Annual Report
2015
OUR VISION

Our vision is to ensure that all students develop the knowledge, skill and confidence to achieve their individual potential and to contribute to society, which will establish the foundation for life-long learning.

OUR VALUES

Campbell Primary School is committed to the Nine Values for Australian Schooling as identified in the National Framework for Values Education in Australian Schools.

Respect
Treat others with consideration and regard, respect another’s’ point of view.

Responsibility
Be accountable for one’s own action, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment.

Integrity
Act in accordance with principles of moral and ethical conduct; ensure consistency between words and deeds.

Care and Compassion
Care for self and others.

Honesty and Trustworthiness
Be honest, sincere and seek the truth.

Fair Go
Pursue and protect the common good where all people are treated fairly for a just society.

Doing Your Best
Seek to accomplish something worthy and admirable, try hard, pursue excellence.

Understanding, Tolerance and Inclusion
Be aware of others and their culture, accept diversity within a democratic society, being included and including others.

Freedom
Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others.

In stating these values, we acknowledge that the words alone are not sufficient. It is the actions, based on these values, which are important.
INTRODUCTION

It is a pleasure to provide for you Campbell Primary School’s 2015 Annual Report. I feel privileged to lead this wonderful school and thank the school administration, School Board, the Parents and Citizens Association and our highly dedicated staff for their tireless effort in enacting the school’s Business Plan and supporting our school throughout 2015. I also would like to acknowledge the outstanding support provided to our school from parents and carers throughout the course of 2015. As an Independent Public School we are very proud of the culture that exists within the school and the achievements of both the staff and students.

The Annual Report provides parents and the wider community with information about our school, the learning programs we provide and the performance of the student population. It also reviews our progress towards achieving our areas of focus and targets set in our Business Plan 2013-2016. The report also provides us with the opportunity to celebrate our successes and achievements, and includes information about the future actions to be taken in 2016 to improve student achievement and further enhance the school’s effectiveness.

It is important to note that the Annual Report is only one component of the total reporting process that the school undertakes. In order to gain a greater knowledge of the school’s purpose and its operations the Annual Report should be read in conjunction with other documents such as the Business Plan, newsletters, and information booklets. All of which can be located on the school’s webpage.

2015 was our fifth full year of operation as an Independent Public School. It was also the third year of our current Business Plan 2013-2016. Our internal self-review has verified that we have experienced a very successful year. Such success is attributed to the high quality teaching and the exceptional commitment from our students to live by the school’s motto “Dream, Believe and Achieve” which is realised in both their academic and social endeavours.

Campbell Primary School (CPS) opened at the beginning of the 2002 school year, the school is located in the southern Perth suburb of Canning Vale. The Canning Vale suburb continues to be one of rapid expansion. The design of the school reflects the importance of a community within a school. The school’s motto is “Dream, Believe Achieve”. Campbell PS continues its very positive reputation within both the community and network, being recognized as an innovative school. There is a strong sense of community within the school as processes have been in place to ensure that the school community have a voice and role in decision making processes. Recent feedback from Campbell Parent Coffee Chats provides evidence that this sense of community is highly valued by parents and is successful.

Campbell PS gained IPS status in 2010 and has already completed one external review by the Department of Education Services. Our current business plan 2013- 2016 is the school’s second Business Plan cycle.

I look forward to 2016 with great confidence knowing that all staff are committed to providing the very best education for our students. It will be a year where we undergo our external review process through the Department of External Services in late February. It is also a year where we will commence planning for our next Business Plan cycle. This process will involve consultation with all stakeholders and will see us work collaboratively with the School Board and community to produce the 2016-2019 Business Plan.

Ms Lynne Bates
Principal
Staff at Campbell PS are merit selected and are committed to the collaborative culture that exists within the school. In 2015, 53 teaching staff and 36 support staff were employed at Campbell PS. All teaching staff are registered with the Western Australian Teacher Registration Board and have appropriate teaching qualifications. Our teaching staff are highly competent and are committed to lifelong learning.

Campbell PS is committed to supporting career development for all staff and in 2015 there were a total of 11 Level Three Classroom Teachers with a further 11 Senior Teacher staff.

The school has continued to strengthen its partnership with Notre Dame University through the Pre-Service Teacher Program.

A co-operative and collaborative culture exists and is well embedded at Campbell PS and has been cornerstone to its success in the delivery of high standards of teaching and learning.

The school offers a comprehensive curriculum with the full implementation of Phase One of the Western Australian Curriculum in 2015 being realised; this includes English, Mathematics, Science and History. The staff has already commenced work in teaching and reporting in the Phase Two curriculum areas of Humanities and Social Sciences, Health and Physical Education and the Arts. Campbell PS’s curriculum delivery is consistent with the requirements outlined by the School Curriculum and Standards Authority.

**SPECIALIST PROGRAMS**

The following specialist programs are available at Campbell PS:

- Visual Arts
- Science
- Music
- Physical Education
- Fundamental Movement Skills (PP to Year One)

The staff at Campbell PS also offer opportunities for students to participate in classes such as Gifted and Talented programs, Drumbeat, Rock Band, Choir, Dance Troupe and Hindi classes. Many of these classes are held either before or after school. We are also involved in the before and after school program with soccer, tennis and golf classes held. Such opportunities, which are largely a part of the specialist areas, are what make Campbell PS a distinctive school.

**FACILITIES**

Initial buildings and facilities included:
- Administration block
- Main Teaching Centre incorporating 11 learning areas with associated activity areas
- Performing Arts Centre including music room, covered assembly area and canteen.
- Visual Arts Centre
- Information Centre/Library
- Early Learning Centre including 6 Kindergarten to Year One classrooms

Subsequent facilities growth includes:
- Campbell Off site Kindergarten, located at Liffey Street, just off Campbell Road (South), Canning Vale, opened in 2011. There are a total of 6 demountables on this site.
- 1 BER 4 classroom cluster
- 1 BER 2 Classroom and 2 multi-function room cluster
- Currently continue to have 9 transportable learning areas, of which 2 are being removed over the Christmas Break.
Information Communication and Technology (ICT)

Campbell Primary School recognises that in a digital age, students need to develop and communicate with ICT and be highly skilled in its use. Across Campbell Primary School ICT is embedded in many learning areas, where students are given opportunities to use ICT effectively to access, create and communicate information ideas, solve problems and work collaboratively.

Campbell Primary School recognises that having access to technology within the classroom allows students greater control over how, where and when they learn.

In 2015, Campbell Primary School further embedded the Australian Curriculum ICT capability throughout the school by exploring the following five elements with both staff and students.

