



Campbell Primary School

Annual School Board Report 2021



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This report supports the work being done in the ACT Education Directorate, as outlined in *Strategic Plan 2018-21: A Leading Learning Organisation*.

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Contents

Reporting to the community	1
Summary of School Board activity	1
School Context	1
Student Information.....	2
Student enrolment	2
Student attendance.....	2
Supporting attendance and managing non-attendance	3
Staff Information	3
Teacher qualifications	3
Workforce composition.....	3
School Review and Development.....	4
School Satisfaction	4
Overall Satisfaction.....	4
Learning and Assessment.....	6
Performance in Literacy and Numeracy.....	6
Early years assessment.....	6
NAPLAN	6
Financial Summary	8
Voluntary Contributions.....	9
Reserves	9
Endorsement Page	10
Members of the School Board	10

Reporting to the community

Schools report to communities in range of ways, including through:

- Annual School Board Reports
- a (5-year) School Improvement Plan (formerly School Strategic Plan)
- annual Impact Reports
- newsletters
- other sources such as My School.

Summary of School Board activity

The School Board activity for the reporting period focussed areas of focus for student learning, the financial information, and providing support to the staff of Campbell Primary School through an incredibly difficult school year.

Campbell Primary School has a considered and pro-active approach to student learning, which draws on available data to identify areas for improvement. The Board monitored the execution of the plan, and encouraged the ongoing use of data to help identify areas for further improvement.

A new financial system was introduced in 2021, which necessitated a focus from the Board on ensuring the changes in financial management delivered the desired benefits to the school of greater transparency and reduced workloads for key staff.

The School Board felt it was even more important than ever to ensure that all staff at Campbell Primary School felt supported, valued and appreciated as they grappled with the ongoing implications of the Covid pandemic. The School Board again takes this opportunity to acknowledge the outstanding staff at Campbell Primary School, noting their commitment, dedication and genuine caring of each and every student in their care. On behalf of the wider community, we thank them.

School Context

Located in the suburb of Campbell near Canberra's City Centre, Campbell Primary School has celebrated 60 years of public education enrolling students from preschool to Year 6. Campbell Primary School has one onsite preschool campus operating three sessions. School Enrolments, according to the 2020 census, indicate there were 325 students from Kindergarten to Year 6 and 48 preschool enrolments.

Campbell Primary School accepts students living within our priority enrolment area (PEA) and guarantees enrolment for Kindergarten to Year 6. The PEA covers the suburbs of Campbell, Duntroon, Pialligo, Fairbairn and Russell. Children who attend Campbell Preschool and live in the PEA have a continuation of enrolment into kindergarten in 2022. Prospective students, who live out of area, but within the ACT and have sibling/s attending Campbell Primary, are given priority before enrolments from other out of area students are accepted. Currently 47% of our student body are from a defence background.

Campbell Primary School enjoys an active and engaged community which is positively represented through both the School Board and the Parents and Citizens' Association (P&C).

At Campbell Primary School we are committed to focusing on the learning of all our students in a community-based model. Teachers are part of a collaborative team, where members work interdependently towards common goals for which every member is mutually accountable.

Our Guidelines for Campbell Primary School as a Professional Learning Community (PLC) highlight our focus on best practice. The priorities are:

1. Demonstrate a commitment to PLC concepts of learning, collaboration and results through the Campbell Primary School strategic plan and embed the practices, structures, and culture across the school
2. Monitor evidence of improved student learning

Student Information

Student enrolment

In this reporting period there were a total of 325 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Gender - Male	164
Gender - Female	161
Gender - Non-binary or other*	0
Aboriginal and Torres Strait Islander	9
LBOTE**	70

Source: ACT Education Directorate, Analytics and Evaluation Branch

* If the number of non-binary students is less than six, or if gender is unknown, these are randomly assigned 'Male' or 'Female' and included in the counts.

** Language Background Other Than English

Student attendance

The following table identifies the attendance rate of students by year level during this reporting period. 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 1 to the last day of term 2.

*NOTE: Student attendance data for this period should be understood within the context of flexible learning arrangements enacted in response to COVID19. Comparison of attendance figures to previous reporting periods is not valid.

