CAMPBELL PRIMARY BOARD REPORT 2010
This report supports the work being done in the ACT Department of Education and Training, as outlined in the Department’s Strategic Plan 2010-2013 “Everyone Matters”. It complies with reporting requirements detailed within the Education ACT 2004 and the National Education Agreement.

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INTRODUCTION TO SCHOOL
Campbell Primary School, located in the suburb of Campbell near Canberra’s city centre, includes Campbell Preschool within the school grounds, and the Allen Main Memorial Preschool, which is situated in the grounds of Royal Military College, Duntroon. The school has highly qualified teachers and a strong reputation for providing an inclusive, supportive, nurturing and stable environment, towards the academic success and social-emotional development of its students.

Restorative practices underpin the school’s firm but fair approach towards student management, while dedicated literacy and numeracy blocks, inquiry-based learning, curriculum differentiation and enrichment programs promote student engagement and meet their learning needs. These programs, which are contextualised by hands-on gardens and vibrant teaching spaces, add value to student achievement, reflected in the strong student growth data for our school. As an AuSSi school, the policies and programs in place at Campbell Primary "nurture a love of learning and bring personal, social and environmental responsibility to our community". The programs promote a values-based culture, commitment to principles, and making positive lifestyle choices. In so doing, the school provides a healthy and ethical foundation for life at a very formative stage in the moral and physical development of our children.

The approach to curriculum at Campbell Primary School is founded on our curriculum organisers - the thinking self, the multi-literate self, the creative self, the global self, and the resilient and social self. These provide a profile of the student graduating from our school, describing the facets of the whole child and the important domains of their learning required to prepare them for their future learning and for participation and life. Our curriculum, which embraces the Australian Curriculum, is differentiated in order to cater for the range of learners and abilities. In the classroom, this means that teachers vary the difficulty and complexity of tasks, the focus, interest or topic, and the style of learning and assessment.

The school welcomes families on postings to Canberra, including defence force, academic, diplomatic and public service families, and provides excellent transition and support programs for mobile students. The mix of local and transitory students gives the school a great richness, diversity and a unique community spirit. Services to the community include private music tutoring, a junior and senior choir led by a specialist teacher, an instrumental band program, a before and after school care program and canteen. Parent participation and student involvement in the community are encouraged to build strong partnerships and enhance student learning.

STUDENT INFORMATION
Student enrolment
In 2010 there were a total of 309 students enrolled at this school.

2010 Student Enrolment breakdown

<table>
<thead>
<tr>
<th></th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>171</td>
</tr>
<tr>
<td>Female</td>
<td>138</td>
</tr>
<tr>
<td>Indigenous</td>
<td>1</td>
</tr>
<tr>
<td>LBOTE</td>
<td>49</td>
</tr>
</tbody>
</table>

Census data showed that our students originate from a wide range of countries including Afghanistan, Bangladesh, China, Ethiopia, India, Indonesia, Iran, Japan, Korea, New Zealand, Philippines, South Africa, United Kingdom, USA, and Vietnam.

No Special Education classes operated in the school this year; however, five students received support through the Integration Support Program.

In 2010, 38 percent of students in the above enrolment represent children from defence force families. Combined with children from diplomatic missions, visiting academics and families on other temporary transfer arrangements to Canberra, the total number of children from mobile families represents 40 percent of the school enrolment.

Enrolment statistics show that new families arrive and depart each month often at very short notice, with the highest turnover in June and December. We know to expect this throughout the year, and parents report that our school provides excellent transition support for children and their families. The Defence School Transition Aide (DSTA) plays a valuable role in this work. The DSTA position is funded through a grant from the Department of Defence.

The graph below indicates the nature of student mobility in 2010.
PROGRESS AGAINST SCHOOL PRIORITIES

Student attendance
The following table identifies the attendance rate of students by year level during 2010. Student attendance rate is the percentage of school days attended by students in each year level at the school. Student attendance is measured over two school terms; that is from the first day of the school year for students in term one to the last day of term two.