1. Applying social and ethical protocols and practices when using ICT.
2. Investigating with ICT
3. Creating with ICT
4. Communication with ICT
5. Managing and operating ICT

ICT Highlights 2015

- Purchase of new iPads to enable greater access to iPads for all classes across the school.
- Provision of in class support to build staff and student capacity in the use of iPads
- Continued to use iPads as a resource for students who have English as an Additional Language.
- Continued our commitment to being a multi-platform school by having iPads, Mac books and PCs available to all students.
- Mathletics Programme implemented across the school.
- Continued to use Solutions IT for Technical support both on site and via a virtual private network (VPN).

Maintaining our status as a Teacher Development School for iPads in 2015 has enabled Campbell PS to further develop its iPad programme throughout the school. In-class support was offered to many classes throughout the year, and all staff and students at Campbell PS are confident in the use of iPads as a tool to support learning.

Throughout the year, Campbell PS hosted school visits from a variety of schools, and was able to showcase the valuable iPad assisted teaching and learning programmes happening across all learning areas and year levels.

Campbell PS has also been able to provide professional learning opportunities to its own staff as well as many staff members from network schools in the use of iPads in the classroom.

In this digital age students need to be able to move seamlessly from one technological device to another. Including, being aware of differing operating systems available. Many of students are using all devices available, and for 2016, we will seek to expand this use into more classes and specialist areas.

In 2015, students from Year One to Year Six have been working on the Mathletics online programme both at school and at home. This year, it also became possible for students to access their account through a mobile device. This has enabled easier access for all of our students across the school. We will continue to participate in Mathletics in 2016.
Campbell PS has a commitment to ensuring our school’s ICT infrastructure is well maintained and up to date. This has been achieved through:

- Continued provision of Cyber Cafes for staff to build capacity in ICT use across the school.
- Staff sharing their expertise during professional learning days sharing how they were using a variety of apps in the classroom.
- Continuing our links with the Standards and Integrity Directorate in the Department of Education to inform Staff on appropriate use of social websites.
- Ensuring access for all staff to a Department of Education email address, a Notebook for Teachers and portal access for resources, reporting and mandatory Professional Learning (PL) for Teacher Registration Board (TRB) requirements.
- Hosting Cyber Safety workshops for staff, students and community members.

In consultation with parents and the School Board, Campbell PS implemented a one on one iPad program across the four Year 5 classes in 2015. Students in this year level will be able to bring an iPad to school for the purpose of enhancing teaching and learning. 93% of students actively participated in this program in 2015. Students were able to use a variety of creativity apps and ICT at a point of need which provided them with various ways to ensure they reached their full potential.

Students, parents and teachers in this year level will also be using ‘Connect’ as a tool for communication and collaboration.

The Bring Your Own Device (BYOD) –iPad initiative has been increased for 2016 to include both Year 5 and Year 6 students.

Campbell Primary School continues to ensure all of its students are digital ready and highly skilled in the use of ICT.
School Enrolment Profile

Student Numbers (Semester 2)

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>934</td>
</tr>
<tr>
<td>2014</td>
<td>1030</td>
</tr>
<tr>
<td>2013</td>
<td>1024</td>
</tr>
<tr>
<td>2012</td>
<td>1020</td>
</tr>
<tr>
<td>2011</td>
<td>968</td>
</tr>
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</table>

The enrolment pattern at Campbell PS has continued to decline. This is due to the Year 7 movement to the secondary sector. The school is expected to decline in numbers again in 2016 due to the opening of Harrisdale Primary School, which will reduce our numbers in the off-site Kindergarten by an expected 100 students.

All families that exit the school during the school year are requested to complete an exit survey inviting feedback. The feedback indicated that families were very happy with the school and the education it provides. Families that left the school did so to either move to other school sectors or they moved residential address which then led to enrolment at a new school.

The school continues to receive a significant amount of requests for enrolment from outside of our local intake area, this is testament to the positive image and reputation the school has built over the years.

Attendance

There is strong evidence that links attendance to educational outcomes for students. Campbell PS continues to monitor attendance closely through a range of strategies including:

- The Message You SMS system;
- Entering of attendance in to the school’s SIS system;
- Phone calls home to parents;
- Regular newsletter and assembly items and
- Use of Attendance Monitoring Plans

Campbell PSs regular attendance is impacted by in term vacation leave, illness and cultural leave.

Whole School Attendance Data

<table>
<thead>
<tr>
<th>Year</th>
<th>Regular Attendance</th>
<th>At Risk Attendance 80-89 %</th>
<th>At Risk Moderate 60%-79%</th>
<th>Severe At Risk &gt; 60%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1 2015</td>
<td>84.1%</td>
<td>13%</td>
<td>2.8%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Semester 1 2014</td>
<td>82.2%</td>
<td>14.1%</td>
<td>3%</td>
<td>0.6%</td>
</tr>
<tr>
<td>Semester 1 2013</td>
<td>83.8%</td>
<td>12.8%</td>
<td>3.3%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Semester 1 2012</td>
<td>84.3%</td>
<td>12.5%</td>
<td>2.8%</td>
<td>0.3%</td>
</tr>
</tbody>
</table>

The attendance data is for semester one of each year. There has been a slight improvement in regular attendance in the last year. The attendance rates in the At Risk category have declined slightly.

2015 Year Level Attendance Data

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Regular Attendance &gt; 90%</th>
<th>At Risk Attendance 80-89 %</th>
<th>At Risk Moderate 60%-79%</th>
<th>Severe At Risk &gt; 60%</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>82%</td>
<td>14%</td>
<td>4%</td>
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<tr>
<td>1</td>
<td>81%</td>
<td>13%</td>
<td>3%</td>
<td>0%</td>
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<tr>
<td>2</td>
<td>79%</td>
<td>18%</td>
<td>3%</td>
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<td>0%</td>
</tr>
<tr>
<td>5</td>
<td>86%</td>
<td>9%</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td>6</td>
<td>86%</td>
<td>12%</td>
<td>2%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Significant improvements in regular attendance has been noted in Pre-primary over the last three years, however there has been a steady decline in regular attendance in Year One over the last three years. A decline in regular attendance rates has also been noted in year two, three and six which had lower attendance rates than in 2014.

School Highlights and Special Events – 2015

- ANZAC Ceremony – Light horse Incursion
- Harmony Day
- Book Week – Whole School Dress up and Staff Pantomime
- Father’s Night Kindergarten and Pre Primary
- Assemblies – Merit Certificates, Campbell Champions
- Campbell Champion Lunch
- Cyber Parent Presentation
- Fathering Project
- Kindergarten Grandparents Day
- Interschool Numero
- Kindergarten 2016 Transition
- BOYD Open morning for parents
- P&C Events – Neon Lights with City of Gosnells, Evening on the Green, Discos
- Parent Helper Morning Tea
- Year 6 Graduation Evening and Lunch
- Year 1 to 5 Book Award Assembly
- Summer Carnival
- School and Interschool Cross Country
- Faction and Interschool Athletics Carnivals
- In-term Swimming
- Dance performances
- Australian Band and Orchestra Director’s Association (ABODA)
- Contemporary Band Festival
- West Australian Government Schools Music Society (WAGSMS) – Choir
- Kaboom Percussion Incursion
- Drumbeat performance
- Rock Band Performance
Campbell Primary School has had a productive year in the Numeracy learning area. This was kick started by Paul Swan who came to the school to share his knowledge and resources on a whole school professional development day. Feedback from staff members was extremely positive and indicated that people were eager to put his lesson ideas into practice.