Table: Attendance rates in percentages

Year level	Attendance rate
1	96.0

2	95.0
3	96.0
4	93.0
5	94.0
6	93.0

Source: ACT Education Directorate, Analytics and Evaluation Branch

Supporting attendance and managing non-attendance

ACT public schools support parents and careers to meet their legal responsibilities in relation to the compulsory education requirements of the *Education Act 2004*. The Education Directorate's *Education Participation (Enrolment and Attendance) Policy* describes its position with regard to supporting attendance and managing non-attendance. A suite of procedures supports the implementation of the policy. Please refer to <https://www.education.act.gov.au/> for further details.

Staff Information

Teacher qualifications

All teachers at this school meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) specifies two main types of provision for teachers at different stages of their career, these are detailed below.

- **Full registration** is for teachers with experience working in a registered school in Australia or New Zealand who have been assessed as meeting the Proficient level of the Australian Professional Standards for Teachers.
- **Provisional registration** is for newly qualified teachers or teachers who do not have recent experience teaching in a school in Australia and New Zealand. Many teachers moving to Australia from another country apply for Provisional registration.

Workforce composition

Workforce composition for the current reporting period is provided in the following table. The data is taken from the school's verified August staffing report. For reporting purposes, it incorporates all school staff including preschools, staff absent for a period of less than four consecutive weeks and staff replacing staff absent for more than four consecutive weeks. It does not include casuals and staff absent for a period of four consecutive weeks or longer.

The Education Directorate is required to report Aboriginal and Torres Strait Islander staff figures. As of June of the reporting period, 135 Aboriginal and/or Torres Strait Islander staff members were employed across the Directorate.

Table: Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	18.46
Teaching Staff: Full Time Equivalent Temporary	2.60

School Review and Development

The ACT Education Directorate's Strategic Plan 2018-2021 provides the framework and strategic direction for School Improvement Plans (formerly School Strategic Plans). This is supported by the school performance and accountability framework *'People, Practice and Performance: School Improvement in Canberra Public Schools, A Framework for Performance and Accountability'*. Annually, system and school level data are used alongside the National School Improvement Tool to support targeted school improvement, high standards in student learning, innovation and best practice in ACT public schools.

Our school will be reviewed in 2024

School Satisfaction

Schools use a range evidence to gain an understanding of the satisfaction levels of their parents and carers, staff and students. Annually in August/ September ACT schools undertake a survey to gain an understanding of school satisfaction at that time. This information is collected from staff, parents and from 2020 students from year 4 and above (previously year 5 and above) through an online survey.

Overall Satisfaction

In this period of reporting, 91.5% of parents and carers, 93.3% of staff, and 72.6% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 8 staff, 9 parent, and 10 student items which are described as the national opinion items. These items were approved by the then Standing Council on School Education and Early Childhood (SCSEEC) for use from 2015. The following tables show the percentage of parents and carers, students and staff who agreed with each of the national opinion items at this school.

Due to the impacts of the COVID-19 pandemic, the survey was taken in November, rather than in August as has been done in previous years. This was just after the majority of students and staff returned to school-based learning after a period of around 3 months of remote learning. A number of questions were removed from previous years' to shorten the time required by community members to complete the survey.

A total of 30 staff responded to the survey. Please note that not all responders answered every question.

Table: Proportion of staff* in agreement with each national opinion item

National opinion item	
Parents at this school can talk to teachers about their concerns.	97
Staff get quality feedback on their performance.	64

Student behaviour is well managed at this school.	87
Teachers want every student to do their best. (Replaces 'Teachers at this school expect students to do their best')	86
Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	100
Teachers give useful feedback.	86
This school is well maintained.	70
The way decisions are made in this school are appropriate (Replaces 'This school takes staff opinions seriously')	77

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 129 parents responded to the survey. Please note that not all responders answered every question.

Table: Proportion of parents and carers* in agreement with each national opinion item

National opinion item	
My child feels safe at this school.	97
My child is making good progress at this school.	90
Student behaviour is well managed at this school.	81
Teachers at this school believe that every student can be a success. (Replaces 'Teachers at this school expect my child to do his or her best')	86
Teachers give useful feedback.	81
Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	96
This school is well maintained.	84
This school is active in seeking parents' opinion and ideas for making important decisions.(Replaces 'This school takes parents' opinions seriously')	66
This school works with me to support my child's learning.	85

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 135 students responded to the survey. Please note that not all responders answered every question.

