At the start and end of the year the PIPS Mathematics results were slightly above the ACT and the growth was approximately the same as the ACT.

A 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.

### 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 2014, 2.20 % 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 NAPLAN results. This rule is applied to protect the privacy of students in small schools.

The following table shows the 2014 mean scores achieved by our students compared to the ACT.

*Table: Campbell Primary School 2014 NAPLAN Mean Scores*

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	437	440	536	523
Writing	375	405	460	474
Spelling	387	413	494	502
Grammar & Punctuation	428	441	518	520
Numeracy	400	415	497	499

Source: Performance and Planning December 2014

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**

### **GATEWays**

In 2014 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 2014 Campbell Primary hosted a program; we received very positive feedback from the GATEWays organiser.

### **Rostrum Public Speaking**

Students in years 3 to 6 participated in the Australian Rostrum Primary School Public Speaking Competition in 2014. 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 for content and presentation skills. Class representatives were then invited to present their speeches to a panel of judges comprising of teaching staff and Executive representatives during a special assembly. Campbell Primary School had a representative at the ACT Rostrum Semi Final.

### **The Arts**

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

In 2014, Campbell Primary School, once again took part in the Inner North Cluster Spectacular. 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. 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 years 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.

### **Languages**

In 2014 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 as a classroom assistant across classes from kindergarten to year 6 and was able to provide some exposure to Japanese in 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 from kindergarten to year 6. A science classroom was established to enable teachers to readily access scientific materials and resources and to immerse the children in a scientific environment.

## **Progress against School Priorities in 2014**

### **Priority 1**

Improve Literacy and Numeracy Results for all students

#### **Targets**

By the end of 2014

- Campbell Primary School meets or exceeds all Directorate targets set in the NAPLAN testing for years 3 and 5.
- Achieve a five percentage point improvement in the proportion of students making expected growth in NAPLAN test domains for year 5 from the 2013 results

#### **Directorate Priority areas covered with this priority**

Quality Learning, Inspirational teaching and leadership, High Expectations, High Performance, Connecting with Families and the Community.

## Progress

To achieve targets set in the 2014 priority areas, teachers at Campbell Primary School have worked collaboratively in their relevant committees to develop **an effective school wide approach to the delivery of literacy and numeracy learning.**

The strategy included two sets of actions:

- Develop 'Essential Learnings' for P – 6 Literacy and Numeracy using the Australian Curriculum (AC) and Early Years Learning Framework (EYLF).
- Develop the Professional Learning Team (PLT) processes that enhance P – 6 curriculum delivery e.g. development of 'Embedded Targets', standards of measure, level of proficiency, administration of common assessment, examination of results and intervention procedures.

This strategy was achieved by the Professional Learning Community (PLC) being embedded in practice. Professional readings were provided to staff from 'allthingsPLC' website. Video resources were also provided through purchasing school based resources (Collaborative teams: In professional Learning Communities at work: Richard and Rebecca Dufour).

Readings and Professional Learning staff meetings on formative assessment (embedding formative assessment: Dylan Wiliam) were held.

As part of the process the establishment 'Essential Learning' and 'Targets' has been completed. As a result, classroom teachers are beginning to implement the Essential Learnings in their programming documentation and classroom practice. New reporting against the AC has been embedded

Teachers are engaging in common formative assessment and moderating collaboratively using the Essential learnings to identify students for revision, consolidation and extension during Learning In Flexible Teams (LIFT) groups. All grade levels are using a common planning template to respond to intervention cycles. In addition, MultiLit, Junior and Senior Lift intervention timetables are running including before school program called BUMP (Building Up My Potential).

Resources supporting the teaching and learning of the Australian Curriculum outcomes have been provided to all staff. These include "Nelson Maths" and "Spelling Rules".

