Camboon Primary School

An Independent Primary School

Annual Report 2013
Annual Report 2013

Introductory Message
The 2013 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 PS 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.

Our school commenced as an Independent Public Primary School in 2012. This was achieved after extensive community consultation over a number of years. Camboon Primary School was awarded this status in 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.

2013 also saw a number of staff changes:
- Ms Stinson was selected by the school to teach a Year 1 class
- Mrs Hardingham gained her permanent status at the school
- Mrs Rintoul retired after 52 years in education.
- Ms Tania Pesce gained a position in the Yr 1/2 and Yr 2 class.
- Mr Henry Adeline was appointed as a Special Needs Assistant.
- Miss Kloe Stone was appointed to teach Kindergarten.
- Mrs Ashkenazy was appointed to a tandem teaching role and for the Library teaching role.

The 2013 saw further facility improvement in the school with a re-roofing program commencing in first term. Whilst this was initially to be a short-term project it was unfortunately delayed in its completion extending the disruption period to the school for a number of months. This led to some disruption of the NAPLAN testing with our senior students being relocated in temporary classes during the testing period.

During the year the school was able to undertake a number of other major projects which included:
- Presentations by Dr Ian Lillico on “Boys in Education” to all staff with the intention of improving pedagogy in the classroom within this area.
- Presentations to staff, students and parents in Cyber Safety. These were developed and presented by the Australian Communication and Media Authority. Follow up activities will continue in 2014.
- A new school website was developed for the school community and is progressing with further improvements for 2014.
- A sponsorship agreement was also reached with Jacaranda Out of School Care. This has resulted in an on-site OSHC facility at the school for before and after school as well as vacation care.
- The school hosted the 2013 Inter-School Athletics Carnival with great success.
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. In 2013 the P&C raised in excess of $20 000 which has enabled the school to purchase books for Guided Reading, Interactive TV for the Kindergarten class, subsidise the Reading Eggs and Mathletics programs as well as contribute to excursions and incursions.

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 stakeholders 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 2013
(School Business Plan)

Literacy Improvement

Numeracy Improvement

Science Improvement

History 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 2013 Report:
The start of 2013 saw the continuation of an intensive uninterrupted 10 week schedule of NAPLAN preparation which continued into Term 2 before the actual testing dates. Teachers had access to a collection of on-line resources and literacy files to support the preparation for NAPLAN. Starting in Term 4, the teachers of Years 2, 4 & 6 also worked collaboratively to address the Best Performance Data from 2012 along with the Year 3, 5 & 7 teachers analysing the Best Performance Data 2013 to develop NAPLAN planning handover sheets to help meet our school targets. Teachers will follow these data analysis handover sheets and continue to revise or reteach areas that they have identified into Term 1, 2014.

NAPLAN data identified students below the benchmark and this information was aligned with our Literacy Nets to write IEP’s for these students. Support from the Literacy Support Coordinator and Literacy Specialist was available and given to all teachers. The Multilit program continued for students at risk in Years 4-7 and literacy Intervention Program was formed for selected students to work with a teacher to remediate reading skills. New resources were purchased throughout the year for the specific area of need and to 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 Terms 2 & 4 for Years 1-2. Years 3-7 teachers continued using Literacy Nets in Terms 2 & 4 to monitor our children at risk. This information along with NAPLAN data was used to collate a school matrix of literacy to highlight areas of concern and to help identify targets in our school plan.

Teachers have been kept updated by the Literacy specialist and Literacy leader, with new resources from Australian Curriculum professional learning. Purchasing of new teacher resources and reading books across the year levels
were also a priority again this year. We focused on purchasing multiple copies of reading books suitable for Guided Reading in the middle school years and new home readers for the Years 1-3 students. Multiple copies of chapter books for the juniors were also purchased in 2013. The new resources were aimed at the Australian Curriculum and we will continue to build on these in 2014.

Years K-2 continued using PM Benchmark Assessment and the data was collated and was used to follow progress of individual children from the previous years. The Reading Resource Room had a refurbishment with all guided reading books being boxed and PM levelled 1-30, while individual home readers were also levelled, boxed and housed in a separate section of the Resource Room. Big Book stands and new bags were purchased to reorganise the Big Books in another section of the Reading Room. This process is ongoing as new books are colour coded for their level and boxes labelled. In 2014 this process will continue as we build on the levels that have been identified as most needed.

Lexile reading for Years 5, 6 and 7 continued in 2013 with students achieving award certificates for the number of books they had read and understood. In 2013 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. Unfortunately, due to the re-roofing program within the school, computer access and library time was limited for Terms 1 & 2 so progress in this area was restricted. Similarly, Reading Eggs was utilised to its full potential for half of the year with the Computer Lab being unavailable. Hopefully these programs will run to their full potential in 2014 as these facilities have now been restored.