As a result of this professional development, teachers had a more in depth understanding of the four proficiencies – understanding, fluency, reasoning, problem solving

It was decided by maths committee members to choose Geometric Reasoning as a whole school focus for 2015. This decision was based on NAPLAN data which indicated that this was one area that needed to improve across the school.

Morning sessions, between 9am and 11am, continued to be ‘non-interruption’ time to support learning in numeracy and literacy to ensure students’ learning potential was maximised. Teachers supported this initiative and included a minimum of one hour blocks dedicated to literacy and numeracy.

Students at educational risk were supported by educational assistants and other support teachers in small group intensive learning sessions or one to one tutoring through peer mentoring.

Mathletics played an important role with students accessing programmes to support their learning and some teachers accessing the assessment tools at the end of each unit. As part of the BYOD programme (Bring Your Own Device), students in Year 5 were able to benefit substantially as they had access to Mathletics on a daily basis.

Students also participated in Numero across the school and some older students worked with their class ‘buddies’ to teach the younger students how to play Numero.

Students from Years 4, 5 and 6 were trained weekly by one of the Assistant Principals resulting in the creation of four teams to compete in the Interschool Numero Competition. Two teams were successful in reaching the final.

As part of the upper primary Gifted and Talented Education programme, 29 students participated in the APMO Maths Olympiad which is an international problem solving competition. Students competed from Australia, New Zealand, Singapore and Malaysia.

This course allowed the students to use some of the problem solving strategies taught and encouraged students to work individually and in small groups to solve some very difficult problems. During these practice sessions the focus was not on the answer but on the metacognitive approach used to arrive at the answer. The students enjoyed the competitive nature of this programme and were always keen to get their results back and to find their errors.

During Literacy and Numeracy Week the Maths Committee organised a whole school numeracy week where classes participated in different activities with a geometric focus. Some of the activities included tangrams, construction of 3D towers, creating geometric patterns and constructing angles using people.
Campbell Primary School met some of the Business Plan targets set in 2014:

- **We achieved** our target for increasing the percentage of students sitting at or above the Australian mean by 10%.
- **We did not achieve** the target for decreasing the percentage of students sitting at or below the minimum standard. 2013: 8% and 2015: 11%
- **We achieved** our target for increasing the percentage of students showing a movement of 80 NAPLAN points or more between Year 3 and Year 5 students from 2013 to 2015 by 10%.
- **We did not achieve** our target for increasing the percentage of students sitting in the upper band in NAPLAN, in fact this percentage rate dropped by 7%.
- **We did not achieve** our target for increasing the number of PP students who were on target in Numeracy On-Entry. In 2014 the percentage was 45% and in 2015 the percentage was 44%.
- **We achieved** the target for increasing the number of students achieving the minimum standard of a ‘C’ grade between Semester One and Semester Two in Years 1, 4 and 6 only.

The Maths Committee has set new targets for 2016 and has rewritten the whole school maths policy and whole school operational plans. This was a result of surveys, questionnaires and collaborative meetings to include input from all year levels to ensure a practical working document was produced. The result is a more streamlined and sequential approach to numeracy for teachers in their teaching and learning programmes for 2016.

**NAPLAN 2015 - Numeracy Results**

The tables below describe the students’ performance in Mathematics from the 2015 NAPLAN testing. Average scores are compared with Like Schools, WA and Australian averages.

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Year</th>
<th>School</th>
<th>Like Schools</th>
<th>Western Australia</th>
<th>Australian</th>
<th>Difference Between School and Like Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2015</td>
<td>431</td>
<td>408</td>
<td>388</td>
<td>398</td>
<td>+23</td>
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<td></td>
<td>2014</td>
<td>430</td>
<td>411</td>
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<tr>
<td></td>
<td>2013</td>
<td>418</td>
<td>412</td>
<td>384</td>
<td>397</td>
<td>+6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 5</th>
<th>Year</th>
<th>School</th>
<th>Like Schools</th>
<th>Western Australia</th>
<th>Australian</th>
<th>Difference Between School and Like Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2015</td>
<td>519</td>
<td>511</td>
<td>485</td>
<td>492</td>
<td>+8</td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td>515</td>
<td>498</td>
<td>476</td>
<td>487</td>
<td>+17</td>
</tr>
<tr>
<td></td>
<td>2013</td>
<td>529</td>
<td>493</td>
<td>474</td>
<td>486</td>
<td>+36</td>
</tr>
</tbody>
</table>

The Year 3 and 5 cohorts performed above Like Schools, State and Australian averages, this is a trend we aim to maintain.

Whilst both year levels performance was above like schools, it is important to note that the gap between the two is closing for Year 5.

**Future Recommendations:**

- **Continue with Numeracy Blocks.**
- **Continue with Mathletics online program.**
- **Implement case management approach.**
The teaching of the English Learning Area continues to be a major focus at Campbell Primary School. In 2015 there was a focus on Vocabulary Development across the school. The focus on vocabulary was to support our students in the areas of reading comprehension and creative writing. Vocabulary Word Walls were implemented and used in all classrooms across the school and students regularly engaged with higher level vocabulary during Guided and Shared Reading lessons. Staff regularly engaged in professional discussion about vocabulary development and through a focused approach, vocabulary development became the common thread in team English planning sessions. Vocabulary development will continue to be an area of focus in 2016.

During Literacy and Numeracy Week this year, the entire school participated in a poetry competition to allow our students an opportunity to use their knowledge of vocabulary in a fun and creative way. All students from Kindergarten to Year Six wrote a poem on the theme “Books Light up Our World” incorporating the idea of The Perfect Word in the Perfect Place. Classroom winners were chosen by peers and all winners received a book prize and recited their poem to their year level group. Year Level winners then performed to the entire school at assembly. It was inspiring to hear so many creative poems and to see the school join together, united in prose.

Target Area One from our English Business Plan was reached with our Year Three students achieving above like schools in all areas of English in 2015 NAPLAN testing. Our Year Five students achieved above like schools for Spelling, Grammar, Writing and Numeracy, however this year the Year Five cohort achieved below like schools in the area of Reading. Along with this, we have noted that the progress of students between Year Three and Year Five is below like schools. To address this concern we have already put in place many measures for 2016 English Strategic and Operational Planning.