Table: Proportion of students* in agreement with each national opinion item

National opinion item	
I feel I can talk to teachers about problems at school. (Replaces 'I can talk to teachers about my concern')	48
I feel safe at this school.	65
I am happy to be part of this school.(Replaces 'I like being at my school')	82

I am interested in what I learn in school. (Replaces 'My school gives me opportunities to do interesting things')	62
My school is well maintained.	67
Teachers want every student to do their best.(Replaces 'My teachers expect me to do my best')	90
Teachers encourage students to try out new ideas. (Replaces 'My teachers motivate me to learn')	77
Staff take students' concerns seriously.	63
Staff treat students with respect. (Replaces 'Teachers at my school treat students fairly')	74
Teachers give useful feedback.	71

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

Learning and Assessment

Performance in Literacy and Numeracy

Early years assessment

Students in kindergarten undertake an on-entry and on-exit assessment of their early reading and numeracy skills using the BASE program. Student results are reported against five performance bands at the end of semester 1 and 2. Below are the results for this school for the current reporting period.

Table: Campbell Primary School BASE 2021 mean raw scores

Agency	Reading start	Reading end	Numeracy start	Numeracy end
School	52	139	37	59
ACT	58	125	38	56

Source: ACT Education Directorate, Analytics and Evaluation Branch

NAPLAN

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

In this reporting period, 5.26 % of year 3 students and 0.00 % of year 5 students were exempt from testing based on nationally agreed criteria.

For reasons of statistical reliability, as well as to protect the privacy of students, results are not reported when the sample size is less than five.

The following table shows the mean scores achieved by students at this school compared to all other ACT public schools for this reporting period.

Table: NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	479	437	517	515
Writing	442	418	468	475
Spelling	445	409	494	502
Grammar & Punctuation	451	426	489	497
Numeracy	445	404	495	492

Financial Summary

The school has provided the Directorate 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.

Table: Financial Summary

INCOME	January-December
Directorate Funding	297475.18
Contributions and Donations	16093.66
Subject Contributions	8280.00
Hire of Facilities	3549.39
External Revenue	25659.11
Sale of Assets	0.00
Interest Received	2946.09
Other School Revenue	30517.46
TOTAL INCOME	384520.89
EXPENDITURE	
Utilities and General Overheads	78469.63
Security and Caretaking	205.00
Maintenance	25967.33
Administration	26302.55
Staffing Expenditure	960.96
Communication	5722.06
Assets & Leases	28383.51
General Expenses	40841.82
Educational Resources	37682.75
Subject Consumables	3208.08
Directorate Funded Payments	359.69
Other Payments	9897.77
TOTAL EXPENDITURE	258001.15
OPERATING RESULT	126519.74
Accumulated Funds	164051.53
BALANCE	290571.27

Voluntary Contributions

The funds listed were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for this reporting period.

Reserves

Name and Purpose	Amount	Expected Completion
Staffing To pay for relief staff to support our permanent staff with teaching and Learning during the added pressures of Covid	\$20,000	12/22

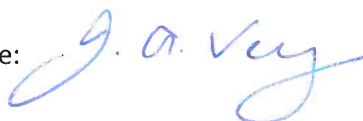
Endorsement Page

Members of the School Board

Parent Representative(s):	Julie Vey	Carina Kemp	Natalie Barr
Community Representative(s):	Amanda Wescombe		
Teacher Representative(s):	Fleur Forster	Katherine Wilson	
Board Chair:	Julie Vey		
Principal:	Paula Kinsman		

I approve the report, prepared in accordance with the provision of the ACT *Education Act 2004*, section 52.

2021 Board Chair Signature:



Date: 28/06/2022

I certify that to the best of my knowledge and belief the evidence and information reported in this Annual School Board Report represents an accurate record of the Board's operations during this reporting period.

Principal Signature:



Date:
29/06/2022