The Literacy team met regularly and worked collaboratively with classroom teachers to support them by sharing ideas from literacy network meetings and working with them to implement our school’s Literacy Operational Plan. The Learning Support Coordinator and the Literacy Specialist attended regular Professional Development at Woodlands Primary School (Teacher Development School) and participated in action learning tasks using the Australian Curriculum. These planning tasks were then presented to Camboon PS staff in the area of Literature and Punctuation. Staff worked collaboratively on these Australian Curriculum planning documents to produce a sequence of lessons to be used in their year level. These lessons were then placed on the schools shared drive for all staff to use.

This year the staff was also involved in collaborating with our network of schools, Noranda and Hampton Park Primary Schools and sharing these planning documents in our year levels. This process showed us how other teachers interpreted the Australian Curriculum within their year levels. The discussion helped all staff to start to become more familiar with the content to be taught in their area. Our Learning Support Coordinator and Literacy Specialist provided professional development to both Noranda and Hampton Park Primary School in the Australian Curriculum English area which led to all schools doing common assessment tasks. The schools then met to moderate the tasks against the NAPLAN marking guide. These were then used by teachers as references for reporting to parents. We will continue to work with our Network of schools in 2014.
Recommendations for 2014

- The 2014 Literacy Team will conduct an audit of spelling programs across the school as longitudinal NAPLAN performance data showed minor regression in this area.

- We will continue to emphasise Narrative and Persuasive writing skills by using the NAPLAN Marking Guide.

- Continue to use and refine our CUPS editing policy for writing across all year levels.

- Continue to involve the Literacy Specialist in Network meetings across schools.

- Rationalise 2014 our budget allocation and employ a Literacy Intervention Program teacher to run this program, also employ an Education Assistant to support the LIP teacher

- Continue to improve the process of ‘handover’ information at the end of the year.

- Continue the Multilit and Literacy Intervention Programs and train identified staff in the administration of Multilit.
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 2013 Report:**
The school has maintained a focus on the integration of 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 students’ recall of basic facts, it was decided that we would continue to prioritise Mathletics in 2013. P&C funding of $1500 supported the renewal of the licence for a further year. Mathletics 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. In the first half of the year, sessions were held after school to allow students who could not access computers at home, time to access the program. We hope to restart these sessions in 2014.

Numero was conducted in all Year 5-7 classes in 2013. Some of the senior classes also introduced the basics of the game to their lower primary buddy classes. Some of the students participated in an interschool Numero tournament in Term 4. Classes are going to continue to use Numero in 2014 to further supplement the Mathematics learning program.

Funds from the Mathematics Cost Centre were used to supplement our resources. We purchased new sets of calculators, dice, counters, money resources and mathematical board games for classrooms to use. We have also purchased many teacher resources to help students implement the Australian Curriculum in their mathematical teaching.

NAPLAN preparation included analysis of data from 2011, 2012 and 2013. 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 2014 and beyond. We also used analysis of the data to identify how cohorts of students have progressed in their Numeracy over this time frame. Longitudinal data has suggested that whilst achievement of Year 3 students in Numeracy is high, there has been a decline over the years. This will be looked at in 2014. Classroom teachers prepared NAPLAN ‘Numeracy Handover Documents’ to inform the following 2014 teacher what NAPLAN concepts, skills and understandings have been treated, what still needs to be treated and identified students needing assistance or extension.
This year we have trialled two separate diagnostic and summative tests – the MTS Test and Mathletics tests. The feedback from staff is being considered to decide whether or not we continue to use one of these tests in 2014 and beyond.

In 2013, staff trialled a new planning document that displays the Australian Curriculum clearly and easily on one page along with a term by term audit of the Australian Curriculum. It is hoped that by using these documents, teachers can clearly see integration opportunities in their Mathematics planning in order to cover the curriculum in a more efficient and in-depth manner as well as ensuring that they are covering everything that is required by the Curriculum. Feedback from staff about these documents was very positive.

**Recommendations for 2014**

- Use of the school made Australian Curriculum planning documents and term audits in order to streamline planning in Mathematics.
- Working with Hampton Park PS and Noranda PS to further develop the Common Assessment Task, with a particular focus in 2014 on Statistics and Probability.
- The use of either the Mathletics or MTS Diagnostic assessment tests at the beginning of the year by all classes. The results will be recorded and then the students will be tested at the end of the year to gauge progress throughout the year.
- Continue whole school implementation of 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 2014.
- Improve focus on mathematical vocabulary to help improvement in NAPLAN testing.
- All Year 5-7 classes to use Numero in their classroom.
- Investigate long term NAPLAN trends in Year 3.
- Continue to improve the process of ‘handover’ information at the end of the year.
- Continue supporting the Leaders of Learning Area (Mathematics) and to continue to attend network meetings across schools.
CAMBOON PS NAPLAN AVERAGES AGAINST LIKE SCHOOL

Average Numeracy Scores

Average Reading Scores

Average Writing Scores
Long term trends for Year 3 are very sound overall with the school performing above like schools in most areas and following increased improvement trends. A careful look at Numeracy will be conducted in our planning for 2014. Spelling seems to be following like school trends and are above like schools, however, further monitoring and comparison with the 2014 spelling results is required to confirm any trends.

