



ANNUAL REPORT 2017





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2017 CAMPBELL PRIMARY SCHOOL ANNUAL REPORT

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PRINCIPAL'S REPORT



Once again I am privileged with the task of presenting Campbell Primary School's Annual report.

It is an honour to lead this wonderful school. I extend my sincere thanks to 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 (BP) and supporting our school throughout 2017. Our School Board has achieved a great deal over the course of 2017 and this is a credit to all members and Mr Andrew Van Der Merwe – School Board Chair Person, who so ably leads our meetings.

I would also like to thank the P&C President – Mrs Leonie Gurr for her commitment and drive in supporting numerous community and fundraising events over 2017. Our P&C committee members again worked passionately with the community in order to raise enough funds to support school initiatives and programmes. I also would like to acknowledge the outstanding support provided to our school from parents and carers throughout the course of 2017. I continue to be impressed with the strong sense of community that exists within our school and take pride in 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 the targets set in our Business Plan 2016-2019. The report also provides us with the opportunity to celebrate our successes*



and achievements including information about the future actions to be taken in 2018 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. To contextualise 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.

The achievements of our students in 2017, both in the academic and non-academic arena have been impressive with high quality teaching and learning programmes providing the cornerstone to such success. We have achieved many of our Business Plan objectives and I thank the staff for their commitment and unrelenting focus on student improvement.

As an Independent Public Primary School we will continue to be highly responsive to both local and wider community perspectives. I look forward to 2018 and the further success we can achieve through a strong focus on working together and inspiring our students to dream, believe and achieve.



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 actions, 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

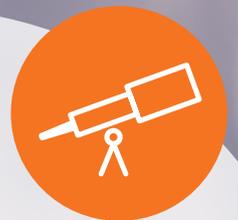
Seek to accomplish something worthy and admirable, try hard, and pursue excellence

UNDERSTANDING, TOLERANCE AND INCLUSION

Be aware of others and their cultures, 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



OUR VISION

Campbell Primary School's vision is to ensure that all students develop the knowledge, skills and confidence to achieve their individual potential and to contribute to society, which will establish the foundation for lifelong learning.

SCHOOL BUSINESS PLAN

SCHOOL CONTEXT

The School commenced the 2017 year with 777 enrolments from Kindergarten to Year 6.

Staff are merit selected and are committed to the collaborative culture that exists within the school. In 2017, 50 teaching staff and 29 support staff were employed. 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.

The School provides a high quality learning environment where student learning is dynamic, motivating and meaningful. The committed and caring staff work closely with families to provide a well-rounded education for our students. They have fully embraced the Western Australian curriculum and the latest research based approaches implemented within the school to improve student learning. I continue to be inspired by the highly professional and collaborative culture that exists here.

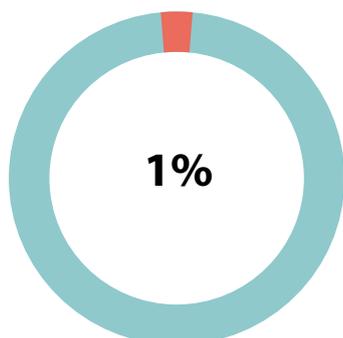
English as an Additional Language/Dialect (EALD)

The diversity in our community is celebrated and embraced by all. Approximately 40% of our student population are from non-English speaking backgrounds. The most dominant language backgrounds include Chinese and Indian languages. To support students to develop their home language we have after school Hindi classes available. The School Board also initiated a Multi-cultural community group in order to support new families into our school. This group will provide support and offer social events throughout 2018.

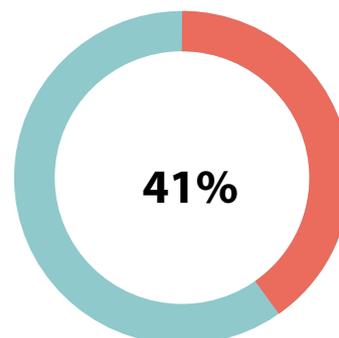
The school supports our EALD students through a specialist EALD teacher, ethnic assistant and a bilingual front office staff member. Our ethnic assistant and front office staff member greatly support our students and families through interpreting and translating.

Full-time equivalent enrolments: 729

Indigenous students



Language background other than English





“Thank you to all staff that have made our family’s journey a fantastic learning place for the last 6 years with both of my children. ”

STUDENT ENGAGEMENT, BEHAVIOUR AND ATTENDANCE

ENROLMENT TRENDS

As mentioned, in 2017 we had 777 students enrolled from Kindergarten to Year 6. This is 79 students less than the previous year. This can be attributed to a reduction of students enrolled as Kindergarten overflow students. These students are now accommodated at their local intake schools. From 2018 we will no longer be an overflow site for Kindergarten students. We therefore expect that due to this, our numbers will again slightly decline going in to 2018.

Despite reduced numbers we still experience enrolment pressure and continue to accommodate families only from our local intake area.

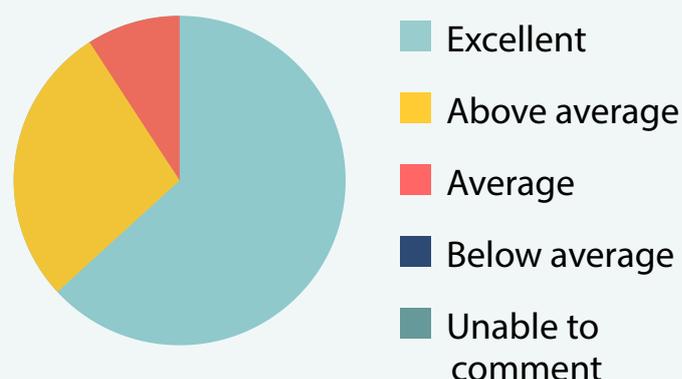
BUSINESS PLAN TARGET:

Exit surveys reflect high levels of satisfaction with the school

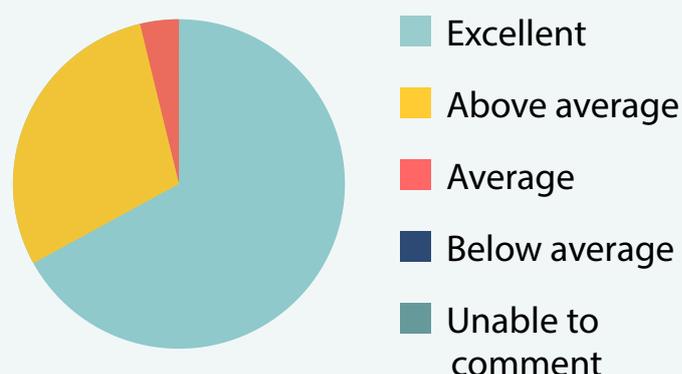
Each year families leaving our school are invited to complete an exit survey. In 2017 we had some 57 families that left the school and responded to this survey. Of the 57 families, 11 of the respondents moved to another suburb, 1 went to a private school and the other 35 respondents were from families with students that graduated from Year 6.

The exit surveys once again indicated that families that were very happy with the school and the education it provides.

Campbell PS provides quality of teaching and learning



How would you describe your overall experience at Campbell PS



STUDENTS AT EDUCATIONAL RISK

Campbell Primary School has a strong ongoing commitment to the support of all students identified as being at risk, both academically and within the social and emotional context. This commitment is supported through a comprehensive identification process that uses academic data, teacher judgments and ongoing social emotional checklists to monitor the wellbeing of our students.

Students are supported through a wide range of interventions including small group and individual learning plans, behaviour plans, the use of Highway Heroes as a core teaching strategy and referrals to the Students at Educational Risk (SAER) team, to external medical providers, to the Parkerville School Based Support Counsellor and to our school chaplain.

Successes in 2017

- Continuation of the Learning Support Coordinator role;
- A School Chaplain was appointed;
- Evidence of significant growth for students involved in the MiniLit Early intervention programme;
- The ongoing streamlining of referral processes, prompt and targeted intervention by the SAER team to support teachers in the provision of appropriate programs for students, provision of short term counselling for students experiencing difficulty in managing their emotions or dealing with stressful life situations, onward referrals to outside agencies for further intervention and support for students and families through the School Based Chaplaincy Service; and,
- Highly positive results in the KidsMatter Emotional Wellbeing Survey showing that students have very positive responses across the domains of liking school, feeling safe, friends, social skills and me.

Recommendations for 2018

- Further development of a Response to Intervention model that clearly outlines the processes and requirements for each level of intervention; and,
- Implementation of targeted strategies to support areas of concern as identified in the Social and Emotional Wellbeing survey completed by all students in Years 3 to 6.



