

ANNUAL REPORT 2019



Campbell
Primary School

9456 8300

Welcome to
Campbell Primary

Dream • Believe • Achieve



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

2019 CAMPBELL PRIMARY SCHOOL ANNUAL REPORT

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PRINCIPAL'S REPORT



I am delighted to present the Campbell Primary School (CPS) Annual Report for 2019. After a tremendous year with many achievements, this annual report provides parents and the community an analysis of the teaching outcomes and future directions of the school and most importantly the performance and progress made by our students.

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 2019. Our School Board has achieved a great deal over the course of 2019 and this is a credit to all members. A special acknowledgement of the work of Dr Sheffield, chairperson of the school board. Dr Sheffield has led the school board with great competence. 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 which supports the strategic direction of our school. Our community representatives 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 2019. 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 nine 75" Promethean 'Nickel' interactive panels which have



been installed in classrooms. I also would like to acknowledge the outstanding support provided to our school from parents and carers throughout the course of 2019. 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 2019 - 2021. The report also provides us with the opportunity to celebrate our successes and achievements, and includes information about the future actions to be taken during 2020 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 2019, both in the academic and non-academic arena have been impressive, with high quality teaching and learning programmes providing the cornerstone to such success.

As an Independent Public Primary School we will continue to be highly responsive to both local and

wider community perspectives. I look forward to 2020 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



FROM THE SCHOOL BOARD CHAIR PERSON

It has been an honour to be part of an exceptional group of people who are committed to represent the school, community and the parents as the Campbell Primary School Board. As the chairperson I have had the expertise of Principal Lynne Bates to provide guidance, support and wisdom as we negotiated the Board's decisions and the development and endorsement of the 2019-2021 Business Plan. I have also been privy to seeing many of the amazing educators in action either on the Board, in professional learning workshops or in their classrooms. Campbell Primary School is exceptionally fortunate to have such hard working,

committed and enthusiastic educators providing the education for students. It is always a delight to be in the school and to be around the students, staff and community.

2019 has been an extremely productive and successful year both academically and through the raft of other activities that Campbell Primary School undertakes. I will continue my extended tenure as Chair Person into 2020 looking forward to another exciting year supporting the Campbell Primary School community to dream, believe and achieve.

Dr Rachel Sheffield - Chair Person

SCHOOL CONTEXT

Campbell Primary School's enrolment in Semester Two, 2019 from Kindergarten to Year 6 totalled 618. Our school is rich in cultural diversity with 47% of our student population having a Language Background Other than English (LBOTE). The school has a strong collaborative and cooperative culture where staff are committed to ongoing excellence in teaching and leadership, all of which, has enabled the school to be highly recognised as an innovative and high performing school. Staff at Campbell Primary School are merit selected and are committed to the collaborative culture that exists within the school. In 2019, 44 teaching staff and 26 allied professionals were employed at Campbell Primary School. All teaching staff are registered with the Teacher Registration Board of Western Australia 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.

STUDENT NUMBERS AND TRENDS (SEMESTER 2, 2019)

| Student Numbers (Semester 2, 2019) | | | | | | | | | |
|------------------------------------|------|-----|-----|-----|-----|-----|-----|-----|-------|
| Primary | Kin | PPR | Y01 | Y02 | Y03 | Y04 | Y05 | Y06 | Total |
| Full Time | (30) | 79 | 79 | 75 | 101 | 83 | 85 | 86 | 618 |
| Part Time | 60 | | | | | | | | |

| Student Number Trends (Semester 2, 2019) | | | | | |
|--|------|------|------|------|------|
| Semester 2 | 2015 | 2016 | 2017 | 2018 | 2019 |
| Primary (Excluding Kin) | 740 | 697 | 657 | 623 | 588 |

NOTE: The graph and table include only full-time students.

As expected we are beginning to see a more predictable trend in numbers. Exit surveys continue to show that our decline in enrolments is due to students moving to their local intake school. The decline in numbers has required strategic human and fiscal resource management.

Campbell Primary School remains a school of choice, with many enrolment requests made from families out of our local intake area; however, due to enrolment pressure, on most occasions these are generally declined.



OUR VALUES

Respect, Resilience
and Kindness

2019 saw the school adopt its new values, vision and mission statement. This followed extensive consultation with community, staff and most importantly our students.



OUR VISION

For all students to have the knowledge, skills and values required to make a positive contribution to society and meet the challenges of their changing world.

An Inclusive Safe and Positive School Culture



OUR MISSION

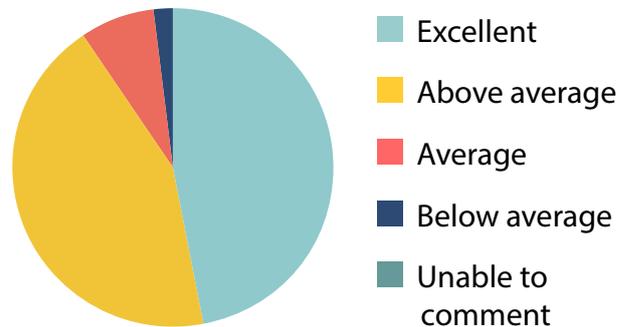
To nurture the hearts
and minds of all

At CPS we continue to collect feedback to refine our management practices and processes to ensure the school remains responsive to school community feedback. Feedback is sought biannually using the National School Improvement Surveys, these surveys continue to show a high level of satisfaction with the school. Exit surveys are collected yearly and these too continue to reflect the positive feedback from biannual surveys.

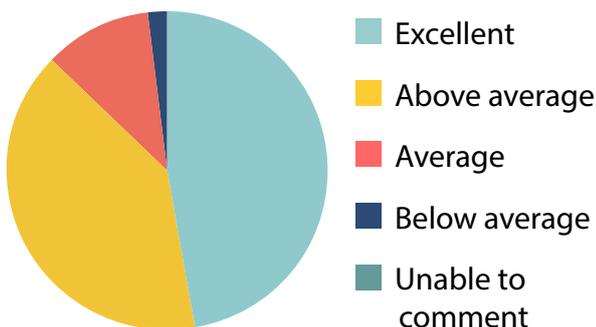
COMMUNITY SURVEYS



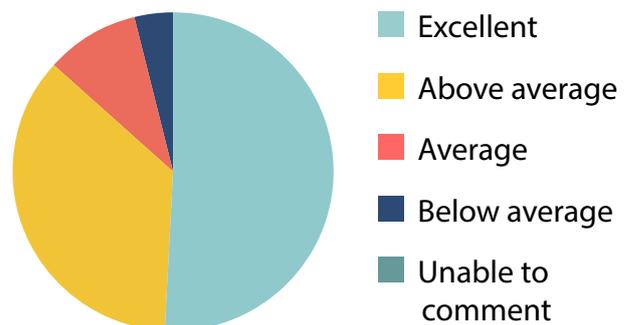
Campbell PS provides an inclusive environment for students



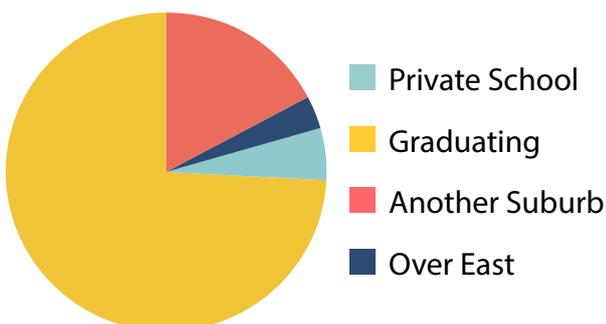
My child's needs were met at Campbell PS



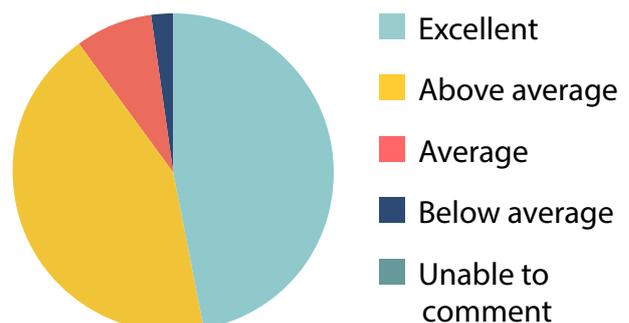
Campbell PS has a good sense of community



Reason for Exit from Campbell PS



How would you describe your overall experience at Campbell PS



The school actively seeks to engage with experts in the community to support our strategic direction. This has include having two community representatives on our school board: Dr Rachel Sheffield- STEM consultant for Curtin University and Ms Zoe Parry - Psychologist from Amherst Psychology services in Canning Vale. Both community representatives have had a noticeable impact in our school, supporting practices and enrichment programmes across the school.

