

**“We couldn’t be
happier as a family
with Campbell PS,
2018 has been our
best year yet”**



ANNUAL REPORT 2018



Campbell Primary
INDEPENDENT PUBLIC SCHOOL

2018 CAMPBELL PRIMARY SCHOOL ANNUAL REPORT

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EAL/D – English as an Additional Language or Dialect

iSTAR – Inform/inspire, Show/share, Try/transfer, Apply/act, Review/revise

Longitudinal Data – Data from a stable cohort of students eg: NAPLAN in Year 3 2016 to Year 5 2018 – tested twice at Campbell PS

VEL – Victorian Essential Learning Standards

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 parent community, school administration, School Board, the Parents and Citizens Association and our highly dedicated staff for your tireless effort in enacting the school's Business Plan and supporting our school throughout 2018. Our School Board has achieved a great deal over the course of 2018 and this is a credit to all members and Mr Andrew Van der Merwe – School Board Chair Person, who so ably led our meetings. The calibre of our school board members is impressive and greatly supports our enactment and success of the school's Business Plan. There exists a wide range of cultural and community representation on the board and community representatives that offer skills in both mental health and well-being and STEM expertise.

I thank the P&C President – Mrs Leonie Gurr for her commitment and drive in supporting numerous community and fundraising events over 2018. Our P&C committee is proactive and all members work passionately with the community in order to raise enough funds to support school initiatives and programmes. Well supported fundraising opportunities have led to the purchase of a new nature playground, a state of the art stage, trees for the oval, an extended grass play area for junior primary and much more.

I also would like to acknowledge the outstanding support provided to our school from parents and carers throughout the course of 2018. I continue to be impressed with the strong sense of community that exists within our school.

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, and includes information about the future actions to be taken in 2019 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 and information booklets, all of which can be located on the school's website.

The achievements of our students in 2018, 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. At the end of 2018 the staff and School Board commenced planning for the next iteration of our Business Plan. This will be completed by the end of Term 1, 2019.

As an Independent Public Primary School we will continue to be highly responsive to system, local and wider community perspectives. I look forward to 2019 and the further success we can achieve through a strong focus on working together and inspiring our students to dream, believe and achieve.

Lynne Bates - Principal



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 CONTEXT

Campbell Primary School commenced the 2018 year with 701 enrolments from Kindergarten to Year 6.

Staff at Campbell Primary School are merit selected and are committed to the collaborative culture that exists within the school. In 2018, 43 teaching staff and 28 support staff were employed at Campbell Primary School. 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 Primary 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 at Campbell Primary School.

SCHOOL PROFILE 2018

Student Number (Semester 1, 2018)									
Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(39)	82	78	105	88	89	89	92	662
Part Time	78								

Student Number Trends (Semester 2, 2018)					
	2014	2015	2016	2017	2018
Primary (Excluding Kin)	855	740	697	657	623
Total	855	740	697	657	623

A steady decline in student numbers is still evident, and is to be expected, as families are directed to their newly opened local intake school. We expect to see our numbers settle from 2019 onwards. The school continues to take enrolment requests from families out of our local intake area; however, due to enrolment pressure these are generally declined.

ATTENDANCE PRIMARY YEAR LEVELS

Whilst overall attendance against Like schools and WA Public Schools has steadily improved, we will continue to maintain focus in this area with regular attendance rates to be steadily increased. Unauthorised vacations continue to impact upon percentages of regular attendance.

Attendance Primary Year Levels							
Semester 2	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2016	93%	95%	94%	94%	95%	96%	94%
2017	95%	95%	96%	95%	95%	96%	95%
2018	95%	94%	95%	95%	95%	96%	95%
WA Public Schools 2018	92%	92%	93%	93%	93%	93%	93%

Attendance Category as at Semester 1, 2018								
Attendance Category	PPR		Y01		Y02		Y03	
	School	WA Public Schools						
Regular	91%	73%	80%	77%	81%	78%	84%	79%
At Risk - Indicated	6%	18%	19%	16%	15%	15%	12%	14%
At Risk - Moderate	3%	7%	1%	6%	3%	5%	2%	5%
At Risk - Severe	0%	2%	0%	2%	1%	2%	1%	2%
Attendance Category	Y04		Y05		Y06			
	School	WA Public Schools	School	WA Public Schools	School	WA Public Schools		
Regular	85%	78%	88%	79%	87%	78%		
At Risk - Indicated	13%	15%	9%	15%	11%	15%		
At Risk - Moderate	2%	5%	3%	5%	2%	5%		
At Risk - Severe	0%	2%	0%	2%	0%	2%		

ACHIEVEMENT AGAINST OUR BUSINESS PLAN 2016-2019

EXCELLENCE IN STUDENT PERFORMANCE

At Campbell Primary School we are committed to success for all students. We hold the belief that success is more than just achieving good grades. It is the maximum development of a student's intellectual, social and emotional capacities. Through provision of a stimulating engaging, innovative and supportive environment we strive to support each individual to achieve both a passion for learning and excellence in achievement.

NAPLAN 2018

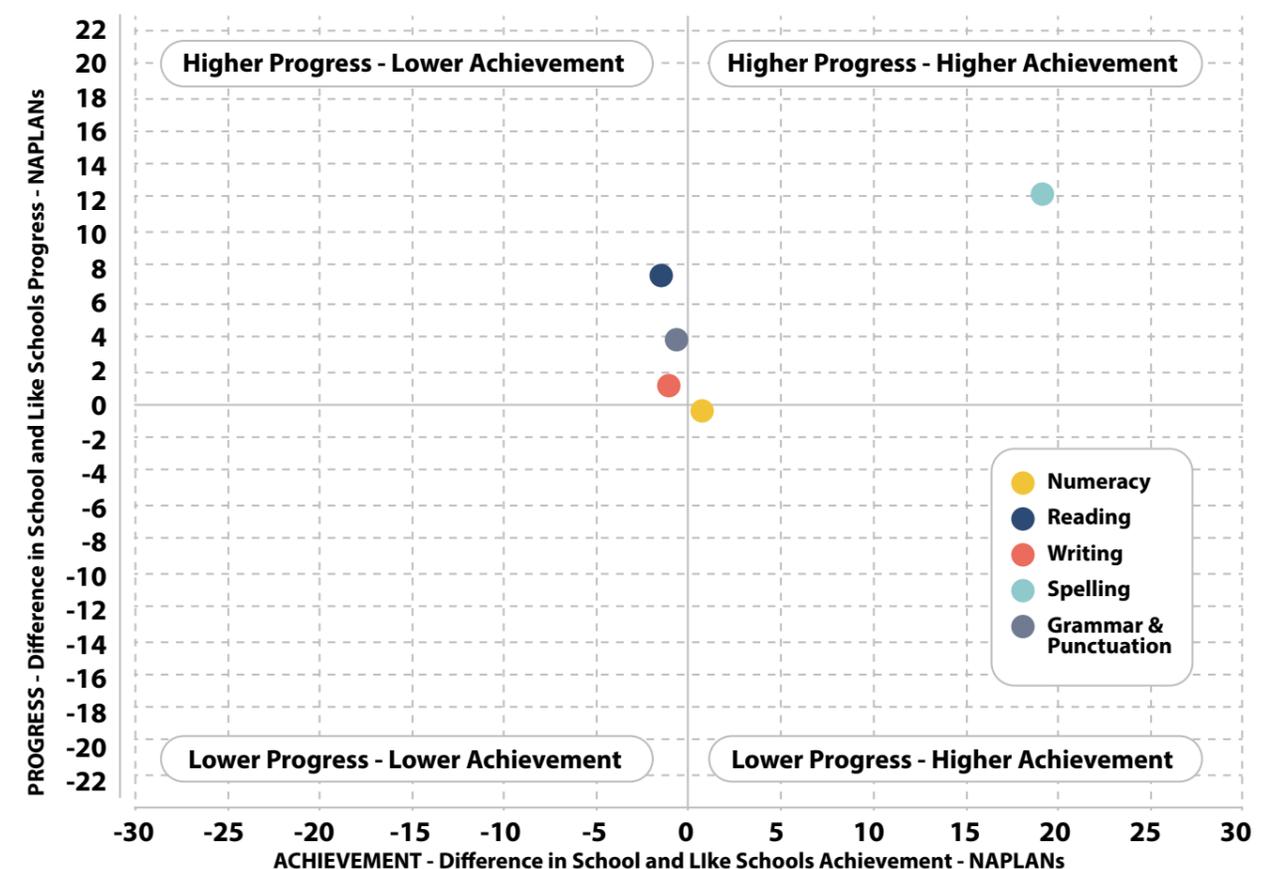
Once again our results for NAPLAN testing in Year 3 and 5 have been pleasing. The table below summarises our results against Like Schools and Australian school mean. In Year 3 we achieved well above both the Like Schools and Australian Mean. We did not achieve above like schools in all areas tested in Year 5, being marginally below in all areas except spelling; however, we did achieve above Australian Mean in all areas tested in Year 5.

