Camboon Primary School

An Independent Public Primary School

Annual Report 2014
Annual Report 2014

Introductory Message
The 2014 Annual 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 with 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 Annual 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 have 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.

2014 saw a number of staff changes:

- Miss Collins retired after 39 years in education.
- Mrs Hall our Associate Principal also retired after 34 years in education.
- Mrs Pam Hackett our Business Manager retired after 17 years.
- Mrs Deb Drezner retired after 40+ years in education.
- Mrs Allyson Shortland retired 38 years in education.
- New staff included Mr Alex McLennan, Miss Jessica Bettella, Miss Brittany Reside and the merit selection of a new Associate Principal Mrs Tanya Dique who commences in 2015.
- Mrs Suellen Annett-Stuart became our new Business Manager.

In 2014 the school was in its third (and final) year of implementing its 2012-2014 Business Plan. During this year, to provide accountability to its community, the school took part in an Independent Whole School Review. Outside reviewers from the Department of Education Services were appointed to the school to undergo rigorous reviews of all aspects of school operations these included, curriculum delivery, monitoring and assessment processes, accountability to the School Board, staff and whole school management and community engagement. We were very pleased to inform the school community that the school’s performance in relation to this process was very favourable. The reviewers highlighted quite a number of commendations in relation to the school’s operation (the full report can be viewed on the school's website).

Other events during 2014 included:
- Relevant teaching staff and administration staff undertook professional development in the new National Quality Standards.
- The school undertook preparations to ensure a smooth transition of Year 6 and 7 to the high school environment for 2015.
- The school installed wireless networks across the site in preparation for laptop and tablet technologies.
- The school successfully underwent a whole school Financial Audit by the Education Department at the beginning of the year.
• The school hosted and/or were involved in a number of Health and Physical Education events during the year including, Edudance, Interschool Winter Sports competitions, Handball competition, Athletics Carnivals and swimming.
• Our sponsorship agreement with our Out of School Care providers, Care for Kids, also continued and was renewed for 2015.
• A whole school Community Survey was sent out to randomly selected parents in Term 4 with very positive results being fed back to the school.

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 2014 the P&C raised in excess of $20 000 which has enabled the school to purchase books for reading, iPads, laptops as well as allocating a subsidy for our Chaplain in 2015, part payment of the Reading Eggs and Mathletics programs, The P&C also contributed to the cost of excursions and incursions.
School Vision

“To assist all students to develop the knowledge, skills and confidence to achieve their individual potential and 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, and
- 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, and
- encouraging all members of the school community to demonstrate positive support and advocacy for Camboon Primary School.

Parents

Our parents 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, and
- staff acting as positive role models to the whole school community.
The School Focus Areas for 2014
(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 2014

NAPLAN was a priority in the first ten weeks of 2014. Years 2, 4 & 6 followed a strict uninterrupted schedule in all areas in Literacy. Teachers had compiled an analysis of their own individual student data from Best Performance Data supplied to the school at the end of 2013. This was used to explicitly teach areas of concern for both individuals and the whole class. Teachers in Year 1, 3, 5 & 7 also compiled an analysis of the Best Performance data in areas which students needed revision or reteaching of skills. Teachers collaborated and had access to online resources to ‘fill the gaps’ in preparation for NAPLAN testing.

At a whole school level, the 2013 data was used in conjunction with literacy net data, to identify students at risk and develop IEP’s for these individuals. Students were identified for a remediation literacy program using the Multi Lit program. Selected students in years 4-7 attended small group or individual sessions to further develop reading skills and enhance the learning of these at-risk students. Students in years 1-2 continued to be monitored and assessed with PM Benchmark by classroom teachers.

Support from the literacy teacher continued through collaboration with classroom teachers. New resources identified by staff, network meetings and the Teacher Development School (TDS) were reviewed and discussed by all staff and a collaborative decision was made to purchase the resources that would benefit our schools’ situation. Through the TDS, staff have been informed and kept up date regularly with learning the content of the Australian Curriculum.

Increasing the number and variety of reading resources was still a priority in 2014. With the generosity of the P&C we were able to continue to upgrade our reading books both in ‘Home Readers’ and ‘Guided Reading’ books for the upper school. We also built on extending our ‘Key Links’ series for ‘Guided Reading’ in Levels 1-30. Junior ‘Chapter Books’ and upper schools ‘Novels’ were also purchased to follow in accordance with the Australian Curriculum. The Reading Room is still an ongoing
priority to continually maintain order and update resources. A recommendation for 2015 is to filter our `Big Books` and have them categorised into subject areas.