Enhancing the schools physical learning environment has remained an area of priority and is supported through comprehensive reserve plans. In 2019 fiscal resources were used to undertake replacement of student furniture, floor coverings, security lighting and refurbishment of the boys' toilets in the early years block and a great deal of other minor works.

STUDENTS AT EDUCATIONAL RISK

Campbell Primary School has continued to provide a highly effective Students at Educational Risk (SAER) process throughout 2019. The SAER team consists of a Students Services Assistant Principal (0.8 FTE), a school psychologist (0.32 FTE) and a school chaplain (0.4 FTE). Together, the team works seamlessly to provide support for students and their families across academic and social-emotional domains meeting Business Plan Strategic Directions: **Direction One: Success for all Students** – *All students are supported to reach their potential through the provision of a highly differentiated curriculum, with a focus on extending and challenging our most academically able students.* **Direction Three: Effective Leadership** - *Further support wellbeing, safety and positive relationships with students, staff and community.*

EVIDENCE OF IMPACT

- ✓ Transparency of the SAER process
- ✓ Continual upskilling of teaching staff and education assistants at point of need to tailor individual plans to needs of students
- ✓ Prompt response to all referrals
- ✓ Effective links between school, home and outside agencies including specific medical specialists
- ✓ Appointment of new chaplain with support targeted to meet needs of particular identified students across school
- ✓ Increased support for parents through the school psychologist and chaplaincy service
- ✓ Introduction of mindfulness sessions to support well-being of all students
- ✓ Effective storage and review of all learning plans
- ✓ Clear understanding and implementation of three tiers of intervention based on regular review of evidence based data from multiple sources

INTERVENTION ACROSS THE SCHOOL



Tier One
intervention including Cracking the Code in Kindergarten, Initialit in Pre-primary, and intervention plans in all year levels for Literacy and Numeracy.



Tier Two
intervention with MiniLit for small groups in Year 1 and Year 2, Case Management to support identified students in their NAPLAN years and Support a Reader for students who sit at or below benchmark.

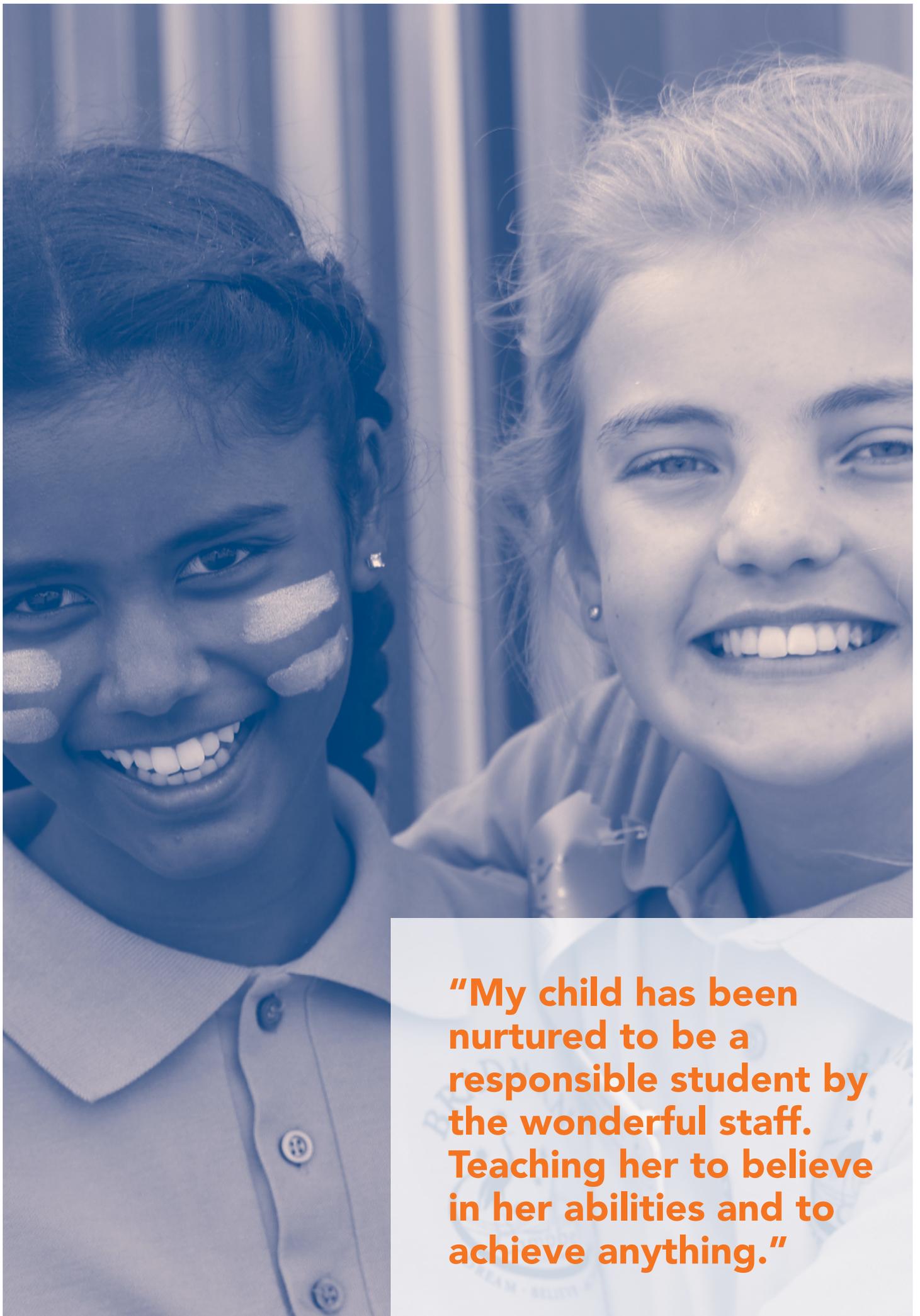


Tier Three
intervention with School of Special Educational Needs (SSEN) planning and reporting for our students with special educational needs, whose learning needs sit outside the WA curriculum.

Effective evidence based analysis and practices continue to grow in all year levels resulting in precise targeted intervention for SAER students.

Improvement Strategies

- 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 and transition
- A continued focus on attendance and support for parents where regular attendance may be an issue
- Continuing to support the community in the development and maintenance of strong positive mental health practices
- Promoting early intervention as a positive step



“My child has been nurtured to be a responsible student by the wonderful staff. Teaching her to believe in her abilities and to achieve anything.”



ACHIEVEMENT AGAINST OUR BUSINESS PLAN TARGETS 2019-2021

POSITIVE STUDENT ENGAGEMENT

Student attendance monitoring and tracking is managed by the Year Level Team Leaders and Executive Team. The Executive Team monitors overall attendance rates and identifies any potential attendance concerns and actions required.

Attendance Overall - Semester One

| Year | PPR | Y01 | Y02 | Y03 | Y04 | Y05 | Y06 |
|------------------------|-----|-----|-----|-----|-----|-----|-----|
| 2017 | 95% | 95% | 96% | 95% | 95% | 96% | 95% |
| 2018 | 95% | 94% | 95% | 95% | 95% | 96% | 95% |
| 2019 | 94% | 93% | 94% | 94% | 95% | 95% | 95% |
| WA Public Schools 2019 | 91% | 91% | 92% | 92% | 92% | 92% | 92% |

| Year | Attendance Category | | | |
|------------------------|---------------------|-----------|----------|--------|
| | Regular | At Risk | | |
| | | Indicated | Moderate | Severe |
| 2017 | 86.8% | 10.7% | 2.3% | 0.3% |
| 2018 | 85.3% | 12.0% | 2.4% | 0.3% |
| 2019 | 81.4% | 16.9% | 1.2% | 0.5% |
| WA Public Schools 2019 | 77.4% | 17.4% | 4.1% | 1.1% |
| WA Public Schools 2019 | 73.0% | 19.0% | 6.0% | 2.0% |

NON-ACADEMIC BUSINESS PLAN TARGETS

Attendance

- ***Percentage of students at indicated risk to be at or below 14% in Semester Two each year.***

Whilst overall attendance against WA Public Schools has been positive, 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. Furthermore, in 2019 we experienced a significantly larger than normal percentage increase of students at indicated risk (19.1% in Semester Two), this was a consequence of a particularly bad flu season in 2019.

Our target in this area has not been met. We will continue to implement the rigorous procedures we undertake to improve overall attendance.

In 2019 the Schools Positive Student Engagement Plan was reviewed by staff and the school board and was ratified. It now includes the school's Good Standing Policy. Community feedback was sought on the Good Standing Policy and was adjusted to reflect community response.

