



# 2022 Annual Report

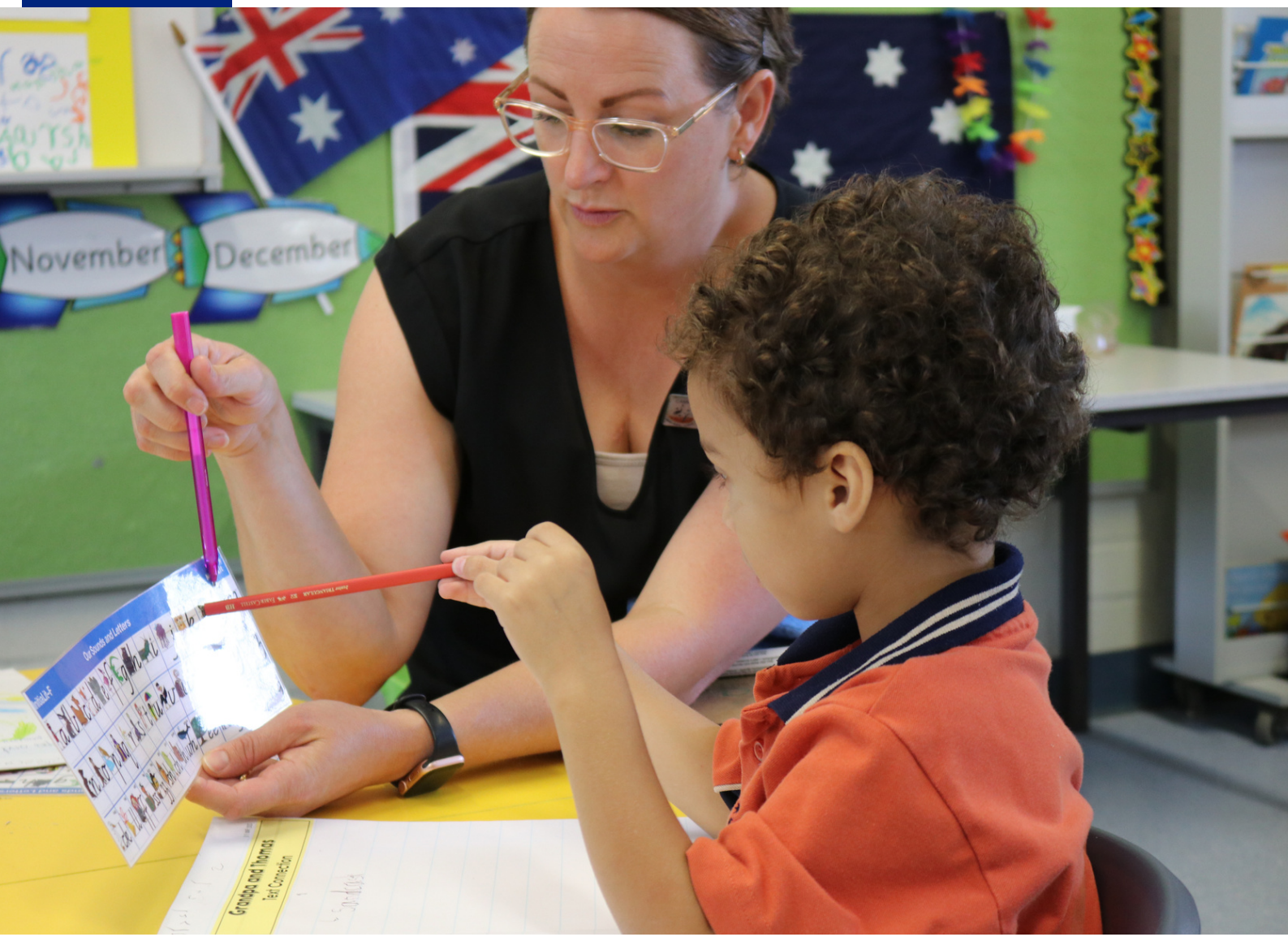


**Campbell Primary**  
INDEPENDENT PUBLIC SCHOOL



# Contents

Page 4	Principal's Report
Page 5	School Context
Page 7	Workforce Composition 2022
Page 9	Student Attendance
Page 11	Student Achievement and Progress
Page 15	Post School Destination
Page 17	Parent / Student Satisfaction Surveys
Page 18	School Income by Funding Source
Page 22	Monitoring of the Business Plan 2022 - 2025







All teachers and staff at Campbell Primary School always go the extra mile to make sure all receive the best care and education. We thank you for all the hard work and dedication.



# From the Principal

Welcome to the Campbell Primary School 2022 Annual Report.

It is with delight we share with you a summary of the achievements of Campbell Primary School (CPS). 2022 saw many disruptions to the school's routines and functioning due to the impact of COVID-19. Despite the challenges we faced, it was another positive year for CPS. All students, staff and community members supported each other to ensure we maintained our focus on what matters most for our students. Thank you to the exceptional staff, outstanding students and highly supportive families during what was a difficult year. Thank you also to the CPS School Board and Parents & Citizens Association for their work and commitment to supporting our school.

The Annual Report for 2022 provides parents and the wider community with information about our school and provides evidence of our progress towards achieving our areas of focus and targets set in our Business Plan. 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 2023 to improve student achievement and further enhance the school's effectiveness.

It is important to note that the Annual Report is only one component of the total reporting process that the school undertakes. In order to gain a greater knowledge of the school's purpose and its operations the Annual Report should be read in conjunction with other documents such as the Business Plan, information booklets and other information pertaining to the school's curriculum and policies, all of which are located on the Campbell Primary School website.

In 2022 the school published a new Business Plan which was developed with staff and community stakeholders. The Business Plan sets the direction and focus for Campbell Primary School over the next three years and aligns the priority areas of the Department of Education. Within the Business Plan we maintained a focus on success for all students, with maintaining our strong school culture, well-being for all, and school improvement overarching all that we do. Staff identified three focus areas, with priority areas, improvement strategies and indicators that identify how we will improve, and how we will know we have improved. The Business Plan overarches a suite of improvement and operational plans which operationalise the strategies within the plan and monitor our targets over time. The Business Plan is available on our website.

The achievements of our students in 2022, both in academic and non-academic areas have been pleasing. Through our Professional Learning Communities (PLC) staff provide high quality teaching and learning programs to all students. Our focus continues to be reducing the variation in teaching between classrooms and supporting all students to achieve their potential.

As an Independent Public School we will continue with great confidence knowing that all staff are committed to providing the very best education for our students.

We look forward to building on the successes evident in the 2022 Annual Report and working collaboratively with our community to achieve our mission to nurture the hearts and minds of all.

*Lynne Bates and Paige Goodsell*



# School Context

Campbell Primary School (CPS) opened in 2002 and has a longstanding reputation as a high achieving school with a safe and inclusive culture, which supports the growth of the whole child. The school is located 25 km south of Perth in Canning Vale within the South Metropolitan Education Region. Our school is rich in cultural diversity with 59% of our student population coming from non-English speaking backgrounds.