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Attendance Rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>0K</td>
<td>93.9</td>
</tr>
<tr>
<td>1</td>
<td>96.1</td>
</tr>
<tr>
<td>2</td>
<td>93.1</td>
</tr>
<tr>
<td>3</td>
<td>96.3</td>
</tr>
<tr>
<td>4</td>
<td>94.3</td>
</tr>
<tr>
<td>5</td>
<td>95.5</td>
</tr>
<tr>
<td>6</td>
<td>92.6</td>
</tr>
</tbody>
</table>

The Campbell Primary School attendance policy requires parents and carers to notify the school on the day that a student is to be absent. Upon the student’s return to school, parents are required to provide a written explanation of their child’s absence. If unexplained absence continues or becomes habitual or protracted, the parents and student attend a meeting with the principal to progress the student’s prompt return to regular attendance at school.

STAFF INFORMATION
Teacher qualifications
All teachers meet the professional requirements for teaching in an ACT public school.

The proportion of teaching staff with certificates/degrees/diplomas and a postgraduate qualification is shown below.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate/Diploma/Degree</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>32</td>
</tr>
</tbody>
</table>

Workforce Composition
In 2010 the workforce composition of the school is highlighted in the following table.

<table>
<thead>
<tr>
<th>Role</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Service Officers</td>
<td>7</td>
</tr>
<tr>
<td>General Service Officers &amp; Equivalent</td>
<td>1</td>
</tr>
<tr>
<td>School Leader A</td>
<td>1</td>
</tr>
<tr>
<td>School Leader B</td>
<td>1</td>
</tr>
<tr>
<td>School Leader C</td>
<td>1</td>
</tr>
<tr>
<td>Teachers</td>
<td>18</td>
</tr>
<tr>
<td>TOTAL</td>
<td>29</td>
</tr>
</tbody>
</table>

Note: This table includes pre-school staffing
There is 0 indigenous staff at this school.

VOLUNTEERS
The estimated number of hours in which volunteers have worked in the school during 2010 is 600 hours.

SCHOOL BOARD
The School Board met eight times during 2010, typically in weeks three and eight of each term. The board experienced significant turnover in parent, staff and community membership during the year. However, each new vacancy was filled promptly and the board always operated above the minimum membership requirements of the Education Act 2004.

In addition to routine business, board members undertook a number of other activities throughout the year. These included focus groups to provide parent input to the External Validation and establishing a working party to manage issues
associated with the transition of Campbell After School Activity Centre (CASAC) operations to the new Multi-Function Centre.

SCHOOL REVIEW AND DEVELOPMENT
The ACT Department of Education and Training Strategic Plan 2010-2013 provides the framework and strategic direction for the school's plan. This is supported by the School Improvement in ACT Public Schools Directions 2010-2013 and the School Improvement Framework which are the overarching documents providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

All ACT public schools participate in a four year cycle of school review and development. Schools take part in a continuous cycle of review comprising annual self assessments against their school plans. In the fourth year schools undergo an external validation process. This process provides an independent and unbiased assessment of the schools progress towards achieving system and school priorities.

Campbell Primary School was validated in 2010. A copy of the validation report can be found on the school website.

SCHOOL SATISFACTION
Schools continually use a range of data collection tools to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In May 2010 the school undertook a system survey to gain an understanding of school satisfaction at that time. Staff, parents and students from year 5, and above, with the exception of students in special schools, took part in an online survey.

Overall Satisfaction
In 2010, 67 percent of parents and carers, 91 percent of staff and 83 percent of students at this school indicated they were satisfied or highly satisfied with the education provided by the school.

The overall positive result from staff and students reflects similar responses to the previous year. The lower than expected parent and carer response was influenced by uncertainty around the executive structure of the school during the substantive principal’s unexpected absence. We understand that the negative publicity the school received in the first ever launch of the My School website and the inflammatory way the school was portrayed in the media had a significant impact on parent and carer perception. The perception given was that Campbell Primary School was failing and at the bottom of school performance compared to other ACT schools, whereas in fact this was not the case. A detailed description and analysis of NAPLAN performance is provided later in this report.

The school's results as well as the continual review of school performance across the four domains of schooling: learning and teaching, leading and managing, student environment and community involvement contributed to the development of the school plan. This plan is available on the school website at campbellps.act.edu.au

PROFESSIONAL LEARNING
During 2010 staff participated in a range of programs focussed on improving literacy and numeracy outcomes for students. Teachers were trained in the newly revised First Steps Writing program, BEE Spelling program and Magic 100 Words. Building on previous year’s professional learning in numeracy, staff undertook supplementary training in Count Me In Too (CMIT) and Middle Years Mental Computation (MYMC).