In 2019 the school continued to have very few suspensions.

- ***95% of students to maintain Good Standing for the year.***

This target was met and exceeded, with 98% of our students achieving Good Standing for 2019. The Good Standing Policy commenced in Term 2 of 2019.

EVIDENCE OF IMPACT

Academic Business Plan Targets

- ***Year 3 to Year 5 stable cohort to achieve at or above like schools in achievement and strive to achieve higher progress than like schools in all areas.***
- ***Stable Cohort Year 3 to achieve at or above like schools in achievement and strive to achieve higher progress than like schools in all areas.***

"Thank you to all the staff and students for making the past 8 years so very enjoyable. It has been a true privilege to be part of the Campbell community."



NAPLAN RESULTS 2019

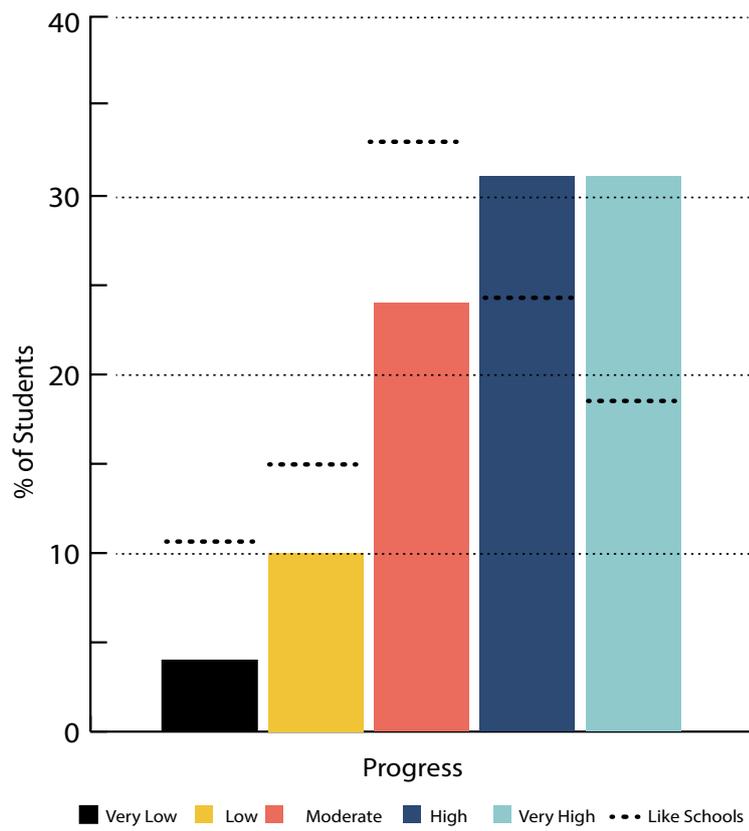
The results for NAPLAN testing Year 3 and Year 5 have been incredibly positive. **Our Year 3 cohort achieved well above state, national and like schools mean** (see table below). **Our Year 5 cohort achieved above like schools in Reading, Writing, Spelling and Punctuation and Grammar and at like schools in Numeracy.** Our school's focus over the last few years has been on implementing evidence-based approaches, early intervention programs and ensuring connected practice across the school. The school's efforts are now being reflected in very strong student results.

| Domain | Year 3 | | | |
|-----------------------|-------------|------------------|------------|-----------------|
| | School Mean | Like School Mean | State Mean | Australian Mean |
| Numeracy | 446 | 425 | 405 | 408 |
| Reading | 485 | 453 | 427 | 432 |
| Writing | 454 | 435 | 420 | 423 |
| Spelling | 473 | 429 | 412 | 419 |
| Grammar & Punctuation | 497 | 462 | 435 | 440 |

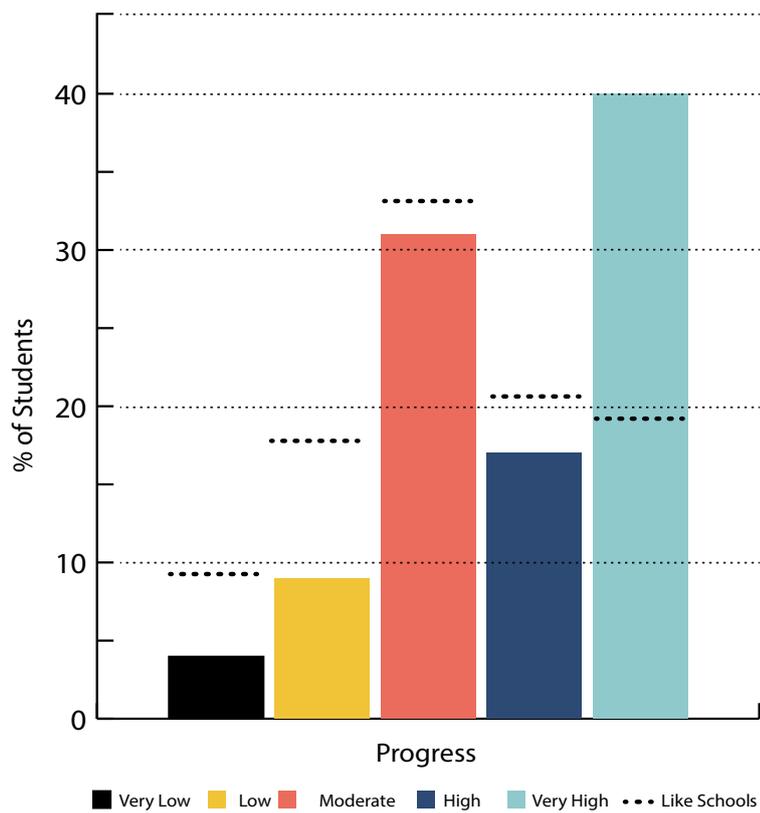
| Domain | Year 5 | | | |
|-----------------------|-------------|------------------|------------|-----------------|
| | School Mean | Like School Mean | State Mean | Australian Mean |
| Numeracy | 506 | 506 | 492 | 496 |
| Reading | 524 | 521 | 504 | 506 |
| Writing | 491 | 483 | 471 | 474 |
| Spelling | 537 | 510 | 500 | 501 |
| Grammar & Punctuation | 527 | 515 | 498 | 499 |

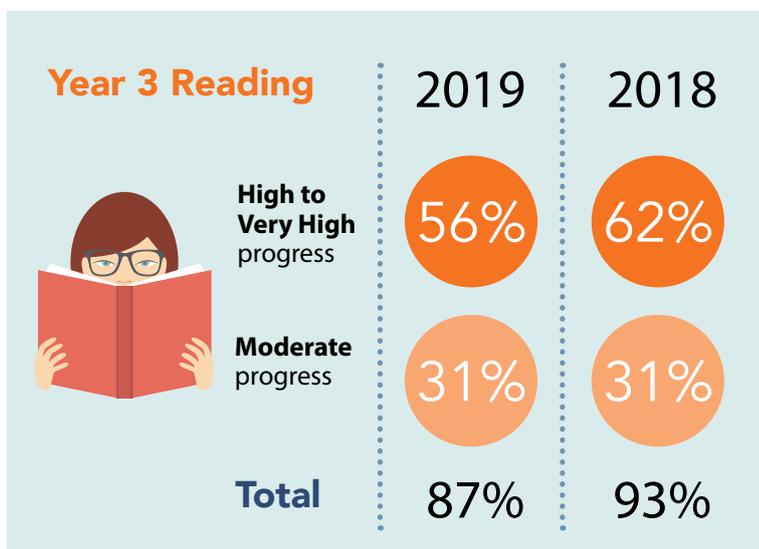
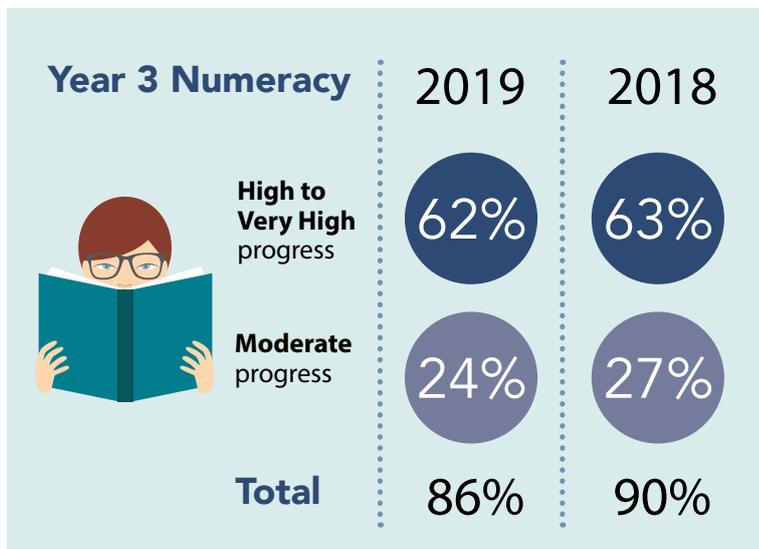
The target set to achieve at or above like schools in achievement has been met for both the Year 3 and 5 stable cohort in all domains available. The Year 3 stable cohort data was available in reading and numeracy and in both of these areas we also achieved well-above like school's in progress in achievement (see graphs on page 15).