2016 will see a whole school priority of Reading to address the concern of low progress and achievement. Planning has already begun with many staff members attending professional learning in key instructional reading programs such as Multi-Lit and Mini-lit which will allow for more specialised reading instruction for some of our readers requiring a case managed approach. We have already begun a Support-a-Reader program in Term 4 targeting identified Year Four students and will continue to provide further opportunities for students to engage with this program in 2016. PM Benchmarking of all students from Pre-Primary to Year One has taken place in Term 4 to give all our students the best possible start to their reading development next year. PM Benchmarking will also continue to be utilised in classes in 2016 to allow accurate pinpointing of student need and progress.

A range of new reading resources have been purchased to provide further opportunities for all our students to read texts levelled to their instructional reading ages in all classes. Home Reading will have a significant focus for 2016 with the introduction of the Scholastic Lexile Pro Reading Program. This program will motivate our Year Three to Six students to regularly engage in home reading by combining library borrowing and technology together. The implementation of this program will also give our class teachers further data of each student’s reading progress and will provide our students with achievable termly reading goals. This is an exciting new program and will have a significant effect on our students’ reading habits.

The Curriculum Improvement Team and English Committee will continue to support all staff with the introduction of many new programs to support reading and will regularly work with library staff to ensure the best use of our reading support materials throughout 2016.

Campbell Primary School met most of the targets set in 2014.

- We achieved the target of Year 3 students performing at or above like schools in all domains in NAPLAN Testing in English.
- We achieved the target of Year 5 students performing at or above like schools in the domains of Writing, Spelling and Grammar and Punctuation.
- We did not achieve the target of Year 5 students performing at or above like schools in the domain of Reading.
NAPLAN 2015 - Literacy Results

The tables below describe the students’ performance in Literacy from the 2015 NAPLAN testing. Average scores are compared with Like Schools, WA and Australian averages.

### Year 3

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>Like Schools</th>
<th>Western Australia</th>
<th>Australian</th>
<th>Difference Between School and Like Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>445</td>
<td>435</td>
<td>413</td>
<td>426</td>
<td>+10</td>
</tr>
<tr>
<td>2014</td>
<td>436</td>
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<tr>
<td>2013</td>
<td>431</td>
<td>428</td>
<td>406</td>
<td>419</td>
<td>+3</td>
</tr>
</tbody>
</table>

The Year 3 reading results were pleasing with the cohort performing above like schools, state and national scores. The trend line also remains steady for Year 3 reading. The Year 5 cohort trend line in reading is declining with like schools now out-performing CPS for the last two years. The Year 7 cohort improved their NAPLAN score by 44 points, which is also pleasing.

Given the trend line and progress of CPS students in Reading in both Yr. 3 and Yr. 5 this area has been identified as an area of priority.

The Multi-Lit Reading program was implemented from Term 4, 2015. Both teaching and non-teaching staff have been trained in this program and are now implementing the programme through a case management approach for students identified through NAPLAN as at risk.

**The following recommendations for Reading have been realised for 2016:**

- Continue with Case Management process for students at risk and those identified as able to make above moderate progress;
- Commence Yr. 1 On-Entry testing for Yr. 1 in 2016;
- Commence Mini Lit program in PP and Year 1;
- Continue with Multi Lit Reading tutor program;
- Reading to be a whole school priority for 2016- 2017;
- Consistent approaches to the teaching of reading to be adopted and implemented. e.g. FS Reading Comprehension strategies;
- Reading Lexile Program implemented in Yr. 3-6;
- Tracking of Reading Recovery Levels to be recorded from PP to Year 6 each semester;
- Whole school approach to Guided Reading to be implemented;
- Whole School initiatives to be put in place to promote reading across the school; and
- Professional Learning in areas above to be prioritized for 2016.
The Year 3 and 5 writing results were very pleasing with both cohorts performing above like schools, state and national scores. The trend lines for Years 3 and 5 are both positive.

72% of the Year 3 cohort in both years 2014 and 2015 achieved band 5 and above. This is significantly above like schools’ performance.

**Future Recommendations:**
- Celebrate success in writing achievement across the school;
- Identify key practices that are highly effective and continue to embed these in practice across all year levels; and
- Closely monitor the Year 3 students achieving bands 5 and above and implement case management to identify individuals that are capable of greater than moderate progress in Year 5.

### NAPLAN - Writing

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>Like Schools</th>
<th>Western Australia</th>
<th>Australian</th>
<th>Difference Between School and Like Schools</th>
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<tr>
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<tr>
<td>Year 3</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>452</td>
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<td>416</td>
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<tr>
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<td>444</td>
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<td>416</td>
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<td>Year 5</td>
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<tr>
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<td>493</td>
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<td>478</td>
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<tr>
<td>2014</td>
<td>502</td>
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<td>465</td>
<td>468</td>
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<tr>
<td>2013</td>
<td>510</td>
<td>486</td>
<td>470</td>
<td>478</td>
<td>-24</td>
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</table>

Both cohorts achieved above Like Schools, State and National averages. The Year 3 cohort is maintaining its significant gap between Like Schools whilst the Year 5 gap is closing. Some 45% of Year 3 students achieved in the top proficiency band, these results indicate a need to monitor and target those students in the top band in Year 3 to support them to make better than moderate progress in Year 5. The percentage of students at or below National Minimum standard has increased slightly. These students require monitoring and ongoing intervention plans.

**Future Recommendations:**
- Identify those students capable of making greater than moderate progress in Year 3 to support greater progress from Yr. 3 to Yr. 5.
- Continue to use the Sound Waves program across the school; and continued maintenance of the early years focus on phonological awareness.
Both cohorts achieved above like schools, State and National averages, with the Year 3 cohort achieving moderately above and extending the gap between like schools. The gap between like schools is decreasing in Year 5. The overall performance in Punctuation and Grammar is pleasing. These results can be attributed to the focus over the last couple of years on Grammar and Punctuation.

**Year Seven Cohort Data**

Whilst Year 7 cohort no longer is tested in NAPLAN in our school, it is important for us to monitor their achievements as this informs our Year 6 teaching and learning program.

- Reading: The Year 7 student cohort achieved a 36 point growth from 2013 to 2015.
- Spelling: The Year 7 cohort achieved well with a 53 point growth from 2013 to 2015.
- Writing: The Year 7 cohort achieved well with a 52 point growth from 2013 to 2015.
- Grammar and Punctuation: The Year 7 cohort performed well with a growth of 41 points from 2013 to 2015.

### Average Writing Score

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<th>Y07</th>
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### Average Grammar & Punctuation Score

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### Average Spelling Score

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### Average Reading Score

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At Campbell Primary School, Science is run as a specialist program and is delivered by specialist teachers. All students from Pre-Primary to Year 6 participate in Science lessons each week. Students in Kindergarten participate in play based scientific learning experiences, which are embedded into an integrated curriculum.