During National Literacy and Numeracy Week staff concentrated on Poetry with the children producing different types of poems and sharing these with their `Buddy Classes`. K-2 concentrated on Rhyming Poems, Year 3 looked at Rhythm & Onomatopoeia, Year 4/5 was introduced to Shape Poems and Year 6/7 studied Limericks and Ballads. Poems were also displayed in the undercover area for Parents at assembly for the conclusion of that week.

As a recommendation from 2013, due to results in NAPLAN, a spelling audit was undertaken in May to review spelling programs across all year levels. Consensus was for all staff to be introduced to the Pearson program, Words Their Way. A trial was set up in a Year 2 class and all teachers had the opportunity to see the program in action and some also implemented the program in their own classrooms. Results from this trial proved beneficial and it was recommended that all staff in Year 1-6 will implement this program globally in 2015. K-P will continue using the Dianna Rigg program to support phonemic awareness.

Scholastic Australia implemented a migration from Lexile Reading to Literacy Pro. An audit was also undertaken during this year to assess the usage versus cost. In collaboration, it was decided to continue this program in 2015. A recommendation would be to refresh interest in this program and re-establish the use of it in the classroom for years 4-6. A selected group of students from years 1-3 were identified as needing extension and placed on the program to enhance their literacy.

Similarly, Reading Eggs (K-3) & Eggs Express (4-6) was also audited and staff will continue to use this program and the extensive resources available to all students and classroom teachers in 2015. This program was identified as having excellent resources for Narrative and Persuasive writing activities as well as other areas of explicitly teaching conventions, paragraphing and cohesiveness identified in our 2014 NAPLAN data.

We continued to work with network schools (ACORN) and collaborated in implementing the Australian Curriculum as `like` schools. This was valuable to staff as we don’t feel isolated and can discuss all views in understanding and expectations in the Australian Curriculum across the year levels. Teachers are motivated to develop new and interesting ways to teach their students. We will continue to work with our network of schools in 2015.

2014 saw the end of our three year Business Plan and staff have been working towards developing Strategic and Operational Plans in Literacy for the coming years. The start of 2015 will be very busy developing our new Business Plan and setting our targets and focus areas for the next three years.

Recommendations for 2015

- Kindergarten and Pre Primary to use Dianna Rigg resources to teach phonemic awareness.
- Years 1 to 6 to use the Words Their Way program in spelling.
- Reading Eggs for Kindergarten to year 3 and Reading Express program to be used for Year 4 to 6 students.
• Continue to work through the ACORN network schools.
• Use explicit teaching frameworks to teach key concepts and skills needed in literacy.
• Continue to upgrade home readers and guided readers.
• Refresh interest in Literacy Pro Program (Lexile Readers) and re-establish the use of it in classrooms for years 4-6.
• Introduce literacy block and the ‘Crunch and Sip’ program to support this.
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 the progress trend between Year 3 and 5 in Numeracy.

Mathematics 2014
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 2014. 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 2015, we are hoping to restart either before or after school Mathletics sessions for students who do not have access to computers at home.

Once again in 2015, some of the senior students participated in a Numero tournament in Term 4. The option to participate in this competition will be available to senior students again this year.

Funds from the Mathematics cost centre were used to supplement our resources. We purchased new MAB sets as well as measuring containers to continue to improve the quality of some out dated resources. We have also purchased many teacher resources to help teachers continue the use of the Australian Curriculum in their teaching of mathematics.

NAPLAN preparation included analysis of data from 2012, 2013 and 2014. 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 2015 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 we have used the Mathletics diagnostic tests to give teachers immediate and relevant information about areas of strength and weakness in their new classes. Some classes also used these at the end of the year as summative assessment. We discussed the relevance and practicality of these at the end of the year. The feedback from staff has been that these tests are useful and that we will be using them from Year 1 to Year 6 in 2015.

In 2014 staff continued to use the Australian Curriculum planning documents and term audits that were developed in the school in 2012. 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. Staff members are finding these documents are easy to use. We are looking in to making modifications with these documents so as to include information about the mathematics proficiency strands as well as the General Capabilities.
Recommendations for 2015

- Modification of the *Australian Curriculum* planning documents to include the general capabilities and the mathematics proficiency strands.

- Regular common assessment tasks within collaborative teams using the SCSA documents in order to ensure consistency of judgements for reporting.

- The use of the *Mathletics* assessment tests at the beginning of the year by all classes. Results to be recorded on the shared drive 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 2015.

- Continue focus on mathematical vocabulary to help improvement in NAPLAN testing.

- Investigation of cross-setting in mathematics with a view to implementing in 2016.