Numeracy Stable Cohort On-entry to Yr 3 NAPLAN Progress



Reading Stable Cohort On-entry to Yr 3 NAPLAN Progress

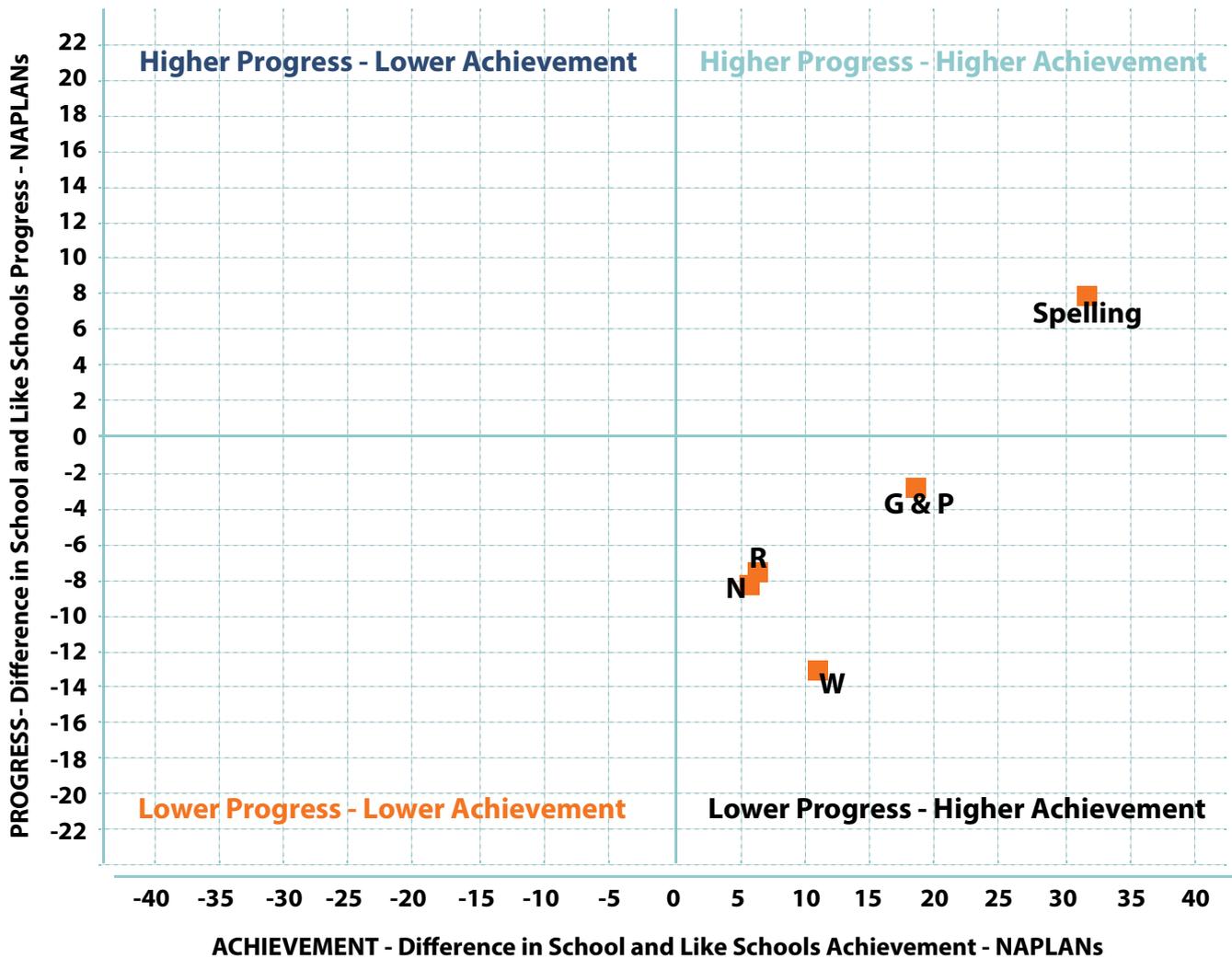




High levels of progress are evident from On-Entry to Year 3 NAPLAN in Numeracy and Reading with 86% and 87% respectively, achieving moderate or above progress. What is particularly pleasing is the increase in the percentage of students achieving very high progress in reading. This has increased from 30% in 2018 to 40% in 2019. We will continue to support all students to make expected progress through targeted intervention and rich differentiation of the curriculum.

STUDENT PROGRESS AND ACHIEVEMENT COMPARED WITH LIKE SCHOOLS

NAPLAN Year 3, 2017 to Year 5, 2019



■ Year 3 to 5

The stable cohort data for Year 3 to Year 5 (see graph above) represents high levels of achievement against like schools, however, progress for this cohort was only above like schools in spelling. Progress in *Writing* in particular has been analysed by staff as a line of inquiry with improvement targets set for 2020.

- **High levels of student achievement and progress are evident in Year 5 to Year 7 NAPLAN when compared to WA Public Schools.**

STUDENT PROGRESS AND ACHIEVEMENT COMPARED WITH WA PUBLIC SCHOOLS

**Former Year 6 Students
NAPLAN Year 5, 2017 to Year 7, 2019**

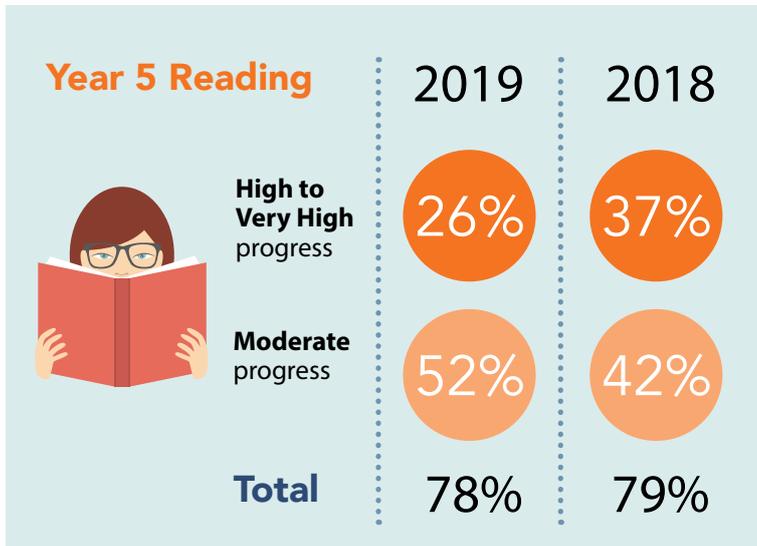


◆ Year 5 to 7

High levels of achievement have been reached with some domains showing high progress and achievement. Once again Writing has had significantly higher achievement, however, progress has been considerably lower. This is also an area for continued focus. With the introduction of connected practice in *Seven Steps to Writing Success* and English coaches for Junior and Middle years we expect to see an improvement in progress for both longitudinal data sets by the end of 2021. English Coaching has targeted the *Seven Steps to Writing Success* and Guided Reading.

Both coaches in English have used data, staff feedback and information gathered during English walk-throughs to target their support.

