



Campbell Primary School Board Report 2015



This report supports the work being done in the ACT Education Directorate, as outlined in the Strategic Plan 2014-2017 “Leading the Nation”. It complies with reporting requirements detailed within the ACT Education Act 2004 and the Australian Education Act 2013 and associated Regulations.



Accessibility

The ACT Government is committed to making its information services, events and venues accessible to as many people as possible.

If you have difficulty reading a standard document and would like to receive this publication in an alternate format, such as large print and audio, please telephone (02) 6247 4580.

If English is not your first language and you require the translating and interpreting service, please telephone 13 14 50.

If you are deaf or hearing impaired and require the National Relay Service, please telephone 13 36 77.

© Australian Capital Territory, Canberra, 2016

Material in this publication may be reproduced provided due acknowledgement is made.

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

Inquiries about this publication should be directed to:

Campbell Primary School
Chauvel St.
Campbell ACT 2601

General Enquiries:

Telephone (02) 6205 6300

School Board Chair Report

2015 was an *annus mirabilis* for Campbell Primary School. It was the year of the learning community, unsurpassed academic achievement, enthusiastic sporting contests, dazzling artistic performances, adventures *en plein air* and fun. It was awesome.

On the academic side, 95% of our kindergarten students achieved or exceeded expected growth in reading, thereby surpassing the previous four year average of 65%. What better way to supercharge the educational experience of our children than nurturing an early mastery of reading.

In the performing arts, those who attended Limelight will attest to the astonishing quality of the performance.

In a technological pivot, the school retired obsolete desktop computers and invested in agile and innovative Chromebooks paid for, in substantial measure, by the voluntary financial contributions of parents.

The alchemy of fun and goodwill that infused the spirit of the school was showcased in the end-of-year outdoor Community Celebration picnic and performance.

Above all, it is our amazing and devoted teachers who shepherded our lively children to the greenest pastures of learning to whom we owe the greatest debt of gratitude. Time and again they demonstrated a willingness to go above and beyond the call of duty in the service of their profession. To all our teachers, a heartfelt thank you.

Thank you also to our wonderful Principal for 2015, Christine Powell. It was with sadness we received her decision to retire in December after three and a half years at the helm. Christine's legacy is our learning community, a rich harvest our children will reap for years to come. We wish Christine all the very best in retirement. Vale.

Finally, thank you to Paula Kinsmen who so ably served as Deputy Principal and now succeeds Christine as Principal for 2016 and beyond. We are fortunate indeed.

2015 set the standard for Campbell Primary School. The ensuing years will push the bar still higher. En avant.

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 six. Campbell Primary School has two preschool settings: Campbell Preschool located within the school grounds, and the Allen Main Memorial Preschool, which is situated in the grounds of the Royal Military College, Duntroon. Enrolments according to the 2015 census indicate there were 355 students which is comparative to the 2014 enrolment data.

Campbell Primary school accepts students within the priority enrolment area and also caters to defence force families who reside in the ACT. Currently approximately 39% 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 P&C.

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

Guidelines for Campbell Primary School's Professional Learning Community (PLC)

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

Student enrolment

In 2015 there were a total of 273 students enrolled at this school (kindergarten to year 6).

Table: 2015 Student Enrolment Breakdown

Group	Number of Students
Male	141
Female	132
Indigenous	7
LBOTE	45

Source: Planning and Performance, December 2015

The school's current profile includes 139 students (preschool to year six) with a family member serving in the Defence Forces and 37 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 2015 had seven 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 2015. 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: 2015 Attendance rates in Percentages

Year Level	Attendance Rate %
K	94.0
1	95.0
2	95.0
3	95.0
4	93.0
5	92.0
6	93.0

Source: Planning and Performance, December 2015

Campbell Primary School has set processes and procedures in place to manage student absence. The Attendance Policy requires parents and carers to notify the School on the day of absence via email, Campbell Primary Schools App, and/or telephone conversation (with a follow up notification in writing). If notification is not received by the school, the School Secretary will contact families to confirm absence. In the event of tardiness, parents are required to escort their child to the front office and a late slip is issued for the child to provide to their classroom teacher. In the instance of habitual lateness and non-attendance the front office and/or classroom teacher will notify the Executive staff for follow up. The Executive staff will contact the relevant parties to discuss issues surrounding the tardiness/non-attendance and the impact on student learning and well-being. Each student's circumstances are reviewed independently to ensure the appropriate support structures and referrals are established to support the needs of the student. This may involve working with the Education and Training Directorate to support fulltime access to schooling.

Staff Information

Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute has provided the following data based on teachers registered as at 18 December 2015.

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

Table: 2015 Qualification of Teaching Staff in Percentages

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	35

Source: Teacher Quality Institute, Date 18 December 2015

Note: Qualifications for teachers who were registered under TQI Transitional arrangements in 2011 are self-reported.