HEALTH AND WELLBEING

We remain committed to ensuring all students and the school community feel accepted, nurtured, valued, respected and included, consistent with the Nine Values for Australian Schooling. Our Health and Wellbeing program promotes mental health, through KidsMatter and resiliency through the 'Highway Heroes' program.

We assessed the success of our Health and Wellbeing program through conducting the KidsMatter Survey PP-Year 2 and the Year 3-6 Australian Council for Education Risk (ACER) Social Emotional Survey.

Successes in 2017:

- Staff undertaking KidsMatter refresher components 1-3 and commencing professional learning in component 4;
- A Health Teaching Guide scope and sequence document which aligned to the Western Australian Curriculum was developed for staff; and,
- Partnerships with Parents sessions were held to engage the wider community with our 'Highway Heroes' program and cyber safety.

Recommendations for 2018

- Social and Emotional Learning survey data is used to target set for 2018.
- Teaching staff to finish Component 4-of KidsMatter to obtain full accreditation as a KidsMatter school.

Business Plan Targets

- **Data collected from KidsMatter survey PP-Year 2 is positive. (achieved)**

KidsMatter PP-Year 2 survey showed all scores at or above 89% positive

- **Year 3 to 6 ACER Social Emotional Survey data is positive with data used to identify target setting where required. (achieved)**

The Year 3-6 ACER Social Emotional survey data was positive overall with student responses in the social domain stronger than all schools.

ATTENDANCE

Our overall attendance rate for 2017 remained high at 94.3%, this is slightly higher than in 2016.

Business Plan Targets

- **Steadily improve regular attendance for Pre-primary to Year 3 to be 84% or above by 2018.**
- **Reduce percentage of unexplained absences.**

Regular attendance has continued to improve across year levels and we are very close to meeting our BP Target of 84% regular attendance for our Pre-primary to Year 3 cohort. The regular attendance rate for 2017 was 86.8%. Through a strong focus on attendance we have seen improvement for our target groups. There has been an improvement in regular attendance for all years except in Year 1 with 83% regular attendance.

Through a rigorous process of monitoring unauthorised absences, we have also been successful in achieving the BP target of reducing the percentage of unauthorised absences.

Behaviour Data

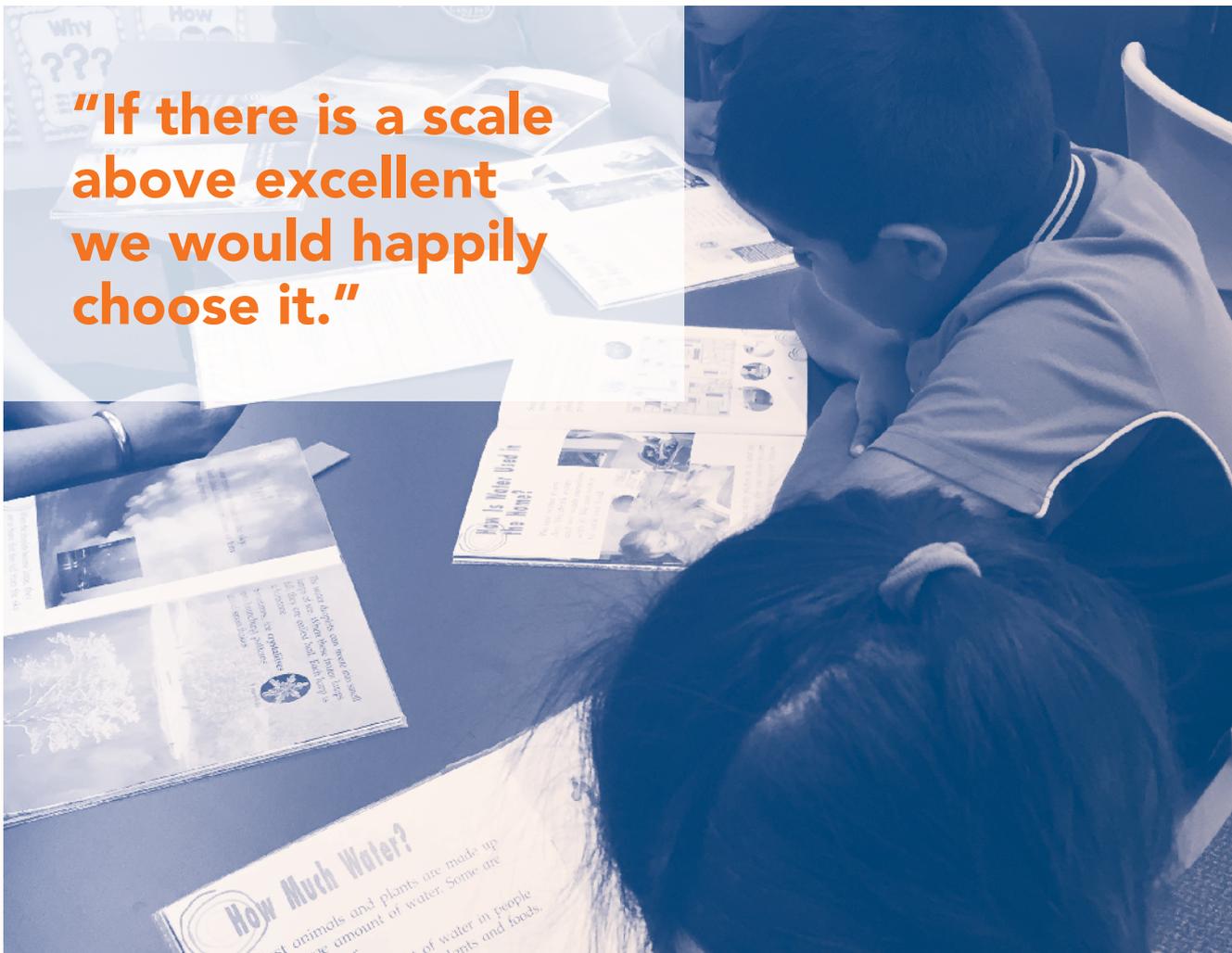
With the revised and reviewed Behaviour Management in Schools policy we have experienced a greater level of consistency in behaviour management and recording of behaviours across the school. In 2017 the percentage of students that received a suspension continued to be very low.

Continued implementation of KidsMatter initiatives and the Highway Heroes programme has also greatly enhanced behaviour and supported a consistent language across the school.

Collection Period	2014 Sem 2	2015 Sem 2	2016 Sem 2	2017 Sem 2
Unauthorised Absence	44.2%	36.5%	34.4%	26.2%

It is pleasing to note a decrease in the percentage of students that are at indicated, moderate and severe risk in attendance.

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2015	84.0%	12.9%	2.8%	0.1%
2016	81.8%	14.5%	3.0%	0.5%
2017	86.8%	10.7%	2.3%	0.3%
Like Schools 2017	86.0%	11.1%	2.3%	0.6%
WA Public Schools	77.0%	15.0%	6.0%	2.0%



EXCELLENCE IN STUDENT ACHIEVEMENT

Early Childhood

The Early Years Classrooms have continued to provide excellence in learning across all areas of the Early Years Learning Framework and Western Australian Curriculum. Teachers work collaboratively to provide a curriculum that embraces intentional play based learning, explicit skills teaching and exposure to a wide variety of engaging learning experiences. Teachers within the early years have delivered a consistently high standard of outcomes across a range of areas. This is also evidenced in our meeting of 5 out of the 7 National Quality Standards, which was set as a Business Plan Target.

The National Quality Standards provide an assessment framework for Kindergarten to Year 2. Our school based assessment audit against the standards was very positive with all 5 of the Standards set as targets achieved.