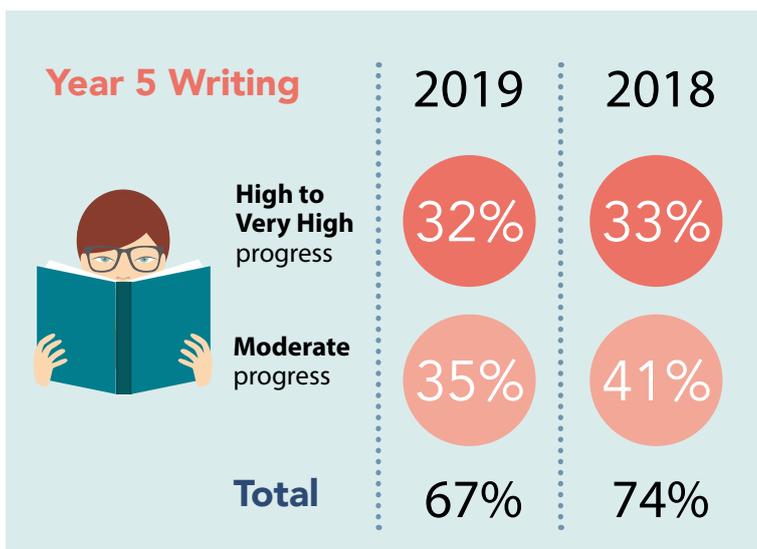
- **Increase the percentage of students who achieve moderate to very high progress in Year 3 and 5 stable cohort in Reading and Writing and Numeracy.**



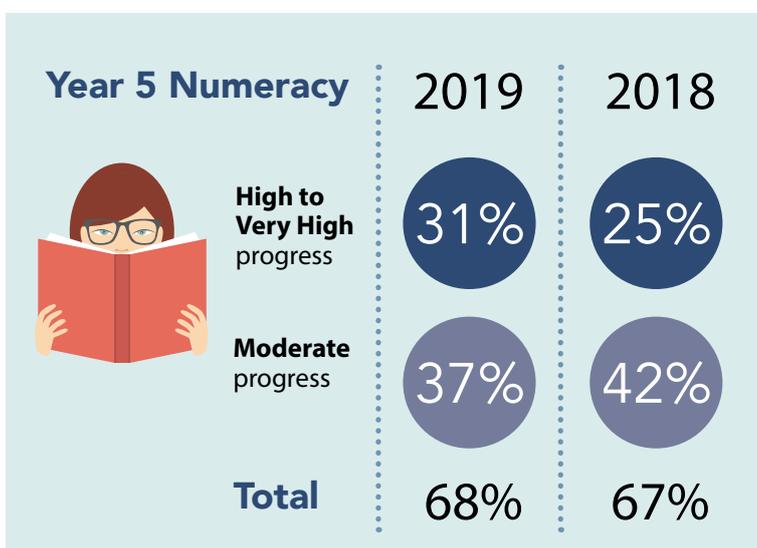
The 2018 - 2019 Year 5 stable cohort progress data does not show that we have achieved this target, however, we continue to achieve high percentages of students achieving moderate to above progress in Year 5. A focus going forward is to move a greater percentage of students in to the high to very high progress this will be approached through case management and targeted intervention.

Improvement Strategies

In order to maintain high student achievement and strive to improve student progress we will:



- Continue using the iStar pedagogical model to ensure high quality differentiation for all students
- Continued Professional Learning in Seven Steps for Writing Success
- Develop / improve the whole school Writing Scope and Sequence
- Maintain connected practice in Guided Reading
- Continue to use data to target coaching support
- Continue to expand problem solving sessions across the school to promote mathematical thinking
- Improve the use of diagnostic tasks to ensure high achieving students are entering their learning at their point of need
- Further develop the focus on embedding the proficiencies in Mathematics lessons
- Increase the amount of Mathematics instruction each day
- Identifying exemplary practice in staff as models of best practice through peer observations and mentoring
- Continue to improve data literacy of staff
- Further enhance use of data to plan for student improvement



EFFECTIVE LEADERSHIP

Strategic Direction Three - At Campbell Primary School we are committed to supporting and strengthening leadership for all, in order to develop capable and confident contributors across the school and community.

Significant success in this area is evidenced in the development of all improvement strategies outlined in the Business Plan:

- Coaching across the school in English, Maths and Digital Technologies
- Continuation of the Network Aspirant Program with over 20 teacher participants
- Further upskilling of support staff in intervention programs

The strength of the distributed leadership model is exemplary with significant financial resourcing committed to staff development provided by teachers through coaching.

Student leadership has been strengthened through strategies identified within the current Business Plan with the key performance indicator being met- **Increase opportunities for student leadership.** This year, Campbell Primary School introduced the student parliament model of leadership. The purpose of this is to provide more leadership opportunities to our students, to provide them with a greater understanding of how the Australian parliamentary system works and also to provide them with more authentic opportunities to make a positive and lasting impact on our school environment. This directly links with our School Business Plan, specifically Priority Area four under Effective Leadership -

Ensure authentic opportunities are provided for students to demonstrate leadership. Our fundraising day for the Smith Foundation and our promotion of the Cancer Council Sun Smart week also supports Priority Area Three under Effective Leadership **Further support well-being, safety and positive relationships with students, staff and community.**

Achievements of the Student Parliament model:

- Running of a school wide fundraiser to support the Smith Family Foundation
- Promotion of school events on the school webpage and Facebook page through student constructed video messages and written blogs, such as the school fundraiser, P&C Thank You, Constable Care incursion and the Author in Residence event
- Contributing, collating and sharing the opinions of the student body in the development of the new Campbell Primary School values
- Writing and presenting of role plays and interactive productions at internal assemblies to promote school initiatives and programs
- Greater autonomy when preparing for and running school events such as assemblies and Partnership with Parents
- Promotion of Cancer Council Sun Smart week through a poster competition

Improvement Strategies

- Maintain *Student Voice* teacher-leader and allocation of time
- Further development of the student parliamentarian model of leadership
- Increased responsibilities for the Faction Captains, Technology Leaders, Library Leaders
- Introduce Sustainability Leaders



FOCUS LEARNING AREA: SCIENCE



The Science program at CPS is delivered to students in Year 1 to Year 6 by a Science specialist teacher. The Science specialist teacher collaborates with professional organisations and uses research data to provide a science program that inspires students, encourages them to be inquisitive about the world around them and nurture their innate curiosity. Through the Science program students develop many of the key skills outlined in STEM; they use their initiative to independently and collaboratively problem solve through creativity, research and communication.

The CPS Business Plan improvement strategies included:

- **Continued and enhanced collaboration with tertiary institutions, secondary schools and external agencies.**
- **Develop the general capabilities of critical thinking, creativity and entrepreneurship, including through STEM.**

These strategies have been highly effective and can be evidenced in the following areas:

- Engagement with STAWA (Science Teachers Association of Western Australia) and the Curriculum Advisory Committee – Years 3 to Year 6, the Science specialist maintains effective and collaborative relationships with a number of teachers from various learning areas and schools.
- Nicholson Network Science Specialist team formed with a focus on improving teacher expertise through shared resources, planning and moderation.
- The partnership developed with Curtin University has contributed to Dr Sheffield chairing the school board and supporting the STEM committee through the implementation and integration of STEM in classrooms.
- Year 5 students showing an aptitude for Science participated in Canning Vale College, Science Outreach Program, which introduced students to a number of different STEM, Chemistry and Biology based activities over a four week period.
- Campbell PS continues the affiliation with Scitech through Professional Development programs delivered to staff by Scitech and through sponsorship of workshops presented by the science specialist to science teachers in the metropolitan area.

Student achievement

The Year 6 students displayed strong progress in Science this semester with 15% of students attaining an 'A' grade.

Improvement Strategies

- Maintain the profile of science within the school through incursions with external agencies including Scitech, CREEC, SERCUL (South East Regional Centre for Urban Landcare) and ESWA (Earth Science Western Australia).
- Develop moderated science assessment tasks through STAWA for all Science Understandings from Year 1 to Year 6.
- Year 6 students to receive 2 x 1-hour Science sessions in 2020.





FOCUS LEARNING AREA: HUMANITIES AND SOCIAL SCIENCES (HaSS)

The 2019 - 2021 Business Plan identified the ***Cross Curriculum Priorities and the development of a Culturally Responsive and Inclusive Learning Environment*** as focus areas. Both the HaSS 2019 Operational Plan and HaSS skills document supported the strategic direction in these areas.

At the beginning of the school year a professional development (PD) session was run by Statewide Services Aboriginal Consultative group to support staff to recognise the expected standards when working with Aboriginal students, their families and communities. The PD further enabled staff to reflect on their behaviours, attitudes and practices and helped them to identify opportunities for improved action. Rich traditions, a fascinating history including lots of factual information and visual representations portrayed in a variety of ways have been a specific focus at Campbell Primary School during 2019. Professional learning opportunities for staff covering the specifics of being culturally responsive and ways teachers can embed cross curricula priorities actively into learning streams for all students was offered. The combination of knowledge and understanding



presented inspiration and information regarding appropriate protocols for further dialogue and ownership to strengthen significant delivery of culture and Country as embedded practice, rather than an add on. This includes teachers of specialist areas.

Professional development was provided to support staff to incorporate the cross-curriculum priorities across all learning areas. Staff were then given the opportunity to work in their collaborative teams to find opportunities to incorporate the cross-curriculum priorities into their planning across all learning areas. A result of such collaboration has been a rich and authentic integrated curriculum.

