Introductory Message
The 2012 School Report provides parents and members of the wider community with an overview of our achievements during the past year and recommendations/directions for the future. The recommendations have been developed by the analysis of school data which has included a progress review of the targets as set in the School Business Plan 2012-2014 and are agreed to in consultation with the staff and School Board.

The report demonstrates the endeavours of all Camboon staff in supporting our students to achieve optimum learning standards in a safe and caring environment and is measured against the targets set in our School Business Plan.

2012 saw our school commence as an Independent Public School. This was achieved after extensive community consultation over a number of years. Camboon Primary School was awarded this status in mid 2011. The school was able to introduce a number of flexibilities which included the selection of a number of staff to fill teaching and non teaching positions, more control over its budgeting arrangements and the introduction of a School Board.

2012 also saw a number of staff changes:
- Mrs Leitch was selected by the school to teach a Year 1 class
- Mrs Hardingham was appointed to the Year 4 teaching position
- Mrs Nas was appointed to work in a tandem position in the Year 3/4 class.
- Mrs Ashkenazy was appointed to work in a tandem position with Mr Allenby.

The commitment of the parents and volunteers who supported the school is acknowledged. Our canteen has a four star accreditation and the P&C fund raising efforts have enabled the continued support of other learning programs across the school. The P&C have also made a commitment to support the purchase and integration of ‘Smartboard’ technology in the classrooms. The school purchased 3 new boards to be delivered at the beginning of 2013. The P&C has also provided funding for new reading and library books, sports equipment and subsidises our Mathletics program.
School Vision

“To assist all students to develop the knowledge, skills and confidence to achieve their individual potential and contribute to make a positive contribution to society”.

Our Shared Community Beliefs

Students
*Our school community believes in our students;*
- developing the desire to strive for excellence and to achieve to their full potential academically, socially, emotionally and creatively;
- being prepared for the world in which they live by building perseverance, resilience and tolerance; and equipping them to be life long learners.

Community
*Our community believes in;*
- fostering mutual respect within our whole school community.
- encouraging all members of the school community to demonstrate positive support and advocacy for Camboon Primary School.

Parents
- We believe that education is the responsibility of all stake holders in the school community – the school staff, parents and the child.

Staff
*Our school believes in;*
- staff supporting one another to strive for excellence in education.
- staff working collaboratively to achieve positive learning outcomes for all students.
- staff acting as positive role models to the whole school community.
The School Focus Areas for 2012
(School Business Plan)

Literacy Improvement
Numeracy Improvement
Science Improvement
Early Childhood Education
Pastoral Care
Information and Computer Technology
Literacy Improvement

Overall Target:
- School Performance in Literacy to be at or above ‘Like School’ averages in 2013 and 2014 National Assessment Program Literacy and Numeracy (NAPLAN) Testing.

Specific targets:
- Improve school results (NAPLAN) to be at or above like school comparisons in Year 7 reading and writing in 2013.

- Improve the overall mean scores for boys performance in Years 3, 5 and 7 (like school comparisons) for NAPLAN Reading and Writing in 2013.

- Reverse the downward trend in ‘Relative Assessment Performance’ in NAPLAN Reading from Years 3 to 7 in 2013.

- Improve progress scores between Year 3 and 5 in NAPLAN Reading, Spelling and Writing.

Literacy 2012 Report:

The start of 2012 saw the continuation of an intensive uninterrupted 10 week schedule of NAPLAN practice which continued into Term 2 before the actual testing dates. Teachers had access to a collection of resources and literacy files to support the preparation of students for NAPLAN testing. Starting in Term 4, the teachers of Years 2, 4 & 6 also worked collaboratively to address the new resources on the department portal and introduce NAPLAN style work to help meet our school targets in our operational literacy plan. This will continue into Term 1, 2013.

2011 NAPLAN data identified students below the benchmark and this information was aligned with our Literacy Nets to write Individual Education Plans (IEP`s) for these students. Support from the literacy specialists was available and given to all teachers. New resources were purchased throughout the year for specific areas of need and enhance the learning of this targeted group.

Support from the Literacy Specialist continued through collaboration with classroom teachers in using PM Benchmark Assessment Tool in Term 1 & 3 for Years 1-2. Years 3-7 continued using Literacy Nets in Term 3 to monitor our children at educational risk (SAER). This information along with NAPLAN data was written into a report to highlight areas of concern and to help identify targets in our school plan.