Quality Area 1: Educational Program and Practice

Quality Area 2: Children's health and safety

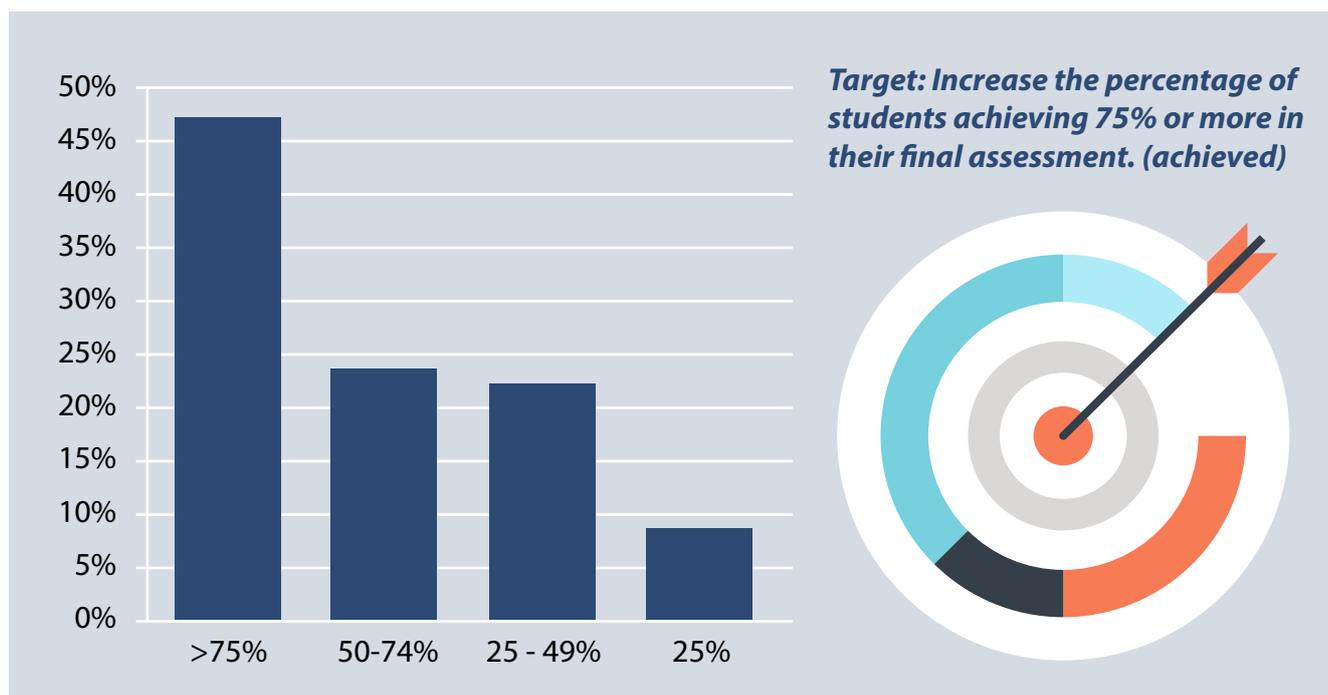
Quality Area 5 : Relationships with children

Quality Area 6: Collaborative partnerships with parents

Quality Area 7: Leadership and service management

Notable improvements were also evident in Quality Area 4 – Staffing Arrangements and Quality Area 3: Physical Environment

In 2017 the Kindergarten Assessment Tool was introduced with targets set for improvement in phonological achievement.



In 2016, 24% of students scored 75% or more. In 2017 47% of students scored 75% or more, an increase of 23%.

On-Entry Assessment

Each year our Pre-primary (PP) students complete the Literacy and Numeracy On-Entry assessments. This assessment tool identifies the literacy and numeracy capabilities students enter PP with and provides valuable information for us as a school to support our planning.

2016 to 2019 Business Plan Targets

- To raise the percentage of students who are entering PP with a score in Literacy in excess of 0.5VEL.
- To continue to improve the number of students who achieve 1.0 VEL in Numeracy at the beginning of the year and to extend students further throughout their PP year.

Future Recommendations

- Continued improvement in On Entry results in both Literacy and Numeracy;
- An ongoing commitment to guided reading resulting in positive literacy gains for all students; and,
- Expansion of the MiniLit program to include PP, Year 1 and Year 2 students who have been identified as requiring additional literacy support.

Total Literacy Score		Numeracy	
2016	2017	2016	2017
49% >= 0.5 VEL	64% >= 0.5 VEL	50% >= 1.0 VEL	57% >= 1.0 VEL
15% improvement		7% improvement	





LEARNING AREA: NUMERACY

Numeracy remained a focus area in 2017 with the adoption of the iStar pedagogical model to achieve a whole school connected approach to the teaching of Mathematics.

Key strategies to support student improvement in Numeracy included:

- The implementation of the iStar connected practice model to develop shared pedagogical practices in the teaching of Mathematics across the school. This includes a whole school approach towards adopting explicit learning practices, such as explicit, differentiated learning intentions and a common methodological approach to structuring individual lessons and units of lessons.
- The consolidation of initiatives within classrooms to facilitate differentiation and provide opportunities to enrich and accelerate learning, including:
 - purchase of MathsOnline, which has facilitated self-paced online individual learning and facilitated the differentiation of the curriculum within classrooms and in case management processes;
 - the consolidation and promotion of computer programming in classrooms to enrich the Mathematics curriculum, including holding the 'Hour of Code' during National Numeracy and Literacy week; and,
 - continuing to support and promote Numero as a whole school strategy to improve student fluency and reasoning in Mathematics through: upskilling

teachers, the Partnerships with Parents program, open classrooms and student engagement in Numero competitions.

- Target setting for individuals and groups of students based on an examination of school and system data in numeracy;
- Implementation of Case Management for identified students.

Future Recommendations:

- Complement the adoption of the iStar pedagogical model through:
 - the Introduction of PR1ME Mathematics resource books and the Concrete – Pictorial-Abstract approach to support explicit teaching;
 - providing staff with ongoing professional learning around the introduction of the iStar model and PR1ME Mathematics text books; and,
 - the introduction of a Mathematics vocabulary scope and sequence to improve Mathematical literacy.
- Use target setting documents to support planning for student improvement in 2017 and 2018.
- Provide training and assistance to new and current teachers to continue up-skilling them in Numero.
- Implement a whole school problem solving and mental strategies program, based on the PR1ME bar method problem solving strategy

2016-2019 Business Plan Numeracy Targets

- High levels of Year 3 achievement in NAPLAN are sustained into Year 5; (achieved)

In 2015 – 65% of Year 3 students achieved above National Mean

In 2017 – 68% of Year 5 students achieved above the National Mean

- Maintain or increase the percentage of Year 5 students achieving in the top 20% of the state in NAPLAN Numeracy to be above 30% aspiring to be above 40% in 2017; (not achieved - 30%)
- Year 3 to 5 data to remain in the higher achievement quadrant when compared to like schools, aspiring to achieve in the higher achievement and progress quadrant; (achieved)
- Maintain positive results in Year 3 and 5 for non- English speaking background subgroups when compared to like schools and National means; (achieved). The School mean for Year 3 and 5 EAL/D student achievement is 530, remaining above the state, national and like school means.

NAPLAN 2017 - Numeracy Results

The tables below describe the students' performance in Mathematics from the 2017 NAPLAN testing. Average scores are compared with Like Schools, WA and Australian averages.

Year 3	Year	School (mean)	Like Schools	Western Australian	Australian	Difference Between School and Like Schools
	2017	416	426	400	409	-10
	2016	418	415	393	402	+3
	2015	431	408	387	398	+23
	2014	430	411	390	402	+29

Year 5	Year	School (mean)	Like Schools	Western Australian	Australian	Difference Between School and Like Schools
	2017	515	511	486	494	+4
	2016	511	505	483	493	+6
	2015	519	511	481	492	+8
	2014	515	498	476	486	+17

The Year 5 cohort continue to achieve above Like Schools and increased their percentage within the top 20% of the distribution; however, the Year 3 cohort has dropped below Like Schools in 2017 and there is a need to continue to increase the percentage of Year 3 students achieving in the top 20% of the distribution. We have also noted a decrease in the number of students achieving in the bottom 20% of the Year 5 cohort. To support student improvement and address areas of concern we will continue a case management approach into 2018, consolidate the adoption of the iStar pedagogical model and continue to use data to set targets for individual students and groups of students within cohorts.



LEARNING AREA: LITERACY

Literacy continues to be a focus area, with Reading remaining a whole school priority in 2017. There is pleasing evidence indicating that our strategies are having a significant impact on literacy approaches across the school, such as increasing the percentage of students achieving Year level Reading targets across all year levels. While the achievement of BP targets have not all been met in 2017, we remain positive that we will see an upward shift in our 2018/2019 data once the newly adopted strategies have become fully embedded across the whole school.

Key strategies to support our literacy focus include:

- The implementation of the iStar connected practice model to develop shared pedagogical practices. This includes a whole school approach towards adopting explicit learning practices, such as explicit, differentiated learning intentions and a common methodological approach to structuring individual lessons and units of lessons.
- A continued focus on implementing the Western Australian Curriculum;
- Staff commitment to the Whole School English Plan;
- Collaborative staff planning and assessment activities;
- EAL/D support;
- Target setting for individuals and groups of students based on an examination of school and system data in literacy; and,
- Peer observation processes to support and promote best practice.