Training of new staff in Restorative Practices and Circle Time, leading teachers in the Positive Partnerships framework have supported the continued success and sustainability of our approach towards student management and welfare, and the provision of a safe and conducive learning environment for all students. Professional Learning in the new Australian Curriculum for Leading teachers, also ensured that the most recent development in curriculum renewal and reform informed programs being offered in the school.

Professional learning also focused on Information Communication Technology. This has been made possible through the installation of IWBs in every classroom, the addition of new student and teacher computers, and teacher training in software and systems. Staff training has seen a positive uptake of ICT use across all learning areas and year levels. Staff have become more competent users of a variety of Microsoft packages, have begun integrating the use of their Interactive Whiteboard as a teaching tool and developed further skills in the use of internet based technologies in learning programs.
LEARNING AND ASSESSMENT

Performance in literacy and numeracy

Students in kindergarten undertake an on-entry assessment of their early reading and numeracy skills using the Performance Indicators in Primary Schools (PIPS) program. Student results are reported against five performance bands.

![PIPS 2010 Comparison of Start and End Performance Graph (uses standardised scores) for Campbell Primary](image)

Campbell Primary PIPS 2010 mean raw scores

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>ACT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Start</td>
<td>End</td>
</tr>
<tr>
<td>Reading</td>
<td>54</td>
<td>112</td>
</tr>
<tr>
<td>Mathematics</td>
<td>40</td>
<td>53</td>
</tr>
</tbody>
</table>

Performance Indicators in Primary Schools (PIPS) is one assessment tool used to determine how well kindergarten students have progressed relative to their starting point on entry to school. With a standardised score of 50 being the mean (average) score of all students in the territory and school cohort, the expectation is that two-thirds of all students achieve a standardised score between 40 and 60. In the Final Assessment for 2010, 86 percent of the Campbell Primary School kindergarten cohort scored between 40 and 60 for reading and mathematics. The majority of students would be expected to score between 30 and 70. It is pleasing to note that no students in the Campbell Primary School kindergarten cohort scored below 30 in mathematics or reading.

Sixty two percent made expected or above expected progress in mathematics relative to their starting point on entry to school. These results are an improvement on the previous year.

This information assists in identifying students potentially at risk of underachieving and exceptional individuals for particular learning assistance and enrichment; and provides insight into the spread of abilities within the class in reading and mathematics for determining teaching strategies.

Other sources of data include PM benchmarking information for tracking reading progress from kindergarten to year 6, while the Schedule for Early Number Assessment (SENA) testing provides diagnostic information in mathematics for students in kindergarten to year 3. The school continues to examine this data longitudinally to analyse trends and identify areas of strength and areas for improvement. The analysis includes consideration of variables such as exposure to pre-school, chronological age, gender, mobility and language background.

Students in years 3, 5, 7 and 9 in all ACT schools participated in the National Assessment Program—Literacy and Numeracy (NAPLAN). This program assesses skills in reading, writing, spelling and grammar and punctuation and numeracy.

In 2010, no students were exempt from testing based on nationally agreed criteria.

Campbell Primary 2010 NAPLAN Mean Scores

<table>
<thead>
<tr>
<th></th>
<th>Year 3</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>ACT</td>
</tr>
<tr>
<td>Reading</td>
<td>427</td>
<td>440</td>
</tr>
<tr>
<td>Writing</td>
<td>424</td>
<td>434</td>
</tr>
<tr>
<td>Spelling</td>
<td>385</td>
<td>410</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>411</td>
<td>435</td>
</tr>
<tr>
<td>Numeracy</td>
<td>401</td>
<td>414</td>
</tr>
</tbody>
</table>
**Priority 1:** To develop consistent school-wide assessment processes in support of improved student learning outcomes.

**Expected Outcomes and Target**

With the development of consistent school-wide assessment processes during 2010, it was anticipated that more effective school assessment and monitoring of student achievement and progress would be achieved. This was based on the premise that more comprehensive and consistent assessment information would better inform needs analysis, pedagogy and programs to improve the quality of teaching and learning at the school.

The target to be achieved in 2010 was for 77 percent of teachers to indicate that they follow the Campbell Primary School assessment guidelines by the end of the year.

**School improvement domain covered with this priority:** Learning and Teaching

**Progress against outcomes and targets:**

In 2010 agreed school-wide assessment processes have been introduced and supported through teacher collaboration and training. Teachers’ knowledge of these processes, as well as the capacity to use them effectively have been developed.