All Science programs are aligned to the Australian Curriculum. Students are provided with repeated opportunities to wonder, experiment and problem solve in supported environments to facilitate the development of inquiry skills and conceptual understandings. Science lessons are designed to be hands-on and engaging; allow for the development of cooperative learning skills and challenge students to problem solve real life situations.

The development of Science Inquiry Skills underpins all Science learning programs at Campbell Primary School. Students are explicitly taught to ask questions, make predictions, identify variables and plan investigations. A gradual release model is utilised to develop observation and data collection skills, represent data through a variety of means, and draw conclusions. Science investigations are purposeful and relevant to students, enabling them to make connections to conceptual understandings and apply prior learning.

At Campbell Primary School, we recognise that students require repeated opportunities to develop deep conceptual understandings and become proficient in new skills. Therefore, students are provided with additional opportunities to consolidate their learning through the incorporation of scientific literacy and numeracy programs in classrooms. When supporting scientific literacy, classroom teachers focus on the development of subject specific vocabulary, comprehension of informational texts related to current topics and writing about learning in Science. Scientific numeracy lessons focus on the development of measurement skills using a variety of instruments, collecting and recording data in tables, representing data using graphs and data interpretation.

This year, a Scientific Literacy and Numeracy Scope and Sequence document was created to ensure cohesive and purposeful direction throughout Campbell Primary School. This will be implemented in 2016. The Scope and Sequence provides guidelines to highlight the literacy and numeracy skills required to support student achievement in Science. The Scope and Sequence is aligned to the English and Mathematics requirements as outlined by the Australian Curriculum. In addition to the Scope and Sequence, classroom teachers are provided with resources such as Word Walls and learning programs. An audit of Guided Reading resources was conducted in 2015 by the Science Committee, identifying appropriate texts to support student learning in classrooms. This document is also available to classroom teachers.

As sustainable living becomes a priority not only with classrooms but also at a global scale, our Science programs must also focus on the development of responsible citizens. In 2015, a group of students were involved in the construction of two frog ponds. We liaised with Gosnells City Council, utilising local area expertise to ensure the project was created using environmentally responsible methods. Local plants were sourced and students worked together to complete the installation.

Next year, the frog pond will also provide valuable learning experiences for students. Students will have opportunity to witness life cycles occurring. They will be able to classify macro invertebrates as the ecosystem develops. This ongoing project will also foster the Campbell Primary School virtues of Respect for the environment and Responsibility when caring for and maintaining this mini ecosystem.
**LEARNING AREA: Humanities and Social Sciences (HaSS)**

The learning area of HaSS has been a focus in recent years largely due to our role as a Teacher Development School for History since 2012. During that time we have been involved in the familiarisation, implementation and assessment of the History Curriculum at a school, district and inter network level. Our role as a Teacher Development School will cease at the end of 2015.

During first semester we had a significant focus on History given the 100 year anniversary of the Gallipoli campaign. We acknowledged this event through our annual ANZAC service, but also an incursion of Light Horse memorabilia and a whole school display of ‘My ANZAC’ whereby students were encouraged to research a service man or woman from their own families. This event was most successful.

In preparation for reporting, we ran a whole school moderation task, targeting Chronology and moderated timelines both in year level teams and vertically across the school. Staff analysis of tasks revealed the students inquiry/research skills were lacking – hence a focus on the HaSS Inquiry skills was revealed and new ‘Let’s Learn’ (Campbell’s own inquiry model) posters have been developed to be displayed across the school with professional learning in this process being offered in 2016.

During second semester in 2015 there was a focus on Geography, with concentration given to preparing Year Level plans and beginning to resource our school. Currently, we have purchased resources for Middle/Upper and are investigating resources for our junior grades. Two committee members have attended professional learning on Geography which will be shared back at a whole school level in 2016.

Our Whole School History and HaSS Implementation plans have been developed for use in 2016. These plans will serve to assist us in implementation of Phase Two of the Western Australian Curriculum.

**Future Recommendations:**

- Focus on HaSS integration through Literacy.
- Source professional learning on Phase 2 of WA HASS Curriculum.
- Continue to support teachers in Phase 2 implementation through Professional Learning and appropriate resourcing.
- Continue to moderate in the HaSS area using skills as a basis.
- Re-invigorate ‘Let’s Learn’ and HOTS skills to provide students with common language and understandings.
PERFORMING ARTS – MUSIC

All students from Pre-Primary to Year Six have the opportunity to learn Music at Campbell Primary. Students participate in a one hour music lesson each week where they participate in a variety of activities that range from singing, playing a range of instruments, reading music, composing using a range of technologies, learning about different musical styles and genres and reflecting on their musical experiences.

Campbell Primary School performs at many successful musical events. These include performances at ANZAC Day, assemblies, the Australian Band and Orchestra Conductors Festival, the WA Primary Schools Massed Choir Festival and many other musical events. Our school also holds night time concerts for family and friends to support the students in their music learning. This year the Campbell Primary school ensembles all had the opportunity to perform at the Evening on the Green, a P&C organised outdoor event.

The school is involved in the Instrumental Music Schools Services (IMSS) programme and has tuition available in Flute, Clarinet, Trumpet, Low Brass, Percussion and Classical Guitar. As students become proficient on their instruments they are able to join the:

- Year 5 Band
- Senior Band
- Contemporary Rock Band

The Senior Band participated in the ABODA Festival, performing in the Novice division and receiving some wonderful feedback from the adjudicator.

We also run a large choral program and the Senior Choir open to all students from Years 4 to 6 who love to sing. This year the Senior Choir performed at the WA Primary Schools Massed Choir Festival at Winthrop Hall, UWA and received excellent feedback from all involved.

Campbell Primary also runs a DRUMBEAT program that focuses on building resiliency in young people and uses drumming activities to encourage group cooperation skills.

Our focus for Music has been guided by the Draft National Curriculum for the Arts (Music) developed by Australian Curriculum, Assessment and Reporting Authority (ACARA). Our programme at Campbell encourages the children’s enjoyment of Music via movement, singing, playing instruments, listening to a variety of music, composing using available instruments and utilising the excellent technological facilities that we have at Campbell. Children are encouraged to learn within contexts that are developmentally sound and we have support staff to assist children with special needs. We encourage usage of Arts language at Campbell and introduce the recorder in Year 3 to encourage note reading and performance. In the higher grades recorder continues and is a good preparation for entry into the IMSS programme in Year 5.

We contribute to the arts education process at Campbell by placing the students in relationship to the Draft National Curriculum (Arts) by

- Observation in class during activities.
- Use of checklists related to musical elements e.g. pitch, rhythm, timbre, texture etc.
- Children’s own reflective observations and assessments made during class work.
- Standardised testing such as Musical Aptitude Indicator (MAI).
- Encouraging our students to have their excellence recognised by applying for scholarships in Arts subjects.