Long term trends for Year 5 are also generally sound overall with the cohort performing above Like School averages in Numeracy, Spelling and Punctuation & Grammar. The cohorts long term Reading scores show trends which are above like schools since 2009 with an improvement trend evident. Improvement in Like Schools was slightly higher in 2013 in this area. Year 5 writing is showing signs of improvement since 2011, however, is still below Like Schools. Strategies to further improve this area will be included in 2014 planning.
Long term trends for Year 7 show that the cohort are following a very similar trend to Like Schools. Reading and Grammar & Punctuation are showing a ‘zig zag’ effect over the years, however there is an obvious improvement trend evident. Numeracy and writing also are showing good improvement. In 2014 classroom teachers will be focusing in on Spelling. These scores in the past have been above Like School Averages however have dipped in 2013.

It also must be mentioned that the school had some significant disruption during the 2013 NAPLAN Testing with complications to the re roofing program needing students to be relocated from their existing classrooms for extended lengths of time leading up to and including the testing period. This also related to access to the computer lab and classroom computers. This was particularly the case for our Year 5 and Year 7 students.

**STATE COMPARISONS**

For your interest I have also included the trends for our school compared to the State Averages which shows our school’s performance against schools across the rest of the state.
Teacher Judgements (Reading and Numeracy)

Year 3

Learning Area Grade Distribution
Year 3 Mathematics (CF)  
Semester 1, 2013

NAPLAN Test Achievement
Year 3 Numeracy  
2013

Year 5

Learning Area Grade Distribution
Year 5 Mathematics (CF)  
Semester 1, 2013

NAPLAN Test Achievement
Year 5 Numeracy  
2013

Component Grade Distribution
Year 3 English (CF) - Reading  
Semester 5, 2013

NAPLAN Test Achievement
Year 3 Reading  
2013

Component Grade Distribution
Year 5 English (CF) - Reading  
Semester 5, 2013

NAPLAN Test Achievement
Year 5 Reading  
2013

Caution: Like school displays could be misleading as they may include results from a limited number of schools reporting against the selected framework. 
Lighter shading indicates a smaller number of schools reporting.
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 tended to follow a similar pattern when compared to the Year 3 NAPLAN results for that year. Reading judgements in semester one were more conservative when compared to the test results.

In Year 5 both Reading and Mathematics followed similar trends. Teacher Judgments in both areas followed the same overall pattern as the NAPLAN testing indicated, although teachers seemed conservative in giving out A’s and more inclined to give B’s to students.

In Year 7 the teacher judgements indicate that the students were performing slightly better than the NAPLAN testing suggested in Semester 1. This was also the case with the Mathematics result.

Overall it is clear that there is a good alignment between the Teacher Judgements and NAPLAN results.
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 2013 Report:**
The strategies put in place to meet our targets in Science at Camboon Primary School continued to be implemented in 2013. This was achieved through collaborative planning by teachers and the continued introduction of the Australian Curriculum. Additional support for Year 6 and 7 EALD students was provided as a result of 2012 WAMSE results.

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>
<th>Year 7 Science</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Like Schools</td>
</tr>
<tr>
<td>Top 20%</td>
<td>24 %</td>
<td>25 %</td>
</tr>
<tr>
<td>Middle 60%</td>
<td>70 %</td>
<td>63 %</td>
</tr>
<tr>
<td>Bottom 20%</td>
<td>6 %</td>
<td>13 %</td>
</tr>
</tbody>
</table>
Percentage of students achieving at or above the WAMSE Test Standard

<table>
<thead>
<tr>
<th>Science</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 5</td>
<td>54%</td>
<td>48%</td>
<td>48%</td>
</tr>
<tr>
<td>Year 7</td>
<td>27%</td>
<td>67%</td>
<td>39%</td>
</tr>
</tbody>
</table>

During 2013, teachers continued to use “Primary Connections” as the model for planning for Science. New “Primary Connections” resources were purchased during 2013. New titles are aligned with the Australian Curriculum. Teachers integrated numeracy and literacy into Science activities. For teachers in Year 4 to 7, the school subscribed to STRETCH, a digital teaching platform. After feedback was sought from teachers during term 4, the use of this resource will be discontinued in 2014.

Camboon PS is part of a collaborative network with Hampton Park and Noranda Primary Schools. As part of the network, Year 4 and 5 teachers took part in action research using pairwise assessment in Science during Terms 2 and 3. Teachers conducted an investigation devised by Associate Professor Christine Howitt. Data was analysed by Dr Sandy Heldsinger and Dr Steven Humphry from UWA. Teacher judgements were found to be extremely accurate and there is now the possibility of running the Pairwise Assessment across other year levels in 2014 through WAPPA. This should be done in Semester 1 in readiness for reporting to parents. The pairwise assessment research is to be published.

Improving the profile of Science
The Science Week theme “A Century of Australian Science” was celebrated in Term 3, with a whole school poster competition and daily quizzes. Class teachers in each cluster organised hands- on science activities that classes rotated through. This was a very successful whole school event. Teachers were treated to a Science week morning tea and their own quiz.