2014 Teacher Judgement Data in Reading and Maths

Year 3

Component Grade Distribution
Year 3 Mathematics (AC) Numeracy
Semester 1, 2014

NAPLAN Test Achievement
Year 3 Numeracy
2014

Year 5

Component Grade Distribution
Year 5 Mathematics (AC) Numeracy
Semester 1, 2014

NAPLAN Test Achievement
Year 5 Numeracy
2014

Year 5 English (CF) - Reading
Semester 1, 2014

NAPLAN Test Achievement
Year 5 Reading
2014
The 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 One. 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.
## NAPLAN results showing percentage of students in each proficiency band

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### Analysis

**Three year trend (2012-2014)**

Camboon Primary School students showed a small improvement in the percentage of students achieving above the national minimum standard (NMS) in-line with like schools in Year 3. Year 5 showed a very small drop in percentage of students achieving above the NMS, whilst like schools stayed the same. Year 7 showed a very slight drop, whereas like schools showed a small increase.

This means that Camboon students in Years 3 and 5 showed a similar movement to like schools over the 3 year period, however, Year 7 results did not improve in-line with like schools over the same period.

**2014 Results**

Year 3, 5 and 7 results show that the percentage of Camboon students achieving above the NMS is close to on-par with like schools. The percentage of students achieving in the top proficiency bands is similar in Years 5 and 7, but below like schools in Year 3.
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### Analysis

Three year trend (2012-2014)
Camboon Primary School students showed a small decrease in the percentage of students achieving above the national NMS, whilst like schools showed a small improvement in Year 3 and 7. Year 5 experienced a larger drop in percentage of students achieving above the NMS, whilst like schools showed improvement over the same period.

This means there was less improvement in Year 5 students achieving above the NMS over the three year period than may have been expected when compared to like schools.

2014 Results
Year 3 and 7 results show that the percentage of Camboon students achieving above the NMS is on-par with like schools. The percentage of students achieving in the top proficiency bands is slightly below like schools in Years 3 and 5, and well below in Year 7.
NAPLAN results showing percentage of students in each proficiency band

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Analysis

Three year trend (2012-2014)
Camboon Primary School students showed a small decrease in the percentage of students achieving above the NMS in Year 5. Year 7 experienced a large drop in percentage of students achieving above the NMS, whilst like schools remained unchanged over the same period. Year 3 progress over the three year period was similar to that of like schools.

This means at Camboon there were significantly less Year 7 students achieving above the NMS over the three year period than may have been expected when compared to like schools.

2014 Results
Year 3 and 5 results show that the percentage of Camboon students achieving above the NMS is on-par with like schools, but significantly lower in Year 7. The percentage of students achieving in the top proficiency bands is well below like schools in Years 3, 5 and 7.

Key
- Above National Minimum Standard
- At National Minimum Standard
- Below National Minimum Standard
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 2014
The School took a very active approach to Science in 2014 with the Science committee meeting regularly to implement and further align the program with the Australian Curriculum and its Scope and Sequence trials. It also worked with the ACORN group of schools (Noranda PS and Hampton Park PS), Dr Sandy Heldsinger (Edith Cowan University) and WAPPA (West Australian Primary Principal’s Association) representatives to trial and develop ‘Pairwise’ assessment processes in science which can be used in other schools across the state.

The school also worked on raising the profile of Science. The Science Week theme “Food for our future – The science of feeding the world,” was celebrated in Term 3, with a whole school poster competition and daily quizzes. Class teachers in each cluster organised hands-on science activities and class science rotations. 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 on-line Australia wide challenges in Terms 1, 2 & 3. Year 6/7 students participated in the Water Conservation Poster Competition with The Water Corporation and winners were announced at the assembly. The Water Corporation came out to the school to conduct a ‘Water Conservation’ incursion during Science Week. This was very well received. This was booked again for 2015. Camboon Primary School became a ‘Water Wise School’

In the teaching and learning program, the main focus in 2014 was to develop Science inquiry skills with a focus on processing data, evaluating and communicating, the language of science and integration with mathematics through graphing, tables and diagram work. The Primary Connections program was used as a basis to implement the Australian Curriculum and a guide for teaching and learning programs.

As Science WAMSE (Western Australian Monitoring Standards in Education) testing was not available for schools last year, the school was unable to use these to compare their initial targets. The school has researched an alternative replacement tool an in 2015 the University of New South Wales Science Testing program will be used to monitor Science performance for our Year 4 students.

Teacher Judgment data for Science when compare to Like Schools show that all year levels are grading student work as a similar profile to these schools except in year 5 were Camboon’s scores were slightly higher in ‘B’ Grades than Like Schools.