Domain	Year 3			Year 5		
	School Mean	Like School Mean	Australian Mean	School Mean	Like School Mean	Australian Mean
Numeracy	438	417	408	500	505	494
Reading	461	441	434	518	524	509
Writing	434	416	407	474	479	465
Spelling	465	428	418	525	511	503
Grammar & Punctuation	466	442	432	518	525	504

What has been particularly pleasing with our results is the significant improvement in our Year 3 to Year 5 longitudinal data. This data shows that our progress in all areas tested in Literacy has been higher than like schools, despite achievement being marginally lower. This is an area that we can celebrate, as our focus over the last few years has been ensuring good progress for all students. Staff have supported this through case management

programmes and richly differentiated classroom practice using a consistent pedagogical framework. These initiatives have positively impacted upon student progress and achievement. The staff are to be applauded for these results, furthermore our Kindergarten to Year 3 programmes are showing considerable impact, with results in NAPLAN being well above like schools and Australian school mean.

NAPLAN Year 3, 2016 to Year 5, 2018





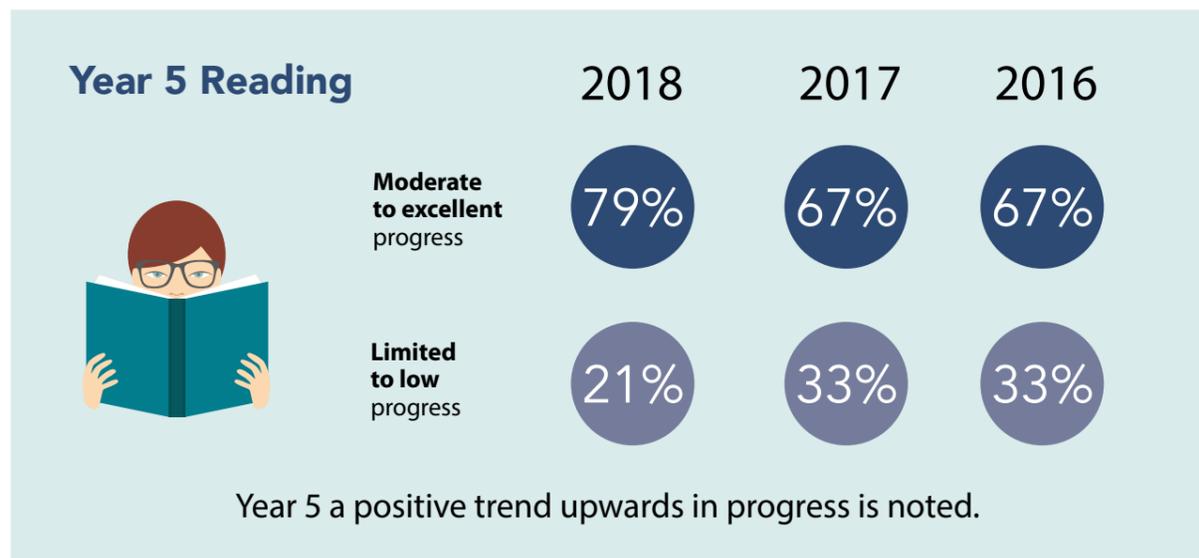
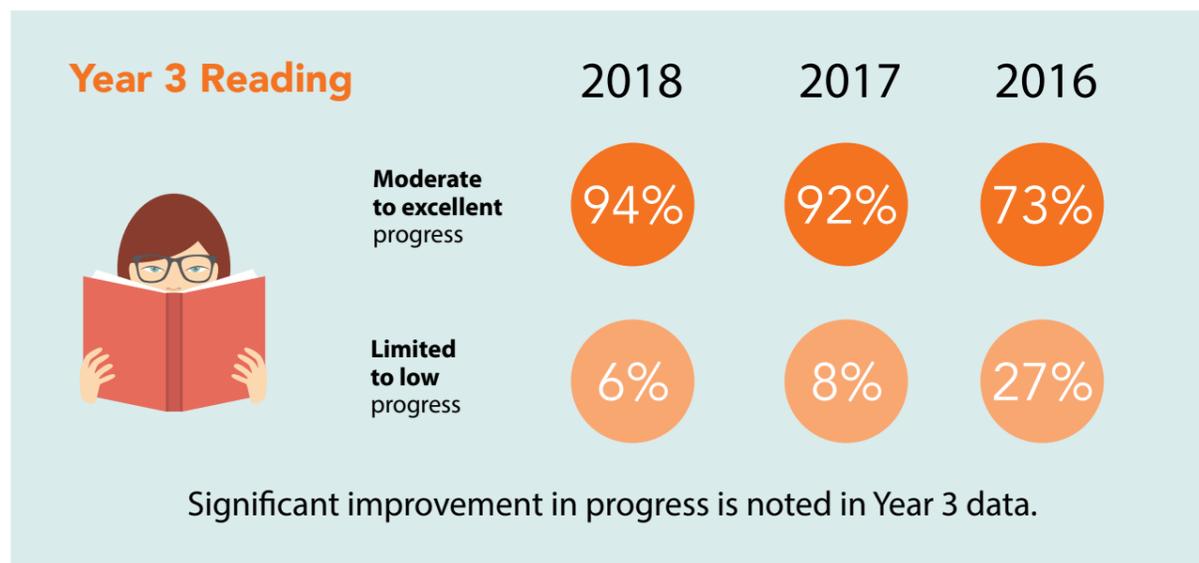
LITERACY

PRIORITY AREA: READING

Reading has continued to be Campbell Primary School’s area of priority with great improvement noted.