Key strategies to support improvements in Reading have included:

- Developing a consistent approach to the literacy block, with a specific focus on whole school approaches to Guided Reading;
- The implementation of First Steps Reading strategies through professional learning supporting the development of a whole school approach to Guided Reading;
- Adopting online learning, such as the integration of Literacy Pro and Read Theory into classrooms to provide a highly differentiated teaching and learning environment;
- The consolidation of early intervention programs, such as MiniLit and Reading Eggs;
- Implementing miscue analysis/running records for Year 3-6 students at academic risk;
- Consolidating the Year 3 -6 support-a-reader program;
- Continuing the case management programme with a focus on Reading; and,
- Providing enhanced opportunities for students and the community to engage with Reading, such as promoting the Holiday Reading Challenge and offering Partnerships with Parents sessions.

Future Recommendations:

- Our data is demonstrating that key strategies are beginning to result in student improvement and that we are working towards meeting our Business Plan targets in 2018/2019. It is recommended these key strategies be consolidated in 2018 and target setting documents are used to support planning for continued student improvement in 2018/2019.

- It is further recommended that the iStar pedagogical model, which was introduced to teachers and applied in the Numeracy learning area in 2017, be expanded to complement connected practice initiatives in Literacy, such as Guided Reading.

2016-2019 Business Plan Literacy Targets

- Increase the percentage of Year 3 students achieving in the top 20% of the state in NAPLAN reading to be above 35%. (not achieved – 20%)
- High levels of Year 3 achievement in NAPLAN are sustained into Year 5; (not achieved)
- Maintain positive results in Year 3 and 5 for ELA/D sub-group when compared to like schools, state and national means. (achieved)

- Maintain or increase the percentage of Year 5 students achieving in the top 20% of the state in NAPLAN Reading and Writing to be above 30%. (achieved in writing only)

Reading	Writing
2016 - 25%	2016 - 33%
2017 - 20%	2017 - 35%

- The Year 5 NAPLAN results reflect consistency across domains tested in terms of achievement and progress with reading shifting to higher achievement quadrant by 2017. (not achieved)

LEARNING intentions

W.A.L.T **T.I.B** **W.I.L.F** **VOCABULARY**
The words I will use are

Literacy

Comprehend Texts **Understand** what we are reading

A: Make a connection and synthesise 1 idea.
M: Make connections and synthesise with ideas in the text.
S: Clearly link your connections to synthesise with ideas in the text.

Connection: This reminds me...
Synthesise: Something new I learnt...

Numeracy

Solve Problems We can make calculations

A: Represent using the bar model and calculate using a strategy.
M: As above and calculate using multiple strategies.
S: As above and more complex problems (multiple parts)

part
Whole
subtract
add
calculate
equals

NAPLAN 2017 – LITERACY RESULTS

The tables below describe the students’ performance in Literacy from the 2017 NAPLAN testing. Average scores are compared with Like Schools, WA and Australian averages.

Once again our results for NAPLAN testing in Year 3 and 5 have been pleasing. The table below summarises our results. In Year 3 we achieved above the Like School’s mean in all Literacy areas tested. In Year 5 we achieved above like schools in all areas except in reading. Both year 3 and 5 achieved above Western Australian and Australian mean in all areas tested.

It is particularly pleasing to note that in Year 3 we have reduced the percentage of students at or below National Minimum Standard in all areas tested. There were also no students below benchmark in reading in 2017. In Year 5 we have had a similar result with a reduced percentage of students at or below National Minimum Standard in all areas except Grammar and Punctuation.

NAPLAN 2017 - Reading

Year 3	Year	School (mean)	Like Schools	Western Australian	Australian	Difference Between School and Like Schools
	2017	448	440	420	431	+8
	2016	429	435	416	426	-6
	2015	445	435	413	426	+10
	2014	436	431	407	419	+5

Year 5	Year	School (mean)	Like Schools	Western Australian	Australian	Difference Between School and Like Schools
	2017	518	522	499	506	-4
	2016	515	509	495	502	+6
	2015	506	509	489	498	-3
	2014	504	508	492	501	-4

NAPLAN 2017 - Writing

Year 3	Year	School (mean)	Like Schools	Western Australian	Australian	Difference Between School and Like Schools
	2017	433	427	410	414	+6
	2016	431	427	414	421	+4
	2015	452	425	408	416	+27
	2014	444	411	397	402	+33

Year 5	Year	School (mean)	Like Schools	Western Australian	Australian	Difference Between School and Like Schools
	2017	504	491	469	473	+13
	2016	503	482	470	475	+21
	2015	494	493	471	478	+1
	2014	502	478	465	468	+24

NAPLAN 2017 - Grammar and Punctuation

Year 3	Year	School (mean)	Like Schools	Western Australian	Australian	Difference Between School and Like Schools
	2017	462	456	429	439	+6
	2016	440	450	425	436	-10
	2015	471	448	424	433	+23
	2014	455	436	413	426	+19

Year 5	Year	School (mean)	Like Schools	Western Australian	Australian	Difference Between School and Like Schools
	2017	534	524	492	499	+10
	2016	520	516	499	505	+4
	2015	529	521	496	504	+8
	2014	527	511	495	504	+16

NAPLAN 2017 - Spelling

Year 3	Year	School (mean)	Like Schools	Western Australian	Australian	Difference Between School and Like Schools
	2017	442	423	409	416	+19
	2016	438	431	412	420	+7
	2015	446	421	400	409	+25
	2014	445	422	403	412	+23

Year 5	Year	School (mean)	Like Schools	Western Australian	Australian	Difference Between School and Like Schools
	2017	559	519	498	501	+40
	2016	536	505	488	493	+31
	2015	523	512	493	498	+11
	2014	525	500	492	498	+25



LEARNING AREA: SCIENCE

We continued to deliver a curriculum based, scientifically researched program with inquiry-based investigations linked directly to the science understanding being taught. The Science program draws upon relationships with external organisations and the wider academic community to create an engaging and rigorous program which is highly differentiated to cater for all students.

The Science program joined with Canning Vale College and their partner school, Newton Moore Senior High School to help develop a Science Technology Engineering and Mathematics (STEM), general capabilities scope and sequence document to enhance the integration of STEM across different phases of learning. We have also fostered and supported

a network of primary Science specialist teachers to create standardised Science assessments addressing the requirements of the Western Australian Curriculum.

In 2017 the School hosted a 'Science Alive' incursion, which complemented the senior student program around electricity and a 'Chemical Science' incursion during National Science week to promote Science and increased understanding and engagement. Year 6 students participated in a series of excursions to Canning Vale College to experience a secondary school science environment, and new science investigation techniques under the supervision of secondary school teachers.





Recommendations in 2018:

- Maintain and enhance the profile of Science within the school through creating incursion opportunities around National Science Week and continue providing Science enrichment activities through collaboration with Canning Vale College.
- Continue to collaborate with the established Primary Science Specialist Network to develop assessment tasks and marking rubrics, to both determine any student global weakness and to monitor progress in Science. This data will inform pedagogy and assessment across the network schools.
- Contact and liaise with Secondary schools promoting STEM programs, to establish entry requirements for students and scholarship opportunities. Present a 'Partnerships with Parents' information session in 2018 to communicate this information to the broader school community.

Sustainability

Sustainability is the ability to continue a defined behaviour indefinitely.

The school's Business Plan gained momentum as the 2017 year progressed.

Achievements for 2017

- The School was acknowledged for their ten year Waterwise status;
- Sustainability was added as an area of study to the Year 6 enrichment classes;
- Students from the enrichment class entered the Royal Show and the local council's 'Switch Your Thinking' promotion;
- An audit on waste was completed;
- A Kindergarten class used the Year of Sustainable Development in Tourism theme to complete tasks depicting holidaying in Western Australia and their work is entered into the School's Display Competition at the local Canning Show.
- An annual whole school environmental project was held to reinforce Campbell's 10 year Waterwise standing during 2017.

All families were asked to collect and store some precious water from a place that was important to them and justify their selections. A display was made showing water from a variety of places and that water is used for many necessary functions and also provides enjoyment in our lives. The categories of water represented was phenomenal and a huge display was assembled for our community to view.

Future Recommendations

The recommendation for 2018 is to build further on the visibility of sustainable practice within our school. This has potential to improve evidence of early year's environmental responsibility and to embed sustainable practice for National Quality Standard Three accreditation.