Science IQ teams from Years 5, 6 and 7 took part in Australia wide challenges (on-line) in Terms 1, 2 & 3. Year 6/7 students participated in an Energy design competition, winning an electrical energy kit for the school.

Our Science Leader, Mrs Rintoul, retired during the year. We are grateful for her dedication and enthusiasm for the Science learning area. Mrs Willox took up the Leader of Learning Area (Science) position in Semester 2.

Recommendations for 2014:

- Continue to support EALD students in Science where possible.
- Timetables to be arranged to allow children to work in year levels and have common Science time.
- Continue implementation of the Australian Curriculum in Science Inquiry Skills, Science Understanding and Science as a Human
Endeavour. Report against the Achievement Standards in Years P - 7.

- **Continue use of Primary Connections as a basic platform that can be added to.**

- **Teams to be chosen from Years 5, 6 and 7 to compete in the Science IQ challenge.**

- **Participate in National Science Week 2014 with the theme “Food for our future: Science feeding the world”. The theme was inspired by the International Year for Family Farming and can include extension topics like food security, agricultural sustainability and innovation.**

- **Use previous WAMSE tests for 2014 data, as the WAMSE testing has been discontinued at the end of 2013.**
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 PS.
- 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 2013 Report:
Teachers continued to work collaboratively in the Early Childhood area to meet our goal of providing the best possible learning and developmental outcomes for students. There was continuing emphasis throughout the year on the K-P-1 transition and the introduction of the Australian Curriculum.

Facilities were stretched with the removal of one Kindy demountable building. As a result, the two Kindy classes operated out of the same classroom so a change of timetables was necessary. An additional storage shed was purchased to allow maximum space in the classroom for use by the children. There were several staff changes at Kindy as a result of staff taking leave.

Staff development
- Teachers attended Professional learning in Literacy, Numeracy and ICT and shared this information with other staff.
- Mrs Parker and Mrs Hall attended the Child Australia’s 2013 WA Early Childhood Education and Care Conference: Wheels in Motion.
- Mrs Winn continued to lead the Metalanguage program for Year 2. The program was also used by Mrs Murdock for ESL children.
- ECE teachers from Camboon PS and other schools in our network met each term to hear from experts in various relevant fields. Mrs Parker addressed this group to explain initiatives and changes in Early Childhood Education.
• Education Assistants met regularly for professional learning and sharing as an EA Club under the guidance of Mrs Parker. This has now become a Network initiative for EAs across schools.
• Mrs Conway and Mrs Parker participated in workshops to develop the Kindergarten Curriculum for SCSA.

Initiatives
• The *Early Years Learning Framework* was incorporated in Kindy and Pre-primary activities.
• A guest speaker (from “Better Beginnings”) conducted Literacy sessions for parents.
• Vegetable gardens established.
• Noranda Child Care leaders worked with Ms Stone in a transition to Kindy program in Term 4.
• Use of iPads extended to K, P and some Yr 1 students.
• Participation in Tree Day and in the WA Children’s Week.

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 2013 for all Pre-primary and Year One students, together with a group of teacher nominated Year 2 students, showed individual student, class and cohort levels in Numeracy and Literacy and was used to individualise teaching and learning.
• A Kindergarten summative report for parents was developed and used at the end of the Kindy year to better inform parents and Pre-primary teachers of a student’s achievements.
The outlook for 2014:

- Continue to work on the provision of nature based play spaces.
- Continue to administer On-Entry assessment for Pre-primary and Year One students and use student results, along with ongoing assessment, to inform learning programs.
- Intentional teaching is used as 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 the Early Years.
- Continued emphasis on Phonological Awareness.
- Continued sharing of ICT programs and initiatives.
- Staff continues to participate in professional development, network opportunities and research in order to be current and informed.
- Implement Department of Education guidelines for putting the National Quality Framework into practice.
- Continue partnerships with parents and the community, including family facilities close to the school.

History 2013 Report

Overall Target

- To commence implementation of the Australian History Curriculum into Camboon PS

Specific Targets

- Provision of professional development for staff on the Australian History Curriculum
- Collaborative action-learning plan for one inquiry question within like year levels with a focus on developing the students’ skills in constructing timelines
- Provision of collaborative time with like schools (ACORN group) on action-learning
- Participation by History Curriculum leader in Network meetings
- Priority area for both teacher and student resources.

As part of the next step to implementing the Australian Curriculum, the school introduced the History Learning Area in 2013. A committee was formed in the second semester of 2012 to deconstruct and trial the curriculum within the classroom and source beneficial resources for whole school implementation. The committee liaised with like schools (ACORN group) to:

- Identify key knowledge, understanding and skills required for the successful implementation of the Australian Curriculum- History
- Construct a plan that enabled collaboration between the schools.
At the commencement of 2013 the staff of Camboon PS participated in professional development addressing the aims and organisation of the Australian Curriculum- History and was introduced to the Discovering History resource. Flow charts for the succession of skills within the History Curriculum across primary levels were created and laminated for teachers to aid in effective planning. Collaborative teams were then required to plan a unit of work that addressed one inquiry question for their year level with a focus on the skill of constructing timelines. This was to be implemented within the first semester. Overall, the staff felt the Australian Curriculum- History was user friendly and the Discovering Histories resources, useful.