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

Workforce Composition

In 2015 the workforce composition of the school is highlighted in the following table. The data is taken from the school's verified August staffing report. For reporting purposes it includes all school staff including preschools, staff absent for a period of less than four consecutive weeks and staff replacing staff absent for more than four consecutive weeks. It does not include casuals and staff absent for a period of four consecutive weeks or longer.

Table: 2015 Workforce Composition Numbers

Staff Employment Category	Total
Teaching Staff :Head Count	22
Teaching Staff :Full time Equivalent Permanent	17.7
Teaching Staff :Full time Equivalent Temporary	4
Non Teaching Staff (Head Count)	9
Non Teaching Staff :Full time Equivalent	6.9

Source: Workforce Management, August census 2015

Note: This table includes pre-school staffing

There is one indigenous staff at this school.

Note: * Indigenous staff are reported where the staff member has self identified.

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

Volunteers

Campbell Primary School encourages and values parental and community support. It is estimated 595 hours were spent in volunteering in classrooms and over 4255 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, school fete and the school canteen.

Campbell Primary School has a long standing relationship with the Australian Defence Force and as such in 2015 hosted over 80 cadets who coordinated a volunteer sports day with students from year two and above. All students were engaged in sporting activities with a focus on skill development, sportsmanship and healthy lifestyle choices.

The 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 requiring remediation and or extension in reading 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 nine years since its establishment in 2005 for Literacy. Only five students passed through the program at Campbell Primary School in 2015 as the number of businesses involved significantly reduced.

The estimated number of hours in which volunteers have worked in the school during 2015 was 595.

School Review and Development

In 2015, the ACT Education Directorate's *Strategic Plan 2015-2017* provided the framework and strategic direction for the school's plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2015* 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 school's progress towards achieving system and school priorities.

The school will be reviewed in 2019. A copy of their most recent 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 2015 the school undertook a survey to gain an understanding of school satisfaction at that time. Staff, parents and students from year five, and above, with the exception of students in special schools, took part in an online survey.

Overall Satisfaction

In 2015, 94% of parents and carers, 100% of staff, and 84% of students at this school indicated they were satisfied with the education provided by the school.

As well in 2015, 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 2015. The following tables show the percentage of parents and carers and students who agreed with each of the national items at this school.

The results for the 24 number of staff who took part in the survey are tabled below.

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

Item	(%)
Teachers at this school expect students to do their best.	96
Teachers at this school provide students with useful feedback about their school work.	100
Teachers at this school treat students fairly.	96
This school is well maintained.	54
Students feel safe at this school.	100
Students at this school can talk to their teachers about their concerns.	96
Parents at this school can talk to teachers about their concerns.	96
Student behaviour is well managed at this school.	88
Students like being at this school.	100
This school looks for ways to improve.	96
This school takes staff opinions seriously.	75
Teachers at this school motivate students to learn.	96
Students' learning needs are being met at this school.	83
This school works with parents to support students' learning.	92
I receive useful feedback about my work at this school.	67
Staff are well supported at this school.	79

Source: 2015 School Satisfaction Surveys, August/September 2015

The results for the 156 number of parents who took part in the survey are tabled below.

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.	94
Teachers at this school provide my child with useful feedback about his or her school work.	89
Teachers at this school treat students fairly.	95
This school is well maintained.	86
My child feels safe at this school.	97
I can talk to my child's teachers about my concerns.	97
Student behaviour is well managed at this school.	87
My child likes being at this school.	96
This school looks for ways to improve.	90
This school takes parents' opinions seriously.	87
Teachers at this school motivate my child to learn.	90
My child is making good progress at this school.	94
My child's learning needs are being met at this school.	88
This school works with me to support my child's learning.	90

Source: 2015 School Satisfaction Surveys, August/September 2015

The results for the 57 number of students who took part in the survey are tabled below.

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

Item	(%)
My teachers expect me to do my best.	100
My teachers provide me with useful feedback about my school work.	89
Teachers at my school treat students fairly.	84
My school is well maintained.	73
I feel safe at my school.	88
I can talk to my teachers about my concerns.	79
Student behaviour is well managed at my school.	61
I like being at my school.	84
My school looks for ways to improve.	89
My school takes students' opinions seriously.	74
My teachers motivate me to learn.	84
My school gives me opportunities to do interesting things.	82

Source: 2015 School Satisfaction Surveys, August/September 2015

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.

Learning and Assessment

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 2015, no 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 for reasons of statistical reliability, as well as to protect the privacy of students in small schools.

The following table shows the 2015 mean scores achieved by our students compared to the ACT.

Table: Campbell Primary School 2015 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	452	443	491	521
Writing	426	420	494	486
Spelling	395	410	472	500
Grammar & Punctuation	430	441	490	516
Numeracy	399	410	499	502

Source: Performance and Planning December 2015

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

The data provides a comparison of Campbell Primary Schools mean scores in NAPLAN for years three and five against all other children in the ACT. The data shows that Campbell Primary School performed above the ACT in the areas of reading and writing in year three and in writing for year five. Further analysis of our results is presented when reporting against our priorities.