Teachers have been kept updated with new available resources from Professional Development (PD) that the literacy specialist has passed on. Purchasing of new teacher resources and reading books across the year levels were also a priority again this year. The new resources were aimed at the National Curriculum and we will continue to build on these in 2013. We focused on purchasing multiple copies of reading books suitable for Guided
Reading in the middle school years. Years K-2 continued using PM Benchmark Assessment and the data was collated and used to follow progress of individual children from the previous years. In 2013 we would like to purchase multiple copies of chapter books for the Year 2 reading area.

Lexile Reading Program for Years 6 and 7 continued on for 2012 with students achieving award certificates for the amount of books they had read and understood. In 2012 we saw all Year 5 students put onto the Lexile Reading program. A selected group of children in Years 2-5 were also identified and put onto the Lexile Reading program to support and enhance their literacy.

The Literacy Team met regularly and worked collaboratively with classroom teachers to support teachers by sharing ideas and working with them to implement our Whole School Literacy Plan.

This year the staff was involved in whole school moderation in persuasive writing and collaborated with our network of schools in this process. We used the National Curriculum and worked in year levels to start to become familiar with the content to be taught in this area. We will continue to work with our network of schools in 2013.

The library had new air conditioning installed at the commencement of 2012 and parent helpers assisted Mrs Clausen in the library. An audit of all fiction and non fiction titles was conducted in Term 4.

New library books were purchased from school funds and with help from the P & C. The Scholastic Book Fair conducted by the P & C provided funds for purchasing more books. The Lexile reading resources have been built up and are being used by Year 6 & 7 students as well as some selected students from lower grades.

Book Week activities supported the theme “Champions Read”. Future plans for the Library include building up the non fiction and Lexile range of books and maximising student and parent use of the books and resources.

2013 Literacy Team recommendations
- focusing on an audit of Spelling programs across the school and refining our editing policy for writing.
- purchasing multiple copies of chapter books for the Year 2 reading area.
Numeracy Improvement

**Overall Target:**
- *School Performance in Numeracy to be at or above ‘Like School’ averages.*

**Specific Targets:**
- *Maintain improvement trends from Years 3 to 7.*
- *Improve 2011 Year 5 girls NAPLAN performance when in Year 7 2013.*
- *Improve progress trend between Year 3 and 5 in Numeracy.*

**Numeracy 2012 Report:**

The school has maintained a focus on the integration of Information and Computer Technology (ICT) to support the learning and teaching of mathematics. As a result of the success of the Mathletics program in previous years, with teachers reporting a notable improvement of student’s recall of basic facts, it was decided that we would continue to prioritise Mathletics in 2012. P&C funding of $1500 supported the school in renewal of the licence for a further year. Teachers received professional learning in the use of Mathletics, as linked to the Australian Curriculum, which provided greater insight into the capabilities of the program and how it could be used in classroom planning, teaching and assessment. Mathletics Interactive White Board (IWB) resources are used on the interactive whiteboards to support teaching and learning. Teachers manage the program, carefully selecting appropriate focus activities and/or workbooks for students to complete and monitor results. Students were encouraged to practise online at home and on classroom/computer lab computers. Sessions were held after school to allow students who could not access computers at home time to access the program.

Numero (Mathematical Gaming) was conducted in all Year 5-7 classes in 2012. Some of the students participated in an interschool Numero tournament in Term 4. These classes are going to continue to use Numero in 2013 to further supplement the Mathematics learning program.

Funds from the Mathematics Budget was used to supplement resources. A Numero Challenges CD-Rom was purchased to assist the classes that were participating in Numero in 2012. This year, we also purchased more resources focussing on the use of Dominoes and 3D Shapes while we upgraded some of our measuring jugs to focus on the measurement of capacity.

NAPLAN preparation included analysis of data from 2010, 2011 and 2012. This was used to find areas of strength and areas of weakness across individual year groups and the school as a whole. This is to assist teacher planning in 2013 and beyond. We also used analysis of the data to identify how cohorts of students have progressed in their Numeracy over this time frame.
This year, for the first time, we produced, completed and analysed a Mathematical Common Assessment Task with the other schools in our network cluster (Hampton Park Primary School and Noranda Primary School). This was used to further identify common areas of strength and weakness with the view of being able to use the data within a suitable period of time to inform teacher planning.

In 2012, we have completed the transition from the WA Syllabus to the Australian Curriculum in Mathematics. Staff attended a range of PD outside of school as well as in-school, that was organised by the Numeracy Committee. This PD was aimed at showing staff how to effectively use Mathletics, First Steps in Mathematics and other resources to meet the standards that are set within the Australian Curriculum.