The data below reflects the percentage of students that have made moderate to excellent progress from On-Entry testing in Pre-primary to NAPLAN testing in Year 3.

Longitudinal Progress of the Stable Cohort in Priority Area - Reading



Key strategies that have supported success include:

- The continued implementation of the iSTAR connected practice model to develop shared pedagogical practices.
- A continued focus on implementing the Western Australian Curriculum and utilising resources available from SCSA.
- Skilled staff providing support and coaching for classroom teachers.
- Staff commitment to the Whole School English Plan, K-2 and Years 3-6 Operational Plans.
- Collaborative staff planning, assessment and moderation activities.
- English as an Additional Language or Dialect (EAL/D) support.
- Target setting for individuals and groups of students based on analysis of school and system data in literacy including the development of year level intervention plans.
- Peer observation processes to support and promote best practice.

Key strategies to support improvements in our priority area of Reading have included:

- Developing a consistent approach to the literacy block, with a specific focus on whole school approaches to Guided Reading.
- Support provided by the English curriculum leaders through professional learning and in class coaching.
- The implementation of First Steps Reading strategies through professional learning supporting the development of a whole school approach to Guided Reading.
- The implementation of a structured phonological based program “Cracking the Code” in Kindergarten.
- The implementation of a whole class Literacy program “Initialit” in Pre-primary.
- Adopting online learning, such as the integration of Literacy Pro and Read Theory into classrooms to provide a highly differentiated teaching and learning environment.
- Professional learning in reading provided for staff.
- Implementing miscue analysis/running records for Year 3-6 students at academic risk.
- Maintaining the Year 3-6 support-a-reader program.
- Continuing the case management programme with a focus on reading.
- Significant updating and organisation of the school’s reading materials.
- Providing enhanced opportunities for students and the community to engage with Reading, such as promoting the Holiday Reading Challenge, Book Week, Book Fair and offering Partnerships with Parents sessions.

ENGLISH: BUSINESS PLAN TARGETS

ACHIEVEMENT COLOUR KEY: **At or above target** **Near target** **Below target**

Target 1 Continue to maintain positive growth and increase the numbers of students achieving 0.5 VEL or above in pre-primary On-Entry Literacy.

2016	2017	2018
Reading		
48% >= 0.5VEL	52% >= 0.5 VEL	67% > = 0.5 VEL
Speaking and Listening		
38% >=0.5VEL	75% >=0.VEL	56% > = 0.5 VEL

Target 2 High levels of Year 3 achievement in NAPLAN are sustained into Year 5. Increase the % of students achieving above National Minimum Standard.

Reading		Writing		Spelling		Punctuation & Grammar	
Year 3	Year 5	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
87%	90%	97%	79%	91%	93%	91%	91%

Target 3 Increase the percentage of Year 3 students achieving in the top 20% of the state in NAPLAN Reading to be above 35%.

2018: 34%

Target 4 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%.

2018: Reading 30%	2018: Writing 22%
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Target 5 Year 5 NAPLAN results reflect consistency across domains tested in terms of achievement and progress with reading shifting to higher achievement quadrant by 2017/2018.

2018

Target 6 Maintain positive results for EAL/D sub-group when compared to like schools, state and national means.

Achieved in all areas except Year 5 Reading: EALD Mean 517 Group Mean 518
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Future Recommendations:

- Our data is demonstrating that key strategies are beginning to have an impact on student improvement and that we have met or made good progress towards meeting nearly all Business Plan English targets. It is recommended these key strategies be consolidated and embedded in 2019 and target setting documents are used to support planning for continued student improvement in 2019 within our new Business Plan.
- It is further recommended that the iSTAR pedagogical model, which was introduced to teachers and applied in the Numeracy learning area in 2017-18, be expanded to complement connected practice initiatives in Literacy.



"Campbell PS sets a standard that all schools should try to meet"



NUMERACY

Our NAPLAN Numeracy data over several years to 2017 showed our students achieved results above like schools; however, made significantly lower levels of progress than students in Like Schools. In 2018 we adopted and continued a number of initiatives designed to address our relatively low progress. These include:

- Adopting a challenging Mathematics text book;
- Adopting a complementary whole-school problem solving framework;
- Embedding pedagogical improvement around differentiating the curriculum through iSTAR; and
- Continuing Case Management processes.



“I have had an excellent overall experience with Campbell PS”

These initiatives have contributed towards NAPLAN progress in 2018, which has improved significantly from previous years, with students continuing to achieve above like schools and now only marginally less progress than like schools.

Future Recommendations:

- Maths coaches appointed in 2019 for Kindergarten–Year 2 and Year 3–Year 6;
- Develop understanding of PR1ME Maths through Professional Learning for all staff;
- Introduction of PR1ME Assessment Tools;
- Embed iSTAR in the delivery of PR1ME Pre-primary–Year 6;
- Continued development of Problem Solving Sessions in classes Pre-primary–Year 6;
- Enhanced opportunities for enrichment; and,
- Dedicated time before school for Numero.

MATHEMATICS: BUSINESS PLAN TARGETS

ACHIEVEMENT COLOUR KEY: **At or above target** **Near target** **Below target**

Target 1	Increase the percentage of students achieving 1.0 VEL or above in Pre-primary On-Entry.		
	2016	2017	2018
	53%	57%	68%

Target 2	High levels of Year 3 achievement in NAPLAN are sustained into Year 5.	
	In 2016 – 89% of Year 3 students were above National Mean	In 2018 – 90% of Year 5 students are above the National Mean

Target 3	Maintain or increase the percentage of Year 5 students achieving in the top 20% of the state in NAPLAN Numeracy to be above 30%.		
	2016	2017	2018
	28%	30%	22%

Target 4	Year 3 & 5 data will remain in the Higher Achievement quadrant when compared to like schools, aspiring to achieve in the Higher Achievement, Higher Progress quadrant.	
	Above in achievement and marginally below in progress	

Target 5	Maintain positive results for EAL/D sub-group when compared to like schools, state and national means.			
	Like Schools	National	State	Campbell PS
	510	494	489	EAL/D Students
				530

AN INCLUSIVE SAFE AND POSITIVE SCHOOL CULTURE

At Campbell, we remain committed to ensuring all students and the school community feel accepted, nurtured, valued, respected and included.