At Campbell we are giving our children the opportunity to experience Music as a tool of communication, as a reflection of their culture and as method of expression that they can continue all their lives.
VISUAL ARTS

The primary outcome for the Visual Arts Programme is that students will develop creative ways of expressing themselves and use art as a form of communication.

Students participate in a one hour lesson in Visual Arts a week. The students have been engaged in art projects where they have to apply both the Elements of Art and the Principles of Design. Results are secondary to the creative process and skills taught. Students have been actively encouraged to problem solve and work creatively when designing and making their art pieces.

A very busy and creative year was had by all in the Visual Arts Programme. The students have been exposed to a wide variety of art mediums including: clay, paint, pencils, crayons, chalk pastels and charcoal. They have had experiences in the techniques of printing, papier mache, collage, clay work and 3D sculptures.

The students have learnt to evaluate and respond to art works produced by themselves, their peers and society. They have studied the importance art has in our lives and the impact it makes on it. Artists create art to communicate ideas and to be both functional and decorative. We examine the wide diversity of arts from other cultures. The students appreciate and value the worth and importance of art as it surrounds them and influences choices they make in their lives.

Generally we follow a theme in our Art programme. Students are immersed in the subject matter and use a variety of media and techniques to respond and engage with it.

Students participated in the City of Gosnells Festive Lights Projection Art Project. Students were invited to create a picture about what the festive season means to them. Their pictures were then projected onto a building in the City of Gosnells as a part of a community event.

Throughout the year student art work is displayed in the library, the administration block, the art room and in the classrooms.

We continue to select student art work at the completion of the school year to be professionally framed and displayed in the front office for the following year. This is then presented to the student artists, where it is hoped that it will take pride of place in their own homes.
PHYSICAL EDUCATION

At Campbell PS planning and learning for Phys Ed is based on the Western Australian Curriculum to ensure our students are performing and demonstrating the appropriate skills for their age. In Physical Education we use an inclusive approach to maximise participation and focus on student centred learning. This ensures all students are given the opportunity to learn, participate, receive feedback, improve skills and achieve success. We have a Physical Education fair play focus called “The Campbell Way”. This focuses on encouraging students to take turns, include others, share equipment, follow rules, accept decisions, honesty, being inclusive, being a team member, manage competition, dealing with winning and losing, positive attitudes and values and leadership. We believe these are all important to develop our students mentally and physically. A morning fitness program has been in place from pre-primary to Year 4 to ensure all of our students receive the required 2 hours of physical activity a week.

The Years 3-6 students have learnt how to play the following sports in 2015, volleyball, ultimate frisbee, sofcrrosse, football, soccer and badminton. They have also participated in cross-country running, athletics and fitness testing. The junior primary students from pre-primary to Year 2 have been developing their fundamental movement skills and learning to apply these skills into small-modified games and activities.

At Campbell Primary our students are given opportunities to represent the school at Inter-school sporting events.

Campbell Primary School has developed a positive working relationship with Notre Dame University to help develop future Physical Education teachers. In Term 1 Notre Dame students came to Campbell Primary to run a tabloid day for our Year 5/6 students. The tabloid day promoted maximum participation and encouraged all students to be active. At Campbell Primary before school and after school programs are run to provide students with more sporting opportunities. These include soccer, tennis, dance and a golf academy at Gosnells Golf club. The sporting schools initiative was also run after school to develop jump rope skills for Years 1-6. To build partnerships with parents weekly newsletter items keep parents informed and the PE notice board in the undercover area provides parents with information about upcoming events, sports learnt in class, achievements, before school and after school programs and photos. Building strong relationships with students is also valuable; this has been achieved with lunchtime sporting activities teachers vs. students; an enjoyable experience for students and staff.

Achievements 2015…
- Summer carnival - tee-ball winners
- Winter carnival – soccer & league tag winners
- Inter-school cross country winners
- Inter-school athletics 7th place

In 2016 our focus will be…
- Fitness testing results indicated the need to develop student coordination skills and muscular strength so this will be implemented into the fitness program & PE classes.
- Further fitness testing to identify areas that have improved.
- Sporting schools initiative – to support dance troupes before school.
- Parent coaches and helpers to assist with training and coaching inter-school teams and inter-school squads throughout the year.
- Learning outcomes linked to the WA School Curriculum and Standards Authority.
- Improve inter-school athletics results.
- Plan and organise more lunchtime activities teachers vs. students.
ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EAL/D)

EAL/D programmes in selected schools support EAL/D students to attain English language proficiency, which is necessary for successful participation in mainstream schooling.

The EAL/D Support Programme is designed to address the needs of students from culturally and linguistically diverse backgrounds. The focus of the programme is on improving oral and written English language competence across the curriculum.

The EAL/D teacher works in a collaborative mode with the school staff to support the planning, implementation and evaluation of appropriate programmes within the whole school and the classroom. The teacher works with students and classroom teachers in a variety of settings. These include whole class support, small group work and individual instruction. Group Education Plans are written and evaluated to ensure their effectiveness.

In addition to teaching roles within the school, the EAL/D teacher liaises with Thornlie Intensive English Centre to enrol eligible students for whom English is not their first language, organises interpreter services—both onsite and by telephone and provides translated documents where available.

Monitoring and reporting of students’ progress is conducted using the EAL/D Progress Map. This is a local Western Australian document. The EAL/D Progress Map provides explicit information for teachers, enabling them to make accurate judgements about student progress and achievement in learning English. In addition, it provides information to assist teachers in determining their students’ needs and in helping them to plan effective teaching and learning programs to meet these needs.

Harmony Week has always been an important annual event on our school's calendar. “The week runs from 15–21 March every year and encourages everyone to experience, explore and appreciate WA’s wealth of cultural, religious, linguistic and ethnic diversity.” In Term One our school promoted this event and it was embraced by all staff and students.

Achievements for 2015

- The EAL/D teacher became a member of the Curriculum Leadership Team;
- Provision of interpreters for Semester One Report interviews where required; and
- A number of successful Harmony Week activities were undertaken, culminating in a special assembly where many students were selected to read out what Harmony Week meant to them.

Future Recommendations:

- Continue to ensure that EAL/D students are accurately identified through improved enrolment information and School Census data.
- Utilise assessment data from On-Entry, NAPLAN, and school based assessments to identify students at risk of not meeting targets.
- Plan, implement and assess teaching programs to effectively meet EAL/D student needs.
- Employment of an Ethnic Education Assistant to assist with interpreting and liaising with students and parents.
EARLY CHILDHOOD

2015 has been a very exciting year for all year levels in our Early Childhood phase of learning.

We commenced the year with 10 kindergarten classes comprising Campbell students, Piara Waters students and students from Bletchley Park with all students housed at the off-site facility. We had three Pre Primary classes, a combined Pre Primary/Year One class, three Year One classes and a Year One/Two class.