***To nurture the hearts and minds of all*** is the school's mission statement, with staff committed to this mission. We are fortunate to have the most amazing students and supportive community with all upholding the school's values of ***respect, resilience and kindness***. Our staff, both teaching and allied professionals offer exemplary teaching practice and care for students. The school has a very strong pastoral care team with staff working collaboratively to ensure success for all students.





# Student Numbers and Characteristics

Campbell Primary School is an Independent Public School catering for 570 students in 2022. The school's index of socio-educational advantage is 1089 and has gradually increased over the last few years.

CPS caters for 3.5 % of students with disability, with 20 students funded for Disability Resourcing support. CPS has 1.8% of students whom recognise themselves as Aboriginal or Torres Strait Islander descent. 59% of our students enrolled have a Language Background other than English (LBOTE).

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(39)	67	56	58	79	75	70	88	532
Part Time	77								

*Note: The Kindergarten full time student figure represents the Full Time Equivalent of the Part Time students.*

## Student Profile - Semester 2 2022

**570**

Students

**20**

Students funded for Disability Resourcing support

**1089**

Socio-education advantage

**1.8%**

Students who recognised themselves as Aboriginal or Torres Strait Islander descent

**3.5%**

Students with a disability

**59%**

Language Background Other Than English



# Workforce Composition 2022

Staff at Campbell Primary School are merit selected and are committed to the collaborative culture that exists within the school. In 2022, 47 teaching staff and 18 allied professional 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. They have fully embraced the Western Australian Curriculum and the latest research-based approaches implemented within the school to improve student learning.

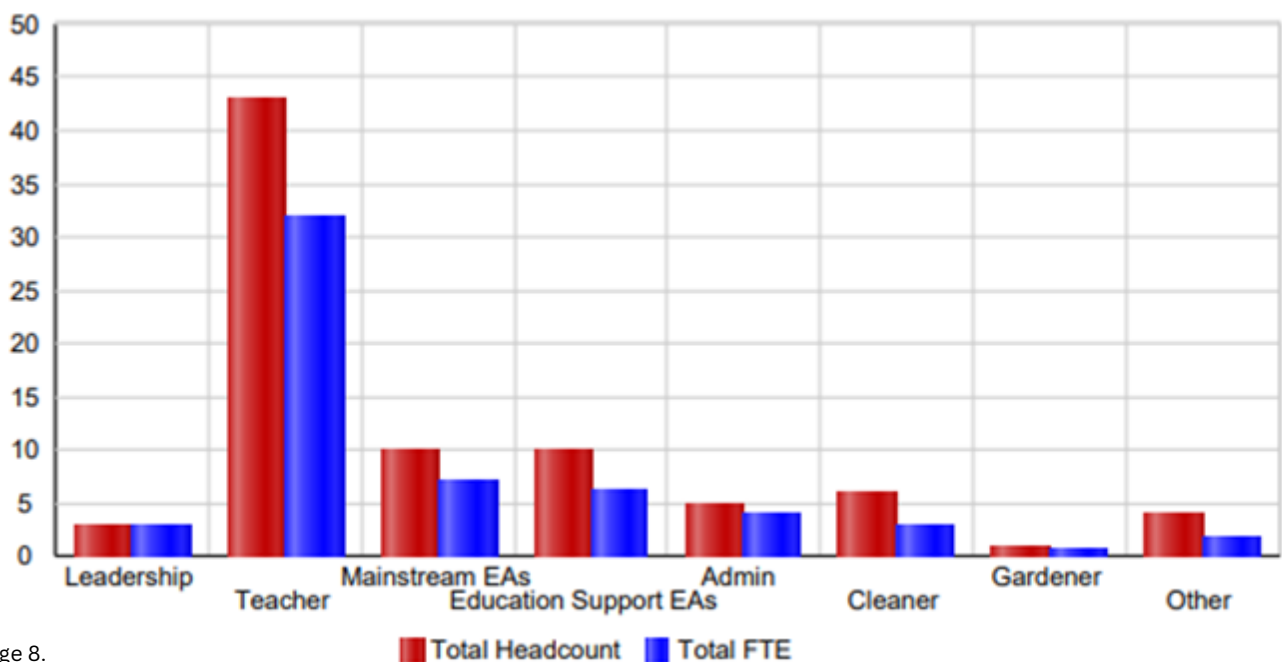
Our allied professionals continue to be provided with professional learning that enables them to be highly effective educators within the classrooms alongside the teachers. Examples of this include the MiniLit and Cracking the Code programs used for early intervention. Campbell Primary School staff exemplifies a highly professional and collaborative culture. All new staff are provided with a thorough induction and mentor to support them in adopting the CPS whole school connected practices.





# Workforce Composition 2022

	No.	FTE	AB'L
<b>Administration Staff</b>			
Principal	1	1.0	0
Assistant Principal	2	2.0	0
<b>Total Administration Staff</b>	<b>3</b>	<b>3.0</b>	<b>0</b>
<b>Teaching Staff</b>			
Level 3 Teachers	5	2.2	0
Other Teaching Staff	42	28.8	0
<b>Total Teaching Staff</b>	<b>47</b>	<b>31.0</b>	<b>0</b>
<b>Support Staff</b>			
Clerical Administrative	4	3.7	0
Gardening /Maintenance	1	0.8	0
Other	4	1.8	0
Allied Professionals	18	12.3	0
<b>Total Support Staff</b>	<b>27</b>	<b>18.6</b>	<b>0</b>
<b>Total</b>	<b>77</b>	<b>52.6</b>	<b>0</b>



# Student Attendance

COVID-19 had a major impact on student attendance in 2022, particularly in Semester 1. Even with this impact, Campbell Primary School (CPS) maintained attendance above like schools, as represented in the following graphs. Students who were impacted by COVID-19 were supported through learning from home packages developed by the CPS staff to ensure students continued to access the learning program from home.

CPS and our families continue to support regular attendance at school. Processes are in place to monitor attendance and to follow up unexplained absences, late arrivals and ongoing absences by students. The school works closely with parents to support regular attendance.

Positive attendance strategies are in place at CPS and include; use of an SMS messaging service for parents to advise of absences, late arrivals notes, regular letters to parents flagging unexplained absences, regular monitoring of attendance by team leaders, early engagement with parents of students who may be becoming at risk due to falling attendance rates, education of parents about the positive links between regular attendance and school achievement and the use of the Department's suite of attendance resources to support families, who may be struggling with maintaining regular attendance patterns.

The school engages with families with children in the severe attendance category to set attendance plans and engages with SSEN Behaviour and Engagement services to support improved attendance when required.



Thank you for always understanding our family's differences.