Performance in other areas of the curriculum

GATEWays

In 2015 students from Campbell Primary School participated in the six days GATEWays program exploring History, Mathematics and Science. 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 2015 Campbell Primary hosted a program; we received very positive feedback from the GATEWays organiser.

Rostrum Public Speaking

Students in Years three to six participated in the Australian Rostrum Primary School Public Speaking Competition in 2015. 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 2015, Campbell Primary School, once again took part in the Inner North Cluster Spectacular. Students from Years two-six auditioned in early term three, and the 16 students who were selected willingly gave up many lunchtimes and recesses to practice dancing and singing. The performance consisted of singing and a dancing 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 Campbell Primary at the end of year concert.

Limelight Combined Choir

Last year the Campbell Primary Senior Choir participated in the massed primary choir performance at Limelight, the ACT public schools annual showcase. Students worked with Miss Hill to learn the repertoire, and came together with the rest of the North Canberra massed Primary Choir students for two rehearsals before the big night in August. Students performed showtunes from shows including Annie, The Lion King and Oliver. It was an excellent opportunity for Campbell Primary Senior Choir members to experience the excitement and hard work involved in major performances, and the students from the choir were recognised by many other schools as being sensible, well-rehearsed and displaying a professional attitude at all times.

Bandstravaganza 2015

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

Campbell Primary Brass Bands

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

Active Kids Challenge 2015

In 2015, Campbell Primary School participated in the Active Kids Challenge. This program is an initiative by the Physical Activity Foundation (PAF) and aims to inspire and encourage students to be active for at least 60 minutes a day.

Students from Campbell Preschool, 1B, 2H, 3P, 4A, 4W, 5/6L & 5/6S worked with their classroom teacher to complete this eight week health promotion program and were given mini posters to record their participation. All classrooms were also given a big poster to record the classes shared involvement in the activities. During the eight weeks, classes participated in a range of physical activities including: Zumba classes, NRL, cricket and orienteering clinics, lunchtime netball and soccer competitions, whole school line dancing in the senior quad, Club Lime facilitated aerobics classes.

To conclude the program, PAF held their media 'Wrap Up' event at Campbell Primary School. This event was attended by a range of VIPs including, Andrew Barr and Shane Rattenbury and Campbell Primary School. As a result, our students were featured in local media including the Canberra Times, ABC & WIN Local news.

Languages

In 2015 Campbell Primary School offered Japanese instruction for students from preschool to year six. Campbell Primary School students in Years five and six were also provided the enrichment opportunity to attend the Tanken Centre a Japanese school in Sydney for cultural and language immersion. Some of our students also competed in the ACT Primary Schools Japanese speech competition with our students being award first and second place.

Science

Campbell Primary School adopted the Primary Connections Science resources to promote a consistent and scaffolded delivery of science from kindergarten to year six. Science is conducted in the regular homeroom classroom with access to science equipment available from the science store room. An audit was conducted on the resources available in 2015 and subsequently new resources were purchased to support student learning

Progress against School Priorities in 2015**Methodology:**

The review of Campbell Primary Schools AOP has been on a continual basis since the commencement of the year. Staff were re-introduced to the document at the start of the school year through the formulation of a user friendly flow chart which was unpacked and displayed prominently in the staffroom. AOP goals were directly linked to the annual professional Learning plan and the professional pathways plans. Throughout each term areas of the AOP were strategically addressed and during staff meetings there were opportunities to celebrate success and reflect on progress. In term three targeted AOP reflection staffs meeting was conducted and each school committee was asked to provide written reflections against our progress. Our measures of success were to be determined through system wide data collection tools including PIPs, NAPLAN and School Satisfaction survey results.

Progress against our strategic priorities has been shared with the School Board and P&C through regular principal updates and reports. The schools reflection against the AOP has been sent to the school board for feedback and a presentation of our DRAFT report was scheduled for the 24 November. The parent community has been invited through the school newsletter to reflect and provide feedback on our progress against our goals. All community members have been given the opportunity to discuss their views and opinions with a member of the executive team.

Evaluation of Performance:**Priority 1: Develop consistent and effective school wide approaches to teaching and learning****Targets**

By the end of 2015 achieve

- 70% or above of 'within school match' yr 5 students meet or exceed expected growth in NAPLAN reading -
- 80% or above of 'within school match' yr 5 students meet or exceed expected growth in NAPLAN writing

- 70% or above of 'within school match' yr 5 students meet or exceed expected growth in NAPLAN spelling
- 70% or above of 'within school match' yr 5 students meet or exceed expected growth in NAPLAN grammar and punctuation
- 60% or above of 'within school match' yr 5 students meet or exceed expected growth in NAPLAN numeracy
- A 4% point improvement in the percentage of kindergarten students making expected growth or above based on the previous four year average.