**Recommendations for 2013**

- Continued use of Australian Curriculum planning documents, including the links to Mathletics and First Steps in Mathematics to ensure a continued smooth transition to the Australian Curriculum.
- Working with Hampton Park PS and Noranda PS to further develop the Common Assessment Task, with a particular focus in 2013 on Measurement and Geometry.
- Continue whole school implementation of the Mathletics program.
- Continue on-entry assessment for Pre-Primary and Year 1 students.
- The use of Mathletics practice tests to aid the preparation for NAPLAN testing in 2013.
- Improve focus on Mathematical Vocabulary to help improvement in NAPLAN testing.
- All Year 5-7 classes to use Numero in their classroom.
Teacher Judgements (Reading and Numeracy)

Year 3

Learning Area Grade Distribution
Year 3 Mathematics
Semester 1, 2012

WALNA/MSE9: NAPLAN Test Achievement
Year 3 Numeracy
2012

Outcome Grade Distribution
Year 3 English - Reading
Semester 1, 2012

WALNA/MSE9: NAPLAN Test Achievement
Year 3 Reading
2012

Year 5

Learning Area Grade Distribution
Year 5 Mathematics
Semester 1, 2012

WALNA/MSE9: NAPLAN Test Achievement
Year 5 Numeracy
2012

Outcome Grade Distribution
Year 5 English - Reading
Semester 1, 2012

WALNA/MSE9: NAPLAN Test Achievement
Year 5 Reading
2012

Lighter shading indicates manually graded results.
Year 7

This data indicates that the school has performed relatively well in Test Achievement with a lesser percentage of students in the ‘Limited’ range than like schools in all areas. In other categories Camboon Primary School performed at the same level or better than like schools.

Teacher Judgements in Year 3 indicate that there were less ‘C’ grades given out by classroom teachers than with ‘D’ level allocations in like schools.

In Year 5 there were less ‘C’ grades and a higher number of ‘B’ grades given out in Mathematics than like schools.

In Year 7 there were more ‘B’ and ‘C’ grades given out for both Reading and Mathematics than like schools.

Having said this it is clear that there is a good alignment between the Teacher Judgements of like schools and Camboon Primary School.
Science Improvement

**Overall Target:**
- In 2014 school performance to be at or above like school averages in the middle 60% and top 20% of student performance as measured by Western Australian Monitoring Standards in Education (WAMSE) Tests

**Specific Targets**
- In Year 7, 2014, increase the percentage of students performing in the top 20% compared to like schools.
- In Year 7, 2014, decrease the percentage of children performing in the bottom 20% compared to like schools.

**Science 2012 Report:**
In 2012 strategies were put in place to raise the profile of Science at Camboon Primary School. This was achieved through professional learning and collaborative planning by teachers and the provision of high interest, explicit teaching to students from Pre-primary to Year 7.

In Term 2, teachers attended after school professional learning where they examined Australian Curriculum Science Achievement Standards and work samples for each year level, Foundation to Year 7. As a result, teachers were able to prepare units of work based on the Australian Curriculum. The Australian Curriculum was further interrogated at Scitech in July, where teachers and education assistants attended professional learning during the School Development Day. Teachers were provided with classroom activities suitable for their year groups. Subsequent class visits to Scitech reinforced to students and their parents the excitement and importance of Science.

Mrs Rintoul worked with our Edith Cowan University (ECU) resident teachers to present a Science Fair where small groups of Yr 6 and 7 students prepared and presented hands on science activities and demonstrations to groups of younger students in the undercover area.

During 2012, teachers continued to use Primary Connections and new resources were purchased as they became available. Timetables were adjusted to permit students to work in year level groupings and teachers integrated numeracy and literacy into Science activities. The school subscribed to STRETCH, a digital teaching platform and after feedback was received from teachers, this will be continued for the middle and upper primary school students in 2013.

The Science Week theme *Energy Evolution* was celebrated through whole school daily quizzes. Classes conducted research and completed investigations on the theme. Science IQ teams from Years 5, 6 and 7 took part in Australia wide challenges (on line) in Terms 1, 2 & 3. One team from Year 5 and one from Year 7 achieved first place in this national Science challenge, an outstanding achievement. In addition, a team of four students took part in a Science Week interschool challenge where they achieved an excellent equal first place, beaten only on a tie breaker question.
WAMSE testing of Year 5 and 7 students in *Science* and *Science Investigating* show Year 5 and Year 7 students’ achievement against the WAMSE Test Standard.