Recommendations

- Build further on the visibility of sustainable practice.
- The 2018 annual whole school environmental project is to include a day of the week where students are encouraged to bring a lunch that has no waste packaging.



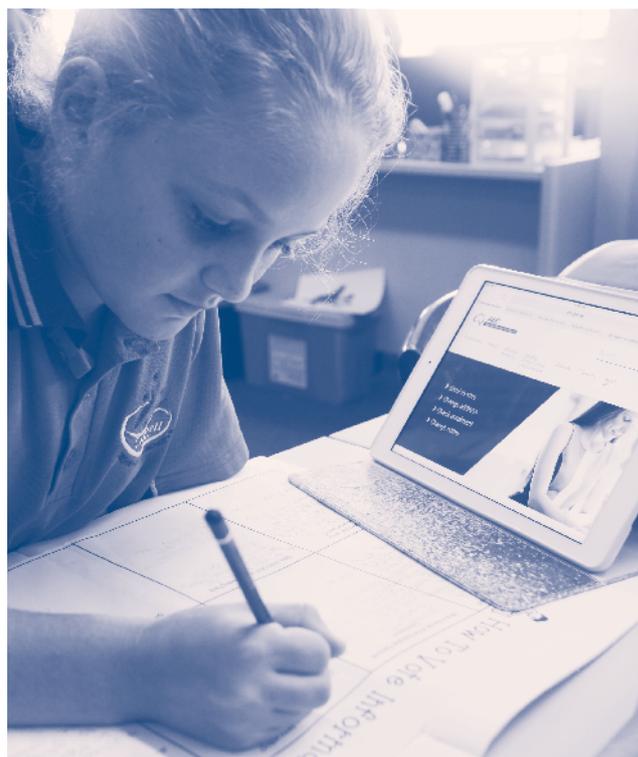
LEARNING AREA: HUMANITIES AND SOCIAL SCIENCES

A key focus in Humanities and Social Sciences (HaSS) in 2017, was to consolidate the implementation of Phase 2 Western Australian Curriculum with teaching in History, Geography, Civics and Citizenship and Economics and Business delivered in classrooms. Teachers have been supported in the delivery and assessment of their HaSS programs through moderation tasks in History and Geography.

The HaSS team has provided professional learning for staff on addressing the Aboriginal Cultural Standards Framework and supported the integration of indigenous and broader HaSS concepts within the curriculum through the purchase of new resources, such as guided reading books. The HaSS team has also completed a successful application for a Partnership, Learning, Acceptance and Sharing (PALS) grant, which supported the purchase of more HaSS reading resources.

Recommendations for 2018:

- Further embed understanding of the Aboriginal Cultural Standards Framework through staff completing the Cultural Awareness program;
- Continue to purchase guided reading books to integrate HaSS concepts within the broader curriculum; and,
- Support the implementation of the HaSS curriculum with further moderation opportunities for staff.





“My child’s emotional, behavioural and educational needs have been more than adequately met by the very patient and brilliant teachers at Campbell Primary School. I am very sad that it is now an end of an era for our family. ”



LEARNING AREA: SPECIALIST AREAS

THE ARTS

The School Arts' Strategic Plan continues to be implemented across Music, Visual Arts and Dance. The Plan provides clear links between the Arts specialist programs, within which teachers work collaboratively to provide a rich learning environment allowing students at all ability levels opportunities to develop skills in creative problem solving, resiliency, communication and self-expression. The Arts features prominently in our senior student curriculum enrichment program, where all students have access to units in Visual Art, Drama, Dance and Music.

The teachers employ the plan and SCSA's Rules of Engagement for the Arts to deliver their programs. The plan was further developed in 2017 to provide students with a more connected experience when exploring the Arts and increased opportunities to apply learning from one Arts learning area to another. Implementation of the Strategic Plan was supported through the development of several common moderation tasks, providing specialist teachers with the opportunity to collaboratively reflect on their teaching and assessment.

Our Arts program seeks to involve the wider school community. A 'Partnerships with Parents' evening provided access by the wider community to the Arts philosophy at the School. The Evening on the Green was held again this year as a celebration of the Arts; allowing students to share their achievements in Music, Visual Arts and Dance with the wider school community.

VISUAL ARTS

Students are taught to appreciate and value the worth and importance of art as it surrounds them and influences the choices they make in their lives. They practice evaluating and responding to art works produced by themselves, their peers and society, including the work of indigenous and other cultures. Students are given multiple opportunities to share their artwork with others and express themselves in a range of different media.

In 2017 cross-school collaboration continued with neighbouring primary and secondary schools through regular networking meetings. This has allowed for moderation, enriched planning and opportunity to work side by side on events such as Canning Vale College's Annual Arts Showcase.

Achievements for 2017

- Completion of a large public mural complementing our 'buddy bench';
- Art displays in the administration block, the library and the art room;
- Professional framing and public display of selected student Visual Art pieces;
- A Visual Arts Health and Wellbeing initiative introducing art therapy to staff;
- Lunchtime arts programs; and,
- Year 6 Visual Art curriculum enrichment classes.

Recommendations for 2018

- Continued development of the Arts Strategic Plan;
- Increase opportunities to exhibit work within the school and wider community; and,
- Continue enhancing the school physical environment through creating public art installations on the school grounds.

PERFORMING ARTS (MUSIC AND DANCE)

All students are provided with opportunities to engage with every aspect of the Music program. The focus in our Music program is providing students with confidence and allowing them the lived experience of music as a means of collaboration, communication and self-expression. In 2017 students engaged in singing, playing instruments, composed using a range of technologies and learned how to read and write music. They experienced and participated in different musical styles and genres and learned how to reflect on their own musical experiences.

In 2017 selected students in Year 5 and 6 continued their engagement in the instrumental Music Schools Services (IMSS) program. This programme provides students with specialist tuition in Flute, Clarinet, Trumpet, Brass, Percussion and Classical Guitar. We also continue to run a large choral program, open for students Year 4 -Year 6 and a Year 6 band to provide vehicles for participating in Music and ongoing performance opportunities.

Achievements for 2017

- The Campbell Choir performed as part of the WA Massed Choir Festival at the Perth Concert Hall;
- Campbell students PP- Year 6 participated for the first time in the Australia-wide schools event, Music Count Us In (MCUI);
- The choir, band and individual students performed for their peers and the wider school community during the 'Evening on the Green';
- Musical performances were held to complement and enhance assemblies and special events, such as ANZAC Day; and,
- Provision of a Music unit as part of the Year 6 curriculum enrichment program.

Recommendations for 2018

- Continue to engage and involve the wider community in the Music program through the Partnerships with Parents information presentation and participating in the Evening on the Green;
- Provide enhanced opportunities for students to perform at school events for their peers, families and the wider community; and,
- Further develop the Arts Strategic Plan to strengthen links between the Arts programs.

DANCE

All students from Years 1- 6 are provided with opportunities to become creative choreographers, confident performers and respectful, reflective audience members through engaging in the Dance program. Students explore, plan, choreograph, perform and reflect upon their dances that clearly communicate an idea, story or theme to the audience. The Dance program continued to respond to the whole school focus on reading by again using a variety of texts and picture books to explore narrative, characterisation, descriptive language and imagery.

Performance is a key aspect of the Dance program, with the aim of building collaboration, team work and self-confidence among students. Our dance troupes provided the opportunity for students to demonstrate their talents at school and community events.