Recommendations:
- The school to test students with the University of New South Wales Testing and to compare students with other schools being tested across Australia
- Improve the profile of Science across the school.
• Moderation activities to be undertaken across the school to assist with accurate reporting.
• Continue to promote Water Wise status within the school.
• Engage in Science Week activities.

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 2014

In 2014 focus was placed on a smooth pre-K to year 2 transition. This was achieved by building a cohesive staff group in early childhood, partnership with Noranda Day Care Centre and relevant professional learning that targeted the specific needs of our students and agreed strategies.

Following the school vision, our inclusive strategies allowed all students to ‘develop the knowledge, skills and confidence to achieve their individual potential and to make a positive contribution to society.’ These strategies included running four kindergarten classes, including two kindergarten classes in a K/P composite class, employing education assistants to help provide quality, needs-focused education for all children and the acquisition of appropriate gross and fine-motor equipment.

Staff development

• Mr Jashari and early childhood teachers attended professional learning on the National Quality Standard. This training took various forms and was consolidated by discussion sessions held between Camboon staff members in readiness for 2015. (Focus 2014)
• The majority of our early childhood teachers participated in iSTAR, ‘a model for connected practice within classrooms’ with teachers from all other year levels.
• All teachers participated in National Asthma Training to maintain our status as an Asthma Friendly School.
• ECE teachers and education assistants from Camboon and other network schools attended professional learning in literacy (Promoting Literacy Development – Diana Rigg.) Our current Business Plan focus has been phonological awareness thus helping to ‘increase the intensity of teaching and assessing mastery of phonics in the early years’. (Focus 2014)
• Mrs Winn continued to attend Woodlands Teacher Development School – Australian English Curriculum Implementation and shared information on ‘digital technologies’, ‘creating written narratives’ and ‘reading’ with other staff.
• ECE teachers from Camboon PS and other schools in our network met to moderate science tasks and exchange information on the Australian Curriculum in Science.
• Mrs Conway attended the SSTUWA conference ‘Stay Strong, Stand Strong’ and shared information, with other teachers, on a useful maths website. She attended a workshop on the National Quality Standard to become more familiar with the process in readiness for the school’s self-audit in 2015.
• Mrs Winn and Mrs Zaba attended professional learning in mathematics, at Newspapers in Education, run by Richard Korbosky. This was important as we reported in Mathematics against the Australian Curriculum this year.
• Mrs Winn attended professional learning run by Vicki Briggs on ‘guided reading’ in response to the 2014 Operational Plan.
• Mrs Parker attended professional learning in History and shared this information with other staff.
• Staff attended professional learning in explicit instruction and used this in the iSTAR implementation.
• Camboon Education Assistants met regularly with EA’s from our network (NEAT) for professional learning and sharing under the guidance of Mrs Parker. Training included ‘Writing A resume’, ‘National Quality Standard’ and ‘Neuroplasticity’. NEAT also compiled a book ‘NEAT Writing Prompts’ which was given to all schools in our network. Mrs Parker was formally recognised for her work in leading the Network Education Assistants Team (NEAT).
Initiatives

- A kindergarten/pre-primary composite class, with two K classes, was set up to enable all kindergarten children to be placed.
- The school continues to work with ‘Better Beginnings’ to promote literacy in the early years. A speaker from Bayswater shire library conducted literacy sessions for parents and presented all kindergarten and pre-primary children with a book and literacy bag.
- Early childhood teachers worked within our ACORN (Noranda PS and Hampton Park PS) group to incorporate Australian Curriculum History, Geography and Science into our program.
- The iPad initiative expanded into a bank of iPads for K-1 to share. This allowed teachers to cater for individual learning needs and different learning styles. Kindergarten teachers welcomed the installation of an eboard into their classroom. Digital cameras and iPads were used to film children’s work for parent meetings and moderation.
- The pre-primary children were involved in voting for new playground equipment that was installed following Camboon’s successful grant application.
- Our partnerships with Noranda Day Care and Care For Kids continued to strengthen.
- Kindergarten and pre-primary children participated in mini-olympics, involving children, parents and grandparents.

Accountability

- On Entry assessment conducted at the beginning of 2014 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.
- Hand-over documents were agreed upon for a smoother transition from Kindergarten to Year 1. e.g. Diana Rigg’s pre-literacy screening and Words Their Way.
- Implementation of the Australian Curriculum remained on schedule with P-2 reporting on Maths and Science. In 2015 we will report on Maths, History, Science and English using the Australian Curriculum.
- Use of the SAIS will enable the school to analyse the report data in 2015.
- Camboon was involved in developing the UWA/WAPPA project - ‘Pairwise’ – a project to develop a moderation scale for writing, science, oral language and oral recount (EAL/D).
Mrs Hall and our kindergarten teachers worked collaboratively to formulate a new kindergarten report that is in line with the EYLF and the Kindergarten Curriculum Guidelines.