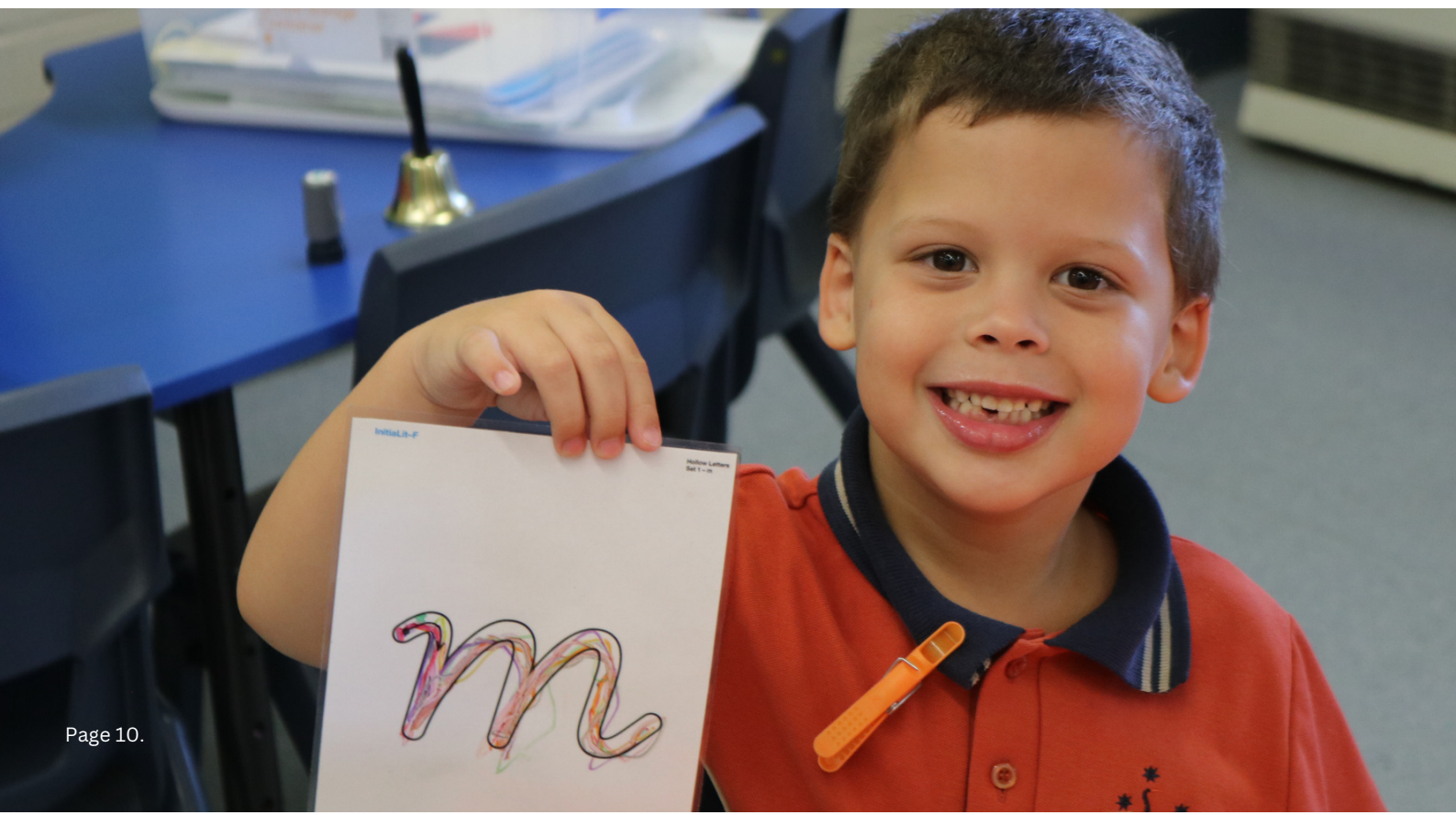
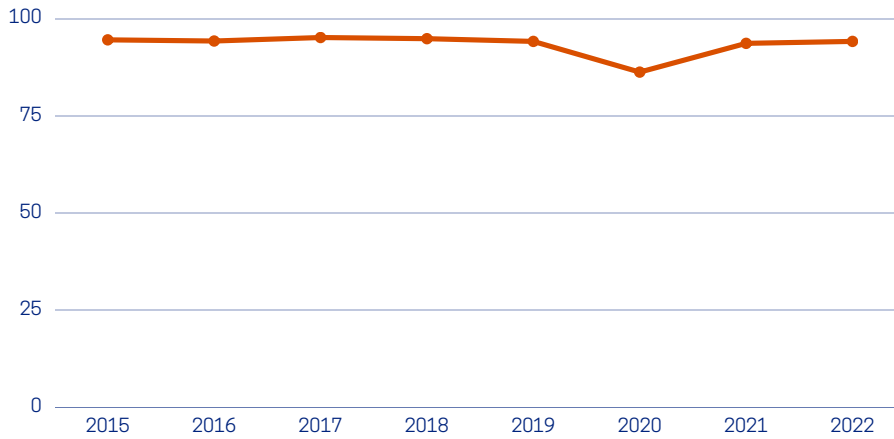


# Student Attendance

Attendance and Absence Type by Collection Period  
for Campbell Primary School

Collection Period	2015 Sem 1	2016 Sem 1	2017 Sem 1	2018 Sem 1	2019 Sem 1	2020 Sem 1	2021 Sem 1	2022 Sem 1
Attendance Rate	94.6%	94.3%	95.2%	94.9%	94.2%	86.3%	93.7%	94.2%
Regular Attendance	84.1%	81.8%	86.8%	85.3%	81.6%	33.4%	81.1%	82.3%

Attendance Rate by Collection Period  
for Campbell Primary School





# Student Achievement and Progress

Campbell Primary School continues to achieve excellent results in NAPLAN each year. Once again in 2022, our school NAPLAN results are above both National and State Means. Our results compared to like schools are also pleasing.

The Year 3 cohort achieved above like schools in all areas tested. The Year 5 students achieved above like schools in Reading, Writing and Spelling, and were close to like schools in the other areas tested. The staff thoroughly interrogate these results and consider lines of enquiry and actions to address any concerns.

The results reflect the exceptional education provided by all staff at Campbell Primary School.

2022	Year 3		Year 5	
	School	Like Schools	School	Like Schools
Numeracy	438	412	504	510
Reading	481	453	533	531
Writing	458	432	512	499
Grammar and Punctuation	494	451	516	523
Spelling	477	431	539	527

*Like Schools: Like schools are based on school Index of Community and Socio Educational Advantage. ICSEA is a scale which allows for fair and reasonable comparisons among schools with similar students. Green highlight – above like school.*