Progress

Key Improvement Strategy 1: Embed a culture of analysis and discussion of data to inform teaching

The four actions identified to meet the strategy were;

- Data Collection Plan developed which articulates who, when and what is being assessed.
- Collect school wide data.
- Provide professional development on how to analysis data (school and system data.)
- Use PLC meetings for discussion of data to inform teaching practice.

During term one all teachers received professional development on unpacking NAPLAN data with a particular focus on writing, spelling and grammar. Staff completed a data analysis of pedagogical ideas to address areas of concern. As a result of these discussions we carried out a whole school writing sample using the NAPLAN writing sample to compare and contrast student results. We then made a visual representation of where students sat on the continuum and correlated with First Steps Writing. Preschool and kindergarten teachers also carried out an analysis of PIPS data to identify areas where students were not reaching expected growth and getting the value added. PLT sessions routinely involved discussion surrounding data collection and how it is being used, with a particular focus on the essential learnings for each year group.

GradeXpert was employed at the beginning of semester two as a database to host assessment results from K-6. Assessment data from previous years for existing students at the school for NAPLAN and report grades has been uploaded to the database to enable comparisons. The assessment and reporting committee have updated the school's assessment schedules to reflect a GradeXpert entry date to enable for efficient sorting of data in the future. Professional development was provided to teaching staff on the program at the beginning of term three from the executive. All assessment data which was collated on the excel spreadsheets has now been moved to GradeXpert. The assessment and

reporting team update the assessment schedule for all year groups, to reflect the entry date required in GradeXpert.

This strategy was evaluated by the following indicators of success

1. An explicit data plan will be created and implemented across the school for every student.
 - Assessment and reporting committee with a cross representation of staff looked at existing data collection
 - Established targets and benchmarks across the school for Magic 100, PM Benchmarks, SENA, Middle Years Mental Computations (MYMC) and first steps writing.
2. All classroom teachers will have unpacked SMART data in the areas of writing, spelling and grammar identifying explicit areas of strength and weakness.
 - Professional Learning Teams (PLT) session in term one unpacking Writing/Spelling/ Grammar NAPLAN data for 2014 data
 - As a result a whole school writing sample was carried out to identify current areas of development for all year groups and individual
 - PLT session in term three unpacking Writing/Spelling/Grammar NAPLAN data for 2015 data
 - In term four the Literacy and Numeracy coordinator will implement a mock numeracy NAPLAN environment for year two and four to identify areas of priority in term one, 2016.
3. All classroom teachers will have unpacked SMART data in the areas of numeracy identifying explicit areas of strength and weakness.
 - PLT session in term one unpacking numeracy NAPLAN data for 2015 data
 - PLT session in term one unpacking numeracy NAPLAN data for 2015 data
 - Literacy and Numeracy Coordinator and Deputy Principal unpacked data from previous years to identify trends and areas of success and development.
4. Each term data is entered in accordance to data plan for all students and progress monitored through professional learning teams.
 - Assessment data from current school year and previous years entered on to GradeXpert database
 - Staff trained in use of GradeXpert
 - Regular discussion surrounding data during PLT sessions
 - Assessment and reporting team monitored entering of data.

Key Improvement Strategy 2: Implement coaching and mentoring regimes to improve teaching practice

The four actions identified to meet the key improvement strategy of implementing coaching and mentoring regimes to improve teaching were;

- Use Professional Learning Community (PLC) meetings for: discussions about teaching practice and pedagogy.
- Teachers reflect on their own practice using the Australian Professional Standards for Teachers.
- Develop a timeline and protocols for teachers to observe and reflect on teaching practice.
- Observations and reflections are completed and collated.

Regular discussions surrounding teaching practice have occurred at PLT sessions throughout the school year. The school's curriculum committee have shared professional readings with staff that reflected the PLC approach of the school which have led to discussions surrounding classroom practice at PLT sessions.

Throughout term three and term four we have adopted a peer observation approach to improve teacher practice across the school. Observation Rounds have focussed on whole school priorities such as the Daily 5 and on AITSL professional standards. The three step process has involved a pre observation meeting where the parties discuss the focus for the observation, the observation itself and a feedback session. A proforma has been developed for use with all observations to ensure for consistency surrounding feedback and to assess student understanding in lessons. All teachers across the school have been involved in the process so far by being observed by a colleague and observing a colleague. Three observation rounds have occurred to date. As a result of these observations teachers have been actively engaging with the professional standards for teaching and considering how these apply to their practice.

During term three a formalised approach to mentoring was developed for teachers in their first and second year of teaching. Teachers were appointed a mentor until the end of the year and have been allocated time each fortnight for lesson observation. To ensure the approach across the school is consistent each mentoring relationship is bound by a mentoring partnership agreement. This agreement stipulates the terms of the relationship and what the mentoring aims to achieve. The AITSL professional standards for teachers are used as the main vehicle to target improvement, where with consultation between the mentor and mentee three standards are identified as areas for development. Subsequent observations are centred on developing the teacher's proficiency with the identified standards. All teachers involved in the process will be surveyed at the end of the school year to assess the effectiveness of the project. In addition, four staff have attended various ACT public schools to share pedagogical practice and expertise on areas directly linked to programming and embedding Professional Learning Community approaches in the classroom.