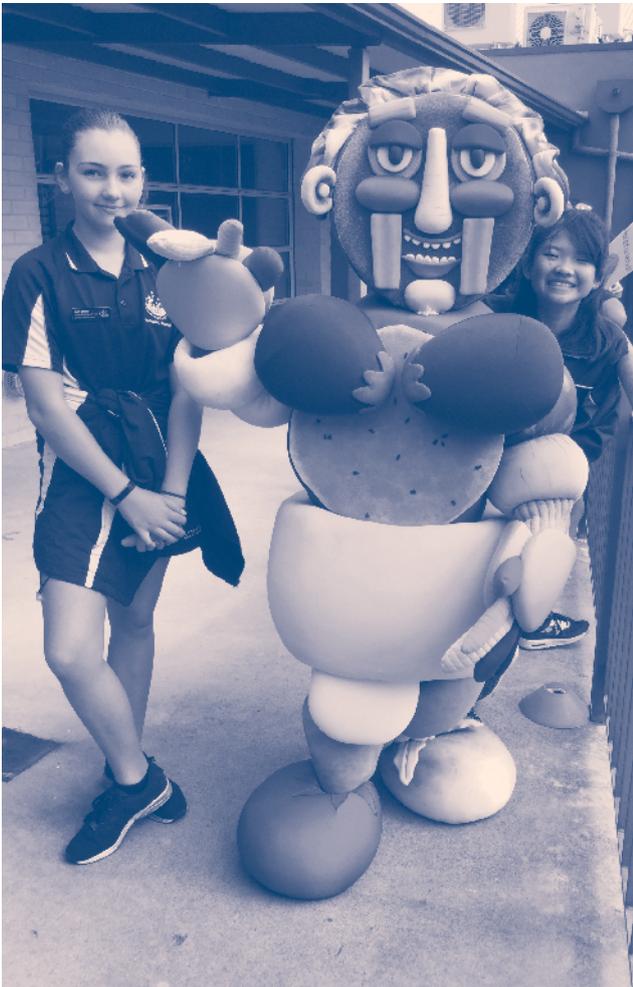
Achievements for 2017

- Our dance troupes performed at community events, such as Evening on the Green and the Canning Show;
- An increase in the number of students participating in extra-curricular dance troupes offered for Year 4 and 5 boys and girls;
- Offering Dance units as part of the Year 6 curriculum enrichment program;

- Working with SCSA to help develop the Western Australian Dance Curriculum and the Judging Standards documents and support materials for teachers; and,
- Creation of a new assessment format to record student progress. In 2017 Year 1-3 baseline data was collected to begin tracking student progress longitudinally and inform further planning and delivery of the Dance program.

Recommendations for 2018

- Continue to collaborate and strengthen links between Dance and the other performing arts;
- Provide enhanced opportunities to showcase student talents both within the school and at community events; and,
- Analyse longitudinal data to inform future planning.



HEALTH AND WELL-BEING

Health and Wellbeing is a focus area of our BP where the 'Nine Values for Australian Schooling' (as identified in the National Framework for Values Education in Australian Schools) are explicitly stated along with Strategic Direction Two: An Inclusive, Safe and Positive School Culture highlighting the importance of an inclusive, safe and positive school culture for all. We remain committed to ensuring all students and the school community feel accepted, nurtured, valued, respected and included.

Embedded in our BP is the KidsMatter initiative where we continue to have a strong commitment to the promotion, prevention and support of mental health and resiliency.

Achievements 2017

- Staff undertook Component 1-3 refresher Professional Learning (PL) as well as Component 4 training this year;
- A scope and sequence style document (Health Teaching Guide 2017) was developed in consultation with all year levels, aligned to School Curriculum and Standards Authority (SCSA) and Phase Two Curriculum requirements;
- To "encourage positive student conduct" our school chaplain this year presented a Highway Hero award during internal assemblies;
- Our comprehensive approach to the teaching of Protective Behaviours continued to ensure students feel safe, supportive and positive at school.
- To further enhance partnerships with parents and the wider community through workshops, a cyber-safety workshop was provided as a Partnerships with Parents session.
- A Highway Heroes information session was also held to inform parents of the common language and whole school approach to Social Emotional Learning.

- Our 'Campbell's Got Talent' parent registry was expanded this year to utilise parents within our school community, particularly enhanced through the Support A Reader program.
- Parkerville Support Counsellor also continued to work within the school, supported by a School Chaplain this year.

Business Plan Targets

We met our Achievement Target to find positive data from Kids Matter Survey PP-Year 2, with all scores at or above 89% positive. Year 3-6 ACER Social Emotional Survey data was overall positive with student responses in the social domain stronger than all schools, with our virtues of Respect, Responsibility and Friendliness evident.

Our achievement target was met whereby, "Teaching and learning programs demonstrate embedding of Highway Heroes in an authentic way as our school's Social-Emotional .Learning (SEL). program by the end of 2017."

Future Recommendations

- Harmony Day to have renewed whole school celebrations and planning;
- SEL survey data used to target set for 2018; and,
- Finish Component 4-session 3 training and then endeavour to obtain full accreditation as a KidsMatter school.

PHYSICAL EDUCATION

In Physical Education we use an inclusive approach to maximise participation. To support self-confidence, team work and engagement for all students we continue to promote a fair play focus called 'The Campbell Way'. This links to the BP and contributes to providing an inclusive, safe and positive school culture based on the values of: Respect, Responsibility and Friendliness.

In 2017 a variety of sports have been taught, including basketball, softcrosse, football, soccer and badminton. Other activities include cross-country running, athletics and fitness testing. This wide range of sports and activities ensures all students have the opportunity to become engaged, learn, participate, receive feedback, improve skills and achieve success in performing and demonstrating age-appropriate skills.

Achievements for 2017

- Creation of goal setting charts for students to reflect on their progress and self-assess;
- Before and after school activities, such as tennis, the marathon club and participation with Gosnells Golf Club;
- High levels of engagement and participation at sporting events, such a school sports and inter-school sports; and,
- The analysis of fitness testing results to help planning.

Recommendations for 2018

- Respond to fitness data by developing muscular strength and coordination skills;
- Incorporate a teacher vs. student program to maintain and strengthen positive rapport between students and all staff; and,
- Continue club and after school fitness opportunities for students and staff.

INFORMATION COMMUNICATIONS AND TECHNOLOGY

In 2017 a Digital Technologies scope and sequence teacher document was created to assist with the implementation of the Digital Technologies curriculum. Committee members provided professional learning to teachers based on the curriculum and the scope and sequence document.

The ICT committee also supported academic extension and enrichment activities which are being conducted through the Year 6 enrichment program and a robotics program. This has helped sustain the 2016 initiative to introduce coding throughout the school.

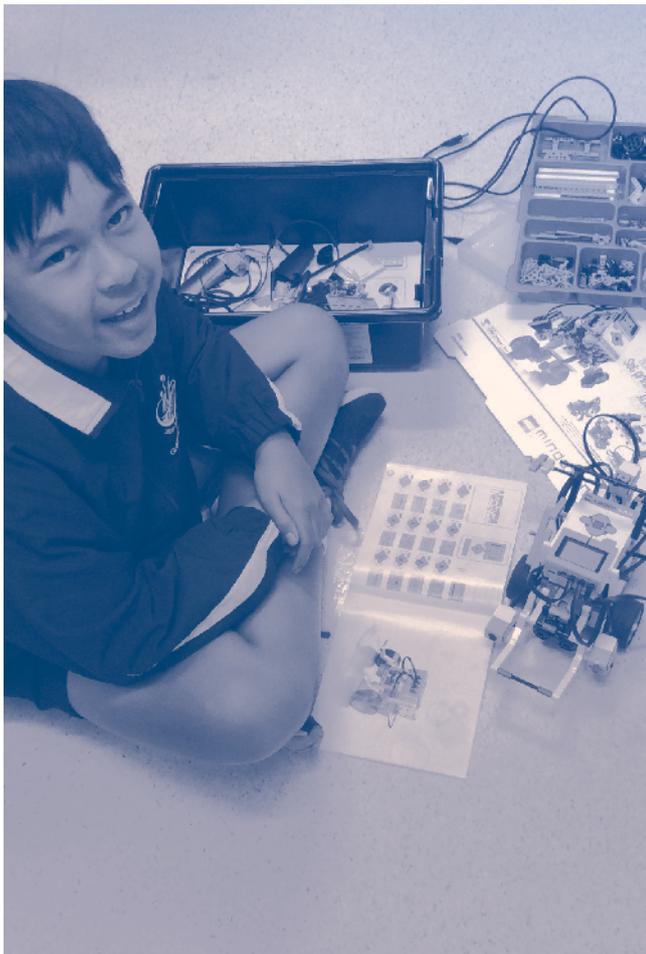
We employed a Network Support Officer (NSO) at the commencement of 2017 who has helped us address a range of ICT issues including printer reliability, robust internet accessibility on all devices, implementation of MF Papercut, new notebook lease arrangements and reduced the amount spent on contracting external integrators. The NSO implemented, in conjunction with front office staff, a digital visitors registration system- Passtab, replacing the manual sign in sheets. The NSO has also assisted in the forward planning for future ICT needs and has enabled a prompt response to ICT issues arising among staff and students.