When surveyed at the end of 2010, 95 percent of teachers indicated that they have a comprehensive knowledge of the Campbell Primary School assessment guidelines and comply with their use, far exceeding the initial target of 77 percent.

This has been achieved through a series of measures beginning with an audit of current practices and existing assessment strategies, which confirmed standard practice and identified areas where new forms of assessment were required. It was identified that knowledge of common assessment tools was not universal across the teaching staff, particularly for early educators, as the conduct of diagnostic assessments had until recently been a role of learning assistance specialists.

Through peer coaching all staff became skilled at assessing student conceptual understanding in numeracy, using the SENA tool, and reading levels, using running records and PM benchmarking.

Tools for assessment, data collection, recording and analysis were investigated by the school Literacy and Numeracy Officers, trialled and agreed upon by staff. Targeted professional learning in the use of contemporary assessment tools was also accessed by individual staff members achieving professional pathways goals, and shared with colleagues.

In order to achieve a uniform approach to writing assessment, teachers of pre-school to year 6 received training in the use of the First Steps: Writing framework. The moderation of samples of student writing using the First Steps Continuum of Writing Development, which spans the primary years, became the subject of teacher collaboration and shared understanding. The expectation was also established that staff would collect and share annotated work samples at agreed intervals throughout the year to track student progress. As a result of the application of this common assessment for learning framework, teachers recognise key indicators in student writing more consistently across year cohorts and between year levels, and provide a common cumulative, focussed writing program.

The capacity of classroom teaching teams to create writing assessment rubrics was also improved. The key writing indicators from First Steps Writing have been incorporated as criteria in writing assessment rubrics to assist with the moderation of student writing; while the expectation that staff will use these rubrics for moderation across year levels in A to E reporting has been established.

These measures have provided for more authentic assessment of student writing, with detailed evidence of individual student achievement, greater consistency in the assessment and reporting of achievement of K-6 cohorts, and better informed planning for future learning.

In Numeracy, an audit and evaluation of existing K-6 assessment tools, training and practices took place and new, comprehensive tools were identified and applied. In addition to existing SENA diagnostic assessments for kindergarten to year 4, professional learning has equipped the senior teaching team to implement the Middle Years Mental Computation (MYMC) program and assessment process.

Plans are also in place to create teacher-designed summative assessments for the school’s existing numeracy program, Milestones Mathematics. This will provide an assessment tool for mapping
PROGRESS AGAINST SCHOOL PRIORITIES

student numeracy achievement from kindergarten to year 6, which will also be a further source for triangulating NAPLAN and SENA data.

Through peer coaching from the Campbell Primary Literacy and Numeracy Officers, as well as teacher professional learning this year, school staff have been comprehensively trained in the application of tools such as those as described. The SMART on PowerPoint for staff analysis workshop also guided staff in their use of the School Measurement Assessment and Reporting Toolkit (SMART) for analysis of the NAPLAN numeracy assessments in year 3 and year 5.

As a result, a uniform suite of assessments, as well as ongoing formative assessment practices, have been employed to achieve more consistent diagnostic assessment and needs analysis in Literacy and Numeracy from kindergarten to year 6. Staff across the school are using analysis of data to inform instruction and learning interventions, so that Assessment for learning practices are strongly evident in teacher practice. School and system data is used to inform student interventions in the context of Enrichment, Learning Assistance, and curriculum differentiation in classrooms.

The measures introduced to achieve this priority illustrate the commendation received from the validation panel for the alignment of professional development with school priorities, staff needs and the results of external assessment.

With an agreed set of assessment tools employed by staff both within teams and across the school, a review of the school-wide assessment tracking tool, Record of Student Achievement (ROSA) was required.

Teacher feedback and recommendations were incorporated to make the tool more effective in documenting assessments over time and recording student progress. New tools have been added and refinements made to reflect current assessment practices and to track student learning with greater transparency.

The timeline for the conduct of agreed assessments has also been revised. These measures have established standard practice in the regular and systematic analysis and evaluation of school-based and system data used to measure student achievement and map student progress.

Based on the analysis of student achievement, recommendations have been made about complementary learning programs and assessment tools to be introduced next year.