Collaborative time was provided for staff within the ACORN group to share planning and work samples that identified both the successes and weakness of the students across like schools. The ACORN group then participated in further professional development to unpack the Australian History Curriculum with a focus on the General Capabilities and online resources.

In term 3 staff attended a guided tour of Perth that identified iconic land marks and architecture significant to our history. Further professional development was provided at the Perth Museum informing staff of beneficial programs that are offered at the Museum to complement the implementation of history into the curriculum.

Teachers were encouraged to use a broad range of experiences to engage students in learning about our history. This included visual stimulus, multimedia, audio, guest speakers, artefacts and excursions. Many staff members embraced this challenge and our students attended venues such as The Kalamunda History Village and used reminiscence boxes from the National Trust. Teachers invited members of the local community to the school to speak to the students about the school’s history, their family life and culture.

Networking
The History Curriculum leader attended the Morley/Mt Lawley network meetings which addressed the successful implementation of the new curriculum and useful resources. The information was shared with the staff through communication meetings, staff meetings, staff newsletters and collaborative meetings.

Resources
There was a focus on upgrading the school’s resources to enable the effective implementation of the Australian Curriculum- History. Through the use of the ASTI resources we were able to identify resources already within the school and purchase additional texts. Further research was dedicated to sourcing effective teaching references and tools. We have started purchasing a number of these resources which included upgrading our atlas supplies and will continue this in 2014. The school also purchased the World Book on-line resource which enables our students to engage in online research that is presented at an appropriate level for understanding. In addition, many of the NIE booklets have been history focused this year and used by teachers throughout all year levels to complement their programs.
Special Event
The school was successful in its application for PALS funding that enabled us to provide a whole school NAIDOC day event and an excursion to The Hills for the Year 3 students. Both of these events focused on the teaching and learning of Aboriginal culture and its impact on our history. We were able to provide the students with hands-on experiences that promote awareness and interest that is difficult to replicate within the classroom.

Recommendations for 2014
- Continued upgrading of resources
- Create a flow chart that illustrates the progression from the old curriculum to the Australian Curriculum
- Continued provision of collaborative planning time both within Camboon PS and the ACORN group
- Create digital timeline of Camboon PS history
- Create time capsule for final year of Year 7’s in primary school
- Continued participation in Regional Networking
- Continued focus on developing the skill of constructing time lines with an additional focus on understanding perspective

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 School’s rate at or above state average.

Pastoral Care 2013 Report:

PASTORAL CARE

1. Students at Educational Risk (SAER) 2013
Achievements 2013:
SAER continues to be a big focus at Camboon Primary School and all of the recommendations set in 2012 were carried out in 2013. Achieved were the following:
- Ongoing commitment to the Camboon PS Principles of Inclusivity.
• The ongoing running of the Student Services Team (SST) to include only the following: SAER Coordinator, School Psychologist and the Learning Support Coordinator with the addition of the School Chaplain and a Literacy Intervention Specialist Teacher.

• The Literacy Intervention Program had an increased profile throughout the school targeting students in years 4-7 experiencing difficulties in Literacy. These students were ‘teacher identified’ and assessed using NEALE analysis. Intervention was provided at least twice a week for these students who worked in carefully structured small groups.

• A change in School Psychologist half way through the year.

• 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

• Extensive support for staff to write IEP’s/GEP’s and 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 took on a new School Chaplain through School Chaplaincy Program. Referrals to the School Chaplain mainly came through the administration and occasionally were also due to individual student and parent requests.

• The SST also managed the collection and collation of data including: IEP’s/GEP’s and supported staff to complete this information through consultation and release time with the LSC and follow up release time for the formal updating of IEP’s/GEP’s throughout the year.

• 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, WANSLEA, Visiting Teacher services, Therapy Focus, Disability Services Commission, Talented and Gifted education, Autism Intervention Team and WAIDE. These agencies were used extensively throughout the year and continue to support the school and the students.

• Regular and ongoing newsletter snippets regarding parenting through the Parenting Ideas website.

• Training for identified staff in MultiLit and other literacy intervention strategies to be able to continue this program and the addition of a Literacy Intervention Program for students in Years 4-7.

• Liaison with Leading Psychologists and the Primary Behaviour Centre regarding support.

• The strong development of relationships with Education Support schools (Roseworth PS and South Ballajura PS) and careful transition of students with Autism.

• Feedback and involvement in the trial for National Collection of Data for Students with Disabilities.

Recommendations for 2014 include:

• Dropping the roles of Learning Support Coordinator and the Literacy Intervention Program due to government funding cuts.
• The continuation of the Student Services Team model, regular weekly meetings and the case management approach however limited to the Associate Principals and School Psychologist.
• Continuation of School Chaplaincy program at three days per week.
• A raised profile of anti-bullying program Friendly Schools and Families across the school.
• Continued focus on supporting staff to write IEP’s/GEP’s.