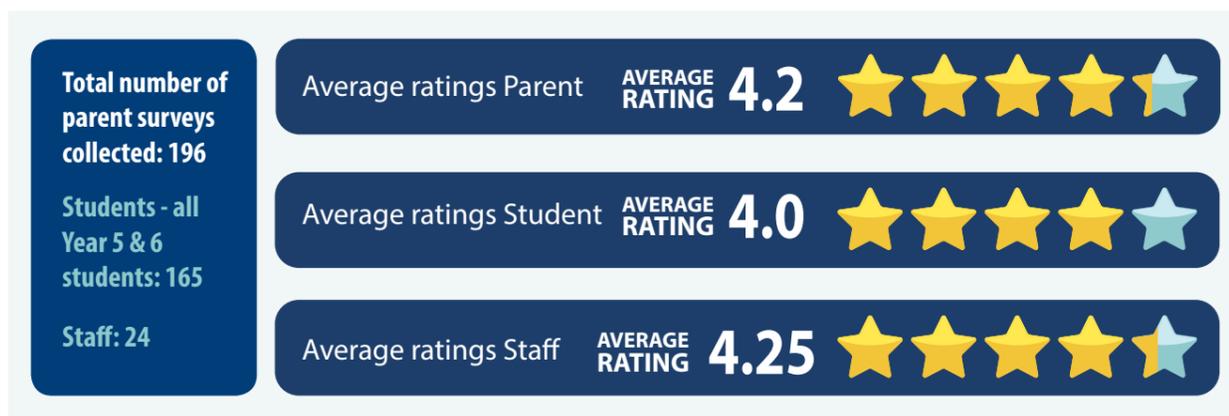
Results from the Parent, Student and Staff National School Opinion Surveys continue to reflect positive satisfaction with the school regarding safety and care for students.

PARENT, STAFF AND STUDENT SURVEY INFORMATION

Biannually the school collects feedback from parents, staff and students through the National School Opinion Survey. These results are scrutinised to identify positive trends in the data and note any common areas of concern. The maximum rating on any given question is 5.

Across all surveys it is noted that there is a very pleasing level of satisfaction with the school. This data provides evidence that we have met the Business Plan Target where the survey results reflect positive satisfaction with the school regarding engagement, safety and care for students, teaching and leadership.

The following graphic displays scores and ratings.



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 2018 the percentage of students that received a suspension continued to be very low.

Continued implementation of KidsMatter initiatives and the Highway Heroes programme have continued to support positive behaviours. In 2019 we will implement a Good Standing Policy which is a Department of Education initiative.

STUDENTS AT EDUCATIONAL RISK

Campbell Primary School has continued to provide a highly effective Students at Educational Risk (SAER) process throughout 2018. The SAER team consists of the Student Services Assistant Principal, learning support coordinator, school psychologist and school chaplain. Together, the team works seamlessly to provide support for students and their families across academic and social-emotional domains meeting Business Plan Strategic Direction One – Excellence in Student Performance and Direction Two – An Inclusive, Safe and Positive School Culture.

Highlights for 2018 include:

- Upskilling staff in key areas of Protective Behaviours and Non Suicidal Injuries and Suicide Intervention;
- Effective links between school, home and outside agencies including specific medical specialists;
- Data from both KidsMatter Student Survey – Kindergarten-Year 2 and ACER Social and Emotional Well-being Survey - Year 3-6 has been used to direct chaplaincy support within the school;
- Clear understanding and implementation of the tiers of intervention based on regular review of evidence based data from multiple sources;
- Continuation of the strong Partnerships with Parents program with a range of workshops being offered on topics including literacy, numeracy, gifted and talented opportunities, the BYOD program, cyber safety, Kindergarten and Year 6 transition; and,
- A significant reduction in unexplained absences from 34% to 20%, coupled with an upward trend in regular attendance.



AN INCLUSIVE, SAFE and POSITIVE SCHOOL CULTURE: BUSINESS PLAN TARGETS

ACHIEVEMENT COLOUR KEY: **At or above target** **Near target** **Below target**

RATING: Strongly Agree **5** Agree **4** Neither agree or disagree **3** Disagree **2** Strongly Disagree **1**

Target 1 Results from the parent, student and staff national School Opinion Surveys reflect positive satisfaction with the school regarding safety and care for students. (Average survey score out of 5).

2016	2017	2018
Parents - 4.2	Students - 4	Staff - 4.3

Target 2 Teaching and learning programmes demonstrate embedding of Highway Heroes as our school's social and emotional learning programme.

2018

Target 3 Data collected from Kid Matter Survey Pre-primary - Year 2 and Year 3 - Year 6 ACER Social Emotional Survey is positive.

PP-Year 2	Year 4 and 6 cohorts were identified as areas of focus
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Target 4 Exit surveys reflect satisfaction with the school.

2018

Target 5 Steadily improve regular attendance for Pre-primary - Year 3 to be 84% or above by 2018.

Pre-primary - 91.2%	Year 1 - 80%	Year 2 - 81%	Year 3 - 84%
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Target 6 Reduce percentage of unauthorised absences across the school.

2016 - 34.1%	2018 - 20%
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Target 7 Meeting National Quality Standards (NQS) 1,2,5 and 6 in Kindergarten-Year 2.

2018

HEALTH AND WELLBEING

Health and Wellbeing is a focus area of our Business Plan. The Business Plan included many key strategies that the staff and community have supported over the 2018 school year. Many of our Business Plan targets have been achieved and this is a great source of celebration for the school.

Key Achievements:

- **KidsMatter full accreditation** was achieved this year by the KidsMatter Action Team, demonstrating Campbell PS has all four components of KidsMatter embedded within our day to day approaches and whole school planning;
- A Health teaching guide was created with all year levels teaching the four modules of Highway Heroes over a 2-year cycle;
- Partnerships with the community were strengthened through offering **Partnerships with Parents (PwP)** sessions. A total of 13 PwP sessions were held in 2018. A Protective Behaviours (PB) workshop was offered to all families with 19 families attending. The PB program continues to be embedded within our classes, scheduled into specific terms for each year level. A Cyber Safety session with Paul Litherland, renowned cyber expert was also held with over 80 Campbell families in attendance;
- A **Transition into High School for Parents workshop** was held for all Year 6 parents, this was hosted by the school psychologist, a psychologist that sits on the school board and the student services team from the local intake high school. It was exceptionally well-attended;
- To "establish links with professional associations" and participate in philanthropic ventures, staff and community were encouraged to donate non-perishable foods to Homeless Connect Perth, a local charity organisation. Jeans for Genes day and Beyond Blue fundraisers were also held; and,
- To support **staff wellbeing**, 'RUOK? Day' celebrations were conducted and supported by the P&C. Whole school calendar events were recognised throughout the year, including the Great Veggie Crunch which aligns with our Crunch and Sip nutrition program. Our school's involvement was published by a local newspaper group.