Kindergarten and pre-primary teachers put together a portfolio of work samples that reflected each child’s report in each semester.

A common assessment task in Science was moderated between Camboon teachers and other teachers in our network.

**Recommendations for 2015**

- Pre-primary teachers will administer the Australian Early Development Census (AEDC) early in the year. (Previously AEDI)
- Pre-primary and Year 1 teachers will administer the On Entry assessment for their classes and use this information, along with ongoing assessment, to inform learning programs.
- We will continue to work on the provision of nature based play spaces and establish meaningful programs of interaction with nature.
- We will continue to incorporate intentional teaching as part of an effective and balanced teaching and learning program that incorporates guided play activities as well as child-directed play.
- Phonological awareness will be embedded in our literacy program.
- We will build on our Information and Communications Technology by increasing the number of iPads in our bank and purchasing a syncing trolley to house them. A splitting system will be purchased for each classroom that enables six children to interact with each iPad.
- Staff will continue to share ICT programs and initiatives.
- Staff will continue to participate in professional learning, network opportunities and research to be current and informed.
- Camboon will self-audit against the National Quality Standard.
- We will continue to build on and strengthen our partnerships with parents and the community.
Key Strategies

- To commence trial of the Australian Geography Curriculum into Camboon PS
- To continue implementation of the Western Australian History Curriculum into Camboon PS in readiness for reporting in 2015

Specific Strategies

- Provision of professional development for staff on the Australian Geography curriculum
- Collaborative and integrated action-learning plan for the skills- Use of sources (History) and Identifying, evaluating, representing (Geography) with the theme Commonwealth Games.
- Participation of History curriculum leader in Network meetings
- Priority area for building both teacher and student resources

History and Geography (Humanities) 2014

As part of the next step to implementing the Australian Curriculum the school introduced the geography learning area in 2014. The Geography curriculum leader joined the Humanities committee and the team discussed the best way to introduce Australian Curriculum Geography.

Staff were provided with professional development addressing the aims and organisation of the Geography curriculum. They were also given a series of online resources to support planning and a flow chart linking the skills in the History and Geography Australian Curriculum. There was a focus on developing the students’ skills in 'analysis and use of sources’ in History and 'collecting, recording, evaluating and representing’ in Geography. Staff were given time to collaboratively plan an integrated unit of work about the Commonwealth Games focusing on teaching the identified skills within each learning area. Staff participated in a follow up session that enabled them to share valuable resources, identify successes and areas of need and adjust planning. The Commonwealth games theme was adopted by the whole school including the specialist teachers. This included our highly successful fitness program, Run to Glasgow. This incorporated running laps to make it to different destinations on the way to Glasgow. At each check point students were given a certificate and a series questions to answer about the location. It was a motivational way for children to learn about places within Australia and our neighbouring countries.

In Term Three staff participated in professional development at Kings Park based on inquiry learning. There was a focus on the geographical features of Perth and their significance to Aboriginal culture. A series of resources and excursion opportunities were also given to staff.

We encouraged staff to continue using the Australian Curriculum History in their planning for preparation of reporting in this learning area in 2015. Staff were referred to the World Book Online resources to support their planning especially in regard to teaching the inquiry process.

Regular meetings were attended by the Leaders of Learning Areas to plan and discuss the direction of the school for all learning areas. This included the implementation of the History and Geography curriculum.

Teachers were encouraged to continue using a broad range of experiences to engage students in learning about our history and geography. 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 network meetings that addressed the successful implementation of both the History and Geography curriculum and gathered useful resources. The information was shared with the staff through communication meetings, staff meetings, staff newsletters and collaborative meetings.

**Resourcing**

In 2014 there was a continued focus on upgrading the schools resources to enable the effective implementation of the History and Geography learning area. We completed the upgrade of the schools atlases and now have class sets for junior, middle and upper primary. The atlases are aligned with the *Australian Curriculum* and contain additional content for the History, Geography and Science Learning Area that is relevant to each phase of learning.

Our other main priority was to purchase resources that supported the integration of History and Literacy. Our research lead us to the Blake Education Go Facts History series; a collection of non-fiction texts that move up through the reading levels and are aligned with the content of the *History Australian Curriculum*. We purchased multiple copies of a number of titles ranging across all phases of learning and intend on building on this in 2015.