This strategy was evaluated by the following indicators of success:

1. *Evidence of PLCs continuum: 2014 documentation from Professional Learning Teams (NORMS, SMART goals, Formative assessment, Pyramid of Intervention)*
  - Team expectations, known as team norms, established and revisited on a term basis
  - Learning Goals for the students across all year groups identified in areas of literacy and numeracy
  - Formative assessment implemented in classrooms and shared during Professional Learning Team regularly.
  - A set of protocols outlining the learning support invention that can be accessed by teachers has been completed and added to Campbell Primary Schools staff handbook.

2. *The usage of the PLT process in all curriculum planning*
  - Common meeting time established
  - Set agenda to discuss student progress
  - Common intervention planning template adopted by staff
  - Staff have been provided opportunities to engage in both school based and directorate run professional development
  - Additional time has been allocated to support collaborative planning and moderation during reporting schedules
  - Colleague observation and mentoring schedules were established to view and reflect on pedagogy against the National Standards for teachers.
  - School based visits organised with PLC schools for job embedded professional Learning on Formative assessment and Essential Learnings
3. *Proportion of teaching staff who agree there are processes in place to support their learning.*

The table below identifies that in relation to this survey item in 2014 staff satisfaction was lower than in 2013. This result indicates that staff members are still adapting to the PLC process and the need for continued support is required.

*Table: Results from School Satisfaction Survey*

Item	2014	2013
There are processes in place that support my practice	74%	94%

Source: Planning and Performance, September 2014

When the school was validated in 2014, where an external panel reviewed our progress across our last four year strategic plan they commended the school on the introduction of school wide approaches and practices. The full validation report can be found on our website.

The panel also recommended we embed Professional Learning Communities as a collaborative tool for improving student learning outcomes and re-invest strategic effort around ICT innovation across the school's curriculum.

Our second strategy **to develop a productive and professional learning culture within the school focused on raising the quality of pedagogical practice and the development of staff** included six actions:

- Professional development: PLC beginning journey, future directions
- Continue planning and implementation of PLC processes and procedures across the school.
- Align Professional Pathways and Annual Professional discussions with the National Professional Standards (AITSL online assessment)
- Promote Quality learning through mentoring, coaching and explicit feedback to teachers aligning to the National Professional Standards.
- Celebrate the success of teams in meetings and sharing sessions.
- Timetable opportunities for P - 6 staff to meet as a PLC in the working school day.

This strategy was actioned through Professional learning provided to staff. This included all staff attending a two day Professional Learning Community (PLC) professional learning by Gavin Grift in Jan 2014. Five staff members also were sent to two different school locations to engage in professional learning on the PLC process and formative assessment. Two staff members participated in the Hawker Brownlow “Response to intervention” two day professional learning course. Staff who attended these sessions provided feedback to the staff upon return.

The Guiding Coalition (a team of staff – Executive, Literacy and Numeracy Coordinator, Classroom Teacher) met once a week for two terms to support the implementation of the PLC process across the school. Feedback templates for staff programming were developed to ensure the ‘four big questions’ of PLCs were being addressed across all grade levels. Paperwork was developed and used by all staff that aligned the PLC and Formative assessment processes. When resources allowed teachers were given opportunities to view each other’s teaching. Executive mentored and observed teachers teaching and provided written feedback. Further work in this area is required in 2015.

Staff participated in collaborative working groups to develop Campbell PS school specific curriculum documentation which included ‘Essential learnings’ and “I Can” statements. They also meet on a Tuesday afternoon for 1.5 hours as a PLC team. Staff met on Wednesday afternoons as smaller Professional Learning Teams as well. Release schedules are targeted to ensure staff members have at least one common planning time within the school week. Teachers were encouraged to present their ideas/progress to whole staff.

To support staff during this change process, nominated staff were rewarded with a lolly jars during staff meeting to recognise individuals contribution. There was also recognition in the Executive management minutes to thank staff for their contributions. Sharing and celebrations in PLT were held at the conclusion of each term.

This strategy was evaluated by the following indicators of success:

1. *Proportion of Professional Pathways plans aligning and responding to National Professional Standards for all teachers*
  - New template designed to incorporate national professional standards.
  - 100% of teachers completed the new pathways documentation but feedback indicates template is too busy/complex and needs continued review.
2. *Proportion of staff agreeing they receive constructive feedback.*
  - 85% of staff report that they receive constructive feedback. This is a 35 percentage point increase from our school results in 2013.