A huge focus for the year has been the implementation and auditing of the National Quality Standards at the school. Staff worked as a collaborative team to analyse the standards, collect and collate evidence against the standards and make judgments about our progress. As a result of this process, all staff selected a common focus that hinged on the integration of learning across both inside and outside spaces. The exciting results of this have been clearly evident in the amazing development of outside play spaces in playgrounds, and a clear commitment to engaging in learning conversations with students during outside play. The P&C have also assisted in the purchase of a range of new equipment for our students to explore, climb and play.

All classes have continued their commitment to the provision of quality learning experiences across all learning areas, with our paramount emphasis as always on the development of the whole child. Hands on learning and explicit teaching continue to underpin our philosophy with the provision. We have utilised the expertise of our staff to provide targeted point of need support for a variety of small groups in the early years, resulting in much improved skill levels and confidence of selected students.

Students have been on a wide variety of excursions relating to diverse learning areas. Year One students visited the Homestead in Gosnells to experience life on a farm in the late nineteenth and early twentieth century. Pre-primary students visited Ciccerello’s to learn about the sea (and to have fish and chips for lunch on a moored fishing trawler.) Kindergarten students travelled by bus to help plant trees with the Armadale Gosnells Land Care Group. Students also took part in a number of incursions including Constable Care and RAC Road Safety.

All students also participated in an athletics carnival where the emphasis was solely on participation and fun. Everyone had a truly terrific time.

Transition has also been a focus of 2015 from the Kindergarten children's first transition from home to school, through coming to the main school for a transition morning, to Pre-primary students playing and exploring in the Year One area. Our aim has been to enable all students to approach the next phase of their learning with confidence and excitement.

Strengthening Partnerships Within The Kindergarten Community / Minilit Program

Key Focus Area 3 of the 2013-2016 Business Plan sets out CPS’s goal of building and maintaining a strong sense of community within our school. In line with the whole school focus of running coffee chats with parents, Kindergarten held theirs in September to strengthen community partnerships. During the coffee morning active discussion was facilitated with the parents who attended about what we do well at Campbell PS and what areas could be improved.

The impact of teachers' hard work and professionalism was evident with the many positive responses from parents. It was
clear that as a school we have worked well to build our community as the parents felt welcomed and valued.

A clear area of concern, and something the parent body saw as a need for improvement, was the issue surrounding our Kindergarten being offsite and running on the same time schedule as the main school. Many parents are having to do drop-offs/pick-ups from both sites and with the traffic flow causing delays, they felt the pressure of being late, concerned for their child’s whereabouts, and the disruption this caused if the teachers were having to mind their child longer than necessary.

From this facilitated discussion and feedback the school has responded and asked parents for feedback regarding changing the start and finish time for 2016. The Kindy start and finish time has now been altered.

Parents of incoming Kindergarten students in 2016 were provided with an information session in late October to inform them of the most important aspects of starting Kindergarten. Upon conclusion of the meeting parents were able to have their questions answered by highly experienced staff. The school received positive feedback via email from a parent and it was evident that the session was welcoming and very informative for our incoming families.

To further develop relationships, and in support of Key Focus 5: Foundations for the future, there will be opportunity to facilitate another parent information session, with a focus on early reading or oral language skills early 2016.

**Future Recommendations:**
- Implementing MiniLit program in 2016 to support Campbell PSs focus area of reading;
- Further parent workshops related to oral language, Phonological Awareness (PA) and reading; and
- Further staff Professional Learning on PA program, including strategies and suggested resources.

**HEALTH AND WELL BEING**

Well-being has continued to be a strong area of focus in 2015 through the implementation of the Kids Matter initiative. Kids Matter provides the framework as we build upon the promotion, prevention and support of mental health and resiliency. Kids Matter principles and strategies are embedded throughout our school Business Plan. Campbell Primary School believes that children who are mentally healthy learn better, are better equipped to meet life’s challenges and contribute productively to their community.

Our Kids Matter Action Team met on a regular basis this year to review initiatives, discuss data collected and set new directions. The 2015 Action Team comprised of representatives from the executive team, staff members, parents and our school psychologist.

The focus for 2015 has been on building professional knowledge of staff through Component 3 Kids Matter training: Working with Parents and Carers. Staff developed a shared understanding of the importance of building positive working relationships with families and reviewed current practices. In April we surveyed parents and carers on their views. The survey was returned by a small percentage of our families however it provided the Action Team with a good starting point. A number of parent workshops were held to cover current health topics, such Cyber Safety and Bullying, however workshop attendance was low. Morning teas, following assemblies, were also held to allow parents to provide feedback on what was working at Campbell and areas of improvement. This feedback is being used for future planning. In Term 4 we held an introductory session for the Fathering Project. We have established a steering committee of dads to start a Fathering Group at Campbell and plan activities and events for 2016.
This year we have implemented initiatives to build upon our positive school community. We renewed our focus on virtues education, targeting two virtues per term at a whole school level. We re-launched Campbell Champions and linked the award to each term’s virtues. Students were rewarded with whole school recognition at assembly, a certificate, lunch with the Principal and their photo on our Campbell Champions photo wall. Another significant whole school change was the new approach to buddy classes. The Action Team discussed the importance of students building relationships between year levels and the positive impact this has on mental health. Buddy time was timetabled in non-assembly weeks and this school commitment has resulted in classes meeting on a regular basis forming strong relationships between year levels.

We established a coordinated, whole-school approach to the teaching and learning of Health and Well Being throughout the school. Each year level was guided by a sequential planning document of content and skills. We included evidence based resources such as Bounce Back, School Drug Education and Road Aware (SDERA), Butterfly Foundation and also trialled the eSmart Digital Licence in Year 6. It was clearly evident as you moved throughout the school that health was being taught in depth in classroom programs. Staff shared best practice providing a springboard for ideas and future lessons.

A continued approach to supporting students with mental health difficulties has been employing a social worker from Parkerville one day per week. Our social worker worked with referred students on a regular basis providing timely support and intervention.

**Future Recommendations:**
- Improve the explicit teaching of social and emotional learning by replacing Bounce Back with Highway Heroes (Yr1-6);
- Support the full implementation, assessment and reporting of the health learning area, based on SCSA by 2017;
- Develop a more coordinated approach to the teaching and learning of Protective Behaviours;
- Continue to develop support networks for families and establish effective ways of providing information about well-being; and
- Commence the final component of Kids Matter, Component 4: Helping Students with Mental Health Difficulties

**STUDENTS AT EDUCATIONAL RISK**

Campbell Primary School’s current Business Plan has a strong focus on improvement in outcomes for all students at educational risk.