The school purchased another year licence for World Book Online that enables our students to continue 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 again. This year we used the funding to subsidise a whole school incursion by Western Creation. Our students learnt about Aboriginal culture through the vehicle of storytelling, dance and music in an interactive presentation. Students from kindergarten to Year Seven participated in the incursion and the feedback was positive.

**Recommendations for 2015**

- Continued upgrading of resources.
- Moderation task using SCASA documents in preparation for reporting the History learning area.
- Support reading targets in the literacy learning area through guided reading programs with a History focus.
- Continued participation in network meetings.
- Continued focus on developing the skills of constructing time lines, analysis and use of sources.
- Continued investigation of the use of the Geography Curriculum.
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 2014 Report:

PASTORAL CARE

1. Students at Educational Risk (SAER) 2014

Achievements 2014:
SAER continues to be a big focus at Camboon Primary School and all of the recommendations set in 2013 were carried out in 2014. 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 School Chaplain.
- The Literacy Intervention Program was able to be included again this year and 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 and other diagnostic tools. Intervention was provided once a week for these students who worked in carefully structured small groups.
- Regular meetings 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.
- The role of the School Chaplain continued three days per week this year. Referrals to the School Chaplain mainly came through the administration and occasionally were also due to individual student and parent requests.
- 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: Arafmi, Visiting Teacher services, Therapy Focus, Disability Services Commission, Talented and Gifted education, WAIDE. These agencies were used extensively throughout the year and continue to support the school and the students.
- Training for identified staff in MultiLit and the increased delivery of this program to students in years 3-7.
- Professional Development by Literacy Intervention Specialist Teacher for all staff in supporting students with difficulties in Literacy including strategies from Dyslexia Spelld Foundation.
- Liaison with Leading Psychologists in relation to specific students.
- Involvement in the Nationally Consistent Collection of Data for Students with Disabilities and feedback to the organising body.
Recommendations for 2015 include:
- Revising the Literacy Intervention Program in line with government funding.
- The continuation of the Student Services Team model, regular weekly meetings and the case management approach however limited to the Associate Principal/s, School Psychologist and School Chaplain.
- Continuation of School Chaplaincy program however dropping this program to 2 days per week due to funding shortfall.
- PD and liaison with the Disability Support Officer – Autism through the Morley Schools Network.
- Purchase of MiniLit program. Professional Development in MiniLit and training of relevant staff in administering MiniLit program.
- Continuation of MultiLit program and training of relevant staff.
- Continued focus on supporting staff to write IEP’s/GEP’s.

2. Behaviour Management
The school’s BMIS procedures were reviewed and ratified by staff and the School Board at the beginning of 2014. 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.
- 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 2015 include:
- Review of Behaviour Management in Schools policy and procedures by a BMiS committee.
- Ongoing case management by SST, admin and relevant staff for students at risk behaviourally.
- A continued focus on resilience development across the school using the Bounce Back program.
- 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

Student Non Academic Achievement.
(Commonwealth Government Requirements)

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2014 attendance targets were all met with regular attendance being above state averages.

Tracking attendance from 2011 to 2014 indicates attendance rates across year levels being above state averages in all year levels.

**Recommendations 2015:**
- Continued case management for students ‘at risk’ in this area.
- Communication with families when attendance is at risk and possibly referral to the Attendance Advisory Panel.

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

2014 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.
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 2014 was the development of wireless technology throughout the school. The focus of this was to ensure that each cluster was wireless networked for all classes including the Library. This was a major expense and was subsidised by P&C fundraising. New head phones were purchased for the Computer lab with each computer having its own headset. More computer tablets were purchased for use throughout the school and for our special needs students. In terms of staff development and planning staff continued their training and sharing their expertise in the use of the Electronic Whiteboard, resources development and application of these in their teaching and learning programs.

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

Subscriptions for software programs such as Mathletics, Reading Eggs and Lexile Readers were also continued as at a significant cost and again have been subsidised by P&C fundraising.

Recommendations for 2015
- Continue with the outsourcing of technical support with TFX
- Continue with the purchase and focus on tablet technology and investigate other related technologies as they arise.
- Encourage staff to use the Department of Education's Scootle and Connect resources.
- ICT Committee to develop polices, guidelines and procedures on day to day management of laptops and tablet resources.
- Implement the Australian Curriculum Capabilities and develop a Scope and Sequence Checklist to suit the needs of Camboon Primary School.
Monitoring of School Business Plan 2012-2014 Targets

All targets from the Business Plan were again monitored in review sessions at the end of 2014 which included all staff and the School Board. This was done as a review to provide recommendations for our new Business Plan 2015-2017 and to ensure we met our current targets. It involved analysing the data for 2014 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 met most of its targets, which was also confirmed by the External Reviewers.