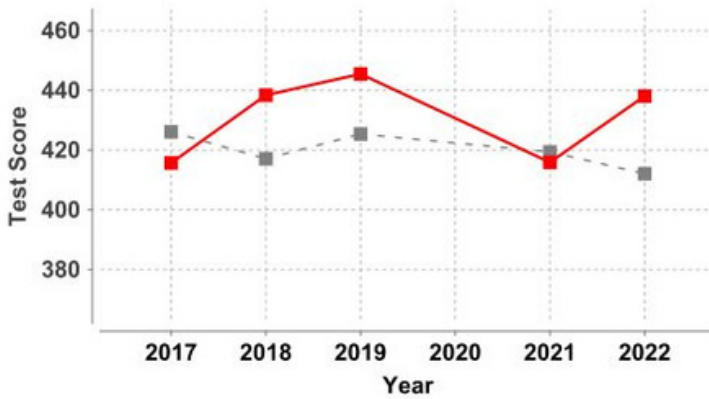




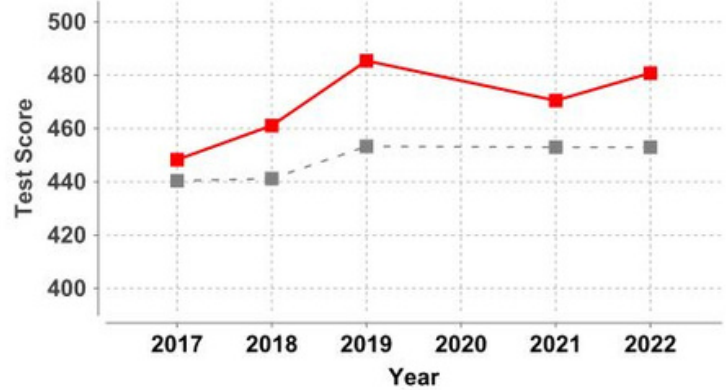
# Student Achievement and Progress

## Year 3 NAPLAN Results

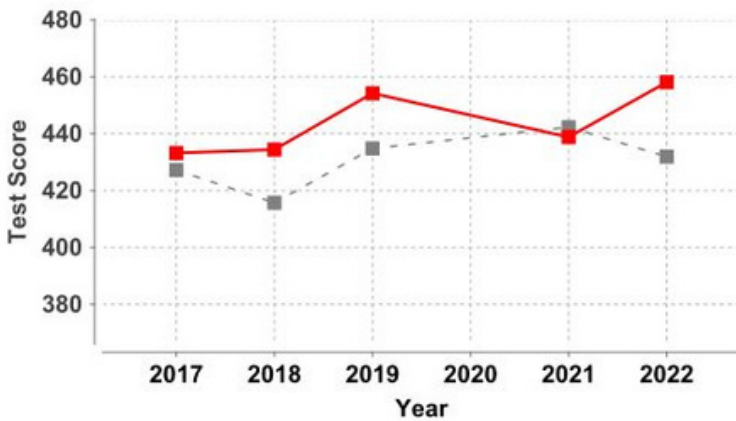
### Average Numeracy Score



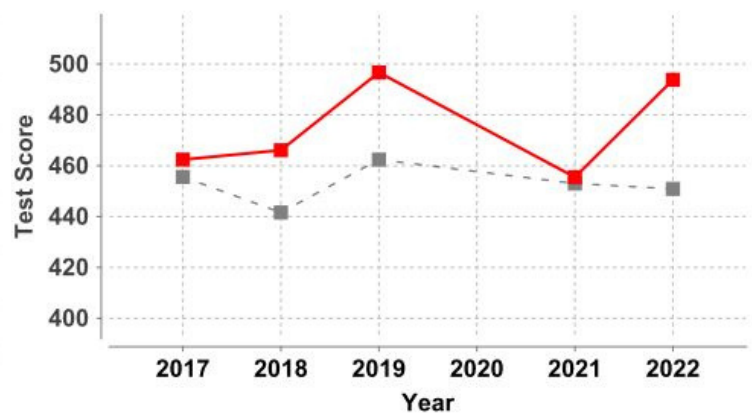
### Average Reading Score



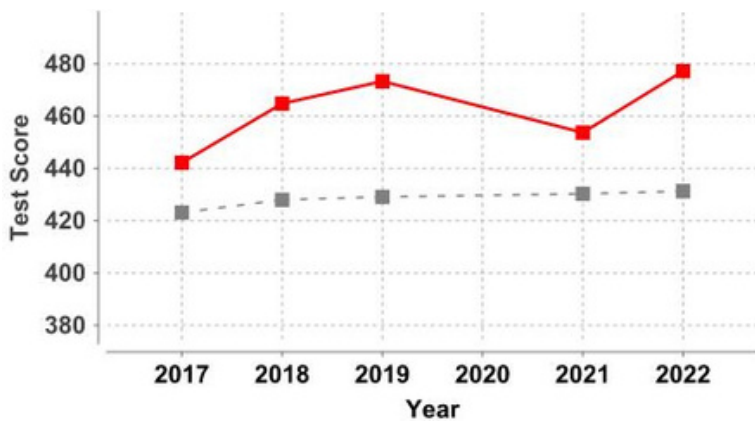
### Average Writing Score



### Average Grammar and Punctuation Score



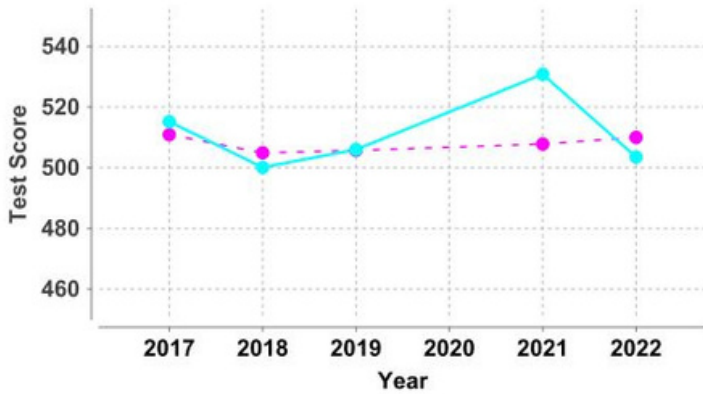
### Average Spelling Score



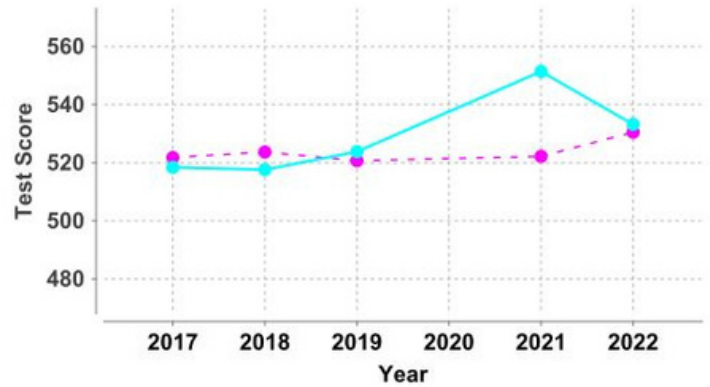
# Student Achievement and Progress

## Year 5 NAPLAN Results

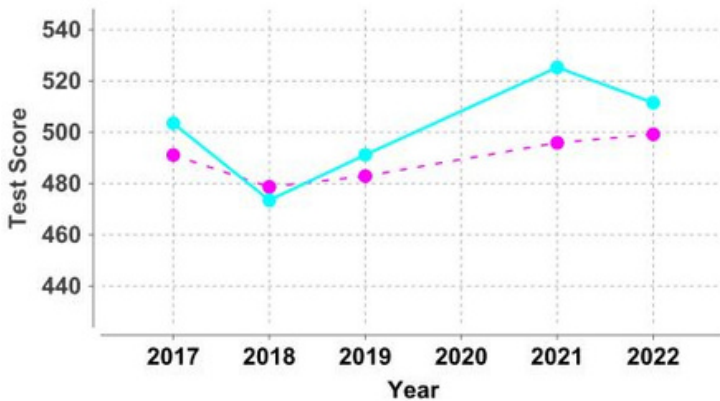
### Average Numeracy Score



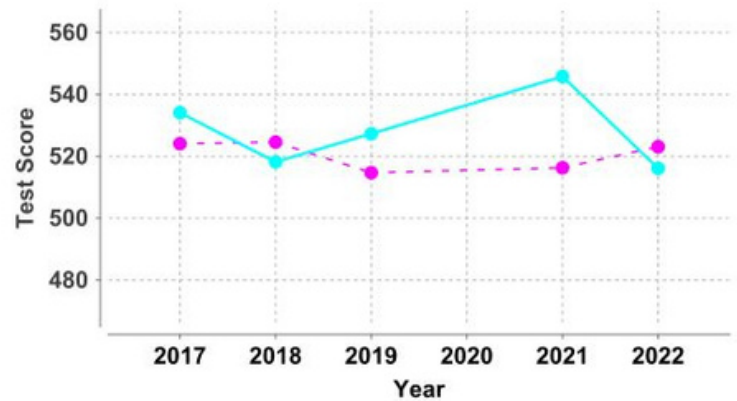
### Average Reading Score



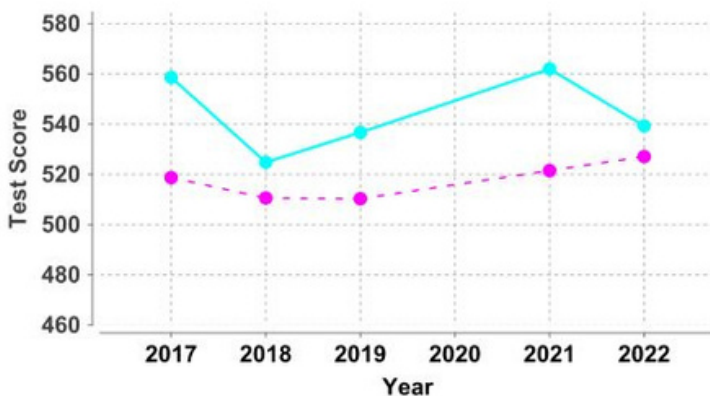
### Average Writing Score



### Average Grammar and Punctuation Score



### Average Spelling Score





# Student Achievement and Progress

The results in these graphs demonstrate the high levels of achievement in NAPLAN testing. The school regularly performs above our like schools' mean. At CPS we have high expectations and supports in place to ensure all students achieve success. These results are achieved through the efforts of our exceptional teaching staff and support from our families. As a result of this, this level of achievement is attained and sustained year to year.

The staff have adopted a range of whole school connected practices across key learning areas. This includes the use of the iSTAR Pedagogical Framework. Through the use of these aforementioned practices, we work towards improving our Business Plan priority area to reduce the variation in teaching.

The schools Professional Learning Committee (PLC) structure with year level team leaders has proven to be instrumental in supporting our students to reach key standards within the WA Curriculum. Student achievement is monitored through our PLCs and improvement strategies implemented to ensure all students achieve the Departments' goal of year-on-year progress. Continuing to refine our teaching practices and working towards our priority areas of the Business Plan will be a continued focus throughout 2023.



# Post School Destination

Destination Schools	Male	Female	Total
Canning Vale College	18	23	<b>41</b>