2. Learning Support Coordinator
As in Semester 2, 2012, we used school funding the release a teacher from the classroom for one day per week to continue in the role of Learning Support Coordinator. Teachers were supported in the following ways:
• Support to write Individual Education Plans through teacher release and consultation with the Student Services Team.
• Attendance at Case Conferences where relevant
• Assistance for teachers in completion of school monitoring tools.
• Ongoing pastoral care support for identified students.

This role will not continue in 2014 due to government school funding cuts.

3. Behaviour Management
The school’s BMIS procedures were reviewed and ratified by staff and the School Board at the beginning of 2013. The following were achieved:
• The continued use of the Friendly Schools and Families program across the school
• Continuation of the CHAT program and work towards achieving Silver status.
• Continued work with students requiring 1:1 support for behavioural reasons including the liaison with parents.
• The involvement of the Primary Behaviour Centre (PBC) in a consultancy role for identified students.
• Attendance at PBC workshops: Managing Students with Challenging Behaviour for staff with identified students.
• Support by LSC and Admin in Behaviour Management where appropriate.
• Training of new staff in SDERA/CHAT where appropriate: Resilience and Optimism training.
• Continuation of whole school initiatives e.g.: Endeavour Awards, Aussie of the Month, Gold Class Awards and Pink Slips in accordance with the school’s BMIS Policy.

Recommendations for 2014 include:
• Ongoing case management by SST, admin and relevant staff for students at risk behaviourally.
• Involvement with the Primary Behaviour Centre for identified students and staff deployment in relation to this.
• A continued focus on resiliency development across the school under the Friendly Schools and Families program and the related focus on bullying.
• Continuation of whole school initiatives e.g.: 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 Department’s 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 2013 Report:

A key project for 2013 was the development of a new website for the school. This was designed to be a useful medium to provide up to date information for parents and the community at large. Further improvements in 2014 will include teacher and student access pages.

As part of the school Business Plan/Operational Plan targets for ICT, Cyber Smart workshops were conducted during the year. These were presented by the Australian Communication and Media Authority. Student and Teacher workshops were conducted during and after school with the parent workshops being conducted in the evenings.

Twelve new computer work-stations were purchased in Term 2 to replace older computers in teaching areas and three water-damaged computer work-stations in Cluster 1 were replaced via an insurance claim from the re-roofing contractors. Some of the older computers were distributed to classrooms to replace the older ones which in turn were processed for disposal as per the mandated processes in Term 4.

The curriculum server was replaced in Term 2 as part of the insurance claim for water damage when the Cluster 3 re-roofing program was carried out.
The administration server was also replaced in Term 3.

TFX (Information and Technical Support) was recontracted to supply technical support for the school’s computer systems infrastructure.

Thirteen new headphone sets were purchased to replace those damaged or missing in the computer lab.

Recommendations for 2014

- A quote was obtained from TFX for the establishment of a wireless network to the remaining areas of the school without wireless infrastructure.

- Continue the introduction of iPads across the school and the development of banks of these to be used in Junior clusters.

- Investigate banks of Laptops to be used in the senior clusters.

- Continue to support staff with the use of online resources- ‘Scootle’ replacing OTLS

- Further improvements to the School Website

- Follow up activities through the Cyber Smart project.
Monitoring of School Business Plan 2012-2014 Targets

All targets from the Business Plan were again monitored in review sessions at the end of 2013 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 2013 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 2013

LOTE classes were taken in the students’ own classrooms in Term 1 and 2 due to the re-roofing project. In 2013, LOTE was introduced to Foundation year students with a very enthusiastic response from the children.

The topic for Term 2 was looking at wild animals in their different environments. The middle to senior students were set an assessment task of writing a report about their chosen wild animal and presenting the information in either a poster or power-point display. The students were able to use class computers and Worldbook Encyclopaedias to produce some informative and interesting reports. The plan to have a whole school Italian Day was postponed for 2014 as it was too difficult to plan with the building program in place.

Term 3 was used to introduce a geography based program where the students learnt about many aspects of mapping such as naming the continents, capital cities, world oceans, equator, the 2 hemispheres, 3 zones-(torrid, temperate and arctic) in the target language. Students culminated this topic with matching flags to the correct country. To complete this topic we looked at the seasons and weather.

Term 4 was an exposure to the topic of class items and school subjects with also much cultural information about school life in Italy and recollections of my own visits to two schools during a study tour in 1999.

Assessments were also a focus. The three senior classes were given the Monitoring Standards in Education Testing in Reading and Viewing with some good results from the Year 7’s.
This year our LOTE Specialist was asked to lead the LOTE Network meetings in our Morley District of Schools. This involved coordinating and organising meetings with other LOTE Specialists and discussing the implementation of the LOTE component of the Australian Curriculum. This was a great learning experience for all and with particular benefit to the teaching and learning program at Camboon PS.

### Music

In 2013, music was taught to all primary classes. Recorder continued to be taught to most classes from Years 4-7. Dance and music compositions were completed throughout the year and performed to various audiences. This year, the choir had 80 members and performed at assemblies and other in-school and community functions.