**Percentage of students achieving at or above WAMSE Test Standard**

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<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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</thead>
<tbody>
<tr>
<td>Year 5</td>
<td>54%</td>
<td>54%</td>
<td>48%</td>
</tr>
<tr>
<td>Year 7</td>
<td>69%</td>
<td>27%</td>
<td>67%</td>
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**Percentages of students in top 20%, middle 60%, bottom 20% of the State and among like schools**

<table>
<thead>
<tr>
<th>State</th>
<th>Year 5 Science</th>
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<th>Year 7 Science</th>
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<tbody>
<tr>
<td></td>
<td>School</td>
<td>Like Schools</td>
<td>School</td>
<td>Like Schools</td>
</tr>
<tr>
<td>Top 20%</td>
<td>18%</td>
<td>24%</td>
<td>25%</td>
<td>18%</td>
</tr>
<tr>
<td>Middle 60%</td>
<td>77%</td>
<td>70%</td>
<td>63%</td>
<td>62%</td>
</tr>
<tr>
<td>Bottom 20%</td>
<td>5%</td>
<td>6%</td>
<td>13%</td>
<td>21%</td>
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</tbody>
</table>
Recommendation for 2013:

- Increase ESL (English as a Second Language) teacher time to work with ESL boys in Year 6 2013 who need support, as reflected in the 2012 Year 5 WAMSE results.
- Timetables to be arranged to allow children to work in year levels.
- Continue using Primary Connections and linking this with the Australian Curriculum.
- Continue the development and upgrading of resources to support Primary Connections.
- Science IQ teams chosen from Years 5, 6 and Year 7 to continue this challenge.
- Year 7 students to work with Morley Senior High School in addition to classroom teaching and learning.
- Continue use of online resources in teaching and learning programs.
- Join network schools in pairwise assessment trial in Science Inquiry.
Early Childhood Education

**Targets**
- Provision of an Early Childhood education that provides the best possible learning and developmental outcomes for our students.

**Milestones**
- Provision of Universal Access for Kindergarten places at Camboon.
- Provision of compulsory Pre-Primary enrolment commencing 2013.
- Intentional teaching is part of an effective and balanced teaching and learning program which incorporates guided play activities as well as child-directed play.
- Staff continues to participate in professional development, network opportunities and research in order to be current and informed.

Early Childhood 2012 Report:

Teachers continued to work collaboratively in the Early Childhood area, with increasing emphasis on the Kindergarten-Pre Primary-Year 1 transition and the introduction of the Australian Curriculum. Education Assistants met regularly for professional learning and sharing as an EA Club under the guidance of Mrs Parker.

**Professional development**
- Teachers attended Professional Learning in Literacy and Numeracy and shared this information with other staff.
- Teachers attended the SSTUWA Early Childhood Educators’ Conference.
- Mrs Winn continued to lead the Meta Language Program for Year 1 and 2. The program was also used by Mrs Murdock for ESL children and trialled for Pre-primary students.
- Early childhood teachers from Camboon and other schools in our network met each term to hear from experts in various relevant fields.

**Initiatives**
- The *Early Years Learning Framework* was incorporated in planning Kindergarten and Pre-primary activities.
- Miss Skehan continued to lead teachers in using the Western Australian Primary Principals Association Kindergarten to Year 1 writing standards.
- A guest speaker (from Better Beginnings) conducted Literacy sessions for parents.
- Bendigo Bank community grant was used by the P & C to set up the parent room for 0 – 3 year and to purchase play equipment.
- Participation in network Kindergarten Assessment and Reporting working party.
• Noranda Child Care worked with Mrs Mekins in a transition to Kindergarten program in Term 4.

**Accountability**

• Samples of children’s work were shared and moderated at teacher meetings within and between schools in the network.

• On entry assessment conducted at the beginning of 2012 for all Pre-Primary and Year One students showed individual student, class and cohort levels in Numeracy and Literacy and was used to individualise teaching and learning.

• A report for parents was developed and used at the end of the Pre-primary year to better inform parents and Year 1 teachers of student’s progress. This report format was shared with other schools at network meetings and was designed to reflect some aspects of the Australian Curriculum.

The outlook for 2013:

• Implement compulsory Pre-Primary provision.

• Removal of Kindergarten A building will mean changes to Kindergarten timetables.

• Provision of nature based play spaces.

• Continue to administer on-entry assessment for Pre-Primary, Year One and selected Year Two students and use student results, along with ongoing assessment to inform learning programs.

• Intentional teaching is used part of an effective and balanced teaching and learning program which incorporates guided play activities as well as child-directed play.

• Incorporate Early Years Learning Framework in planning for Kindergarten.