Professional readings have also been shared with all teaching staff in terms three and four. The school's curriculum committee selected the readings as they reflected the PLC approach

of the school. At a number of PLT sessions professional discussion has centred on these readings.

Executive staff have continued to visit classrooms regularly throughout the year. Teachers have received feedback surrounding their practice. Contract and probationary teachers have been formally observed and received written feedback as per the conditions of their employment.

This strategy was evaluated by the following indicators of success:

1. All teachers will have completed a minimum of four classroom observations and four personal reflections.
 - Four observation rounds have occurred through term three and four.
 - Observation sheet provided to staff has designated sheet for personal reflection on practice
 - 100% of teachers have given and received feedback related to the teacher standards
2. Coaching and mentoring goals are embedded in professional pathways document and discussed in Annual Profession Discussions.
 - 100% of teachers completing the professional pathways process had a goal included related to coaching and mentoring
 - Additional mentoring goals included
3. Proportion of staff who agree they get constructive feedback about their practice

In 2015, 67% of all staff believed they received useful feedback about their work at school, only a small minority of staff disagreed and 25% not offering a response in the affirmative or negative. Twenty four members of staff completed the survey which equates to the following responses:

- 16 staff agreed/strongly agreed
- six neither agreed/disagreed

The reduction in agreement surrounding this question on the staff satisfaction survey could be attributed towards the timing of our whole school observation rounds, which did not commence until after the satisfaction survey was scheduled. Priority in terms one and two were given to our new educators who were assigned a mentor and supervisor to support their growth and development and to teaching staff most in need. In term three and four, a whole school observation schedule was implemented to support all staff in developing their teaching practice against the National Professional Standards for Teachers. This is an area which needs to remain a focus for the commencement of 2016.

Key Improvement Strategy 3: Embed a Campbell Primary School curriculum and pedagogical framework

Our strategy to embed a Campbell Primary School curriculum and pedagogical framework included five actions

- All teachers embed agreed resources into their documentation and teaching. (Spelling Rules, Nelson Maths, Primary Connections, First Steps, Daily Five)
- All Literacy and Numeracy specialist staff embed agree resources into their documentation and teaching. (MultiLit, First Steps)
- Professional development in the 'Understanding by Design' planning process
- All teachers use, at least, Section one and two of 'UBD' planning process.
- Professional development for teachers on differentiating the curriculum. To cater to all students including aboriginal and Torres Strait Islanders and students with Special needs.

From the beginning of the school year a number of agreed resources were adopted across the school including Spelling Rules, Nelson Maths, Primary Connections, First Steps and Daily Five. Teachers across the school have adopted the scope and sequence provided of Nelson Maths to ensure for a balanced approach across the school. Spelling rules is used as a text to support spelling programs. Primary Connections Science units are also being used as the primary resources across the school for the delivery of the Science curriculum.

Thirty eight students across the school have benefited from the Multi-Lit program this year which has been run by the school's L&N/EALD teacher and two learning support assistants. The school's learning support assistants received training in implementing Multi-Lit.

Campbell Primary School adopted a critical friend in its implementation of the Understanding by Design approach to programming. During term one; Campbell Primary conducted a full day of accredited professional Learning on developing UBDs and curriculum renewal. Staff were supported and mentored by the critical friend during term one and into term two to embed the philosophy this included one to one meetings, programming feedback and three addition professional Learning opportunities held in week three, six and nine of the school term. Additionally the Junior PLT collaborated with staff from Lyons Early Childhood School to discuss various stages of implementation. One hundred percent of staff at Campbell Primary are now using stages one and 2 of the process in their literacy and numeracy programming.

Staff participated in professional learning on differentiation at the beginning of the school year in a joint session with the staff of Lyneham Primary School to complement how we program and respond to the different learning needs in the classroom. Coaching of new career teachers on the practicalities of differentiation in the classroom has also been led by executive staff at the school.

This strategy was evaluated by the following indicators of success;

1. Proportion of teachers who have used the modified UBD template to address stage one and two of the document.
 - Agreed proforma developed that all teaching teams are using
 - 100% of classroom teachers provided programs with at least stage one and stage two of the UBD system
2. A clear alignment of assessment to learning as evident in programming documentation
 - The professional Learning on UBDs directly challenges staff to consider the alignment of the learning experience, success criteria and assessment schedules.
 - A sharing schedule of assessment items was held in term two for staff to review each other's assessments. Feedback was provided in regards to the assessment aligning with the desired learning goal and the learning experiences proved. Staff provided suggestions to strengthen the alignment.
 - Executive staff have collated and provided feedback on programming and the alignment of desired learning outcomes, assessment and targeted learning experiences on a term basis.
3. Proportion of teaching programs showing documented evidence/ work samples of assessment, rubrics and explicit success criteria in Literacy and Numeracy.
 - This is an area of continued priority for 2016. Staff have now gained a stronger understanding of aligning assessment in an increasingly meaningful way.
 - A proportion of staff have trialled displaying success criteria, bump it up walls and visible learning displays to communicate the expected levels of success. Staff are also developing rubrics to support the assessment and reporting of student results.