Unfortunately, due to re-roofing issues, for a large part of the year, Music had to take place in classrooms. Therefore the focus was more on information gathering rather than practical activities due to the proximity of other classes. A portable PA was purchased and has been invaluable during assemblies for extra microphones and when mobility of sound is required, such as during choir excursions.

An interactive whiteboard was installed in the Music Room and has really enhanced the music program. Interactive resources such as Songtorch, by Ijam and Music Room continue to be used. YouTube has served to be a great resource, often being used to supplement existing activities.

Again, the school participated in the Federal Government’s initiative Music Count Us In. Our talented senior students performed several items and our Year Ones began the event with a bush dance. Community members, such as local council members and shopping centre managers were again invited to attend. Our local nursing home was invited and attended with their elderly residents enjoying the performances. It was well received by all and resulted in some 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 two shopping centres and a 35 strong group 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 Songs from Around the World. Each cluster learned a song, most in foreign languages, and the whole school song was Jingle Bells, sung in Italian.

The Year Seven Graduation was the final event in the Music calendar. The Year Sevens performed a song, lyrics and music written by an elite group of music students, and were outstanding. They were accompanied by several
talented Year Sevens. The choir complimented the Year 7 performance by singing the Bob Dylan song, Forever Young, again bringing the audience to tears.

Recommendations:
- Making the Music program full time with the inclusion of Drama
- It is also recommended that the Australian Curriculum- Arts be investigated and experimented with in 2014.
- Inclusion of the Music Specialist in the Morley Network groups.

Parent Survey 2013

Overall results from the Parent Survey completed this year shows that the parent community view this school as performing extremely well. There are well over 75% satisfaction approvals in all areas of the survey i.e. 41 questions.

There was only one question that was below 75% and was scored at 74% i.e. 74% of the families felt that there was not a bullying problem at the school. Whilst this is the lowest score it is very high when compared to other school and is effectively an improvement on our last survey in 2010 which was about 70%. This obviously indicates that the school is improving in the area and that the programs including our Pastoral Care program is making a difference.

Other improvement areas include:

Question 8: The school responds to racism.

Question 10: Rules and consequences relating to discipline are well understood by both staff and students (minor improvement)

Question 21: There is effective behaviour management in classes at this school (minor improvement)

In needs to be noted that all scores in both the 2010 data and 2013 survey received a high approval rating across the board. When comparing each question between 2010 and 2013 there are fluctuations above or below the 2010 responses. It is also important to note there are no obvious areas of deficiencies although there is always room for improvement.

Analysis of Comments:

‘The one area I like about this school’...

There were 34 comments made in the survey to this question. Sixteen of these comments centred on the school being family orientated and having a family ‘feel’ about it, caring environment, approachable staff, the school environment is happy and positive, teachers care about students.

A number of comments reflected the fact that the school sought parent opinions and communicated with parents effectively.
‘The one aspect I like to see this school improve is’...

There were 25 comments received for this question.

Five of these comments indicated that they felt the school didn’t need to change at all, which left 20 other suggestions:

Homework was the main area where parents sought clarity with five parents responding to this.

Three parents also indicated they wanted better communication with the school.

Other comments were mainly ‘single’ responses to isolated areas.

All of these comments were constructive and will all be discussed by the staff and School Board.

‘Other Comments”...

There were 21 responses in total to this
Fifteen of these were very positive which included:
  o Very happy with the school and staff…
  o Best primary school I’ve ever dealt with.
  o I have positive comments about this school…
  o We think this school is very effective.

Only two parents expressed concerns:
  o One was with regards to catering for more advanced students and the higher achievers.
  o Another parent expressed concerns with regard to better feedback and understanding of student reporting- particularly with specialist areas.

These comments are important and we will be discussing these in our planning for our 2014 Operational Plans.

All feedback will be taken into consideration over the next few months and will be used to help develop the Operational Plan for 2014 and the new School Business Plan for 2015-2017.

School Drug Education and Road Awareness (SDERA)

2013 saw the continuance of the Resilience Education through our CHAT Program. Camboon Primary School is in the process of moving from the CHAT Bonze level into the Silver Level with a number of new targets that will be required to be met. New action plans have been developed to achieve these targets. Other areas that will be looked at in 2014 include Drug Education, Road Safety Education, Physical Education, Nutritional Education, Sun Safety Education, Emotional Health and Well Being Education.
Student Non Academic Achievement.
(Commonwealth Government Requirements)

1. Attendance

<table>
<thead>
<tr>
<th>Year</th>
<th>Regular</th>
<th>At Risk</th>
<th>Indicated</th>
<th>Moderate</th>
<th>Severe</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>80.3%</td>
<td>17.2%</td>
<td>2.4%</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>80.4%</td>
<td>17.1%</td>
<td>2.0%</td>
<td>0.2%</td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>79.4%</td>
<td>16.8%</td>
<td>3.4%</td>
<td>0.2%</td>
<td></td>
</tr>
<tr>
<td>WA Public Schools</td>
<td>77.0%</td>
<td>16.8%</td>
<td>6.0%</td>
<td>2.0%</td>
<td></td>
</tr>
</tbody>
</table>

2013 attendance targets were all met with regular attendance being above state averages.
Tracking attendance from 2011 to 2013 indicates attendance rates across year levels being above state averages in almost all year levels.