Research has been conducted to identify an interactive electronic assessment data system for the systematic tracking and analysis of student assessment data eg Grade Expert. This has also contributed to planning for 2011, as a strategic element in the use of school and system data to inform both immediate student interventions, and teaching and learning programs long-term.

The key recommendations in planning for this domain in future years therefore are to continue developing whole school assessment for and of learning, based on standardised and school developed tools, and to develop whole school, electronic data collection and storage systems to ensure that teachers are able to track students over time.

**Priority 2: To adopt whole school strategies and provide targeted professional learning to improve the writing results of Campbell Primary students.**

**Expected Outcomes and Target**

Through this priority it was intended to achieve a consistent, comprehensive, whole-school approach towards the teaching and assessment of writing.

The target was to have 75 percent of year 5 students achieve a score of 487 or better in NAPLAN writing, and in so doing to also contribute to the achievement of the department’s annual year 3 and 5 target for Indigenous students.

**School improvement domain covered with this priority: Learning and Teaching**

**Progress against outcomes and targets:**

A consistent, comprehensive, whole-school approach towards the teaching and assessment of writing has been introduced at Campbell Primary School during 2010. All classroom teachers have begun to implement the First Steps Writing Program supported by whole-school strategies, and targeted coaching and professional learning. Through discussion of comparisons between writing samples against indicators on the writing continuum, teachers recognise key indicators in student writing and...
have a common understanding of phases of writing development.

First Steps Writing strategies have been implemented and a common Writing planning tool adopted across year teams. Teachers have trialled the annotation of student work samples and tracking the growth in writing of a small group of students in each class across phases of writing development.

As a result, teachers are better equipped to meet individual student learning needs in writing, to provide a common cumulative, focussed writing program, and to produce more consistent writing assessment rubrics and moderation practices across cohorts and between year levels.

While the aspirational target of 75 percent of year 5 students achieving a score of 487 or better in NAPLAN writing was not reached, improvement in Campbell Primary students’ writing results was achieved.

In 2010 57 percent of students in year 5 achieved the target score of 487 or better, an improvement on the 2009 writing result whereby 49 percent of year 5 students achieved a score of 487 or better.

Importantly, in 2010, 87 percent of Campbell Primary School year 5 students achieved a score of 480 or better, with 91 percent of our year 5 students represented above the national minimum standard compared to 88 percent for the ACT.

In 2010 the performance in Writing of Campbell Primary year 3 students compared favourably with other North-Gungahlin Network schools, while the performance of Campbell Primary year 5 students exceeded that of other schools in the network and matched the ACT mean.

2010 NAPLAN writing Mean scores

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>North Gungahlin network schools</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>424.4</td>
<td>429.7</td>
<td>434.6</td>
</tr>
<tr>
<td>Year 5</td>
<td>494.4</td>
<td>486.9</td>
<td>495.7</td>
</tr>
</tbody>
</table>

Source: NAPLAN data within SMART

The percentage of Campbell Primary School students above the national mean in Writing in 2010 increased in year 3 from 45 percent to 57 percent, and in year 5 from 49 percent to 57 percent.

A further indication of improvement in Writing is the increased average growth from year 3 to year 5 of Campbell Primary students. By contrast to 2009 when the school cohort’s average growth was below that of the ACT, in 2010 the average growth of Campbell Primary students in Writing was at parity with the ACT i.e. 70 mean scaled points.

Through parent-teacher interviews and meetings, and the school newsletter, website and School Board Updates, parents have not only been kept informed of the school’s progress with the framework and Writing, but have also been encouraged to assist as partners in improving the Writing results of Campbell Primary students.

Teachers of students K-6 report that 95 percent of students have shown growth in their writing as identified through mapping individual student achievement on the First Steps Map of Writing Development.

Professional learning and coaching in 2010 has enhanced the capacity of classroom teachers to locate the writing of students on the map of development according to key writing indicators, and to plan for and implement differentiated activities for students at different phases of writing development. Teachers believe that with the introduction of explicit writing indicators, this more discriminating literacy assessment tool, and an increased repertoire of strategies, teacher interventions better address student learning needs. As a result, students have incorporated further key indicators into their writing, and have moved forward within and between phases on the map of writing development.

The common writing planning tool used by Year Teams, became the focus for reflection on the implementation of the First Steps Writing framework with executive staff at Professional Pathways Review meetings. These discussions not only indicate the positive progress made within the school towards the achievement of standard practice in Writing, but have also enhanced the coaching culture and feedback mechanisms of the school.
**Priority 3:** To have teachers engage with the Quality Teaching Model, by incorporating QTM into programming for teaching and learning and as a focus for professional dialogue.

