INDEPENDENT PUBLIC SCHOOLS DELIVERY AND PERFORMANCE AGREEMENT

Independent Public Schools
UNLOCK YOUR SCHOOL'S FUTURE

Campbell Primary
Dream Believe Achieve
Ms Jenn Allsop  
Principal  
Campbell Primary School  
Campbell Road  
CANNING VALE  WA  6155  
F332

Dear Jenn,

Thank you for sending me the Delivery and Performance Agreement (DPA) for Campbell Primary School. I am pleased to inform you that I have accepted and signed the Agreement.

I look forward to following the progress of the school over the duration of the DPA and to see the exciting flexibilities that being an Independent Public School bring to your students and school community.

The Delivery and Performance Agreement requires the school to have an effective business plan, which is signed by the School Board Chair. As the School Board has played a key role in developing the business plan, it would be appropriate for the school community to be able to view the plan. You may consider placing it on the school's website.

As an Independent Public School, I am confident that Campbell Primary School will continue to assist in refining the initiative and exploring further flexibilities required to deliver the best possible educational experiences for your students.

I wish you and your school community all the very best for the future.

Yours sincerely,

[Signature]

SHARYN O'NEILL  
DIRECTOR GENERAL  

05 MAY 2014

Att.
Mr Darryn Fry  
School Board Chair  
Campbell Primary School  
Campbell Road  
CANNING VALE WA 6155  
F332  

Dear Mr Fry  

I am pleased to inform you that I have accepted and signed the Delivery and Performance Agreement (DPA) for Campbell Primary School.  

A copy of the signed document has been sent to the Principal.  

I thank you for your participation in this process and look forward to following the progress of the school over the duration of the DPA and to see the exciting flexibilities that being an Independent Public School bring to your students and school community.  

The Delivery and Performance Agreement requires the school to have an effective business plan, which is signed by the School Board Chair. As the School Board has played a key role in developing the business plan, it would be appropriate for the school community to be able to view the plan. You may consider placing it on the school’s website.  

As an Independent Public School, I am confident that Campbell Primary School will continue to assist in refining the initiative and exploring further flexibilities required to deliver the best possible educational experiences for your students.  

I wish you and the Campbell Primary School community all the very best for the future.  

Yours sincerely  

SHARYN O’NEILL  
DIRECTOR GENERAL  

05 MAY 2014
Table of Contents

INTRODUCTION

Part 1 – PARTIES AND OPERATIONS
Parties .................................................. 4
Term ..................................................... 4
Variations ............................................. 4

Part 2 – ROLES AND RESPONSIBILITIES
Teaching and Learning .............................. 4
Student Performance Monitoring ................... 5
Resourcing and Support ............................. 6
Program Delivery .................................... 7
Compliance .......................................... 7
System Requirements ................................ 8
School Boards ....................................... 8
Business Plan ....................................... 9

Part 3 – SIGNATORIES TO THE AGREEMENT .... 10

SCHEDULE A ....................................... 11

SCHEDULE B ....................................... 12
INDEPENDENT PUBLIC SCHOOLS DELIVERY AND PERFORMANCE AGREEMENT

INTRODUCTION

1. The parties to this Delivery and Performance Agreement recognise that the Independent Public School initiative provides schools with the policy settings and freedom to tailor high quality learning opportunities for every child; opportunities that will raise their performance – whatever their ability, wherever they live, whatever their background.

2. Independent Public Schools remain part of the public school system of Western Australia and as such are expected to meet the obligations required of all public schools.

3. The Independent Public School Delivery and Performance Agreement (The Agreement) is between the Department of Education, represented by the Director General; the school, represented by the Principal; and the School Board, represented by the Chair of the Board.

4. The School Board of an Independent Public School replaces the School Council as defined in the School Education Act 1999.

5. The Agreement sets out the performance and accountability expectations of the school; and the resources and support supplied by the Department of Education.


7. The Parties to this Agreement are committed to being socially inclusive and addressing disadvantage, including for: students who are Aboriginal or Torres Strait Islander, have disability, come from non-English language background or disadvantage. All parties understand the urgent need to work to ‘Close the Gap’ in education outcomes between Aboriginal and Torres Strait Islander students and non-Indigenous students.
PART 1 - PARTIES AND OPERATION

Parties

8. The Parties to this Agreement (the Parties) are:
   a. the Department of Education, represented by the Director General;
   b. Campbell Primary School, represented by the Principal; and
   c. the School Board, represented by the School Board Chair.