Teachers have constructed GRASP tasks to create meaningful assessment items and have also clearly articulated other evidence in the UBD planning documentation of assessment that will be collated to monitor student progress. A continues focus on learning intentions; success criteria and visible learning will be embedded in the 2016 AOP.

Targets

Due to the small sample size of Campbell Primary School the statistical significance of the data is questionable. Further data analysis and interpretation of results needs to be considered for our 'within school' matched data. In 2015 our 'within school' matched students represents 14 children at Campbell Primary School.

Overall results of targets:**Table: Progress towards our 2015 targets**

Target	2015 Result	Growth for “within school matched” students (14 students)
70% or above of ‘within school match’ yr 5 students meet or exceed expected growth in NAPLAN reading	42.9%	6: Students exceeded expected growth 6: Students made growth but fell below the predicted expectation <u>Average scaled score growth</u> Campbell Primary Schools: 64.8 ACT/Nth Gungahlin: 77.2 State: 78
80% or above of ‘within school match’ yr 5 students meet or exceed expected growth in NAPLAN writing	85.7%	12: Students exceeded expected growth Campbell Primary Schools: 93 ACT/Nth Gungahlin: 61.4 State: 63.9
70% or above of ‘within school match’ yr 5 students meet or exceed expected growth in NAPLAN spelling	50%	7: Students exceeded expected growth 7: Students made growth but fell below the predicted expectation <u>Average scaled score growth</u> Campbell Primary Schools: 86.2 ACT/Nth Gungahlin: 83.4 State: 83.1
70% or above of ‘within school match’ yr 5 students meet or exceed expected growth in NAPLAN grammar and punctuation	64.3%	9: Students exceeded expected growth <u>Average scaled score growth</u> Campbell Primary Schools: 73.8

		ACT/Nth Gungahlin: 75.9 State: 71.3
60% or above of 'within school match' yr 5 students meet or exceed expected growth in NAPLAN numeracy	61.5%	8: Students exceeded expected growth <u>Average scaled score growth</u> Campbell Primary Schools: 92.6 ACT/Nth Gungahlin: 90.2 State: 88.6
A 4% point improvement in the percentage of kindergarten students making expected growth or above based on the previous four year average.		Reading Four year average 65% 2015 - 95% Mathematics Four year average 74% 2015 - 91%

Source: Planning and Performance, 2015

In 2015 Campbell Primary School achieved three of the six identified targets. It is to be noted that Campbell Primary School outperformed or equalled the State and ACT Nth/Gungahlin for the average scaled scores for 'within' school matched' students in the areas of writing, spelling, grammar and punctuation and numeracy. The school intends to further unpack our decline reading results. It is pleasing to note with the implementation of targeted intervention and phonemic awareness programs our kindergarten cohort experienced exceptional result in literacy and numeracy.

Priority 2: Enhance Campbell Primary Schools reputation as a school of learning with high expectations for all.

Targets

By the end of 2015

School Satisfaction Survey results indicate:

- 80% of students report: Overall I am satisfied this school has high expectations in all that it does
- 80% of parent agree that community partnerships are valued and maintained
- 85% of parents agree this school works with me to support my child's learning.
- 85% of parents agree this school has high expectations in all that it does.
- 90% of staff agree this school has high expectations in all that it does.

Progress

Key improvement strategy 1: Shared purpose and common vision owned by all

The two actions identified to meet the strategy were;

- Communicate educational direction with the community and review the current school vision and values.
- Positive promotion of CPS through targeted events and information sharing

At the commencement of this Operational Plan it was envisage that the vision would be examined. As an initial priority the issue of the School operating under two different logos was raised. Concern surrounded the confusion the different logos created with the school uniform displaying one emblem (the stag) and all other communication the other (the hand) which reflected the schools values. Through the School Board it was agreed that a review would be conducted with the parent community to decide which emblem best represented the schools improvement agenda and vision. At the Parent Information Evening the principal addressed the community about promoting a consistent message. During this meeting both logos were presented and there meaning explained.



This logo is the traditional emblem which is used on the students' uniforms. It represents our educational journey. 'En Avant' means 'forward' and the stag represents the forward climb we take as we learn and strive together.



This emblem currently represents the personal, social and environmental sustainability. It was suggested to the community that this logo be not lost but reframed to represent that school S.C.A.R.F.F.F. values. The fingers could represent to five S.C.A.R.F.F.F values

(Support, Cooperate, Accept, Respect, Friendship, Forgiveness and Fun); the hands could represent ourselves; the dots could represent the community; the leaf could represent the world around us.