• Continue emphasis on Phonological Awareness.

• Staff continues to participate in professional development, network opportunities and research in order to be current and informed.

• Maintain awareness of National Quality Framework.

• Continue partnerships with parents and the community, including family facilities close to the school.
Pastoral Care

Pastoral Care Milestones

Behaviour Management Targets:
- All students to be exposed to strategies to deal with bullying and cyber bullying (Year 5-7) and be involved in resiliency programs.
- Maintain level of ‘out of school’ suspensions to be below like schools.
- All staff to use SIS Behaviour Management module to log significant behaviour incidents.

Attendance Target:
- To maintain Camboon Primary Schools rate at or above state average.

Pastoral Care 2012 Report:

1. Students At Educational Risk (SAER) 2012

Achievements 2012:
SAER continues to be a big focus at Camboon Primary School and all of the recommendations set in 2011 were carried out in 2012. With the following being achieved:
- Ongoing commitment to the Camboon PS Principles of Inclusivity.
- The splitting of the Student Services Team (SST) to include only the following: SAER Coordinator, School Psychologist and the Learning Support Coordinator (LSC).
- A change in School Psychologist half way through the year.
- A change in LSC with this support running for the final semester.
- Regular meetings once per week of the SST to discuss individual referrals and to use the Collaborative Problem Solving approach to case management.
- The strengthening of the case management type approach to individual referrals
- Support for staff to write Individual Education Plans (IEP’s)/Group Education Plans (GEP’s) and Individual Behaviour Management Plans (IBMP’s), apply for Schools Plus resourcing, assess students for learning difficulties and disabilities, provide information regarding learning difficulties and disabilities and attend professional development where appropriate.
- The school applied for Federal Government funding for the School Chaplaincy program. This program will increase in 2013. Referrals to the School Chaplain mainly came through the administration and occasionally were due to individual student and parent requests.
- The SST also managed the collection and collation of data including: SAER register, IEP’s and supported staff to complete this information.
- The SST supported students in the area of ongoing pastoral care which, though difficult to measure, has an undeniable effect on students’ willingness to come to school and learn.
- The continued development of support from, and relationships with, outside agencies including: Strong Families, Visiting Teacher services,
Cerebral Palsy Association, Department of Child Protection (DCP), Therapy Focus, Disability Services Commission, Talented and Gifted education, Parent Support program, Autism Association, Autism Intervention Team and West Australian Institute for Deaf Education (WAIDE). These agencies were used extensively throughout the year and continue to support the school and the students.

- Continued involvement with the Australian Economic and Disadvantage Index (AEDI) assessment and its implications for Camboon Primary School.
- Regular and ongoing newsletter snippets regarding parenting through the Parenting Ideas website.
- The number of identified students with disabilities has continued to grow.
- Training for identified staff in MultiLit Reading Program to be able to continue this program.
- Liaison with Leading Psychologists and the Primary Behaviour Centre regarding support for students.

Recommendations for 2013 include:

- The continuation of the Student Services Team model, regular weekly meetings and the case management approach.
- Ongoing employment of LSC.
- Engagement of the Primary Behaviour Centre for identified students.
- The increasing of School Chaplaincy program from a half day per fortnight to three days per week.
- Cyber Bullying education to increase in the Upper Primary and parent group.

2. Learning Support Co-ordinator
There was a change in LSC in 2012 with the school releasing a teacher to fulfil the role. This occurred in the second semester of the year. Teachers were supported in the following ways:

- Support to write Individual Education Plans.
- Demonstrated and modelled strategies in the areas of Learning Difficulties, Learning Disabilities and Behaviour Management.
- Attendance at Case Conferences where relevant.
- Assistance for teachers in completion of school monitoring tools.
- Ongoing pastoral care support for identified students.

3. Behaviour Management
The school’s BMIS procedures were reviewed and ratified by staff and the School Board at the beginning of 2012. The following were achieved:

- The continued use of the Friendly Schools and Families program supported through the Challenging Health Acting Together (CHAT) program.
- Continued work with students requiring 1:1 support for behavioural reasons including liaising with parents.
- Support by LSC and Admin in Behaviour Management where appropriate.
- Training of new staff in School Drug Education and Road Awareness (SDERA)/CHAT where appropriate: Resilience and Optimism training.
- Continuation of whole school positive rewards initiatives eg: Endeavour Awards, Aussie of the Month, Gold Class Awards and Pink Slips.
Recommendations for 2013 include:

- Ongoing case management by SST, admin and relevant staff for students at risk behaviourally.
- Involvement with the Primary Behaviour Centre for identified students.
- A continued focus on resiliency development across the school under the Friendly Schools and Families program.
- Continuation of whole school initiatives eg: Endeavour Awards, Aussie of the Month, Gold Class Awards and Pink Slips.
- PD for all new staff in SDERA/CHAT: Resilience and Optimism.
- Purchase of resources in line with school initiatives.
Information and Computer Technology

Overall Target:
- All staff and students to integrate technology into classroom practice.