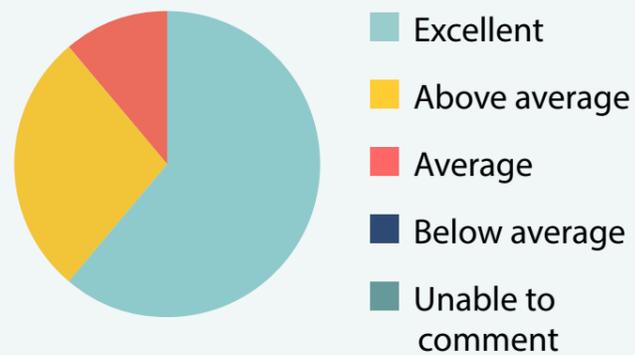
Future Recommendations:

- Familiarisation and whole school alignment with the Australian Student Wellbeing Framework (replacing the previous National Safe Schools Framework);
- Mindfulness embedded into the school as a strategy to support learning, as well as a form of social and emotional support for students/staff;
- Harmony Day to have renewed whole school celebrations and planning;
- Further cyber-safety awareness workshops; and
- Staff wellbeing to be monitored and enhanced.

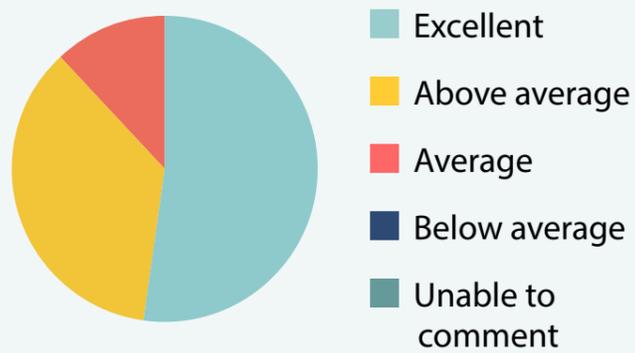


EXIT SURVEY RESULTS

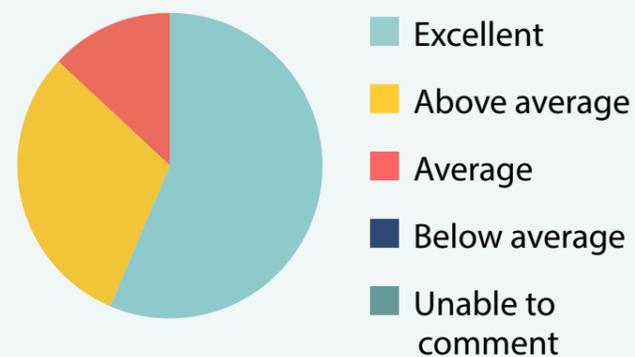
Campbell PS provides quality of teaching and learning



Campbell PS provides an inclusive environment for students



My child's needs were met at Campbell PS



"I highly recommend Campbell PS to other community members"



LEARNING AREA: SCIENCE

Students from Year 1-6 received a curriculum based, scientifically researched program with inquiry based investigations linked directly to the science understanding being taught.

Key Achievements:

- **Partnerships: Year 6 Enrichment Programme:** Campbell PS formed a mutually beneficial partnership with Curtin University, whereby pre-service teachers studying STEM worked with and provided mentorship to our Year 6 students.
- **South East Regional Centre for Urban Landcare (SERCUL):** provided an interactive 'Algae Busters' story to Year 2 students.
- **Earth Science Western Australia (ESWA):** presented mini workshops on landscapes, soils and fossils to Year 1 and Year 4 students

■ Pedagogy in Moderation and Assessment:

Our Science specialist formed a local Science network (SCATS), which has created a Science Teaching, Assessment, Recording and Tracking tool (START). This tracking tool provides Science Specialists and classroom teachers with a resource that assists planning, teaching and assessment of students. The tracking tool is currently being converted into a digital format and is expected to be available to all schools through the Science Teachers Association of Western Australia (STAWA), on completion.

Future Recommendations:

- Source quality Science texts aligned with the West Australian Curriculum, for integration into the guided reading program;
- Trial the Science Teaching, Assessment, Recording and Tracking tool (START).



LEARNING AREA: HUMANITIES AND SOCIAL SCIENCES (HaSS)



Campbell Primary School embraces change and values diversity. The Humanities and Social Sciences (HaSS) curriculum provides students with the opportunity to explore the social and environmental world around them.

Key Achievements:

- ANZAC Day Whole School Assembly.
- Remembrance Day 100th Anniversary Commemorative Assembly.
- NAIDOC Week – Partnerships Acceptance Learning Sharing (PALS) grant successful submission, to be used for a mural by an

Aboriginal artist in residence. The mural will represent the original landscape of the local Canning Vale area and recognize the first inhabitants of this land forging enhancement of the school grounds.

- Gosnells Armadale Landcare Group – students across the school assisting in the planting of 1000 plants in the Comrie Road Wetlands.

Future Recommendations:

- Embed the Aboriginal Cultural Standards Framework.



LEARNING AREA: SPECIALIST AREAS

THE ARTS

2018 saw further development of the Arts' Strategic Plan, a focus area in the school's Business Plan.

An integrated approach with the areas of Dance, Visual Art and Music has seen students make connections through common learning tasks, designed to support teaching, learning and assessment. This integrated approach will continue to flourish in 2019.

VISUAL ARTS

2018 saw the inclusion of Pre-primary students along with students in Years 1,2, 4, 5 and 6 participating in specialist-run Visual Art lessons each week.

Key Achievements:

- To support the whole school focus on reading, students have been exposed to a great number of books both as a teaching tool and as stimulus for Visual Arts projects.
- Potential scholarship winners or candidates for specialist high school art programmes were identified in Year 5 and Year 6 Visual Arts, and information and support was provided by teachers and assistant principals to students and parents.
- Visual Arts enrichment classes for Year 6 students allowed students to work in a collaborative small group environment with like-minded peers. In 2018 Visual Arts groups were able to take on portrait painting on canvas and jewellery making.

- In collaboration with the HaSS committee, Campbell has engaged the services of an indigenous artist to begin work on a large wall mural. This ongoing work has the capacity to engage and inspire all students.

Future recommendations:

- Implementation of The Arts' reporting to parents initiative through detailed portfolio work samples and feedback provided to both students and parents/carers.
- Inclusion of Art Captains in Year 6 to increase leadership opportunities for our students.

MUSIC

Students from Year 1-6 participated in curriculum-based music lessons for a semester in 2018. Extension music programs have been provided through the delivery of the IMSS program, choir and Year 6 Band.

Key Achievements:

- **Choir:** All students from Years 4-6 were invited to join the choir with approximately 50 students participating. Key performances: School Anzac Day Service, Assemblies, Volunteer's Morning Tea Day and the Massed Choir Festival.
- **Instrumental Music School Services (IMSS):** The IMSS program caters for approximately 70 students in guitar, flute, brass, clarinet, and drum kit/percussion. Key performances: Term 4 specialist IMSS assemblies.

- **Year 6 Band:** comprised of 18 members, instruments taught included percussion, trumpet, flute and clarinet. Key performances: School ANZAC Day Service, assemblies and a Collaborative Band Event at Canning Vale College. Five students from the band took up the offer and all enjoyed playing with several other primary school bands in the Canning Vale district and lower secondary band students from Canning Vale College. This was a highly successful event.
- **Year 6 Enrichment:** Weekly ukulele lessons.

Future recommendations:

- Further implementation of The Arts' reporting to parents initiative through Music Informances.
- Improved collaboration across The Arts' and Specialist learning areas.