In consultation with the School Board a community survey was conducted to determine the community's views. The School Board received feedback from two parents and both preferred the 'Stag' logo. This resulted in the School Board's decision to return to the original logo of the stag and to have this reflected in our uniform and written communications. It has been agreed that the hand logo will represent the SCARFFF values of Support, Cooperate, Acceptance, Respect, Friendship, Forgiveness and Fun.

The School Motto and Vision statements are yet to be addressed by the School Board and the community. Work is currently in progress to gain teacher and administrative/support staff input into the development of a whole school vision. The school is using the National School Improvement Tool to help guide this process to ensure that the vision clearly aligns with the school's strategic plan (2015-2018). For this reason it will remain a focus in the 2016 AOP.

This strategy was evaluated by the following indicators of success:

- Improve Stakeholder satisfaction data:
75 % or above of parents report: This school takes parents' opinions seriously.
- Qualitative data related to parent views on the process undertaken to review vision.

To determine our success in this area the school articulated the desired result of 75% or above of parents report the "This school takes parents' opinions seriously" in the School Satisfaction survey. We achieved and exceeded this target with 87% agreeing compared to 75% in 2014.

To positively promote Campbell Primary School through targeted School based events and information sharing. The school has developed several opportunities for our community to participate in the learning process and remain informed of the schools directions.

Key Improvement Strategy 2: Positively promote Campbell PS through targeted School based events and information sharing.

Our four strategies identified to meet the strategy were:

- Use Information technology to engage with and inform families (e.g. app, website, newsletters)
- Introduce "Drop In" café – information sharing event
- Host information sessions on literacy and numeracy
- Encourage links between the Preschool PA with the P&C when the P&C are planning whole school events.

During term four the school also attached a drop box to the school website as another means of communication to families. Information surrounding school events, the school canteen, uniform purchasing as well as P and C events has been added to this folder. An information session was also held in week three of term four which showcased how IT is being used at Campbell Primary School. This session ensured that parents were abreast of the developments across the school with regards to IT and were aware of how to access some of these resources.

The Drop In café has been in operation throughout the year. It was open on Friday mornings at 8.30 a.m. and based on feedback a couple of pop up sessions were held in afternoon slots to cater to families who were unable to access the service in the mornings. . The following is an example of the way the community has been able to connect to the school using this opportunity.

The Drop-in-for-mation Café

Last Friday saw the café hosting a 'Tea and Toast' session from 8.30-9.00am where parents could drop in to have a chat and ask questions whilst enjoying a cup of tea and some toast. This was followed by a Parent Information Session on Mathletics presented by Rebecca Rudd. Some of you may remember Rebecca when she worked here as a teacher and it was great to invite her back in her role as the local Mathletics representative for our area. The parents who attended the information session were able to ask questions around how best to use the program to support their child's learning at home and the learning within the classroom. They also learnt about the latest additions to the program, the recommended length of time children should access the program for at home and despite our own technical difficulties with our school Wi-Fi we were also able to offer advice on some technical issues parents were having at home! Please remember that Mathletics does have their own technical support team who are only an email away and more than happy to answer questions too.

The Drop-in-for-mation café is open every Friday from 8.30-9am to answer any questions you may have about your child's learning and how best you can support your child at home.

Please feel free to drop in and have a chat 😊

What out for information and dates in future newsletters regarding further parent information sessions and the topics being presented.

Looking forward to catching up with you all and chatting over a cup of tea.

Regards

Sarah Sydney

School newsletter, 2015

Learning journeys were held at the end of term one and term three. The information distributed to parents is as follows:

Learning Journey provides an opportunity for students to take an active role in the communication of their learning to their families and carers. It allows our school community to celebrate and reflect together on what has been achieved and think about what learning can take place next. Parents, family members and carers are invited to visit classrooms and learn about the wonderful work our students have been doing.

Your child may take you to some of the “Talking Points” around the classroom and school to share and explain their learning experiences with you. They might show you work that is on display or in their books that they are proud of. If you have more than one child at Campbell Primary in grades K-6 you may choose to visit each child’s class separately within the time given, or go together with all of your children.

Please listen and ask questions, such as:

- *What did you learn when you did this?*
- *Did you enjoy doing this activity?*
- *Did anyone work on this with you?*

At Learning Journey families will be asked to complete a form ‘three Stars and a Wish’. The form asks families to note three things that their child is doing well, and 1 area for further development/improvement. This will provide students and teachers with valuable feedback and will help inform future planning and teaching.

Two literacy and numeracy family sessions have been held this year. In term two the staff conducted a “Family Maths Night”.

In term three the staff conducted a literacy night called “Books Before Bed”.