The external validation panel commended the school on our Professional Learning Community model as well as our initial work in relation to peer to peer coaching. Included in the recommendations from the panel in relation to this strategy was to develop a learning and development framework for the ongoing professional growth of teachers.

Our third strategy actioned in 2014 was to **develop and implement consistent assessment practices across the school to inform teaching practice by embedding the use of common formative and summative assessment.**

This strategy included six approaches:

- Intensive professional development for targeted team leaders
- School based professional learning on formative assessment
- Schedule frequent opportunities to moderate and unpack data
- Use of common formative and summative assessment strategies
- Develop a portfolio of formative assessment samples P-6
- Provide Professional Development in the analysis of data

Actions taken to achieve this strategy included the following.

Professional Development occurred for three staff who attended Dylan Wiliam Professional Development on formative assessment. Four staff also visited Amaroo School and took part in school based learning on formative assessment. Another four staff visited Macgregor Primary School to study their approach to Professional Learning communities. A consistent approach to using PM benchmarking with children was also provided for all staff.

In school support was provided through the purchase of formative assessment resources for the library. Staff who attended the out of school professional learning sessions conducted professional learning on formative assessment during meetings and staff sharing sessions.

Staff engaged in classroom based implementation of formative assessment strategies introduced this year. Strategy sharing sessions on formative and summative assessment in staff meetings were held. Samples of formative assessment strategies used across the school were gathered for validation panel to review.

The collection of data to inform teaching has been a focus during 2014. Executive staff unpacked Campbell Primary School's data with the School Improvement Team. A 'data room' was created where data could easily be accessed. Individual and class data is gathered on a 'data tracker' application to monitor student progress. Whole staff professional learning session with School Improvement Team was held so that staff could understand the data.

This strategy was evaluated by the following indicators of success:

*1. Smart Goal data and intervention schedules*

Teachers in all year groups are formulating SMART goals based on formative and summative assessments to respond to intervention and monitor individual student progress. Teachers continued to develop a bank of evidence to support data and identify targeted areas of learning.

*2. Proportion of staff demonstrating consistent use of Essential Learning templates for Literacy and Numeracy*

Early Learning Templates have been designed. Continued work is required to embed the EL into the classroom and to develop a common language.

*Proportion of staff demonstrating consistent use of assessment recording template A*  
All teams are using the responding to intervention template to monitor student progress. Data is collected and entered on an online tracker to monitor student progress. Continued work is required to ensure we can monitor growth over time and use the data to continue to inform teaching practice.

In relation to our identified targets to improve literacy and numeracy outcomes for students at Campbell our progress within our strategies in 2104 resulted in the following results achieved against our targets.

1. *Campbell Primary School meets or exceeds all Directorate targets set in the NAPLAN testing for years 3 and 5.*

The table below identifies that Campbell Primary School met all Directorate targets set in the NAPLAN testing for years 3 and 5 in 2014 when confidence intervals are taken into account.

**Table: NAPLAN Targets and Mean Scores**

Year level	Domain	School Target	2014 Results
3	Reading	441± 32	437.1
3	Numeracy	406± 26	400.0
5	Reading	530 ± 24	536.4
5	Numeracy	506 ± 20	497.3

Source: SMART data, December 2014

2. *Achieve a five percentage point improvement in the proportion of students making expected growth in NAPLAN test domains for year 5 from the 2013 results*

The table below identifies that a five percentage point improvement in the proportion of year 5 students making expected growth in NAPLAN test domains from the 2013 results was achieved in the reading domain only.

**Table: Year 5 Growth in NAPLAN**

Test Domain	% Expected Growth 2014	% Expected Growth 2013	Percentage Point Difference
Year 5- Reading	65.0	54.5	+ 10.5
Year 5 - Numeracy	61.9	63.6	- 1.7

Source: SMART Data, December 2014

The validation panel recommends Campbell Primary School define and promote a culture of high academic expectations and establish a strategic approach to data collection and analysis to inform and support ongoing improvements to student learning outcomes.