A Level 3 position of leadership provided drive and support to teachers who ask for resources, ideas and advice (particularly on local context), has meant a connected practice across the whole school. A productive partnership with the Langford Aboriginal Association has been established and this resulted in CPS engaging Geri Hayden to talk to the school about the stolen generation.

During the school year, staff and students have engaged in incursions, excursions, activities and stories to develop and build Aboriginal understandings. These included: class assembly items focused on Aboriginal themes, The Madjitil Moorna Choir incursion, Aboriginal storytelling once a fortnight during lunch, NAIDOC week activities, the construction of a reconciliation garden, a stolen generation talk and the painting of an Aboriginal mural completed by a parent of indigenous heritage.



A grant from The Healing Foundation provided funds to purchase a number of recommended books as resources.

Further budgeted items from The Healing Foundation created a small Sorry Garden within our school grounds near the (2018 PALS grant) visual art mural currently being completed. The native hibiscus plant representing the Stolen Generations nationally was central to a circular pattern of small rocks positioned by every student attending Campbell. An Aboriginal guest speaker provided factual information about her family's experience in the Stolen Generation context at an internal assembly.

CPS has a strong ongoing commitment to include Indigenous Australian culture as part of building relationships, moving from being culturally competent to culturally responsive and demonstrating the values of resilience, respect and kindness to embrace diversity at Campbell Primary School. We continue plans into 2020 to build productive partnerships with local Noongar people or agencies for mutual benefit.

Improvement Strategies

- Review the CPS HaSS scope and sequence documents.
- Develop an Action Plan for staff to identify special days / weeks throughout the year to enable cross curricular planning. Special days/weeks to be timetabled on term planners for optimum inclusion in classroom learning.
- Investigate incorporating the United Nations Sustainable Development Goals into curriculum.
- Continue involvement and participation with Landcare Group projects in the local area and PALS grant opportunities.



"I would like to take this opportunity to say that you have a wonderful team of quality teachers and office staff at Campbell Primary lead by a dynamic principal in Ms Bates. We are grateful and appreciative of the education, values and experiences that our children have had at Campbell Primary, which have shaped them to be nicer and better children."



FOCUS LEARNING AREA: THE ARTS



THE ARTS

Within the 2019 - 2021 Business Plan the *cross curriculum priorities were identified as a priority area with the performance indicator of – cross curricular opportunities evidenced in the Arts and Literacy.*

In 2019, the Arts Team continued to work collaboratively towards creating connected learning across the Arts. Students have had the opportunity to engage in tasks that enhance their understanding of concepts as they are explored in a variety of learning areas. An example of this collaboration are the Year 5 cohort who went on an excursion to Perth city to view the “Oh Hey, WA!” exhibits. Students

used these art works to inspire a piece of their own work in Visual Arts and in Dance, students explored the work of a Western Australian artist to inspire a piece of choreography. The connections in learning between the Year 5 classrooms, the Art room and the Dance room provided a rich and deep understanding of abstract concepts being taught. It also provided our students the opportunity to communicate their understanding of these concepts in a variety of mediums.

The successful trial of a new reporting to parents format in 2018, was expanded further in 2019. In addition to parents being welcomed to the Dance Informances, they were also invited to view Music Informances. These sessions gave

parents excellent insight into what Music lessons look like at Campbell Primary School and enabled students to showcase their skills. Parent attendance for both Music and Dance Informances in 2019 was very pleasing and feedback from parents indicates their wish for these sessions to continue in 2020.

A focus on embedding the general capabilities and cross-curriculum priorities when exploring new concepts has been a priority in 2019 across all Specialist Learning Areas. Creative and Critical Thinking is a vital component of all Arts Learning Areas and students have developed these skills across Dance, Music and Visual Arts.

DANCE

Students from Pre-primary to Year 6 have engaged with Dance as a curriculum area this year. A focus in Dance for 2019 has been making links to the general capabilities and cross-curriculum priorities. Students across all year levels have explored themes relating to sustainability. Opportunities for students to learn and utilise the general capabilities are embedded within the Dance programme. The regular use of reading texts as inspiration for choreography and using the language of Seven Steps to Writing Success support whole school Literacy approaches. Personal and Social Capability skills are explicitly taught and the dance room is a safe space for students to practise effective group work and conflict resolution skills. Most importantly, Critical and Creative Thinking forms an integral part of the Choreography Process, which students engage with each week in Dance.

Opportunities for students to make connection with their learning in classrooms has continued in Dance in 2019. In consultation with Year 3 teachers, students have been working on "Geography Choreography" in Term 4. The complex and abstract theme of Australian Landmarks has been explored through Dance and students have displayed excellent use of vocabulary learnt in HaSS lessons. Parents have been invited to view each stage of the

Choreography Process with weekly 'episodes' uploaded to the school website. This has further enhanced parent understanding of what happens in the dance room and encouraged parents to engage with their children's learning at Campbell Primary School.

Dance Troupes and Enrichment

In 2019, over 80 students from Years 4 to Year 6 have been involved in Dance Troupes or Enrichment. These students have worked towards the end of year performance *Evening on the Green*. This family event showcased the outstanding performance skills of our students in Dance and Music.

MUSIC

Students in Music classes have been exposed to and have learned a wide variety of songs from different cultural contexts. This year in relation to Campbell's focus on the Aboriginal Framework, students have learned a variety of Aboriginal songs in the Noongar language. Also, students have learned songs from a variety of cultures of which some include Australian, Chinese, Indian, Israeli, South Pacific Islands and American, to name a few. This has assisted students to explore and learn about practices from a diverse range of cultures. Also, the Choir has incorporated many songs with a cultural diversity theme into the repertoire. A variety of Aboriginal songs have been sung at Senior, Junior and internal assemblies over the year.

Extension music programs have been provided through the delivery of the Instrumental Music School Services (IMSS) program, choir and Year 6 IMSS students accessing the Canning Vale College (CVC) Junior School Band.

Two Year 6 students have been offered Music Scholarships. One to Rossmoyne High School and the other to John Curtin College of the Arts. Four students have been offered music positions at Canning Vale College, and one student at Harrisdale High School.



Choir

All students from Years 4 to Year 6 were invited to join the Campbell Primary School Choir in 2019 (not auditioned). This year approximately 40 students joined with Year 4s being the predominant section of the group. The Choir have performed at the school ANZAC Day service, assemblies, the Massed Choir Festival, internal assemblies and at *Evening on the Green*.

Instrumental Music School Services (IMSS)

The IMSS program caters for approximately 70 students. Students were again given instrumental tutoring through IMSS in guitar, flute, brass, clarinet, and drum kit / percussion.

This year IMSS students have performed at assemblies in Term 3 and at *Evening on the Green* in Term 4 to give the students opportunity to perform for a large audience.

The Year 6 IMSS students were invited to join the Canning Vale College Junior Band Program and sixteen students our school took up the offer. IMSS tutors have assisted with the learning of pieces as each IMSS student builds

on their musical skills such as timing, note reading, sight reading, expression, intonation, individual accountability and accountability to the group in ensemble playing. Students have enjoyed the band and especially the opportunities to perform at CVC. This has also given students an introduction to secondary education.

Enrichment

This year students were given lessons on playing tuned percussion and djembes on a semester basis. They have learned correct technique, playing in time and in an ensemble. The students have enjoyed showcasing their percussion skills at the end of each semester at the Enrichment Showcase for other Year 6 students.

Music Incursion

In Term 3 the Pre-primary to Year 6 experienced *Wanjoo Come Sing with Me Workshops*. These were fun interactive workshops which were largely funded through a successful PALS funding application. With much gratitude, the

school funded the 2 workshops so that it could be a free incursion for the whole school. The Wanjoo Come Sing with Me Workshops were performed by Gina Williams and Guy Ghouse. The workshops embraced Aboriginal culture, history, traditions, storytelling and songs through the Noongar language in this year 2019, the Year of Indigenous languages.

Partnerships with Parents - Music Informances

This year music has trialled Music Informances as part of the reporting process and also to give parents an opportunity to view their child within a class music setting. The Music Informances for 2019, will trial 2 approaches. The first semester trialled an approach of integrating songs with a book, and the second semester will trial an approach that is more reflective of a music lesson. The first semester Music Informances were highly successful with attendance from parents and caregivers being quite high as well

as having positive feedback.

We received 99 feedback forms from our Music Informances held in Semester 1. The responses were positive and supportive of this new initiative for reporting in Music.

“This concept is an amazing process and gives value to how the teachers interact with the children, I found it a positive and lovely thing to be a part of.”