**Recommendations 2014:**
- Continued case management for students ‘at risk’ in this area.
- Communication with families when attendance is at risk.

2. Attitude, Behaviour and Effort

2013 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..
Camboon PS is performing within the required range for this area.

3. Suspensions and Exclusions

During 2013 only four students were suspended from school for a total of 14 days. No students were excluded from Camboon Primary School during this time.
Camboon Primary School  
Financial Summary as at  
31 December 2013

<table>
<thead>
<tr>
<th>Revenue - Cash</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Voluntary Contributions</td>
<td>$17,472.00</td>
<td>$16,268.00</td>
</tr>
<tr>
<td>2 Charges and Fees</td>
<td>$39,212.00</td>
<td>$36,840.50</td>
</tr>
<tr>
<td>3 Government Allowances</td>
<td>$8,500.00</td>
<td>$8,500.00</td>
</tr>
<tr>
<td>4 P&amp;C Contributions</td>
<td>$2,391.50</td>
<td>$2,591.79</td>
</tr>
<tr>
<td>5 Fundraising/Donations/Sponsorships</td>
<td>$228,337.98</td>
<td>$228,337.49</td>
</tr>
<tr>
<td>6 Other State Govt Grants</td>
<td>$2,265.00</td>
<td>$2,265.00</td>
</tr>
<tr>
<td>7 Commonwealth Govt Grants</td>
<td>$8,900.00</td>
<td>$8,900.00</td>
</tr>
<tr>
<td>8 Other</td>
<td>$62,072.48</td>
<td>$54,908.07</td>
</tr>
<tr>
<td>9 Internal Transfers</td>
<td>$105,523.19</td>
<td>$94,418.07</td>
</tr>
<tr>
<td>10 Other</td>
<td>$4,372.64</td>
<td>$4,338.34</td>
</tr>
<tr>
<td>11 Transfers</td>
<td>$47,240.00</td>
<td>$46,300.00</td>
</tr>
<tr>
<td>12 Other</td>
<td>$10,879.00</td>
<td>$9,175.90</td>
</tr>
<tr>
<td>13 Transfers to Reserves</td>
<td>$12,000.00</td>
<td>$12,000.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$411,681.24</td>
<td>$404,608.00</td>
</tr>
</tbody>
</table>

**Current Year Actual Revenue Sources**

<table>
<thead>
<tr>
<th>Revenue Source</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locally Generated Revenue</td>
<td>$64,200.29</td>
<td>$64,200.29</td>
</tr>
<tr>
<td>DoE Grants</td>
<td>$228,337.49</td>
<td>$228,337.49</td>
</tr>
<tr>
<td>Other Govt Grants</td>
<td>$2,265.00</td>
<td>$2,265.00</td>
</tr>
<tr>
<td>Other</td>
<td>$34,694.18</td>
<td>$34,694.18</td>
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<tr>
<td>Transfers</td>
<td>$43,884.48</td>
<td>$43,884.48</td>
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<tr>
<td><strong>Total</strong></td>
<td>$373,381.44</td>
<td>$373,381.44</td>
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</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Administration</td>
<td>$22,422.45</td>
<td>$17,857.55</td>
</tr>
<tr>
<td>2 Leases</td>
<td>$79,384.00</td>
<td>$65,939.50</td>
</tr>
<tr>
<td>3 Utilities</td>
<td>$30,316.00</td>
<td>$26,608.60</td>
</tr>
<tr>
<td>4 Repairs/Maintenance/Grounds</td>
<td>$8,900.00</td>
<td>$8,900.00</td>
</tr>
<tr>
<td>5 Building Fabric and Infrastructure</td>
<td>$62,072.48</td>
<td>$54,908.07</td>
</tr>
<tr>
<td>6 Assets and Resources</td>
<td>$105,523.19</td>
<td>$94,418.07</td>
</tr>
<tr>
<td>7 Education Services</td>
<td>$4,372.64</td>
<td>$4,338.34</td>
</tr>
<tr>
<td>8 Other Specific Programs</td>
<td>$47,240.00</td>
<td>$46,300.00</td>
</tr>
<tr>
<td>9 Trading Activities</td>
<td>$10,879.00</td>
<td>$9,175.90</td>
</tr>
<tr>
<td>10 Salary Pool Payments to Central Office</td>
<td>$12,000.00</td>
<td>$12,000.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$383,089.76</td>
<td>$340,446.03</td>
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</table>

**Cash Position**

<table>
<thead>
<tr>
<th>Cash Position as at:</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bank Balance</td>
<td>$133,864.80</td>
</tr>
<tr>
<td>Total Bank Balance</td>
<td>$133,864.80</td>
</tr>
</tbody>
</table>
COMMUNITY ENDORSEMENT

Principal: Josh Jashari
Signature: [Signature]
Date: 1st April 2014

School Board Chair: Filomena Piffaretti
Signature: [Signature]
Date: 1st April 2014