Specific Milestones
- All staff to use the departments Human Resource Management Information System (HRMIS) to apply for leave online.
- All staff to be implementing OTLS (Online Teaching Resources) strategies and processes across learning areas.
- All teaching areas to have interactive whiteboards.

Information and Computer Technology 2012 Report:

Sixteen new computer work stations were purchased in December 2011 for delivery in February 2012 to replace the older computers in the computer lab. The older computers were placed into classrooms to replace the older models which in turn were processed for disposal as per the mandated process.

The school received a donation of 30 IBM computers without monitors from the Apache mining company which were distributed to classrooms for connection to the school network. Once again older model computers were processed for disposal as per the mandated process.

TFX was recontracted to supply technical support for the school’s curriculum network initially at 2 hours every second Thursday and later in Semester 2 extended to 3 hours every Thursday with a proviso that the same technician be used each week.

3 new interactive whiteboards were purchased: two for the Pre Primary classes and one for the Year 4 teaching area.

A number of iPads were purchased to trial wireless network and iPad technology in the Pre-Primary classes.
44 new headphone sets were purchased to replace damaged or missing ones in the computer lab and to complete the initiative of providing 3 sets for each classroom.

Recommendations for 2013

- Continue with the trial of iPad technology in the Pre Primary Class and expand into the senior school. Investigate wireless technology in other clusters.
- Continue with TFX Technical Support.
- New Administration and Curriculum Servers to be purchased.
- Professional Development for all staff on Human Resource (HRMIS) Kiosk management.

Monitoring of School Business Plan 2012-2014 Targets

All targets from the Business Plan were monitored in review sessions at the end of 2012 which included all staff and the School Board. This was done as a progress review to ensure we were on track with meeting the targets. It involved analysing the data for 2012 relative to each target in each of the focus areas. Parent representatives on the School Board worked shoulder to shoulder with staff representatives to process the information. The whole staff also followed a similar process and it is pleasing to report that the consensus from both groups was that the school was well on track to meet its current targets.
Other Specialist Areas

LOTE  2012

2012 began with Carnevale where the students all decorated masks and then paraded them at our Easter assembly.

In Term 2, the topic covered was Transport. This proved a winner as the boys were engaged and enjoyed making models with Lego. Coincidently the Moto GP races were being held and the students were able to view races on the Smartboard with Italian Valentino Rossi often challenging Australian Casey Stoner. The children then created their own helmets based on the many variations of designs by Valentino Rossi with some fantastic results. Term 2 also had the London Olympics so we looked at the sports which were covered at the event. The students then designed their medals for the next Olympics in Rio 2016.

Term 3 had the students learning about their homes and years 4 to 7 were set the task of presenting a bedroom or house model made from any material which then was labelled in Italian. I was astounded with the quality and quantity of models and the junior students were so impressed that they also made their own models. I have found all students most engaged with these hands on topics and even students with behaviour or learning difficulties produced quality work.

Term 4’s theme was the Circus. This was used to review a variety of areas such as clothes, animals, family and descriptions of people. It was felt that doing a topic with swimming lessons being held in term 4 was a bit rushed and will consider only using it as a revision and testing term for future years.

Also during term 4 the Monitoring Standards in Education testing in Writing was given to the yr 6 students as it was thought that these students are now older than the Yr 7’s were in the past. Considering the difference in age the year 6 group did quite well when compared to the Year 7 State averages.

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<tr>
<td>State mean</td>
<td>5.0 (Year 7)</td>
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<tr>
<td>School mean</td>
<td>5.56 (Year 6)</td>
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<table>
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<th>% students</th>
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<tbody>
<tr>
<td>State top 25% (Year 7)</td>
<td>20% of Camboon (Yr 6) Students</td>
</tr>
<tr>
<td>State 50% (Year 7)</td>
<td>49% of Camboon (Yr 6) Students</td>
</tr>
<tr>
<td>State bottom 25% (Year 7)</td>
<td>31% of Camboon (Yr 6) Students</td>
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Music

In 2012, music was taught to all primary classes. Recorder continued to be taught to all classes from Years 4-7. Several classes performed a recorder piece for the class assembly over the year. Dance and music compositions were completed throughout the year and performed to various audiences. The choir had 109 members and performed at assemblies and other in-school and community functions. One new event was the WestCoast SongFest, which included 1500 students from schools around the state participating in a music festival. Two of our Year 7 students were privileged to be selected as soloists for the event.