Term

9. This Agreement will operate for three years from 1 January until 31 December.

Variation

10. This Agreement may be amended at anytime with the agreement (in writing) of the Department of Education and the Independent Public School. Amendments may include a new Schedule that identifies a unique arrangement or program for the school. Such a variation will not alter the three year tenure of this Agreement.

PART 2 – ROLES AND RESPONSIBILITIES

Shared responsibilities of the Department of Education and Campbell Primary School

Teaching and Learning

11. The Department of Education will ensure:

   a. a range of professional support is available in such areas as curriculum, student services and employee performance.

The Principal will ensure:

   a. teachers monitor student learning for purposes of making evidence-based, instructional decisions and provide relevant and timely feedback to students on their progress;

   b. student performance is lifted, including those students who require teaching and learning adjustments;

   c. high expectations of all students are embodied in academic and non-academic improvement targets that reflect these high expectations;
d. pathways exist for students to engage in learning programs that lead to meaningful and externally recognised outcomes beyond school;

e. collaboration between teachers occurs and opportunities exist for teachers to engage in quality evidence-based practice that helps develop high quality teaching and learning;

f. employees participate in an annual performance management process where they receive feedback and support to help improve the quality of the school's teaching and learning environment; and

g. relevant and specific data and research inform classroom pedagogy.

Student Performance Monitoring

12. The Department of Education will ensure that:

a. the school has access to required national and state assessments such as National Assessment Program – Literacy and Numeracy (NAPLAN);

b. the school has access to academic and non-academic achievement data through the Department's School Performance Monitoring System;

c. in the event that the school's performance is of concern, the Director General may respond in a variety of ways, including initiating an internal review or bringing forward the independent review. A school will be given up to three months to address review findings; and

d. workforce and financial support are available to ensure the school has every opportunity to focus on student performance and the targets and priorities detailed in their Business Plan.

The Principal will ensure:

a. students participate in national and state assessments such as National Assessment Program – Literacy and Numeracy (NAPLAN);

b. school performance and student improvement targets, as detailed in the school's Business Plan, are assessed and reviewed annually;

c. teachers use a variety of monitoring functions to inform their classroom practices and to provide relevant student performance feedback;

d. continuous and rigorous self assessment processes are used to verify the performance of the school;

e. a publicly available annual report details the performance and achievements of the school including consideration of the priorities and targets described in the school's Business Plan; and

f. the school participates in the independent review process with the Department of Education Services (DES) in the final year of this Delivery and Performance Agreement with the resulting report being placed on the school or Department's website.
Resourcing and Support

13. The Department of Education will provide support to the school that includes but is not limited to:

a. a one-line budget calculated in accordance with the Department’s allocative mechanism (attach as Schedule A);

b. student support services including attendance, participation, student exclusions and managing student behaviour;

c. support for the management of critical incidents;

d. curriculum support, including access to professional learning for system initiatives and programs;

e. information and communication technology programs and support for system approved programs and software;

f. buildings, maintenance and infrastructure, including provision of transportable classrooms in growth area;

g. financial services;

h. workforce management, including graduate teacher support and induction;

i. legal services;

j. employee support services;

k. central reporting and management of allegations of misconduct; and

l. representation in industrial negotiations and legal and industrial matters.

The Principal will ensure:

a. financial and human resources are used to deliver education programs that provide all students with the very best opportunities to achieve high levels of proficiency;

b. a workforce plan is developed encompassing future needs and including strategies to support the achievement of Equal Employment Opportunity (EEO) targets, including increasing the number of women in leadership positions and employment of people from culturally diverse backgrounds, Indigenous Australians and people with disabilities;

c. students with special needs allocation is used to provide teaching and learning adjustments for eligible students;

d. the school’s budget is managed in an efficient and effective manner with the concept of ‘value for money’ a focus for budgetary decisions; and

e. a copy of the school’s one-line budget initial allocation statement is attached to this Agreement (attach as Schedule A).
Program Delivery

14. The Department of Education will ensure:

   a. Campbell Primary School receives designated State and Commonwealth funds for specific programs assigned to the school; and

   b. existing agreements between the Department of Education and Campbell Primary School specifying program delivery remain in place. This includes Shared Facility Use Agreements made between the Department and other organisations and/or government departments.