“This is a great opportunity for parents to view student progress and work, I would encourage parents to attend future informances.”

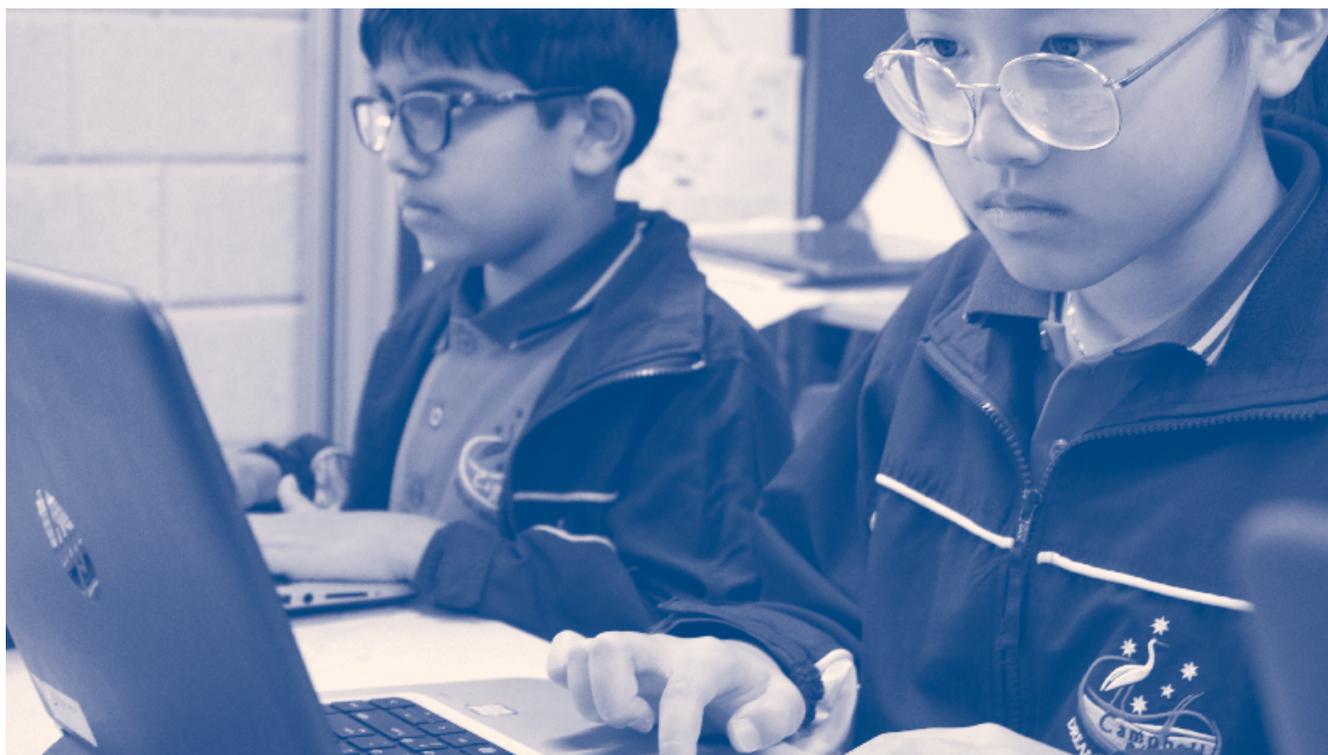
“It was a wonderful opportunity to see what my child is learning in music.”

“Such a wonderful idea.”





FOCUS LEARNING AREA: DIGITAL TECHNOLOGY



The Technology Curriculum Team has had a strong focus on developing student knowledge of the explicit skills required in order to utilise Information and Communication Technology (ICT) in the classroom and world. The first steps in this process have been to develop a Digital Skills Scope and Sequence and have two ICT coaches visiting classes.

We have worked closely with parents in preparing students and the school for the NAPLAN online tests in 2019. We were very fortunate to have a fortnight of NAPLAN tests go well with minimal ICT interruptions. Students were able to demonstrate their learning in an online environment without having the use of ICT hinder their performance. The plans and procedures used this year will be reviewed in preparation for NAPLAN 2020.

All actions and future plans are linked directly to Campbell Primary School's Business Plan. There is a strong focus on richly integrating ICT into many learning areas through staff professional development, more ICT equipment to be accessible to staff and students and the appointment of ICT coaches in the junior and senior primary.

Improvement Strategies

- Further upskill staff and students in ICT in order to have students able to use technology to solve problems and achieve a higher distribution of grades in the Digital Technology curriculum.
- Provide rich and authentic opportunities for staff to integrate digital technologies across the curriculum- this will be achieved through the coaching model.



FINANCIAL SUMMARY 2019

FINANCIAL SUMMARY

School Finances 2019

Voluntary Contributions

The School Board approved voluntary contributions for 2019 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 |
|------|-------------------|-----------------|-------------------|
| 2017 | 760 | \$29,753 | 69% |
| 2018 | 683 | \$23,958 | 64% |
| 2019 | 643 | \$19,798 | 51% |

The percentage of revenue received from voluntary contributions in the 2019 was lower than budgeted for in 2019. The school used a number of strategies and payment methods to promote the payment of the contributions: statements, Facebook and website promotion plus emailed reminders.

Financial Management Data

| Year | Enrolment Numbers | Operating Grant | Locally Raised Funds | Total Funds Available |
|------|-------------------|-----------------|----------------------|-----------------------|
| 2017 | 760 | \$6,444,757 | \$147,354 | \$6,592,111 |
| 2018 | 683 | \$5,871,162 | \$338,818 | \$6,209,980 |
| 2019 | 643 | \$5,881,158 | \$206,032 | \$6,087,190 |

The total revenue in 2019 decreased which is reflective of the reduction in student enrolment numbers. This reduction is due to the local intake area is more established and transiency is more stable. The school has therefore more mindful 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 License for Helping Hands Network Pty Ltd the out of school care provider.

Expenditure patterns remain relatively consistent with previous years.

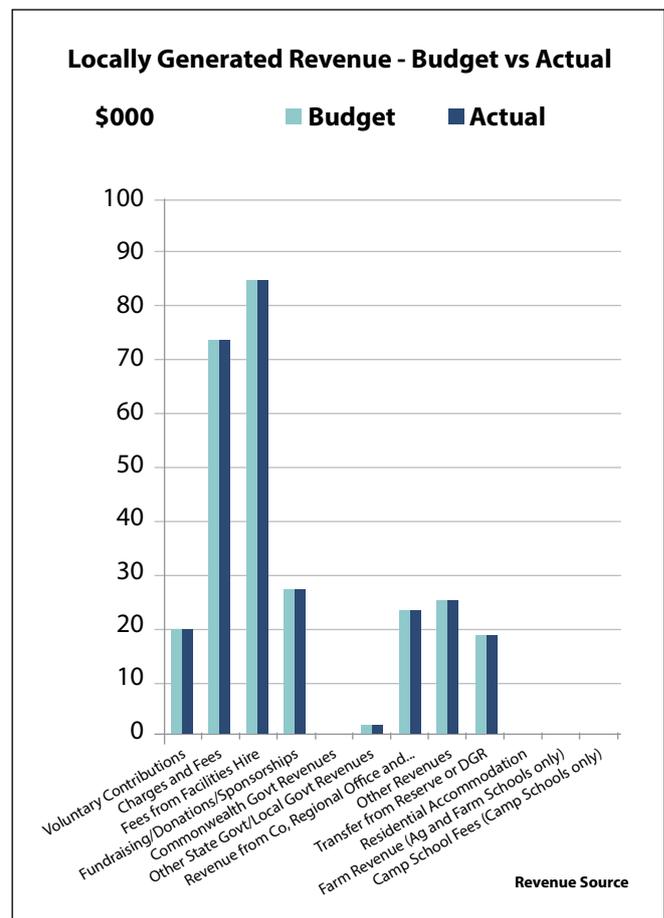
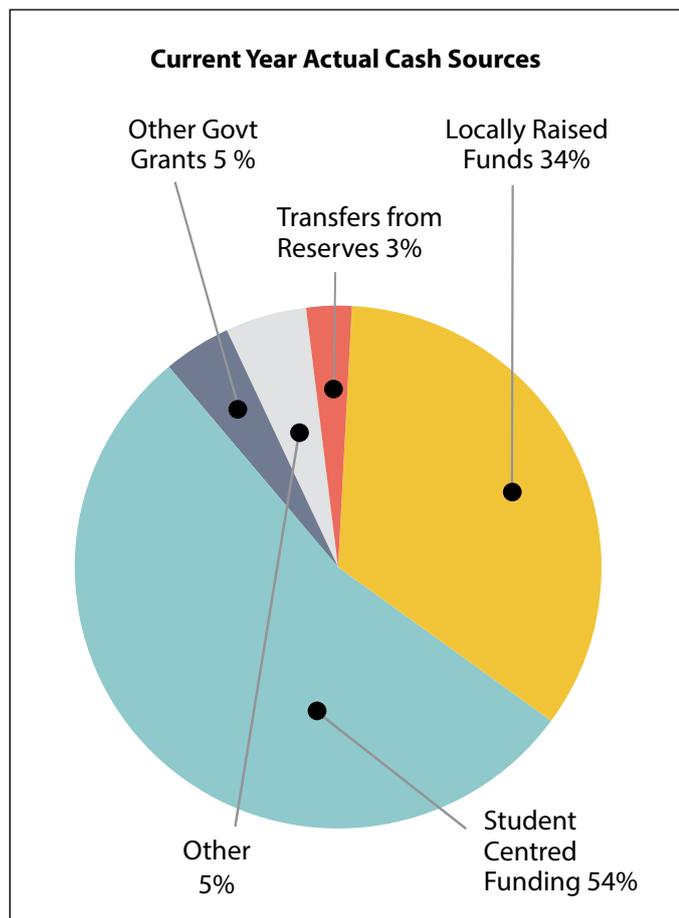
Materials to support the school's education programs are by far the largest areas of expenditure. This is followed by the cost of utilities and facilities maintenance and