Other Specialist Areas

English as an Additional Language or Dialect (EAL/D)

The year began with writing and conducting a staff survey relating to whole school staff support for the program. Program options, methods of program delivery and EAL/D Teacher Support were surveyed. Feedback from the survey helped to write an EAL/D Policy 2014 and an EAL/D Guidelines 2014 for Camboon Primary School.

Term One:
Term One program focus for the year three EAL/D Support Classes was in preparation for NAPLAN.

In Term One, year five and year seven EAL/D students were also provided with EAL/D Teacher Support in preparation for NAPLAN

Six sessions were offered to the year two teachers for EAL/D Teacher Support. Two sessions were for the Meta Language Program, other sessions were a Sight Word Group, a Guided Reading Group, a Comprehension Group and Writing Group.

The Year One EAL/D Teacher Support Program offered four sessions a week. Two sessions were for EAL/D Teacher Support in the classroom with the Year One Science Program.

Term Two:
Pre-Primary EAL/D Teacher Support was offered for six sessions a week. The EAL/D Support was mainly in each Pre-Primary. PM Reading Assessments was conducted for all Pre-primary students using EAL/D Teacher Support.

Year one EAL/D Teacher Support provided an extra session for a small group of EAL/D students to support their oral language using Standard Australian English.

Term Three:
With slight timetable changes all groups ran with a similar focus as for either term one or term two.

Term Four:
Year one Recount Writing was replaced with following a procedure and then writing a procedure. This followed what the other students were working on in class at the same time.
Highlights of 2014:

- Professional Development opportunities during the year
- Attending the International ACTA TESOL Conference in Melbourne
- Writing a staff survey form
- Assisting in writing the EAL/D Policy 2014 and the EAL/D Guidelines 2014
- Collaborating with EAL/D Team at Statewide Services - contributing and documenting student work samples for the revised (draft) Western Australian Progress Maps in the form of oral language samples, reading and writing samples from 2011 to 2014
- Attending EAL/D Network meetings
- Committee member of WATESOL

LANGUAGES (Italian) 2014

The continuation of LANGUAGES in the year 1 and 2 is a positive aspect of the program as the children are very keen to participate in all level of activities. 2014 also saw LANGUAGES introduced to PP1 and 2 which has been popular with the students and interesting for Mrs Ienco to see the level of achievement in their oral skills.

In term 2 during Mrs Ienco was on Leave. Classes were taken by Mrs Maria Fotinos on Wednesday, Thursday and Mrs Anne Pugliese took the Friday session with little to no disruption to the program. As the Soccer World Cup in Brazil was on during this time the teachers theme looked at sports, countries, body parts and clothing.

Term 3’s theme was based on comparing city and country life. The senior classes also learnt about giving directions, occupations and names of different buildings such as hospital, school...

Term 4 has been a revision term to prepare for assessments and reports. Year 6/7 were given the Monitoring Standards in Education Test in Listening and Responding to ascertain their progress. The results are as follows.

<table>
<thead>
<tr>
<th>MSE test % students</th>
<th>Camboon Yr 6</th>
<th>Camboon Yr7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top 25%</td>
<td>7%</td>
<td>6%</td>
</tr>
<tr>
<td>Middle 50 %</td>
<td>62%</td>
<td>52%</td>
</tr>
<tr>
<td>Bottom 25%</td>
<td>31%</td>
<td>42%</td>
</tr>
</tbody>
</table>

Following on from 2013, the LANGUAGES Specialist has continued to lead the LANGUAGES Network in our Morley District of Schools. It involves coordinating and running afterschool meetings or inviting guest speakers to Camboon PS once a term. This gives LANGUAGES teachers the opportunity to discuss issues concerning their LANGUAGES programs and share successes they have experienced with their students.
Performing Arts 2014
In 2014, music was taught to all classes. Recorder continued to be taught to most classes from years 4-7. Music compositions were completed throughout the year and performed to various audiences, including at assemblies, buddy classes and own classes. This year, we also focused on the History Learning Area by researching and learning about the anthems and dances of some countries involved in the Commonwealth Games. Percussion charts were used in conjunction with different genres of music, such as Rhythm and Blues and Jazz. Singing was taught to all students and continued to be of a high standard. This year, the choir had 35 members and performed at assemblies and other in-school and community functions.