The Principal will ensure:

   a. education programs are designed and delivered to meet the needs of students and are in accordance with requirements of the School Education Act (1999), School Education Regulations 2000 and the School Curriculum and Standards Authority Act (1997);

   b. ensure the safety and welfare of students on school premises, and away from school premises but on school activities, so far as can be done reasonably;

   c. funding for or endorsement to deliver additional programs is implemented effectively, in a timely manner and detailed in the school’s Business Plan;

   d. all associated reporting requirements for funded programs are met; and

   e. funded programs and/or specialist programs are listed in Schedule B of this Agreement (page 12).

Compliance

15. The Department of Education will ensure:

   a. Campbell Primary School has access to relevant Department and whole of government legislation.

The Principal will ensure:

System Requirements

16. The Department of Education will ensure:

   a. Campbell Primary School has access to Department policies and guidelines;

   b. access to departmental support for the school to meet their accountability and compliance requirements including access to professional learning opportunities; and

   c. support and advice when considering modifying, relacing or opting out of Department policy and procedures.

The Principal will ensure:

   a. the school meets its obligations as a public school, particularly the School Education Act (1999) and the School Education Regulation (2000) requirements regarding the enrolment of students;

   b. compliance with whole of Government policies and initiatives that apply to all public schools such as the Accountable and Ethical and Decision Making program;

   c. compliance with all agreements between the Australian and Western Australian Governments;

   d. provision of relevant data to enable the Department to meet state-wide reporting obligations;

   e. compliance with the Department’s school audit and formal approval processes such as travel and leave approval;

   f. compliance with all registration, screening and working with children requirements;

   g. compliance with departmental Media Liaison Guidelines including contacting Corporate Communications and Marketing prior to making contact with the media; and

   h. participation in the Principals’ Professional Review process including response to feedback with appropriate strategies and actions.

   i. staff leave liability is regularly monitored and strategies are in place to encourage staff to take their accrued leave entitlements in a timely manner.

School Boards

17. The Department of Education will ensure that:

   a. information is available to support Principals and Board members to be able to understand their roles and responsibilities and operate effectively;

   b. in the event that the Principal and School Board are unable to reach agreement on areas of significance, the School Board and/or Principal may call on the Director General to make a decision. The Director General will consult with the School Board and the Principal before making a ruling. The decision of the Director General is final; and
Independent Public Schools Delivery and Performance Agreement

c. when a new Principal of Campbell Primary School needs to be recruited, selected and appointed, a suitable delegate will be chosen by the Director General to oversee the process and be a part of the selection panel.

The Principal will ensure:

a. as the responsible officer for the educational leadership, operations and management of the school, an effective School Board will be in place;

b. the School Board includes community and industry/business representation;

c. the School Board participates in:
   
   i. endorsing the Delivery and Performance Agreement;
   
   ii. endorsing and reviewing annually the school budget and Business Plan;
   
   iii. processes to review school performance;
   
   iv. processes to determine satisfaction levels of parents, staff and students, with results reported in the school’s annual report;
   
   v. endorsing the school’s annual report;
   
   vi. the process for selecting the principal;
   
   vii. the Department of Education Services (DES) independent review of the school in the final year of the Delivery and Performance Agreement (with the report made public);
   
   viii. communicating with the broader school community regarding the Board’s function and activities; and

d. progress against the school’s Business Plan is reported regularly to the School Board.

Business Plan

18. The Department of Education will ensure:

   a. data and information are available to support the principal develop an effective Business Plan.

The Principal will ensure:

a. there is an effective Business Plan that outlines the long-term strategic approach required to achieve the student improvement targets;

b. the Business Plan will describe key focus areas and strategies intended to have maximum impact on overall school performance;

c. the school Business Plan should be no less than a three-year plan;

d. consideration will be given to the recommendations of the Department of Education Services (DES) review report of Campbell Primary School in the business planning cycle; and

e. the Business Plan is endorsed by the School Board, signed by the School Board Chair and is available to the school community.
Signatories to the Agreement

Signed on behalf of the Department of Education

[Signature]

SHARYN O'NEILL
DIRECTOR GENERAL
DATE 05 MAY 2014

Signed on behalf of Campbell Primary School

[Signature]

Jennifer Allsop
PRINCIPAL
DATE 18/12/2013

Signed on behalf of Campbell Primary School Board

[Signature]

Darryn Fry
SCHOOL BOARD CHAIR
DATE 18/12/2013
Initial Allocation Statement

Calendar Year: 2013
School: [s]Campbell Primary School

This is the initial SFSA and RFSA and anticipated Salary Pool and Contingencies allocations, prior to any budget adjustments being made.