All Saints College	2	1	<b>3</b>
Australian Christian College	1		<b>1</b>
Cannington Community College	1		<b>1</b>
Carey Baptist College	2	5	<b>7</b>
Corpus Christi College		1	<b>1</b>
Fountain College		1	<b>1</b>
Harrisdale Senior High School	4		<b>4</b>
John Curtain College of the Arts		1	<b>1</b>
John Forrest Secondary College		1	<b>1</b>
Kennedy Baptist College	1	2	<b>3</b>
Leeming SHS	3	1	<b>4</b>
Lynwood Senior High School	2		<b>2</b>
Melville Senior High School	1	1	<b>2</b>
Perth Modern School	2	3	<b>5</b>
Providence Christian College		1	<b>1</b>
Rossmoyne Senior High School		2	<b>2</b>
Seton Catholic College		2	<b>2</b>
Shenton College		1	<b>1</b>
St John Bosco College	2		<b>2</b>
Willetton Senior High School	1	2	<b>3</b>

Campbell Primary School is an active member of the Nicholson Network and works in partnership with our local intake area (LIA) high school, Canning Vale College (CVC) to promote public education. We have built a strong relationship with CVC to support the needs of our students across the network and also ensure a thorough transition process occurs for both CVC staff and students. Each year we invite former CPS students back to CPS to participate in a Q&A session for our Year 6 students. In this session students are able to ask questions regarding the daily life of high school. We continue to look for opportunities that are mutually beneficial for our LIA and network high schools to support our students as they transition to high school.





We have very fond memories of Campbell PS from Kindy to Year 6. The school has excellent and dedicated staff and we thank you for all you have done.

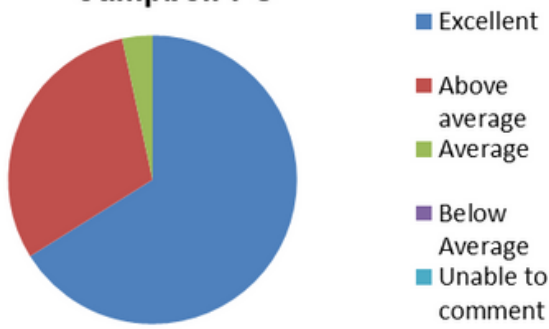


# Parent / Student Satisfaction Surveys

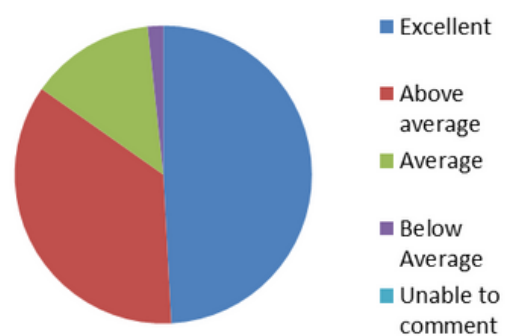
At CPS we use our self-assessment schedule to collect feedback from families as they exit the school. In 2022, 59 families completed the survey and their feedback is collated and represented below. The staff at CPS reflect on survey results regularly throughout the year along with the School Board and, as a result, lines of enquiry are developed. We continue to receive very positive feedback from our families and the results continue to reflect high levels of satisfaction from students and parents as they leave CPS.