Performing Arts was taught to classes in Years 4-7. Resilience, risk-taking, cooperation, collaboration and public speaking were skills that were taught, along with initial drama skills. Class members performed skits for each other and experimented with script reading and radio plays. Dance skills were taught through demonstration by the teacher and through the use of YouTube instructional videos. Students were then encouraged to create their own dances, the best of which was showcased at our Music Count Us In concert.

We had a visit from John Forrest Senior High school, showcasing their music program. We heard from their chamber orchestra and vocal group.

Again, the school participated in the Federal Government’s initiative Music Count Us In. This year the concert consisted of our school performers and those from Morley Senior High School. 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 several of their residents. It was well received by all and resulted in an offer to perform at our local shopping centre during the Christmas season.

Christmas continued to be an important time for music. This year, the choir performed at one shopping centre twice, (once for their Christmas Festival and once singing Christmas songs) and they 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 Traditional Christmas Music. Each cluster learned a traditional Christmas carol and the whole school song was We Wish You a Merry Christmas.

Recommendations for 2015:

- Raise the profile of the school choir through participation in state level performances.
- Increase student participation in instrumental programs.
Parent Survey 2014

Section One

Question Overview
Areas of Strength (Average Rating)
The approval rating for all questions was overwhelmingly high with only an extremely small percentage of parent who indicated a negative response.
- Teachers at this school expect my child to do his or her best (4.6) (100% of respondents agree)
- My child feels safe at this school (4.6) (100% of respondents agree).
- The school looks at ways to improve (4.5) (100% of respondents agree)

Areas To Reflect On
All areas of this section were positive
- Student behaviour is well managed at the school (4.2) ((87% of parents agreed with only 5% disagreeing and 9% neither agreeing or disagreeing). This was the lowest ranked item of all the highly ranked items.

Section Two
Question Overview
- This school is well led (95% of the respondents agreed with this)
- I am satisfied with the overall standard of education achieved at this school (95% of the respondents agreed with this)
- I would recommend this school to others (91% of respondents agreed to this)
- The school has a strong relationship with the local community (86% of the respondents agreed with this. 14% neither disagreed or agreed. No parent disagreed)

Section Three
Are you male or female?
- 28% male
- 72% female

Section Four
What is the year level of the child you are considering when you answer this survey?
- 52% of parents represented children from Foundation to Year 3
- 45% of parents represented children from Year 4 to Year 7
- 3% of parents did not answer within this range.

Section Five
What do you like about our school?
Approximately 50% of the written comments made very positive reference to the friendly ness and Community feel of the school. Examples include:
- The school has a fantastic community spirit and I felt welcomed from the moment we started. I love that the teachers are approachable and that all teachers are always willing to help my children achieve the best possible outcome even if they are not in their class. The extra activities make the environment fun for children and families.
- The school has a wonderful community feel to it. I feel as though everything possible is done to make the kids feel safe and welcome.
• The friendliness of the teachers and other parents within the school, the fact that if your child is having a problem the willingness to talk and advise how to combat it and the extra help they provide if needed. Approximately 25% of the written responses indicated that communication was a positive aspect of the school. Example include:
• Continual contact with the teacher who provides weekly emails about homework and learning items/plan for the week helps me feel up to date. This develops an open dialogue between parents and teachers.
• All parent concerns are dealt with immediately. All teachers make themselves available for parent meetings.
• My son’s teacher always advises me of his progress which is important especially if he’s having any problems, then I can do additional work at home. I really appreciate all the feedback.

There were also a number of very positive comments made about the programs offered at Camboon School along with positive comments about the school leadership team.

Section Six
What aspect of the school would you like to change?
The results here were quite varied with no real consistent theme coming through. Having said this there were some comments on more communication with regards to homework and that some parents would like a summary of the learning program for the term so that they can help support students. Some parents also felt that our better students need to be extended more and that whilst it is a good thing we are spending more time, money and energy on the weaker students and should be focusing on the better students also.

Recommendations for 2015
• Classroom teachers to articulate and clarify their classroom homework policy which is consistent with the Schools Homework Policy.
• Advertise the Schools Homework Policy/Guidelines on the School website
• Put whole school strategies in place to cater for students who are excelling and for those who are at the ‘top end’ of the middle percentage of students.
• Put strategies in place to improve communication between the classroom and home e.g. classroom newsletters, emails, Class Dojo, diaries etc.
Community Endorsement of the 2014 Annual Report

Principal: Mr Josh Jashari

Signature: [Signature]
Date: 1st April 2015

School Board Chair: Mrs Katia Abridjian-Hondros

Signature: [Signature]
Date: 2nd April 2015