**Expected Outcomes and Targets**

The expected outcomes of this priority have been, firstly, for processes to be in place whereby teachers feel that their professional opinions are valued and their practice supported; and, secondly, that an audit of planning documents, would show evidence of the inclusion of the elements of Quality Teaching.

The targets to be achieved by the end of 2010 were for:

- 90 percent of staff to report that processes are in place to support their practice
- 75 percent of staff to report that they get constructive feedback about their practice;
- 70 percent of programs demonstrate alignment of teaching to Quality Teaching principles.

**School improvement domain covered with this priority:** Leading and Managing

**Progress against outcomes and targets:**

Feedback from the School Satisfaction Survey conducted in mid-2010, the Two Years On Quality Teaching Survey at the end of 2010, and the Summative Review of Professional Pathways goals all reflect engagement with the Quality Teaching model through its integration into programming and teaching practice, and as a focus of professional dialogue at Campbell Primary School.

A review of Developmental Curriculum Investigations and Focus of Inquiry (FOI) documentation, has ensured that over 70 percent of school programs are now aligned with Quality Teaching principles. QT survey results indicate that teachers have accessed professional learning with a focus on student work to reflect on teaching, and the coding of lessons or tasks, and that they continue to recognise the importance of building their knowledge competencies around QTM as a tool for future teaching.

All staff were invited to participate in QT Lesson Studies whereby they self-selected a partner with whom they would co-construct, implement, analyse and refine a lesson plan or assessment item, or to examine student work. Eighty five percent of staff took up this opportunity to apply the QT framework directly and critically to their teaching. This was conducted according to agreed protocols for transparent practice of non-judgemental constructive feedback, and rigorous expectations with strong support.

In the Two Years On survey teachers reported that Lesson Study has connected peers with purpose and increased reflective practice. They also felt supported to engage with the Quality Teaching model by the school executive, the QT coordinator and colleagues in their teaching practice.

The 2010 School Satisfaction Survey results indicated that 82 percent of teachers believe that there are processes in place that support their practice, eight percent below the 2010 school target but on a par with similar ACT schools. Only 57 percent of staff agreed that they received constructive feedback, an area for future focus when a stable, complete executive structure is once more in place.

However, 94 percent of teachers agreed that their professional opinions were valued, and 82 percent that they have opportunities to participate in decision-making. A strong sense of professional agency and efficacy has been cultivated through distributed leadership, with many teachers encouraged to create opportunities for knowledge sharing, capacity building, and inspiring others, in particular through Year Team meetings, staff meetings and informal sharing, mentoring and coaching. The strong commitment to ongoing professional growth by staff is evidenced by 94 percent indicating their active engagement in professional learning.

Building on the work of 2010, the key recommendation in planning for this domain in future years is to further embed the Quality Teaching model in teaching programs and classroom practice.
**Priority 4:** To provide access to diverse and challenging programs incorporating a focus on ICT.

**Expected Outcomes and Targets**

It was expected that students and teachers would demonstrate uptake of ICT in school programs. The targets for 2010 were:

- 80 percent of students would indicate that they have access to ICT equipment at school,
- 70 percent of teachers would indicate that they use learning technologies as an integral part of teaching and learning in the classroom.

**School improvement domain covered with this priority:** Student Environment

**Progress against outcomes and targets:**

The anticipated target for students of 80 percent indicating that they have access to ICT equipment at school was not reached. However, the low positive response of 60 percent is attributable to unanticipated delays to the rollout of new computers and installation of a wireless network, which frustrated student access to computer equipment and internet services.

Also the survey was conducted mid-year, before the benefit of teacher IWB training and program development had time to transfer to student learning. For example, senior students reported high levels of engagement and challenge from Focus of Inquiry (FOI) research conducted in the latter half of the year. This developed the ICT and information process skills of senior students through a rigorous and student-centred web-based program which had been designed by the teaching team. This represented the innovative application of ICT to teaching and learning, and recognition by teachers of the importance of providing a Quality Learning Environment for students.