What is pleasing to note is the excellent and above average rankings in all areas. The school develops strategies in our Business and Operational Plans to continue to develop partnerships with our families.

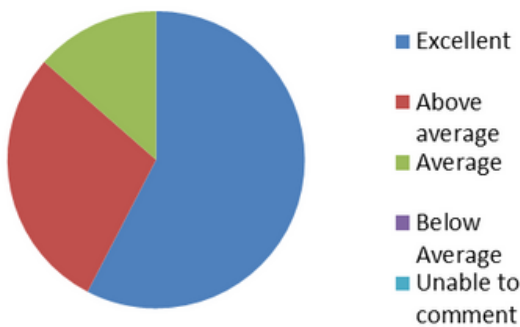
**How would you describe your overall experience at Campbell PS**



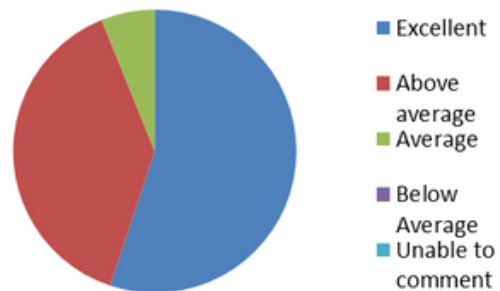
**Communication between the school and home are:**



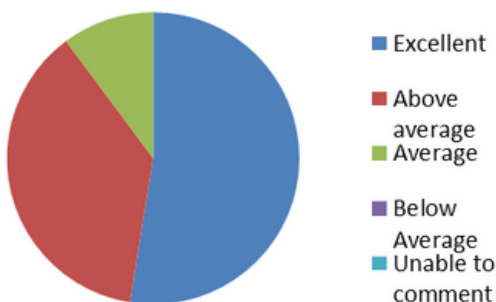
**My child's needs were met at Campbell PS**



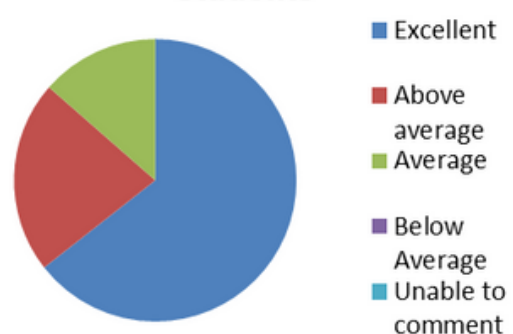
**Campbell PS provides quality of teaching and learning**



**Campbell PS has a good sense of community**



**Campbell PS provides an inclusive environment for students**





# School Income by Funding Source

Campbell Primary School received targeted initiative funding for Mental Health, School Psychologist, and Chaplaincy programs, which are invaluable in providing support to some of our school's most vulnerable students. The school budget provides 50% of the costs involved in providing an increased chaplaincy service, which aligns with our school Business Plan priority in achieving success for all students.

To support the Department of Education Funding Agreement and Statement of Expectation 2022, a number of monitoring and reporting tools are in place to provide evidence of transparent and effective school management. These key monitoring tools encompass the diverse aspects of the schools One Line Budget, which enables informed decisions to be made. The school budget is overviewed by the Finance Committee. This committee meets twice a term to discuss financial planning and operational expenditure in alignment with the School Business Plan. The school's main source of funding is received through Student Centred Funding and is allocated based on Semester 1 school census enrolment figures. The School Board is presented with a financial management overview of the school at each meeting held, which is also twice a term. Balanced and accurate financial management, with future focused financial planning is imperative to ensure that the school continues to maintain and upgrade resources and assets available to deliver ongoing learning programs that align with the Business Plan outcomes for the school.

The budget for 2022 was apportioned to salaries and cash. Cash accounted for 7% of expenditure with the remaining 93% spent on salaries. Priority areas for cash expenditure were provided to curriculum and student services, resources and equipment. The school also received a Science Resource Grant of \$25,000.00, which was expended in 2022.

EAL/D, Aboriginality and Social Disadvantage student funding is utilised in supporting our students with a wide range of resources such as literacy programs, staffing and additional curriculum materials needed. Disability resourcing provides funding for the employment of qualified allied professionals who offer a supportive and inclusive learning environment for our students.

The school enhances its locally raised funds with trusted facility hire partnerships. Helping Hands Network Ltd is our main provider of income from OSHC Deed of Licence agreement, with \$71,000.00 per year in hire of facility charges paid to the school.



# School Income by Funding Source

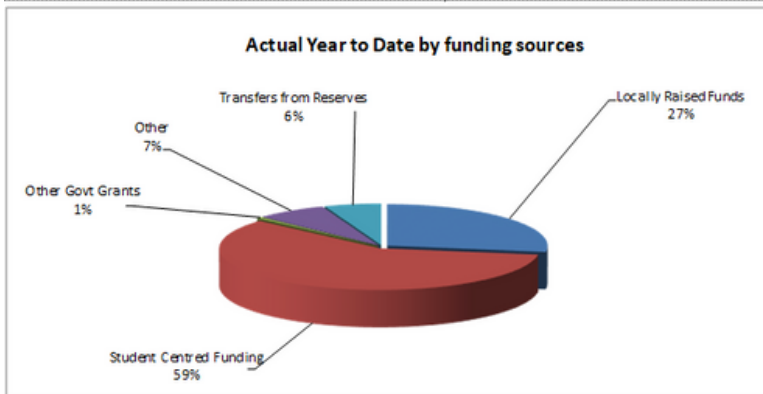
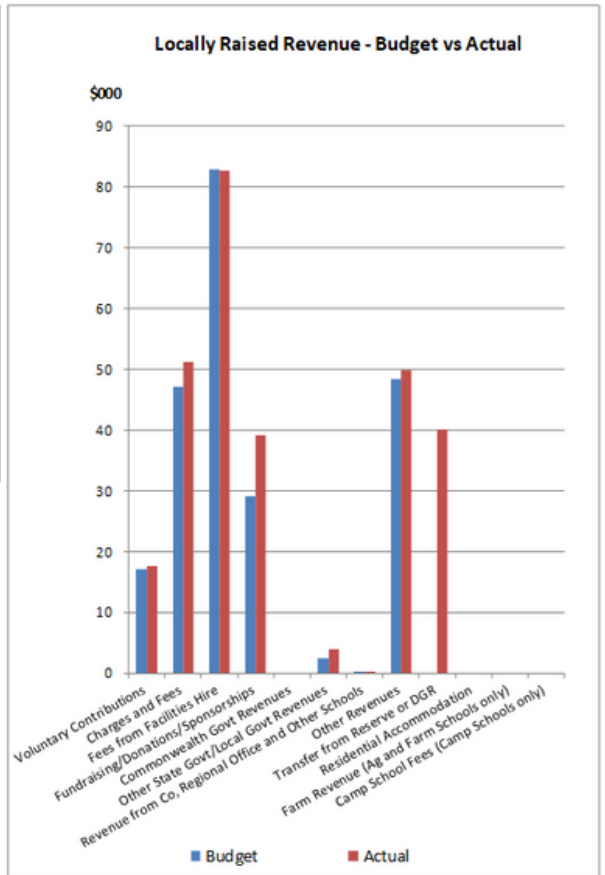
	Funding Received	Funding Allocations
Disability	\$377,702.19	<ul style="list-style-type: none"> <li>Allied Professional support provided in classroom and specialist areas. Total of 6.30 FTE</li> <li>Allied Professional - 0.80 FTE MiniLit</li> <li>Allied Professional - 0.50 FTE additional programs</li> <li>Targeted professional learning</li> <li>ASD online modules</li> </ul>
Aboriginality	\$20,850.00	<ul style="list-style-type: none"> <li>Support staff</li> </ul>
English as an Additional Language or Dialect	\$240,432.57	<ul style="list-style-type: none"> <li>Ethnic Allied Professional - 0.40 FTE</li> <li>Cracking the Code</li> <li>Support-a-Reader</li> <li>ICT, English and Mathematics Curriculum Leaders</li> <li>Transition days</li> <li>Partnerships with Parents workshops</li> </ul>
Social Disadvantage	\$40,654.35	<ul style="list-style-type: none"> <li>School Chaplain</li> <li>Pastoral Care activities</li> <li>Allied Professional – Cracking the Code</li> <li>Allied Professional – MiniLit</li> <li>ICT, English and Mathematics Curriculum Leaders</li> </ul>
<b>Total</b>	<b>\$679,639.11</b>	