School Flexible Salary Allocation

<table>
<thead>
<tr>
<th>Date</th>
<th>Allocation Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>31 Jan 13</td>
<td>SFSA - Carried Forward</td>
<td>$23,703.00</td>
</tr>
<tr>
<td>28 Feb 13</td>
<td>Students with Special Needs Allocation (SSNA)</td>
<td>$405,647.00</td>
</tr>
<tr>
<td>30 Apr 13</td>
<td>IPS Administration Grant</td>
<td>$61,250.00</td>
</tr>
<tr>
<td></td>
<td>Initial School Flexible Salary Allocation</td>
<td>$7,535,275.00</td>
</tr>
</tbody>
</table>

RFSA Top Level

<table>
<thead>
<tr>
<th>Date</th>
<th>Allocation Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>31 Mar 13</td>
<td>RFSA - Carried Forward Balance</td>
<td>$77,918.00</td>
</tr>
<tr>
<td>30 Apr 13</td>
<td>Initial Relief Flexible Salary Allocation</td>
<td>$100,202.00</td>
</tr>
</tbody>
</table>

School Contingencies

<table>
<thead>
<tr>
<th>Date</th>
<th>Allocation Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>28 Feb 13</td>
<td>School Grant Allocation</td>
<td>$291,508.79</td>
</tr>
<tr>
<td></td>
<td>Special Purpose Allocations</td>
<td>$102,965.28</td>
</tr>
</tbody>
</table>

School Salary Pool

<table>
<thead>
<tr>
<th>Date</th>
<th>Allocation Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>28 Feb 13</td>
<td>School Salary Pool Allocation</td>
<td>$1,451.57</td>
</tr>
</tbody>
</table>
PROGRAM DESCRIPTIONS FOR THE DELIVERY AND PERFORMANCE AGREEMENT

Gifted and Talented Program - To provide excellence in learning programs leading to outstanding attainment for selected students in the Gifted and Talented Program. In addition GATE programs will be run across PP to Yr 7 with identified students.

Performing Arts Music, Performing Arts Dance, Science, Visual Arts, Physical Education Specialist Program - To provide educational opportunities for selected students through extension and enrichment within the Specialist Program domain.

Literacy and Numeracy Partnership Schools Program (primary) To improve student achievement in literacy and numeracy by implementing targeted programs, strategies and interventions.

Child and Parent Centre These centres are facilities where there is co-location and integration of programs and services for children from birth to eight years and their families. The intent is to ‘close the gap’ between the development, health and learning outcomes of young children, particularly those at risk of not achieving their potential, so that they can start schooling positively, and with the skills they need to successfully engage in education.

Teacher Development School; History, Physical Education, iPads in education
PROGRAM DESCRIPTIONS FOR THE DELIVERY AND PERFORMANCE AGREEMENT

赠生和天才计划 - 旨在为天才计划中的选修生提供卓越的学习项目，以促进其学业成就。此外，GATE课程将在PP至7年级范围内实施，针对已识别的学生产生。

表演艺术音乐、表演艺术舞蹈、科学、视觉艺术、体育教育专家计划 - 为选修生提供教育机会，通过延伸和深化在专家课程领域内。

识字和数理伙伴关系学校项目（初级）
通过实施特定的识字和数理课程、策略和干预措施，提高学生在识字和数理方面的技能。

儿童和家长中心
这些中心是设施，有共同地点和各类课程的整合，为6岁以下儿童及其家庭提供服务。目标是'缩小差距'，即在发展、健康和学习方面，为学龄前儿童，特别是那些处于风险中未能达到其潜能的人，让他们能够积极地开始学习，并具备他们需要的技能，从而成功地参与教育。

教师发展学校：历史、体育教育、iPad在教育中的应用。