Teacher engagement with ICT as a tool for enhancing teaching practice, for online learning, and for assessing and demonstrating learning has seen exceptional growth at Campbell Primary School in 2010 since the completion of basic but costly infrastructure upgrades in 2008-9. Indeed this was a subject of commendation in the 2010 External Validation Report. Interactive White Board (IWB) applications have become a routine part of everyday. The use of new media has been integrated into existing programs including Developmental Curriculum Investigations, Focus of Inquiry (FOI) units of work, Creative Clubs, Student Enrichment and Learning Assistance Programs, Learning Journeys, year 5/6 3-Way Interviews, and the Tournament of Minds, with students as early as year 2 becoming adept at Power Point presentations and other applications.

Survey results demonstrate that 88 percent of staff agree that the use of learning technologies is an integral part of learning and teaching in their classrooms, a significant increase of 51 percent over the 37 percent reported from the 2009 survey. This attests to the relentless advocacy by school leaders for infrastructure improvements and access to professional learning, to build the scope and depth of expertise of all staff, enhance the teacher professional learning community within the school and provide relevant and engaging programs for students. The latter is reflected in the strong survey result of 86 percent of students indicating that the things they are learning at school are important to them.

**Priority 5:** To develop effective partnerships with parents and carers.

**Expected Outcome and Targets**

The expected outcome was for improved communication between school and community, with greater understanding by parents of teaching and learning processes in the school.

The targets were:

- 97 percent of staff to indicate that there is effective communication between teachers and parents and carers from 95 percent in 2009;
- 85 percent of parents to indicate that communication between the school and parents and carers is effective from 82 percent in 2009.

**School improvement domain covered with this priority:** Community Involvement
Progress against outcomes and targets:

Ninety four percent of teachers agreed that communication between this school and parents and carers is effective, only 3 percent below the 2010 target and higher than similar ACT schools at 89 percent. However, only 68 percent of parents agreed, compared with 74 percent by parents of similar ACT schools in 2010. As this is significantly less than school parent responses of 82 percent in 2009, it ensures that building on current initiatives to improve communication and to make these more explicit for parents will be a priority in 2011.

The school has been commended in the 2010 External Validation Report for “continuously striving to improve its public image within the community”. This recognises the efforts made by school leaders and staff in partnership with the School Board and P&C, to refresh avenues of communication within the school community. Measures include open and frequent communication through the school newsletter, an events calendar, updated fortnightly; flyers reminding families of upcoming events, (all circulated in hard copy and electronically), school noticeboards, updated weekly; parent information sessions; Learning Journeys and parent teacher interviews; as well as ready access to school leaders by telephone and appointment. Teachers regularly invite parents in to classrooms to assist and become familiar with group learning processes. Parents are encouraged to approach classroom teachers with any highlights or concerns as active partners in their children’s learning, also fostering responsibility for reciprocal communication.

In liaison with the School Board, in 2010 the school has established and maintained new means of information sharing, and for parent input and comment. Examples include:
- School Board Updates
- School Board email address
- FAQs section on school website
- Detail of programs, policies and new initiatives posted on the school website.

Anecdotal comments from parents of students new to the school this year have indicated how comprehensive and helpful the website has been in learning about the school, its educational philosophy and processes.

In 2010, well-attended workshops have been conducted to acquaint parents and carers with school programs and methodology including an early years literacy workshop and a hands-on session of *Count Me In Too* numeracy activities. Anecdotal responses have been very positive from Kindergarten parents who were more confident to assist their children’s reading development, and senior school parents who appreciated the value of a “practical maths” approach for student engagement and understanding.

Information sessions have also been provided for parents in areas of educational interest such as the Triple P Parenting Program, the National Assessment Program in Literacy and Numeracy (NAPLAN), and the use of SMART to analyse and build student achievement.

These initiatives have all contributed towards building effective means of communication between the school and parent community, as a vital element in strong partnerships with parents and carers in the welfare and education of their children.

The school has been commended in the 2010 External Validation Report for “the conscious efforts made to build an inclusive community through minimizing the effects of transition on a comparatively (to other schools) mobile student population”. 
FINANCE REPORT

The school has provided the Department with an end of year financial statement that was approved by the school board. Further details concerning the statement can be obtained by contacting the school.

The following summary covers use of funds for operating costs and does not include expenditure in areas such as permanent salaries, buildings and major maintenance.

Professional learning

The average expenditure at the school level per fulltime equivalent teacher on professional learning was $1,202.