Student Characteristics	School Characteristics	Target Initiatives	Operational Response
<ul style="list-style-type: none"> <li>Aboriginality</li> <li>Disability</li> <li>EAL/D</li> <li>Social Disadvantage</li> </ul>	<ul style="list-style-type: none"> <li>Enrolment linked</li> </ul>	<ul style="list-style-type: none"> <li>School Psychologist</li> <li>Chaplaincy Program</li> <li>Preschool Reform Agreement</li> <li>Sporting Schools Program</li> <li>Level 3 Classroom Teacher</li> <li>Mental Health in Schools Project</li> </ul>	<ul style="list-style-type: none"> <li>Dental Therapy Clinic</li> <li>COVID Cleaning Response</li> <li>Faults Management Program</li> <li>Support for Swimming Program</li> </ul>

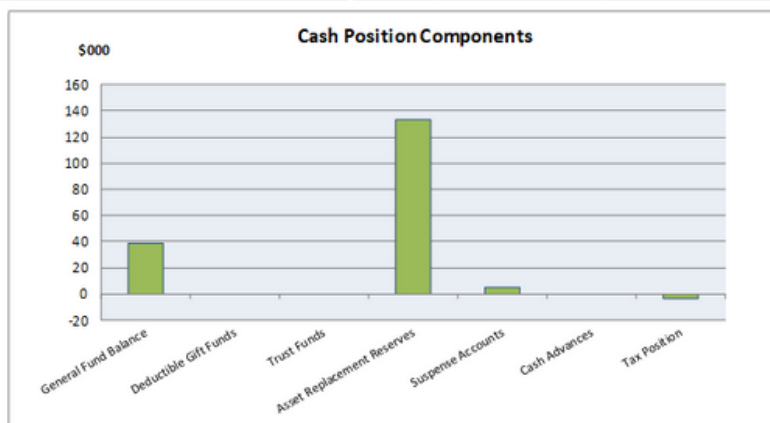
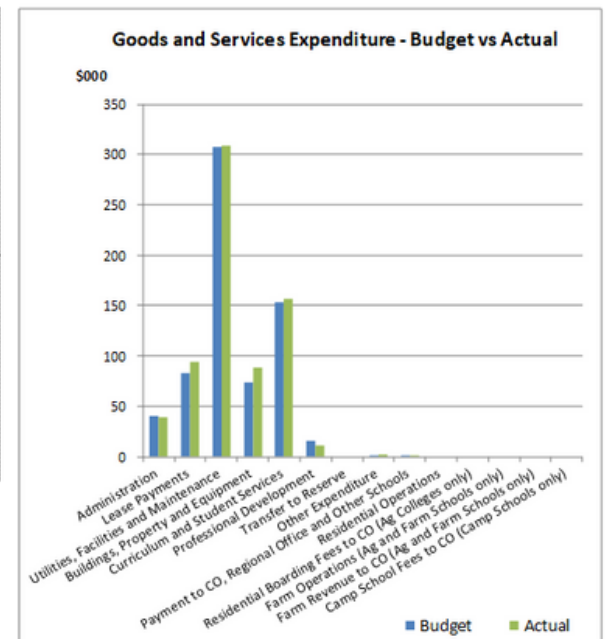


# Financial Summary Review

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 17,178.00	\$ 17,600.00
2	Charges and Fees	\$ 47,062.00	\$ 51,283.65
3	Fees from Facilities Hire	\$ 82,872.27	\$ 82,786.34
4	Fundraising/Donations/Sponsorships	\$ 29,126.65	\$ 39,177.75
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 2,500.00	\$ 4,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ 79.00	\$ 78.50
8	Other Revenues	\$ 48,521.35	\$ 49,994.46
9	Transfer from Reserve or DGR	\$ -	\$ 40,000.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>		<b>\$ 227,339.27</b>	<b>\$ 284,920.70</b>
Opening Balance		\$ 45,234.73	\$ 45,234.73
Student Centred Funding		\$ 407,661.65	\$ 410,561.65
<b>Total Cash Funds Available</b>		<b>\$ 680,235.65</b>	<b>\$ 740,717.08</b>
Total Salary Allocation		\$ -	\$ -
<b>Total Funds Available</b>		<b>\$ 680,235.65</b>	<b>\$ 740,717.08</b>



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 39,971.04	\$ 39,628.56
2	Lease Payments	\$ 83,421.62	\$ 94,317.58
3	Utilities, Facilities and Maintenance	\$ 307,717.64	\$ 308,182.05
4	Buildings, Property and Equipment	\$ 73,443.25	\$ 88,473.02
5	Curriculum and Student Services	\$ 153,745.21	\$ 156,800.42
6	Professional Development	\$ 16,000.00	\$ 11,732.45
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 1,669.00	\$ 2,066.40
9	Payment to CO, Regional Office and Other Schools	\$ 599.00	\$ 598.64
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)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>		<b>\$ 676,566.76</b>	<b>\$ 701,799.12</b>
Total Forecast Salary Expenditure		\$ -	\$ -
<b>Total Expenditure</b>		<b>\$ 676,566.76</b>	<b>\$ 701,799.12</b>
Cash Budget Variance		\$ 3,668.89	



Cash Position Components	
Bank Balance	\$ 176,030.98
Made up of:	
1 General Fund Balance	\$ 38,917.96
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 133,356.22
5 Suspense Accounts	\$ 5,533.80
6 Cash Advances	\$ -
7 Tax Position	\$ (3,277.00)
<b>Total Bank Balance</b>	<b>\$ 174,530.98</b>





I can't speak highly enough of Campbell Primary. All the teachers and staff have excellent interpersonal skills, they care for and encourage every individual to be the best version of themselves. It's a warm and friendly environment for both kids and parents to be in.