Achievements for 2017

- Ongoing support of the BYOD program including:
 - Improving connectivity;
 - Providing information and training session for parents and teachers;
 - Trained students on using devices and how to connect to the network; and,
 - Conducted BYOD surveys of Year 5&6 families and Year 4 families for presenting to the School Board.
- Supporting initiatives around academic extension and enrichment using digital technologies by:
 - providing improved access to classrooms of iPads and notebook computers; and,
 - providing resources and training to teachers on the integration of coding and robotics into classroom learning, including enabling an 'Hour of Code' during Numeracy Week.
- Improved access to computers for staff and students including for library searching and access to Department of Education services.
- Provided opportunities for student leadership through the training of Technology Team Leaders (TTLs) who are able to assist teachers resolve ICT issues and maintain and update digital resources.
- Conducted a stock-take of all iPads and laptops and digital devices.
- NSO has been trained in NAPLAN set up and audited our resources and internet connectivity to prepare for online NAPLAN in 2019.

ACADEMIC EXTENSION PROGRAM

In 2017 the approach to the Academic Extension Program (AEP) has continued to focus on providing opportunities for all students within the classroom to enhance higher order thinking, problem solving skills and computational thinking. As we have a focus on enhancing STEM education, the AEP role has also been closely linked with the ICT committee, in particular the digital technologies area, and Science committee. A focus on STEM (Science, Technology, Engineering and Maths) this year has continued by providing classroom support with coding, robotics and digital technologies either by request from classroom teachers or by classroom visits and scheduling support.



Achievements for 2017

- Year 6 enrichment curriculum program run by specialists and teachers. This addresses extension and enrichment opportunities across the curriculum, including a Robotics Group;
- Connection established with UWA Robogals organization, through an incursion. Robogals is a group of engineering students from the University of Western Australia who seek to promote enhanced STEM opportunities, particularly for girls;
- Improved integration of computer coding into classrooms. Our focus on coding in 2016 and 2017 enabled us to undertake a whole school Hour of Code activity during Numeracy Week;
- An integrated STEM program was created and operated for all Year 2 classes in Semester 2;
- Places and accessibility for Robotics Club was extended (24-26) and robot use in the school has been expanded to include Sphero and Edison robots; and,
- A GATE/AEP workshop for parents was presented and will be extended next year to include scholarship and high school specialty programs for the information of parents and to address business plan strategies.

Future Recommendations

- Robogals incursion planned for Semester 1 to support EV3 competition skills for students; and,
- Continue to support coding as needed across the school.

LBOTE (Language Background other than English) Trends

*EALD students are a subset of LBOTE

EALD programmes support EALD students to attain English language proficiency, which is necessary for successful participation in mainstream schooling. The EALD Program this year continued to align with the whole school focus of improvement in Reading. The stable cohort (tested twice in our school) of EALD students in Year 3 was 20, 80% of these students made high to very high progress in reading. In Year 5 the stable cohort number of students was 41 of these 41 students 56% of students made moderate to high progress in Reading. 41% of the EALD stable cohort in Year 5 achieved low to very low progress. These students have been targeted for further intervention and case management in 2018.

Achievements for 2017

- EALD teacher coordinator position continued;
- Ethnic education assistant position continued to assist with interpreting and liaising with students and parents;
- Interpreters provided for Parent Interviews in Term 1 and IEP meetings;
- Partnerships with Parents session held on "How to Help Students Learning English at Home";
- Translated booklets for parents provided by the Department of Education copied and distributed;
- Targeted support provided to students identified as "at risk" in Reading assessment data from Years 1-6;
- Target group of Year 1 and 2 students subscribed to Reading Eggs online learning program;
- Selected Year 1 and 2 students included in the evidence based intervention program "MiniLit";
- Variety of assessment data utilised to monitor student progress and inform planning; and,
- Harmony Week activities undertaken

Future Recommendations

- Maintain an EALD teacher coordinator;
- Maintain an ethnic education assistant;
- Continue to utilise assessment data from a variety of sources to identify and target students at risk;
- Continue to fund Reading Eggs online learning program for selected students; and,
- Provide opportunities to K and PP students for support with their learning

PARTNERSHIPS WITH PARENTS

Partnerships with Parents aims to empower parents by providing an opportunity to learn about aspects of child development and ways to support their child's learning. These sessions also aim to promote a smooth and successful transition for their child's schooling years. A large focus is to inform parents of programs and initiatives offered through teaching and learning programs. Throughout 2017, 16 successful 'Partnerships with Parents' sessions were held.

Sessions with the highest participation rates were;

- How to Read with your child and strategies to use to help your child gain confidence in reading.
- Anxiety and Mental Health strategies for our children.
- Numero
- Coding in the Classroom
- Better Beginnings for the Kindy parents

Recommendations for 2018

- Continue to offer regular sessions to inform parents of Campbell Primary School learning programs;
- Further build positive relationships with local community members. Invite key speakers to share programs and initiatives;
- Continue to build positive relationships and connections with our future families; and,
- Continue to offer opportunities for parents to visit their child's classroom to view and participate in learning opportunities.



CAMPBELL PRIMARY SCHOOL
Financial Summary as at 31 December 2017

Voluntary Contributions

The School Board approved voluntary contributions for 2017 were set at \$60.00 per child, which is the maximum allowed by the School Education Act 1999.

Year	Enrolment Numbers	Percentage Paid	Revenue Collected
2015	910	\$37,617	69%
2016	804	\$31,435	65%
2017	760	\$29,753	69%

Revenue received from voluntary contributions in the 2017 school year is comparative with previous years. This year the school established a number of strategies to promote the payment of the contributions: statements, contribution percentage totals advised each newsletter, payment through QKR!, Eftpos and Direct Deposit. After School Board discussion the 2018 Voluntary Contributions and charges flyer displays photographic evidence of how payment of these valuable funds support the school's programmes. This photographic evidence has also been published on the school's revamped website.

Financial Management Data

The revenue in 2017 decreased by some \$76 000 since 2015 which is reflective of the reduction in student enrolment numbers. This reduction is due to new schools opening within local suburbs, the local intake area is more established and transiency is more stable. The school therefore is more mindful of budgeting and ensuring that funds are distributed to support the school's Business Plan's targets and priorities.

The two most significant contributions to the Locally Raised Funds are voluntary contributions and the Deed of License for Helping Hands Network Pty Ltd - the out of school care provider.

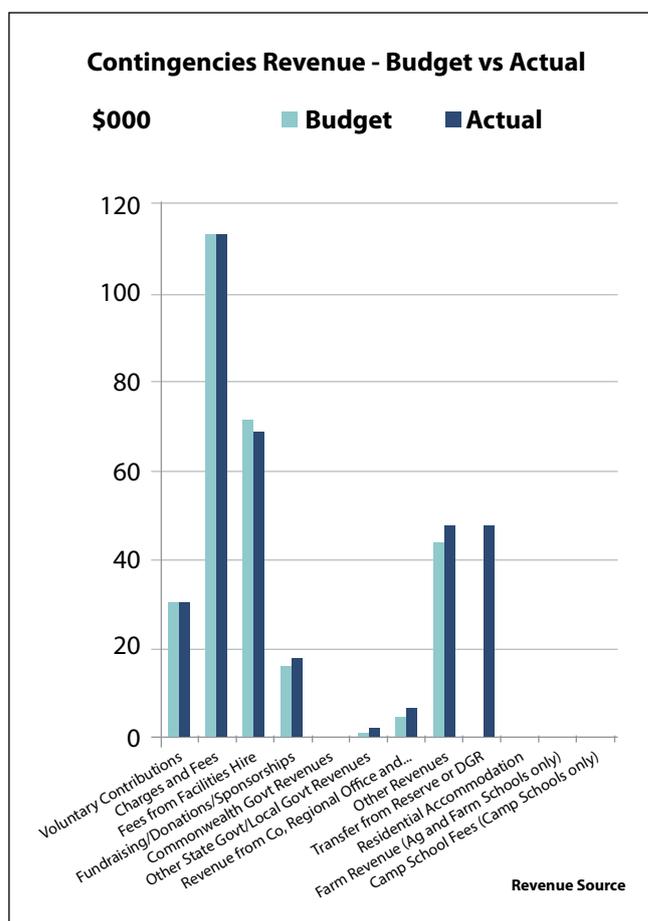
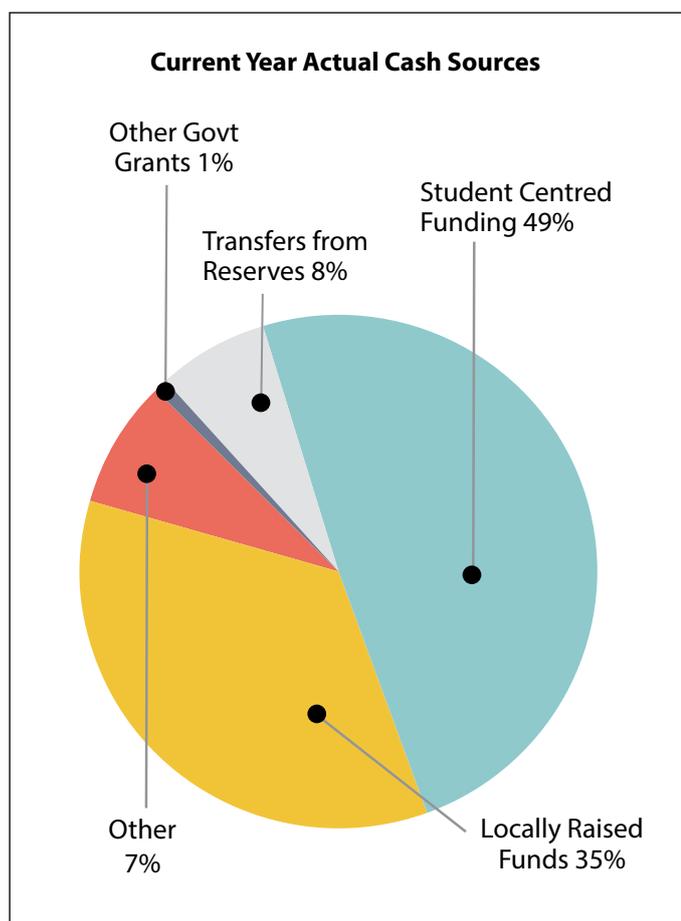
Expenditure patterns remain relatively consistent with previous years.