ACADEMIC EXTENSION PROGRAMME (AEP)

The AEP programme has been closely linked with the digital technologies area, and Science area, with close liaison with our Science specialist, and the Year 2 and 4 teachers as those are the students undertaking NAPLAN online in 2019. Classroom support was provided with sourcing and implementing different programs and activities that develop key skills as listed in the school's ICT (Information Technology and Communication) plan and through a list which was developed based on demonstration NAPLAN tasks. A focus on STEM (Science, Technology, Engineering and Maths) this year has continued by providing in- class support with coding, robotics and digital technologies.

Key Achievements:

- Laptop and iPad skills list, linked directly to NAPLAN online was developed;
- Coding apps and programs on all laptops and iPads for different year levels;
- STEM program operational for all Year 2 classes in Semester 1;
- Scratch (coding program) on laptops and iPads as an alternative to code.org in order to reduce band width usage;
- Increased number of students attending Robotics Club;
- 6 new Bee-Bot robots purchased for Pre-primary and Year 1;
- 3 new mats and 2 sets of cards purchased for Bee-Bots and Dash Robots;
- 1 extra Dash Robot and 1 extra Sphero Robot purchased;
- GATE/AEP workshop for parents was held; and,
- Year 6 Extension Program including a Robotics Group.

Future Recommendations:

- Engage in Robotics competitions for Year 6 extension.
- Robogals incursion in Semester 1, 2019 to support EV3 competition skills for students.
- Whole school Hour of Code in Term 1 – to provide early opportunity for class set up and student exposure.

DANCE

Students from Pre-primary-Year 6 engaged with a highly motivating and creative programme that develops their skills as choreographers, performers and audience members. Through the Year 6 enrichment program both boys and girls participated in Dance Troupes exploring Hip Hop and Contemporary genres.

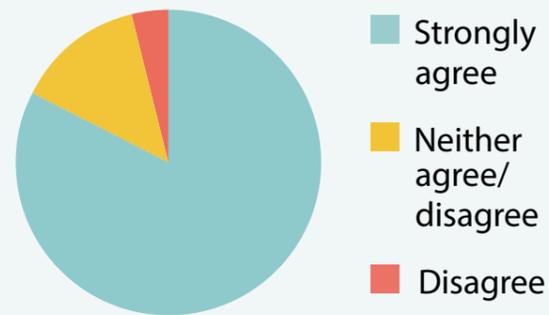
Key Achievements:

- **Year 4, Year 5 and Year 6 Dance Troupes:** Dance Showcase held in Term 4 to celebrate success.
- **Reporting to Parents – Dance Informances:** The most significant innovation in Dance for 2018 was the trial of a new format of reporting to parents. For the first time, parents were invited to view their children’s choreography as part of our Choreography Process in Dance. Parents engaged with the reflection, celebration of student success and the goal setting alongside their children. This valuable interaction was very well attended and a survey was conducted to gain feedback from parents. The feedback was overwhelmingly positive with a vast majority of parents indicating that they preferred this format of reporting over a report comment.

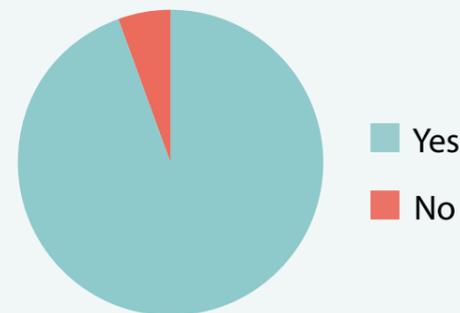
Future recommendations:

- Further implementation of The Arts’ reporting to parents initiative through Dance Informances.
- Improved collaboration across The Arts’ and Specialist learning areas.

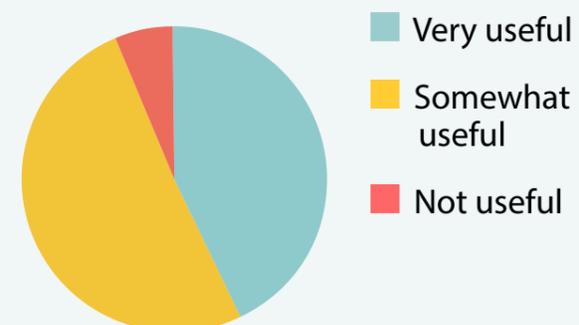
The Parent Viewing sessions give me a more accurate, accessible and clear understanding of my child’s/children’s achievement and progress in Dance.



I would like the Parent Viewing of choreography to continue as a means of reporting to parents in the future.



Did the Dance comment on previous reports give you useful and accessible information about your child’s/children’s achievement?



LANGUAGES

2018 saw the reintroduction of the (Languages) Italian programme. All Year 3 students were engaged in the programme, with Year 4 students to participate in 2019. All students from Year 3-6 will participate in the Languages programme by 2021.

PHYSICAL EDUCATION

Physical Education (PE) classes are based upon the Western Australian Curriculum. Our key focus has been to improve and develop moving our body curriculum outcomes across the school. Moving our body is the development of movement skills and strategies necessary to confidently and competently participate in any physical activities.

Key Achievements:

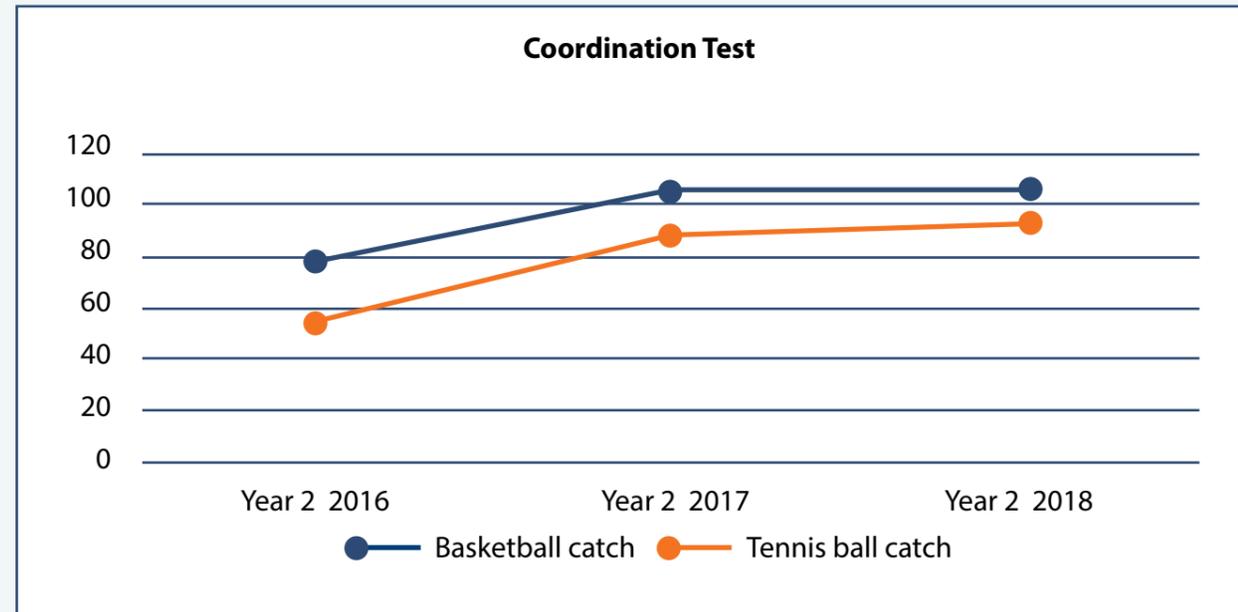
In 2016, 2017 and 2018 fitness testing was collected to measure the fitness of all students. In Years 1-6, students completed multiple fitness tests. From the data we have identified our strengths across the school are balance and muscular endurance and our area to improve is primarily coordination ie: catching with a tennis ball and a basketball. In 2017- 2018 we implemented a whole school approach to improve coordination skills. Catching activities were implemented in the daily fitness program plus in PE lessons.