Both of these events were well attended by families and received outstanding feedback from the community. In reviewing attendance data it has been noted that events conducted in 2016 need to be scheduled and ideas considered to increase the participation of our senior students and their families.

To further enhance parent participation Campbell Primary School hosted a range of events during children’s week to encourage families to come into the school and spend some quality time with their children making Kites, having a picnic and engaging in physical activity with morning aerobics.

Posted in the newsletter on 16 Oct 2015

Monday, 26th to Friday, 30th October

The theme for Children’s Week 2015 is ‘Children’s Rights are Human Rights’ and this year we celebrate the 25th anniversary of Australia signing the United Nations

Convention of the Rights of the Child. To celebrate this Campbell Primary School will host a number of exciting events.

Monday: Launch the CPS Photography Competition

Students are challenged to take a photograph that matches the caption 'The Child's Right to Play'. All photos must be submitted to the front office and winning photos will be printed and proudly displayed in our school.

Tuesday: Kite Flying Fun!

CPS in collaboration with the P&C will host a special BBQ lunch with ALL proceeds going to the Do it in a Dress campaign. Families are invited to share a picnic lunch on the oval at 1pm and fly a kite with their child.

Wednesday: Music in the Quad

The Year five and Year six bands will give a special music performance at recess (11:00am- 11:20am) in front of the BER. Families are welcome to attend.

Thursday: Morning Aerobics with Miss Glyde and Miss Tidswell

Miss Glyde and Miss Tidswell are qualified and experienced fitness instructors. Families are invited to participate in a short workout straight after the 9am bell in the senior quad to get their heart rate up and start the day with a smile!

Friday:

Morning Aerobics with Miss Glyde and Miss Tidswell and announce the winner of the CPS Photography Competition

This strategy was evaluated by the following indicators of success:

- 1 The number of literacy and numeracy evenings hosted by the school by the end of term three
At the end of term three, three information evenings had been held:
 - Family Maths Night
 - "Books Before bed"
 - ICT Parent Forum.
- 2 The proportion of parents agreeing that the "Drop in cafe" has been effective.
 - The 'drop in' component of this program was not seen as effective as it was not attended by parents unless specifically invited to attend.
- 3 Qualitative data related to parent views of the effectiveness of school events.

Overall Results of Targets:**Table: Progress towards our 2015 Targets**

Item	Target	Actual 2015
Students: Overall I am satisfied this school has high expectations in all that it does.	89%	72%
Parents: community partnerships are valued and maintained	80%	77%
Parents: this school works with me to support my child's learning.	85%	89%
Parents: this school has high expectations in all that it does	90%	96%
Staff: this school has high expectations in all that it does	90%	96%

Source: Planning and Performance, October 2015.

In reflecting on our targets the school achieved four of the six identified targets. Work needs to continue in 2016 to continue to foster productive partnerships with the community while communicating our high expectations on student learning.

Financial Summary

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

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

Financial Summary			
INCOME	January to June	July to December	January to December
Self management funds	142403.59	140178.45	282582.04
Voluntary contributions	16423.22	1650.00	18073.22
Contributions & donations	2020.00	739.95	2759.95
Subject contributions	5680.00	1411.50	7091.50
External income (including community use)	20700.97	11702.64	32403.61
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	4725.32	4036.95	8762.27
TOTAL INCOME	191953.10	159719.49	351672.59
EXPENDITURE			
Utilities and general overheads	30129.01	40435.12	70564.13
Cleaning	40054.73	56699.43	96754.16
Security	510.00	0.00	510.00
Maintenance	14914.79	30073.86	44988.65
Administration	7181.09	946.16	8127.25
Staffing	0.00	0.00	0.00
Communication	161.01	3316.19	3477.20
Assets	35849.26	-6597.87	29251.39
Leases	2211.53	321.89	2533.42
General office expenditure	8506.77	8371.88	16878.65
Educational	12822.76	17598.30	30421.06
Subject consumables	6096.36	1918.41	8014.77
TOTAL EXPENDITURE	158437.31	153083.37	311520.68
OPERATING RESULT	33515.79	6636.12	40151.91
Actual Accumulated Funds	141947.88	171947.88	151947.88
Outstanding commitments (minus)	-808.97	0.00	-808.97
BALANCE	174654.70	178584.00	191290.82

Professional learning

The average expenditure at the school level per fulltime equivalent teacher on professional learning was \$476.

Voluntary contributions

These funds listed were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for 2015.

Reserves

Name and purpose	Amount	Expected Completion
'School Improvements' – to enhance an aging school's appearance. Improved student learning environment.	\$20000	2015/2016

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:	Kim Begbie	Martin Jacobs
Community Representative:	N/A	
Community Representative:	N/A	
Teacher Representative	Amy Musson	Selina Arnaudon
Student Representative:	N/A	
Board Chair:	Meredith Harkness/Angus Hudson	
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 in 2015.

Principal Signature:  Date: 19/05/2016

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

Board Chair Signature:  Date: 20/5/2016