Materials to support the school's education programs are by far the largest areas of expenditure. This is followed by the cost of utilities and facilities maintenance and upgrades. In 2017 the installation of the nature play area, with the financial support of the P&C was a valuable investment in Building and Infrastructure. A middle to upper school nature play commenced construction with completion expected February 2018. The Early childhood classrooms were refurbished with flooring, furniture and painting with this expenditure being part of the school's reserve funding plan.

Year	Enrolment Numbers	Operating Grant	Locally Raised Funds	Total Funds Available
2015	910	\$7,142,076	\$212,438	\$7,354,514
2016	804	\$6,652,163	\$197,600	\$6,849,763
2017	760	\$6,444,757	\$147,354	\$6,592,111

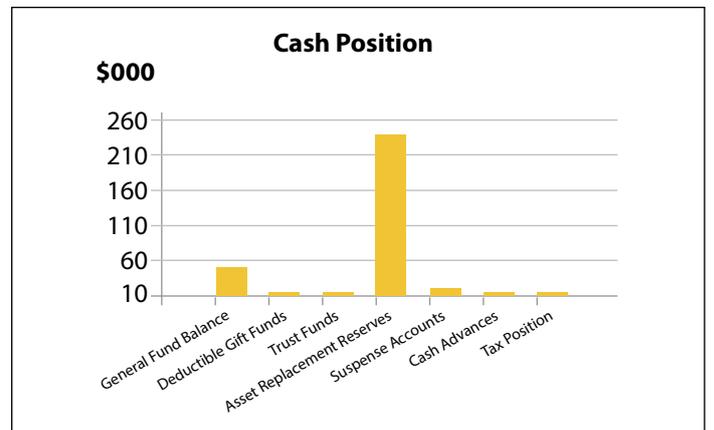
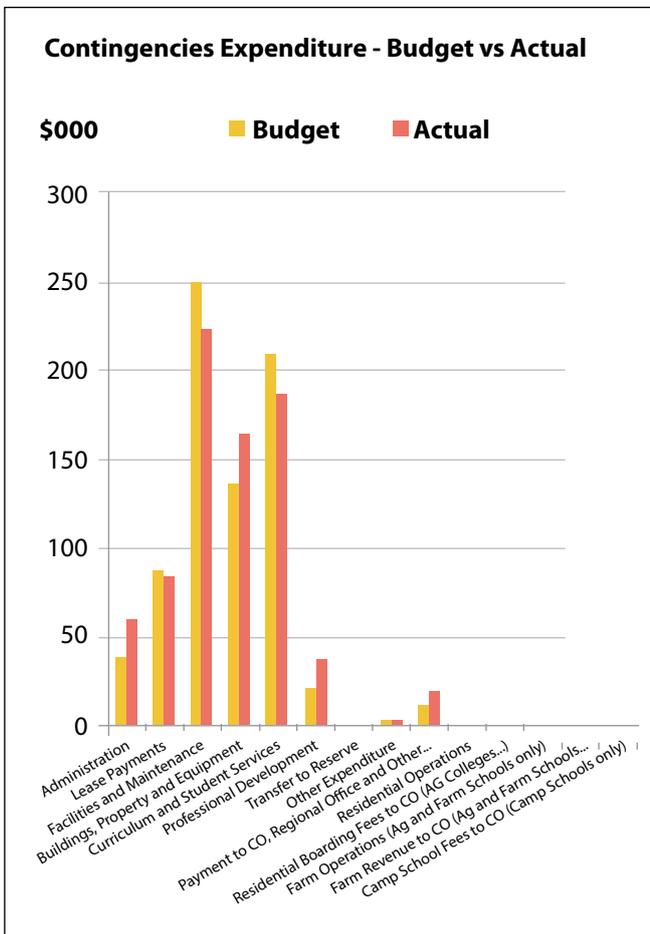
CAMPBELL PRIMARY SCHOOL Financial Summary as at 21 January 2018

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$29,640.00	\$29,753.50
2	Charges and Fees	\$112,582.00	\$112,692.00
3	Fees from Facilities Hire	\$73,809.12	\$71,185.36
4	Fundraising/Donations/Sponsorships	\$17,323.00	\$17,882.50
5	Commonwealth Govt Revenues	-	-
6	Other State Govt/Local Govt Revenues	\$750.00	\$1,750.00
7	Revenue from Co, Regional Office and Other Schools	\$4,200.00	\$5,622.36
8	Other Revenues	\$43,659.88	\$46,368.44
9	Transfer from Reserve or DGR	-	\$50,000.00
10	Residential Accommodation	-	-
11	Farm Revenue (Ag and Farm Schools only)	-	-
12	Camp School Fees (Camp Schools only)	-	-
	Total Locally Raised Funds	\$281,964.00	\$335,254.16
	Opening Balance	\$158,155.00	\$158,155.54
	Student Centred Funding	\$326,793.40	\$326,793.40
	Total Cash Funds Available	\$766,912.40	\$820,203.10
-	Total Salary Allocation	\$6,021,080.00	\$6,021,080.00
	Total Funds Available	\$6,787,992.40	\$6,841,283.10



CAMPBELL PRIMARY SCHOOL
Financial Summary as at 21 January 2018

	Expenditure	Budget	Actual
1	Administration	\$39,324.54	\$59,237.36
2	Lease Payments	\$86,006.66	\$82,998.89
3	Utilites, Facilities and Maintenance	\$250,015.40	\$222,993.47
4	Buildings, Property and Equipment	\$134,834.30	\$164,511.04
5	Curriculum and Student Services	\$212,204.52	\$182,352.51
6	Professional Development	\$21,411.00	\$35,540.96
7	Transfer to Reserve	-	-
8	Other Expenditure	\$2,246.24	\$2,103.04
9	Payment to CO, Regional Office and Other Schools	\$11,569.00	\$19,489.98
10	Residential Operations	-	-
11	Residential Boarding Fees to CO (AG Colleges only)	-	-
12	Farm Operations (Ag and Farm Schools only)	-	-
13	Farm Revenue to CO (Ag and Farm Schools only)	-	-
14	Camp School Fees to CO (Camp Schools only)	-	-
	Tax Goods and Services Expenditure	\$757,611.66	\$769,227.25
	Total Forecast Salary Expenditure	\$5,944,772.00	\$4,738,743.00
	Total Expenditure	\$6,702,383.66	\$5,507,970.25
	Cash Budget Variance	\$9,300.74	-



Cash Position as at:		
	Bank Balance	\$298,418.50
	Made up of:	-
1	General Fund Balance	\$50,975.85
2	Deductible Gift Funds	-
3	Trust Funds	-
4	Asset Replacement Reserves	\$241,463.60
5	Suspense Accounts	\$14,951.05
6	Cash Advances	-
7	Tax Position	\$8,972.00
	Total Bank Balance	\$298,418.50

Dream Believe Achieve



Campbell Primary
INDEPENDENT PUBLIC SCHOOL

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