“Excellent staff and community with a good atmosphere at the school.”

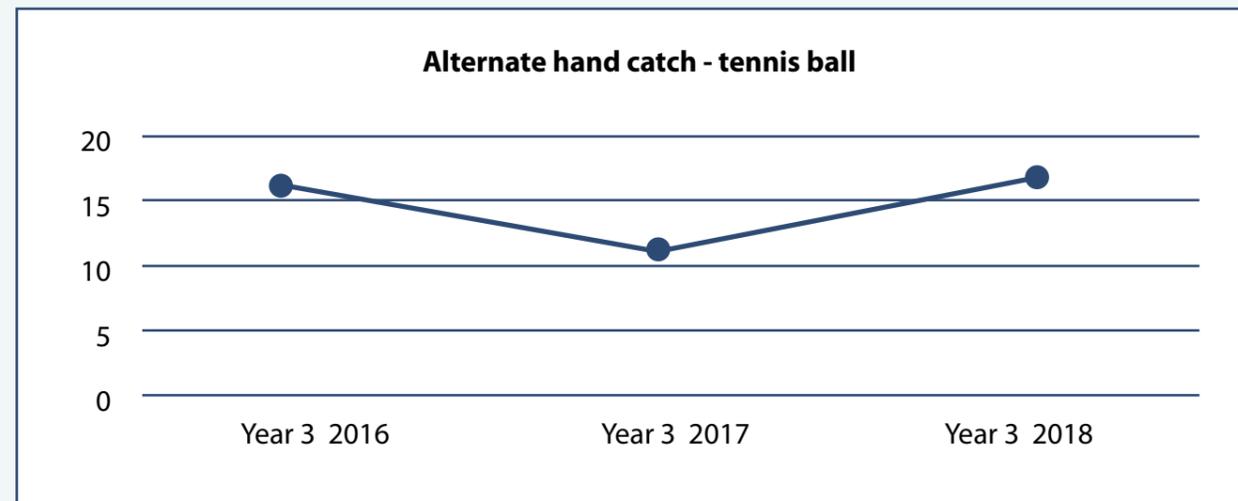
FITNESS TESTING DATA - COORDINATION TEST

Junior Primary Data Summary



A large improvement was evident in 2017 in the Year 2 cohort this can be attributed to the implementation of coordination activities in the afternoon fitness programs to be completed 3-4 times a week. Plus the Physical Education coordination activities implemented into the warm up activities in every lesson across Years 1-6. Slight improvement has been made in 2018.

Senior Primary Data Summary



A large decline in coordination skills is evident in 2017 from an average of 16+ to below 12. Due to this decline coordination has been a key focus in the Physical Education program across Years 3-6 focusing on throwing and catching skills.

FINANCIAL SUMMARY

Voluntary Contributions

The School Board approved voluntary contributions for 2018 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
2016	804	\$31,435	65%
2017	760	\$29,753	69%
2018	683	\$23,958	64%

The percentage of revenue received from voluntary contributions in the 2018 was lower than previous years. The school used a number of strategies and payment methods to promote the payment of the contributions: statements, Facebook and website promotion and a visual barometer in each newsletter.

The total revenue in 2018 decreased by \$637,783, since 2016, 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 has therefore more mindful

Financial Management Data

Year	Enrolment Numbers	Operating Grant	Locally Raised Funds	Total Funds Available
2016	804	\$6,652,163	\$197,600	\$6,849,763
2017	760	\$6,444,757	\$147,354	\$6,592,111
2018	683	\$5,871,162	\$338,818	\$6,209,980

of budgeting and ensuring that funds are distributed to support the school's Business Plan's targets and priorities.

The three most significant contributions to the Locally Raised Funds are the P&C donations, voluntary contributions and the Deed of Licence for Helping Hands Network Pty Ltd the out of school care provider.

Expenditure patterns remain relatively consistent with previous years.