Voluntary contributions

This school received $15,767 in voluntary contributions in 2010. These funds were used to purchase additional literacy and numeracy resources for the school. The spending of voluntary contributions is in line with the approved budget for 2010.

Reserves

<table>
<thead>
<tr>
<th>Name and purpose</th>
<th>Amount</th>
<th>Expected Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infrastructure Improvements</td>
<td>$12,000</td>
<td>End 2011</td>
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</tbody>
</table>

Financial Summary

<table>
<thead>
<tr>
<th>INCOME</th>
<th>31-Dec-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self management funds</td>
<td>$228,640.94</td>
</tr>
<tr>
<td>Voluntary contributions</td>
<td></td>
</tr>
<tr>
<td>Contributions &amp; donations</td>
<td>$31,876.37</td>
</tr>
<tr>
<td>Subject contributions</td>
<td>$8,095.00</td>
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<tr>
<td>External income (including community use)</td>
<td>$8,443.72</td>
</tr>
<tr>
<td>Proceeds from sale of assets</td>
<td></td>
</tr>
<tr>
<td>Bank Interest</td>
<td>$5,437.40</td>
</tr>
<tr>
<td>TOTAL INCOME</td>
<td>$282,493.43</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXPENDITURE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilities and general overheads</td>
<td>$57,019.55</td>
</tr>
<tr>
<td>Cleaning</td>
<td>$70,563.93</td>
</tr>
<tr>
<td>Security</td>
<td>$351.00</td>
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<tr>
<td>Maintenance</td>
<td>$22,943.50</td>
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<tr>
<td>Mandatory Maintenance</td>
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<tr>
<td>Administration</td>
<td>$6,778.48</td>
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<tr>
<td>Staffing</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>$5,244.63</td>
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<tr>
<td>Assets</td>
<td>$35,883.59</td>
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<tr>
<td>Leases</td>
<td>$11,337.35</td>
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<tr>
<td>General office expenditure</td>
<td>$6,374.87</td>
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<tr>
<td>Educational</td>
<td>$39,408.80</td>
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<tr>
<td>Subject consumables</td>
<td>$7,572.96</td>
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<tr>
<td>TOTAL EXPENDITURE</td>
<td>$263,478.66</td>
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</table>

<table>
<thead>
<tr>
<th>OPERATING RESULT</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Actual</td>
<td>47476.38</td>
<td></td>
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<tr>
<td>Accumulated Funds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outstanding commitments (minus)</td>
<td>935.83</td>
<td></td>
</tr>
<tr>
<td>BALANCE</td>
<td>65555.32</td>
<td></td>
</tr>
</tbody>
</table>

| Bank Interest | $5,437.40  |
| TOTAL INCOME | $282,493.43 |
ENDORSEMENT

I declare that the Campbell Primary Board has operated in accordance with the provisions of the Education Act 2004 including the following sections.

39 (4) The school board must give effect to the chief executive’s directions.

44 (2) The chief executive must end the appointment of a member of the school board of a public school, other than the principal of the school if-

a) The member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or

b) Contravenes section 49 (disclosure of interests by members of school boards) without reasonable excuse.

46 The members of the school board of a public school must, whenever is necessary, nominate a member of the board as a member of any selection panel established by the chief executive to make recommendations to the chief executive about the appointment of the principal to the school.

47 (2) However, the school must meet at least four times a year.

48 (10) The school board must keep minutes of its meeting.

49 Disclosure of interests by members of school boards.

49 (3) The disclosure must be reported in the school board’s minutes and, unless the board otherwise decides, the member (The first member) must not-

a) be present when the board considers the issue or

b) take part in any decision of the board on the issue.

49 (5) Within 14 days after the end of each financial year, the chairperson of the school board must give the chief executive a statement of any disclosure of interest under this section in relation to the school board during the financial year.

MEMBERS OF THE SCHOOL BOARD

Parent Representative:
Nathan Guinness
Judy Doyle
Mark Bunnett

Student Representative:
N/A

Community Representative
Katherine Byron

Teacher Representative
Sarah Sydney
Olivia Neilson

Board Chair: Nathan Guinness
Signature: [Signature]
Date: 12 April 2011

A/Principal: Anna McKenzie
Signature: [Signature]
Date: 12 April 2011

I have sighted this Annual School Board Report and verified the data contained in the report.

School Network Leader: Joanne Garrison
Signature: [Signature]
Date: 30.5.2011