**Key Focus 2: Implement target intervention groups.**
**Key focus 4: Quality Teaching.** At risk students are identified through early intervention and analysis of student data in order to reach their potential.

Over the course of this year the school has worked hard to clearly identify children at risk of not achieving their potential, particularly in the area of literacy. Staff have used a raft of data including NAPLAN, Campbell Literacy and Numeracy Assessments (CLAN), PM Benchmarking, On Entry testing and Phonological Awareness Screening to identify students who do not currently meet benchmarks and to begin to plan for continuing improvement. A case management approach has been implemented with Pre-primary students to ensure that they have the necessary pre requisite skills to learn to read. Several times each week they take part in a small explicit skills based group program run by highly skilled staff. These
students have made great gains and their level of self-confidence has markedly improved. All students in Pre Primary and Year One have been levelled on the PM Benchmark program so that future reading lessons can be tailored to meet the precise level of development of each student.

Students in Years 2, 3, 4 and 5 identified as “at risk” in either NAPLAN or CLAN have also undertaken PM Benchmark assessment, giving classroom teachers reliable information about current attainment and how to best move these students forward. The school has purchased a range of new levelled texts to meet the needs of these students and current reading texts are being reorganised into common reading levels. There are also a small number of students who have not developed a clear understanding of the decoding process and underlying phonic code. A number of teaching and non-teaching staff have engaged in the Mini Lit and Reading Tutor programs, both of which are designed for use with these students. We are pleased to be implementing these programs with students in 2016.

An exciting development in the latter part of the year has been the introduction of a supported reading program for our identified students in Year Four. These students attend several sessions a week with an education assistant. They gain practice in reading with, and to an adult and have the opportunity for one on one coaching in reading. The program is having great success with both students and education assistants enjoying their time together.

Kindergarten and Pre-primary staff work consistently with parents and health professionals to identify children who may be at risk of not achieving their full potential as they move through school. We are proud of the way our staff engage with parents and allied health services to tailor positive intervention for identified students. Our continuing challenge in 2016 is to maintain and further strengthen our partnerships with all parties who can assist with early identification and intervention for students at Campbell PS.

Campbell PS continued to provide an inclusive learning environment and worked tirelessly to ensure that all identified SAER students (students at educational risk) were supported and appropriately resourced to meet their individual learning needs. Strategies that underpinned the learning environment for SAER were the continuation of proven and successful learning programs (e.g. Letters and Sounds) as well as new classroom initiatives and strategies implemented through IEP’s and GEP’s. Timetable structures with Literacy and Numeracy blocks and small group intervention supported by education assistants and support teachers has supported the learning environment for SAER and enabled them to achieve targeted goals. The outcomes have been very positive with students involved in SAER programs making sound gains as evidenced by school data collected. Embedded in the SAER model is regular and ongoing consultation and feedback between teacher and parents, and where necessary intervention and support is available from the School Psychologist and Social Worker. This model of intervention has been endorsed by staff and will continue to be enhanced in 2016.

**Student Leadership**

Student Leaders continued to play an important role at Campbell Primary School providing a strong conduit as representatives of the student cohort to the school teaching and administration staff.

Students are peer elected through a rigorous and democratic process; which includes a nomination (self or peer) and a presentation to the student cohort outlining their qualities as a potential leader. Students were supported in this process by a ‘Leadership Framework’ established and shared across the middle primary classes. Teachers and students had ongoing opportunity to refer to and reflect on this framework in the formative stages; this framework clearly outlined the ongoing expectations of a good leader. As elected young leaders the students were inducted into their roles by key staff and mentored by the assistant principal. To further develop their leadership qualities the students attended the ‘Southern River Youth Forum’ facilitated by our local MP, and a visit to Parliament House was also arranged with viewings of both houses in operation. Leaders were also invited to attend a School Board meeting to get an appreciation of the formalities of such meetings.

The student leaders had ongoing responsibilities such as MC school assemblies; provide school and sport reports, and assist with important events such as carnival days and the ANZAC service. All leaders undertook a Strengths, Weakness, Opportunities and Threats (SWOT) analysis to share back their thoughts on their roles and future aspirations as young leaders.
CULTURAL STUDIES

The positive collaboration and cooperative culture within our school and community is benefited by consistent valuing of individuals and groups of people whether it be for their traditional ownership of land, country of origin, religious backgrounds or ethnicity. The welcoming inclusive environment at Campbell Primary School shapes effective communication and enthusiastic learning so we can all be respectful, responsible and friendly in our daily lives as citizens of this ever changing world.

Campbell PS celebrates being a very multi-cultural school.

Campbell PS has always celebrated Harmony Day in a way that recognises the cultural diversity population attending this school, reaching out to families to ensure a strong sense of community is maintained and all groups feel valued. All students were invited to wear orange, the colour of harmony, on the day.

Campbell PS was successful in receiving a grant through an application to PALS (Partnership, Acceptance, Learning, and Sharing) via the Department of Aboriginal Affairs. As a result we were given a grant of $750.00 which was spent on resources to enrich Indigenous education experiences in the early years for future years. Kindergarten, Pre-Primary, Year 3 and Year 6 engaged in the PALS journey.

The Kindy classes celebrated Chinese New Year, Ramadan and covered Diwali which has brought parents in to talk about their experiences or provide me with further information about the topic or just show their pleasure that the students have all had a conversation about it. Parents of an Italian speaking student have been in to read and translate stories in Italian. All staff were invited to enter the Italian Festival art competition. The three Italian students from Kindergarten Groups and Year 4 participants had entries posted as a consequence of this promotion.

Future Recommendations:

- Submit City of Gosnells grant applications to gain assistance to fund interpreters for non-English speaking families;

- Extend parent invitations to assist teachers to convey messages about different cultures, e.g. cooking or storytelling; and

- Celebrate National Aboriginal and Islander Day Observance Committee (NAIDOC) Week in July 2016 with an incursion.
GIFTED AND TALENTED EDUCATION

Students from Years Five and Six participated in four different programmes throughout the year. These students were chosen according to the following criteria: teacher nomination, NAPLAN scores and the Campbell Identification Checklist. Some of the programmes run during 2015 are listed below.

- **NUMERACY FOCUS**
  Students participated in a problem solving programme which identified different approaches to solving multi-step word problems.

- **APSMO – MATHS OLYMPIAD**
  Students were enrolled in the Maths Olympiad which is an international problem solving competition. Students compete from Australia, New Zealand, Singapore and Malaysia.

- **HEALTH INVESTIGATION**
  This programme involved Health and investigated the amount of sugar, fat and salt consumed by students in the upper grades.

- **INVENTIONS – RESEARCH PROJECT**
  This programme involved looking at the difference between inventions and discoveries.

The Gifted and Talented Programme at Campbell PS continues to flourish and was reviewed at the end of 2015. We look forward to a continued commitment in ensuring our talented students are extended.