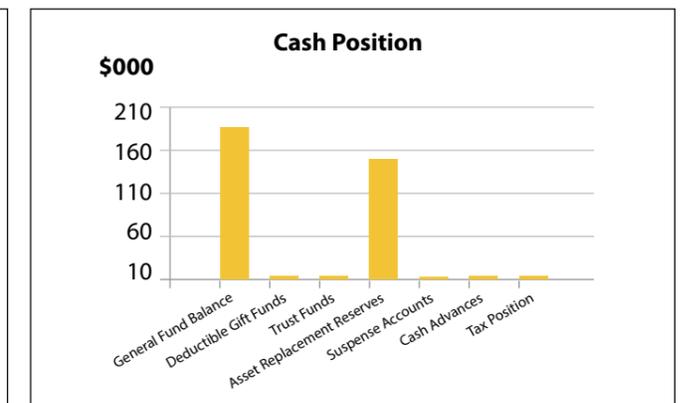
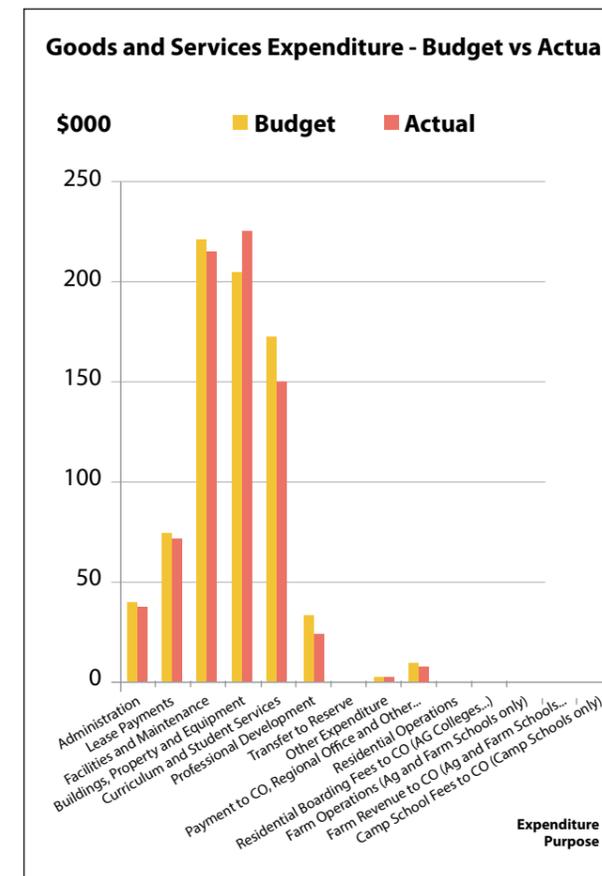
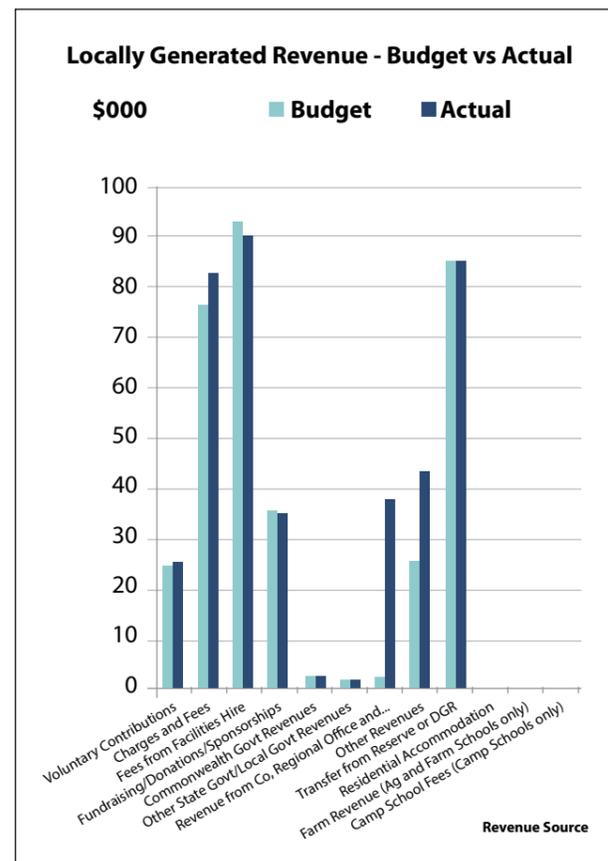
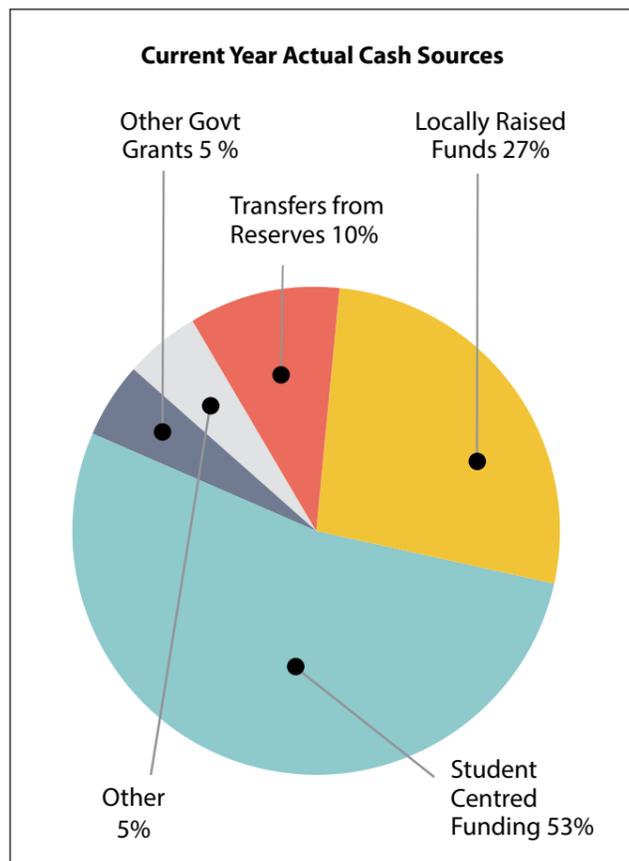
Materials to support the school's education programs are by far the largest areas of expenditure. This is followed by the cost of utilities and facilities maintenance and upgrades. In 2018 the installation of the nature play area, with the support of the P&C, for the Year 3 to 6 students was a valuable investment in Building and Infrastructure. The removal of two transportable buildings and the movement of the bike racks saw the Year 1 students have a more expansive play area. A \$15 000 grant from SUEZ Recycling and Recovery Pty Ltd was awarded in Term 4 to the school for the establishment of an outdoor play area and equipment for the Year 1.

CAMPBELL PRIMARY SCHOOL
Financial Summary as at 31 December 2018

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$24,436.91	\$24,556.91
2	Charges and Fees	\$78,027.59	\$82,215.49
3	Fees from Facilities Hire	\$93,163.20	\$90,146.41
4	Fundraising/Donations/Sponsorships	\$35,843.47	\$35,708.57
5	Commonwealth Govt Revenues	\$2,732.48	\$2,732.48
6	Other State Govt/Local Govt Revenues	\$1,658.40	\$1,658.40
7	Revenue from Co, Regional Office and Other Schools	\$1,800.00	\$38,639.06
8	Other Revenues	\$25,941.07	\$43,649.34
9	Transfer from Reserve or DGR	\$85,000.00	\$85,000.00
10	Residential Accommodation	-	-
11	Farm Revenue (Ag and Farm Schools only)	-	-
12	Camp School Fees (Camp Schools only)	-	-
Total Locally Raised Funds		\$348,603.12	\$404,306.66
Opening Balance		\$50,975.85	\$50,975.85
Student Centred Funding		\$457,690.46	\$457,690.46
Total Cash Funds Available		\$857,269.43	\$912,972.97
Total Salary Allocation		-	-
Total Funds Available		\$857,269.43	\$912,972.97

CAMPBELL PRIMARY SCHOOL
Financial Summary as at 31 December 2018

Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$42,612.73	\$40,043.41
2	Lease Payments	\$73,433.08	\$71,215.42
3	Utilites, Facilities and Maintenance	\$220,031.34	\$213,251.06
4	Buildings, Property and Equipment	\$205,073.01	\$224,324.76
5	Curriculum and Student Services	\$169,084.06	\$149,947.73
6	Professional Development	\$32,550.25	\$21,939.23
7	Transfer to Reserve	-	-
8	Other Expenditure	\$862.29	\$862.88
9	Payment to CO, Regional Office and Other Schools	\$7,354.55	\$6,859.77
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		\$751,001.31	\$728,444.26
Total Forecast Salary Expenditure		-	-
Total Expenditure		\$751,001.31	\$728,444.26
Cash Budget Variance		\$106,268.12	-



Cash Position as at:	
Bank Balance	\$342,307.79
Made up of:	-
1 General Fund Balance	\$184,528.71
2 Deductible Gift Funds	-
3 Trust Funds	-
4 Asset Replacement Reserves	\$156,463.60
5 Suspense Accounts	\$5,361.48
6 Cash Advances	-
7 Tax Position	\$4,046.00
Total Bank Balance	\$342,307.79

Dream Believe Achieve



Campbell Primary
INDEPENDENT PUBLIC SCHOOL

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