## Priority 2

Enhance school community engagement: Growing our positive community

### Targets

By the end of 2014

- 60% or above parents report that community partnerships are valued and maintained at Campbell Primary School.
- 70% or above parents report that this school takes parents' opinions seriously.

### Directorate Priority areas covered with this priority

Quality Learning, Inspirational teaching and leadership, High Expectations, High Performance, Connecting with Families and the Community

### Progress

To achieve targets set in the 2014 priority areas, teachers at Campbell Primary School have worked collaboratively in their relevant committees to **develop effective processes to encourage greater parent partnering in student learning and outcomes at school.**

This strategy included six actions:

- Launch and promote the Campbell Primary School App
- Continued Collaboration with School Board, P&C and Preschool Association
- Review of Preschool and Primary enrolment/information packs
- Embed transition and orientation programs/procedures for students and families i.e. Home to Preschool, Preschool to Kindergarten, Year 6 to Year 7.
- Re-embed Kids Matter
- Parent Literacy and Numeracy information sessions
- School Board conducts Focus groups for Parents

The School Board, P&C and Preschool association have continued to work productively together during 2014. The School Board ensures that at least one member of the Board attends every P&C meeting so as to provide an avenue for two way communication. The Enrolment packs have been improved with revised information and improved presentation.

In 2014, the school launched our new website as well as an improved newsletter publication. At the beginning of every week, all parents are informed about the week ahead via 'What's happenings' email. Parents are informed about class learning through Term overviews, Learning Journey and Parent interviews and report. In 2014 the Campbell PS app has been very successful.

*Table: School app usage by the community*

Year	Apple Platform	Android Platform	Total
2014	865	346	1211

Source: School Data, December 2014

*Table: Use of School app services*

Service	% of Apple user accessing each service	% of Android user accessing each service
School Calendar	15	31
Contact	10	31
Messages	35	10.3
Newsletter	10	10.3
Absent Notes	10	10.3
Canteen Price List	5	3.4
Promotional Offer	15	3.4

Source: School Data, December 2014

The Campbell Preschool Association has decided to merge with the primary school P&C, thus saving considerable money on insurance. Allen Main Memorial Preschool 50<sup>th</sup> Birthday Celebration was held in June. P&C planning upgrades to the BER building grounds. After School Care options are now available for pre-school children through the P&C run after school care program.

Resource making, home reading, music, carnivals, Public Education picnic, Paddle pop Friday (gardening) Volunteer programs were coordinated and run by the P&C.

Comprehensive transition processes are now in place. Home to Preschool transitions now involve an orientation meeting for all Preschool parents at which an overview of the school is provided by the Principal. Along with this, the preschool staff met with their new parents to outline specific processes and procedures about their site. In 2014, 70 parents attend this session. The children also have an opportunity to get to know the preschool by attending a "Come and Play" session with their parents. In 2014, the Preschool to Kindergarten transition include two orientation visits by children. Parents are also encouraged to attend these sessions. The transition to High school involves visits by the students organised by Campbell High School.

Two staff members have commenced training in Kids Matter modules and have established a critical friend in the Kids Matter team. Staff and community are being surveyed in term 4 regarding Community involvement. Two professional learning sessions have been held this year for Staff.