# Monitoring of the Business Plan 2022 - 2025

The school's Business Plan (BP) is available on the school's website. It identifies success for all students as the overarching priority of the school. The BP identifies three focus areas and within each are priority areas and improvement strategies. The staff regularly review and monitor the BP focus areas and key performance indicators to ensure we are on track to achieve our targets over the life of the BP.

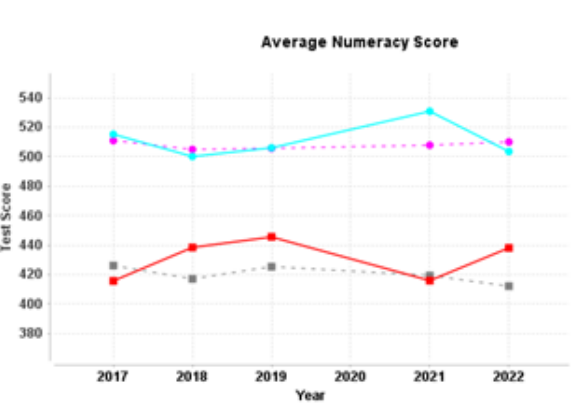
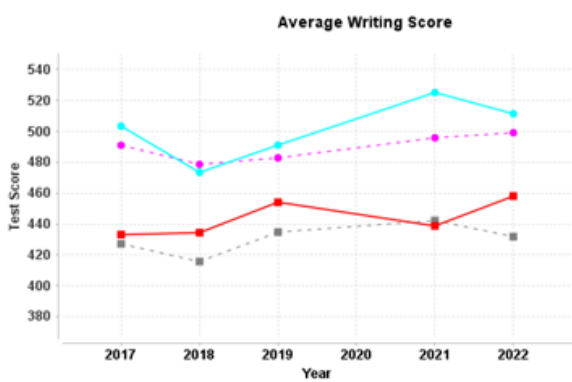
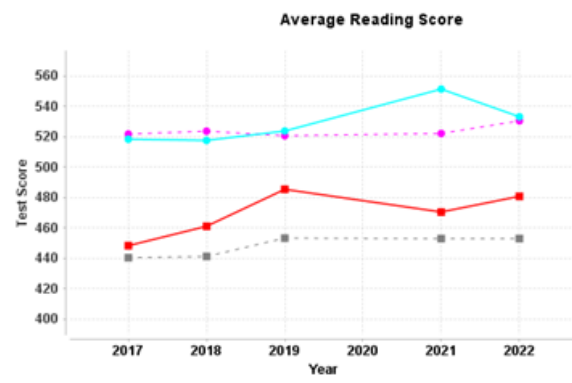
Business Plan Targets and Identified Priorities	Target Met Yes /No	Progress Against Priority	Planned Actions
---	--------------------	---------------------------	-----------------

Each year, stable cohorts to achieve above like schools in all areas of NAPLAN.

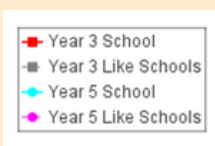
- Yes - Year 3
  - Reading
  - Writing
  - Spelling
  - Numeracy
  - Grammar & Punctuation
- Yes - Year 5
  - Reading
  - Writing
  - Spelling
- No - Year 5
  - Numeracy
  - Grammar & Punctuation

Our Year 3 students achieved above like schools in all areas of testing in 2022.

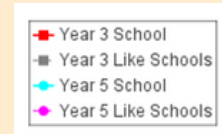
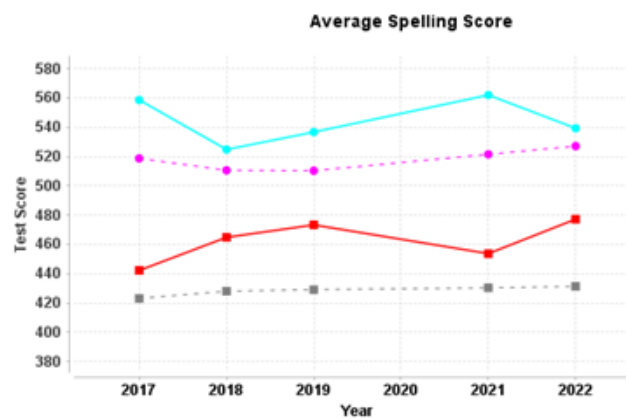
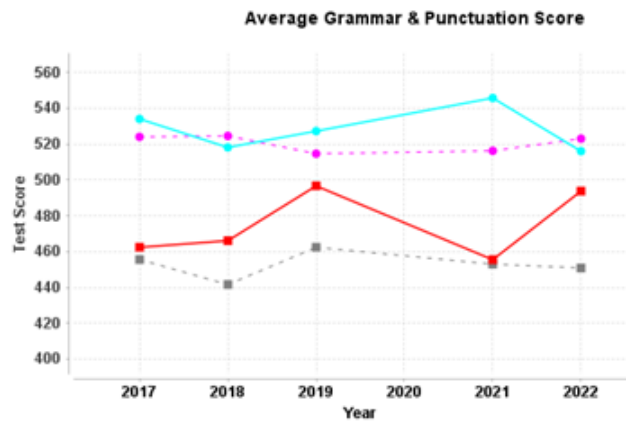
The Year 5 students achieved above like schools in Reading, Writing and Spelling, and were close to like schools in Numeracy, Grammar and Punctuation.



- Maintain and support whole school connected practices and core agreements in English and Mathematics that support high levels of achievement
- Use of an instructional coach to support new staff to adopt whole school practices
- Professional learning for staff in the Quality Teaching Strategy
- Continue InitialLit and Cracking the Code programs in ECE for explicit instruction in phonics, PA and reading
- Continue intervention model with team leaders
- Continue to monitor students through pre and post assessment tasks
- MiniLit and MacqLit intervention



# Monitoring of the Business Plan 2022 - 2025



Each year, to be at or above the expected school mean in all areas of NAPLAN.

N/A

Data not available due to the impact of COVID-19 on NAPLAN in 2020.

Actions as above

98 % of students to maintain good standing for the year.

Yes

Campbell PS students continue to maintain good standing throughout the year with over 98% achieving this target.

A small number of students are managed through behaviour management plans to support them at school.

- Good Standing Policy and Positive Student Engagement Policy regularly reviewed by staff and School Board to ensure consistency of delivery
- Consistent behaviour management techniques used across the school
- Continue Professional Learning on Trauma Informed Practice in particular setting conditions and the eight behaviour support techniques
- Behaviour management plans for students identified at risk of not meeting or maintaining good standing





Campbell Road, Canning Vale WA 6155

Telephone: (08) 9456 8300

Webpage: [campbellprimaryschool.wa.edu.au](http://campbellprimaryschool.wa.edu.au)

Email: [Campbell.PS@education.wa.edu.au](mailto:Campbell.PS@education.wa.edu.au)