Music lessons continued in the music room and many other resources, such as ‘Music Room’ (additional levels) and ‘Notable Classics’ (Level 2) were purchased. Often the Music Room doors were opened to facilitate assembly items and other events. Several sections of the new stage continue to be used to raise up the younger students.

Again, the school participated in the Federal Government’s initiative Music Count Us In. This concert included school performers and Morley Senior High School performers. One exciting inclusion was the performance of the Camboon Primary School band, known as The Vendettas. In addition, the Morley SHS Year 10 Media Team were on hand to record the event. They created an awesome memento. Community members, such as local council members and shopping centre managers were invited to attend. It was well received by all and resulted in several offers to perform at local shopping centres during the Christmas season.

Christmas continued to be an important time for music. This year, the whole choir performed at three shopping centres and our Year 6 and 7s visited our local nursing home, Ella Williams. The choir, along with the rest of the school, performed in our end-of-year Christmas assembly, the theme of which was ‘Fun Songs’. The entire school was involved in learning their own cluster song about Santa, and then performed it, some items with props!

The Year 7 Graduation was the final event in the Music calendar. The Year 7’s performed a song, lyrics written by themselves, and were outstanding. The choir again brought the audience to tears with their wonderful rendition of ‘I Believe I Can Fly’.

Recommendations 2013:
It is recommended that the usage and assembling of the portable stage continues to be investigated. The P&C approved the purchase of a portable PA system and this was purchased towards the end of the year. Also, Professional Development on the running of this system will need to be undertaken in 2013. It is also recommended that an interactive whiteboard be installed into the Music Room early in 2013.
Parent and Student Surveys

In 2011 our school was selected to participate in a Pilot Opinion Survey conducted by the Australian Curriculum Assessment and Reporting Authority.

The survey pilot was in response to a request from Australian Education Ministers to investigate the feasibility of surveying students and parents in schools in a nationally consistent way. The surveys are intended to strengthen the range of measures reported for Australian schools. Our school was one of 300 selected across Australia.

Forty five parents responded to the online survey with 94% female and 6% being male responses. The survey indicated that overall the parents view of the school is extremely positive with responses to almost all questions returning above 80% support. In particular the following questions featured very favourably.

- This school encourages my child to learn by using computers and technology (100% positive)
- My child is making good progress at school (98% positive)
- Teachers at this school care about my child (97% positive)
- Teachers expect my child to do his or her best (96% positive)
- This school expects my child to treat other people well (95% positive)
- Overall I am satisfied with the education my child is receiving at this school (95% positive)
- The school’s buildings are well maintained (95%)
Whilst the following items were listed as the least positive it should be noted that they still indicate that approximately three quarters of the parent population feel positive about these issues.

- This school runs activities that includes the wider community (71% positive)
- This school shares information about it’s performance with the wider community (71% positive)

*Overall these results are extremely encouraging as they indicate the vast majority of the parent community feel very positive about all aspects of the school.*

These results will be used in future discussions and planning. Student results are yet to be analysed.

**School Drug Education and Road Awareness (SDERA) Survey**

In 2012 the school employed the services ‘Survey Monkey’ which is an online tool that can be used to survey participants. The school asked a number of questions regarding the quality of its Health Curriculum/Program and asked the school community to respond. The information will help us with making some decisions and improvements on our CHAT Program:

Resilience Education was rated well above other areas by parents as being important. This means that in 2013 we will continue to focus on resilience. Other areas listed as important included Drug Education, Road Safety Education, Physical Education, with Nutritional Education, Sun Safety Education, Emotional Health and Well Being Education running second in importance.
Student Non Academic Achievement.
(Commonwealth Government Requirements)

1. Attendance

<table>
<thead>
<tr>
<th></th>
<th>Non - Aboriginal</th>
<th>Aboriginal</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>State</td>
<td>School</td>
</tr>
<tr>
<td>2010</td>
<td>94.5%</td>
<td>92.6%</td>
<td>94.4%</td>
</tr>
<tr>
<td>2011</td>
<td>94.2%</td>
<td>94.5%</td>
<td>94.2%</td>
</tr>
<tr>
<td>2012</td>
<td>94.0%</td>
<td>95.9%</td>
<td>94.1%</td>
</tr>
</tbody>
</table>

2012 attendance targets were all met with regular attendance being above state averages. Tracking students from 2009 to 2012 indicates an improvement in almost all year levels of attendance at school with the school’s attendance rates being above state averages in almost all year levels.