upgrades. 2019 saw the replacement of nine aging interactive smartboards with the latest 75" Promethean 'Nickel' Interactive Panels. These were installed in the library and classrooms and supported the school's ICT Reserve Planning and ensured that students have the latest technology for learning. Minor works which were carried out were completion of the carpeting of the Early Learning Block, security lighting upgrade and signage. The staff room was refurbished to create a relaxing and mindful space for staff.

Salary expenditure enabled coaching roles for specialist staff to mentor teachers in both Literacy and Mathematics; Specialist Education Assistants instruct students in MiniLit, Case Management and Cracking the Code. These strategies were used for targeting differentiated learning for students and were very successful.

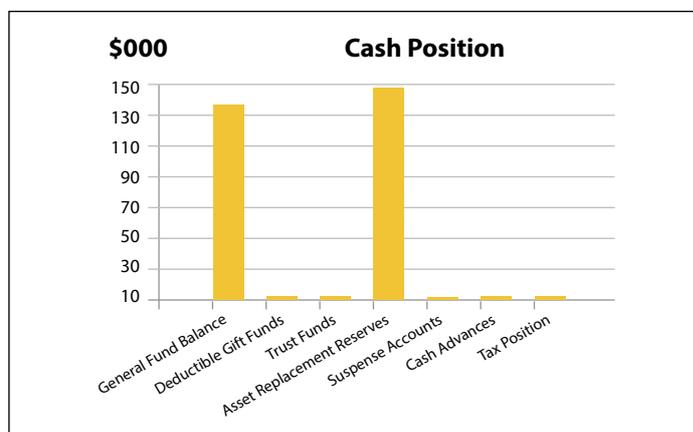
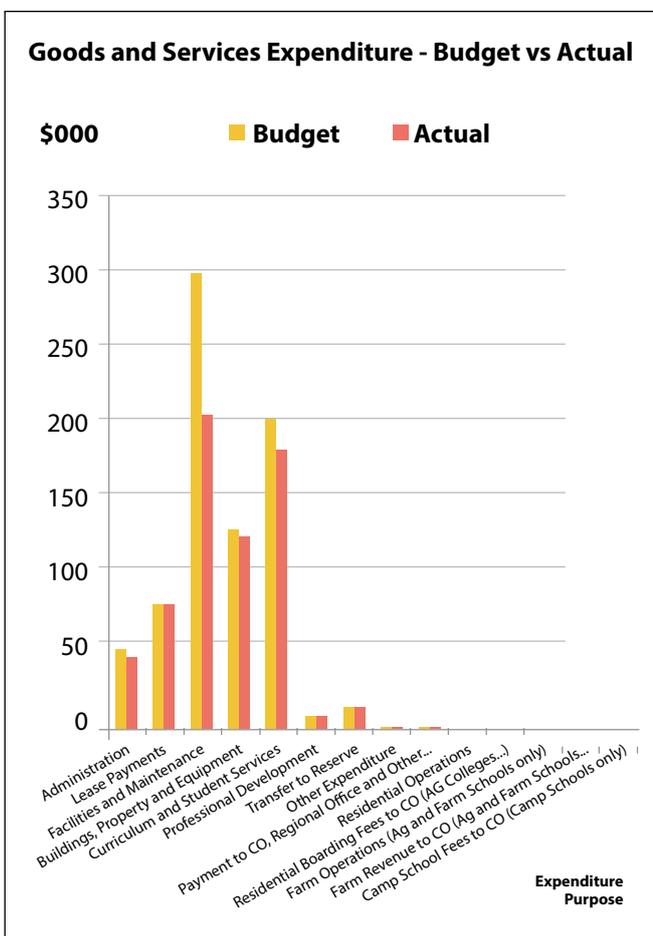
CAMPBELL PRIMARY SCHOOL Financial Summary as at 31 December 2019

| Revenue - Cash & Salary Allocation | | Budget | Actual |
|------------------------------------|--|---------------------|---------------------|
| 1 | Voluntary Contributions | \$19,738.00 | \$19,738.00 |
| 2 | Charges and Fees | \$73,644.30 | \$73,654.30 |
| 3 | Fees from Facilities Hire | \$84,322.70 | \$84,322.70 |
| 4 | Fundraising/Donations/Sponsorships | \$26,036.46 | \$26,036.46 |
| 5 | Commonwealth Govt Revenues | - | - |
| 6 | Other State Govt/Local Govt Revenues | \$1,605.00 | \$1,605.00 |
| 7 | Revenue from Co, Regional Office and Other Schools | \$23,635.38 | \$23,635.38 |
| 8 | Other Revenues | \$25,668.13 | \$25,668.13 |
| 9 | Transfer from Reserve or DGR | \$18,409.74 | \$18,409.74 |
| 10 | Residential Accommodation | - | - |
| 11 | Farm Revenue (Ag and Farm Schools only) | - | - |
| 12 | Camp School Fees (Camp Schools only) | - | - |
| Total Locally Raised Funds | | \$273,059.71 | \$273,069.71 |
| Opening Balance | | \$184,528.71 | \$184,528.71 |
| Student Centred Funding | | \$321,761.05 | \$321,761.05 |
| Total Cash Funds Available | | \$779,349.47 | \$779,359.47 |
| Total Salary Allocation | | - | - |
| Total Funds Available | | \$779,349.47 | \$779,359.47 |



CAMPBELL PRIMARY SCHOOL
Financial Summary as at 31 December 2019

| | Expenditure - Cash and Salary | Budget | Actual |
|----|--|---------------------|---------------------|
| 1 | Administration | \$44,101.50 | \$40,227.97 |
| 2 | Lease Payments | \$73,426.96 | \$73,427.16 |
| 3 | Utilites, Facilities and Maintenance | \$296,810.93 | \$203,207.26 |
| 4 | Buildings, Property and Equipment | \$126,208.62 | \$120,727.47 |
| 5 | Curriculum and Student Services | \$200,639.53 | \$178,676.80 |
| 6 | Professioinal Development | \$9,244.18 | \$9,244.18 |
| 7 | Transfer to Reserve | \$12,158.00 | \$12,158.00 |
| 8 | Other Expenditure | \$0.82 | \$0.93 |
| 9 | Payment to CO, Regional Office and Other Schools | \$886.72 | \$886.72 |
| 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 | \$763,477.26 | \$638,556.49 |
| | Total Forecast Salary Expenditure | - | - |
| | Total Expenditure | \$763,477.26 | \$638,556.49 |
| | Cash Budget Variance | \$15,872.21 | - |



| Cash Position as at: | | |
|----------------------|----------------------------|---------------------|
| Bank Balance | | \$342,307.79 |
| Made up of: | | - |
| 1 | General Fund Balance | \$140,802.98 |
| 2 | Deductible Gift Funds | - |
| 3 | Trust Funds | - |
| 4 | Asset Replacement Reserves | \$150,211.86 |
| 5 | Suspense Accounts | \$4,680.87 |
| 6 | Cash Advances | - |
| 7 | Tax Position | (\$3,925.00) |
| | Total Bank Balance | \$291,770.71 |

Dream Believe Achieve



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INDEPENDENT PUBLIC SCHOOL



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