This strategy was evaluated by the following indicators of success:

1. 80% of parents agreed the school works with them to support their child's learning, a rise from 72% in 2013.
2. *Kids Matter committee recommences working across the community*

- The Kids Matter Committee has been re-established in 2014. They have provided professional development for staff as well as organising community events. In 2014, the community building events organised by the Committee were the Children’s Week activities including a family lunchtime picnic, before aerobics for the whole family, and lunch time dancing. Over the week 50 families became involved.
3. *Number of Parent participation Parent Focus Group discussions*
- During Term 3, the School Board conducted four focus groups asking parents about possible directions for the next school strategic plan. The information gathered was useful but the numbers who attended were small with only 15 parents participating in Parent Focus Group discussions.
4. *Number of Parent participation in Literacy and Numeracy evenings:*
- A number of Literacy and Numeracy information sessions were offered to parents during 2014.
    - Mathletics – 25 parents attended
    - Unlocking Potential – 20 parents attended
    - Enrichment program – 10 parents

The external validation panel commended the school on maintaining and growing an open and caring school climate where students and their families feel safe and welcomed and recommended the school deepen the engagement with parents by creating new opportunities for their involvement in the learning taking place within the school, as well as engaging them in future strategic planning.

Overall in 2014 the school feels justifiably proud in relation to our work in this priority as can be seen by our progress against our targets. The table below identifies that we had a five percentage point improvement on our targets from the previous year.

**Table: Percentage of Parent Satisfaction**

Parents School Satisfaction Survey Question	2013 Results	2014 Results
Parents reported that parent’s partnerships were valued and maintained	71%	76%
Parents reported that parents’ opinions were taken seriously	66%	71%

Source: Planning and Performance September 2014

### **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**

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.

The preschool staff attended various professional learning, particularly on the National Quality Standards. 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 has 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.

### **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**

Allen Main Memorial Preschool unit has a Parent Association (PA) that offers families the opportunities to be involved in the service and contribute to service decisions. Campbell Preschool unit PA is in the process of amalgamating with the School P&C.

Parents held working bees to maintain the outdoor environment as well as fundraiser 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 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

- Teacher professional learning funds (6001-PL-00) \$1408
- Principal professional learning funds (6001-PL-00) \$2132
- School funds allocated to professional learning (3760-TEA-00) \$4456
- Travel costs associated with professional learning (3761-TRV-00) \$136
- CRS Days that have a B code- Used for Beginning Teacher Support) - 21
- CRS Days that have a D code – Used for CRS days related to teacher PL other than CRS days for Beginning Teacher Support - 23
- Estimated days that have been used as in-built relief for staff attending professional learning – 29.

The average expenditure at the school level per fulltime equivalent teacher on professional learning was \$581.

### Voluntary contributions

This school received \$2615 in voluntary contributions in 2014. 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 2014.

### Reserves

Name and purpose	Amount	Expected Completion
NIL		

Financial Summary	
	31-Dec-14
<b>INCOME</b>	
Self management funds	279915
Voluntary contributions	2615
Contributions & donations	20464
Subject contributions	8580
External income (including community use)	32843
Proceeds from sale of assets	0
Bank Interest	8720
<b>TOTAL INCOME</b>	<b>353137</b>
<b>EXPENDITURE</b>	
Utilities and general overheads	82955
Cleaning	89927
Security	917
Maintenance	61151
Mandatory Maintenance	0
Administration	7723
Staffing	0
Communication	4072
Assets	21987
Leases	3393
General office expenditure	14634
Educational	26096
Subject consumables	7675
<b>TOTAL EXPENDITURE</b>	<b>320530</b>
<b>OPERATING RESULT</b>	<b>32607</b>
<b>Actual Accumulated Funds</b>	<b>131057</b>
<b>Outstanding commitments (mir</b>	<b>-1223</b>
<b>BALANCE</b>	<b>162439</b>

## 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

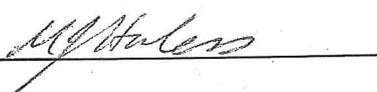
### MEMBERS OF THE SCHOOL BOARD

<b>Parent Representative:</b>	Kim Begbie and Martin Jacobs
<b>Community Representative</b>	
<b>Teacher Representative</b>	Rachel Pollock and Amy Musson
<b>Student Representative:</b>	
<b>Board Chair:</b>	Meredith Harkness
<b>Principal:</b>	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 in 2014.

**Principal Signature:**  **Date:** 11.3.15.

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

**Board Chair Signature:**  **Date:** 11/3/2015