Recommendations 2013:
- Continued case management for students ‘at risk’ in this area.

2. Attitude, Behaviour and Effort

2011 formal reporting to parents included assessment on each student in relation to attitude, behaviour and effort. The questions on each students report were as follows:

1. Works to the best of their ability.
2. Shows self respect and care.
3. Shows courtesy and respect for the rights of others.
4. Participates responsibly in social and civic activities.
5. Cooperates productively and builds positive relationships with others.
6. Is enthusiastic about learning.
7. Sets goals and works towards them with perseverance.
8. Shows confidence in making positive choices and decisions.

In comparison to other like schools in relation to the above eight questions Camboon Primary Schools performance is within one standard deviation below or above average of other schools with similar socio-economic index (SEI). Camboon is performing within the required range for this area.

3. Suspensions and Exclusions

During 2012 only two students were suspended from school for a total of 12.5 days. No students were excluded from Camboon Primary School during this time.
### Revenue - Cash

<table>
<thead>
<tr>
<th>Item</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voluntary Contributions</td>
<td>$15,708.00</td>
<td>$15,707.50</td>
</tr>
<tr>
<td>Charges and Fees</td>
<td>$42,908.86</td>
<td>$42,904.51</td>
</tr>
<tr>
<td>Government Allowances</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>P&amp;C Contributions</td>
<td>$8,665.00</td>
<td>$8,665.00</td>
</tr>
<tr>
<td>Fundraising/Donations/Sponsorships</td>
<td>$1,903.50</td>
<td>$1,876.00</td>
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<tr>
<td>DoE Grants</td>
<td>$210,759.76</td>
<td>$210,759.76</td>
</tr>
<tr>
<td>Other State Govt Grants</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>Commonwealth Govt Grants</td>
<td>$1,514.76</td>
<td>$1,514.33</td>
</tr>
<tr>
<td>Trading Activities</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>Other</td>
<td>$13,544.00</td>
<td>$13,406.65</td>
</tr>
<tr>
<td>Internal Transfers</td>
<td>$54,892.98</td>
<td>$54,892.98</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$411,540.86</td>
<td>$411,372.10</td>
</tr>
</tbody>
</table>

### Expenditure Purpose

<table>
<thead>
<tr>
<th>Item</th>
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<th>Actual</th>
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</thead>
<tbody>
<tr>
<td>Administration</td>
<td>$23,025.00</td>
<td>$18,243.08</td>
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<tr>
<td>Leases</td>
<td>$ -</td>
<td>$-</td>
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<tr>
<td>Utility</td>
<td>$89,747.85</td>
<td>$76,026.53</td>
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<tr>
<td>Repairs/Maintenance/Grounds</td>
<td>$33,683.00</td>
<td>$27,717.47</td>
</tr>
<tr>
<td>Capital Works</td>
<td>$70,247.03</td>
<td>$66,714.40</td>
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<tr>
<td>Assets and Resources</td>
<td>$88,966.95</td>
<td>$81,161.02</td>
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<tr>
<td>Education Services</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>Other Specific Programs</td>
<td>$56,665.76</td>
<td>$55,000.00</td>
</tr>
<tr>
<td>Trading Activities</td>
<td>$11,193.00</td>
<td>$10,061.47</td>
</tr>
<tr>
<td>Salary Pool Payments to Central Office</td>
<td>$43,500.00</td>
<td>$43,500.00</td>
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<tr>
<td><strong>Total Expenditure</strong></td>
<td>$420,128.59</td>
<td>$380,149.54</td>
</tr>
</tbody>
</table>

### Contingencies Revenue - Budget vs Actual

- **Revenue Source**
  - Transfers
  - Other Govt Grants
  - DoE Grants

### Contingencies Revenue - Budget vs Actual

- **Total Contingency Funds Available**
  - **$411,540.86**
  - **$411,372.10**

### Cash Position

- **Cash Position as at**
  - Bank Balance $128,442.03
  - Cash Position $4,290.00

- **Total Bank Balance** $128,442.03
COMMUNITY ENDORSEMENT

Principal: Josh Jashari
Signature: Josh Jashari
Date: 16th April 2013

School Board Chair: Filomena Piffaretti
Signature: Filomena Piffaretti
Date: 16th April 2013