Camboon Primary School

An Independent Public Primary School

Annual Report 2015
Annual Report 2015

Introductory Message
The 2015 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 2015-2017 and are agreed to in consultation with the staff and School Board.

The Annual Report demonstrates the endeavours of all Camboon Primary School 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 budgeting arrangements and the introduction of a School Board.

This year marked the first year without Year 7 students. Our year began with 388 students and ended with 392.

2015 has seen a number of staff changes:

- Mr Jashari, Principal, left the school after Semester One, relocating to a new school. Ms Rachel Monamy stepped up into the position of principal for Semester Two.
- We welcomed Mrs Tanya Dique into the role of Associate Principal.
- Mr Michael Minson stepped into the role of Associate Principal for Semester Two, replacing Ms Monamy.
- New teaching staff to the school included Mrs Silka Wood, Mrs Stephanie Bojanich, Mrs Brioney Smith (Sebbes) and Mrs Fiona Petkoff.
- Our school chaplain, Mr Phil Leenman left our school in Semester One to take on a full-time chaplaincy role at Carine SHS.
- Retirements included Ms Dee Collins (teacher) and Mrs Jean Joder (Education Assistant).

2015 marked the beginning of our new school Business Plan and Delivery and Performance Agreement 2015-2017, both of which were presented to and ratified by the School Board.

Other events during 2015 included:

- The change to school timetable to include a 2 hour literacy block each morning
- The purchase of a class bank of laptop computers and trolley, and more iPads for the K-Year 2 students
- 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, Life Education van and swimming.
- For the first time, the school participated in the Massed Schools Choir festival and was part of the West Australian Music song writing program.
- Our sponsorship agreement with our Out of School Care providers, Care for Kids, also continued.
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 2015 the P&C provided the school with a total of $9000 which has enabled the school to purchase ukulele’s for our music program and part payment of the Reading Eggs and Mathletics programs. They also contributed funds towards the chaplaincy program.

**Our 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 lifelong 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 2015**

- Literacy improvement
- Numeracy improvement
- Science improvement
- HASS
- Early Childhood Education
- Pastoral Care
- Information and Computer Technology
- Effective teaching
School Structures
Camboon Primary School believes in distributed leadership. Several structures operate within the school to meet the school’s vision and drive whole of school planning.

Leaders of Learning Areas (LOLAs)
Each learning area has a teacher leader appointed whose role is to lead the direction of that learning area. LOLAs are responsible for driving whole of school plans, analysing and presenting data, feeding back to administration and leading learning area meetings.

Collaborative Team Leaders
The school is broken up into three teams; K-Year 1, Years 2 & 3 and Years 4-6. Each team has a leader appointed who is responsible for ensuring learning area plans are being applied throughout their area. Common DOTT is provided to all teachers to enable planning with like-year level colleagues throughout the week.

Recommendations 2016:
- Continuation of LOLA roles within the school and addition of LOLA for Health & Physical Education, The Arts and Languages.
- Restructure of collaborative teams: K-Year 2, Years 3-6.

Literacy Improvement

Targets
- Increase by 5% the number of students achieving above the National Minimum Standard in Year 3 and 5 NAPLAN testing.
- Increase by 5% the number of students achieving in the top proficiency bands in Year 3 and % NAPLAN testing by 2016.
- Increase by 5% the number of students making good or better progress from Year 3 to 5 in NAPLAN testing.

Analysis of data
- This is the first year we have been able to track student achievement from On-Entry assessment data (2012) to NAPLAN (Year 3s 2015). According to our On-Entry Assessment data, students are beginning Pre-Primary with low literacy skills; 77% of students performing below the expected standard. There has been a significant change in the local area over the last 4-5 years and our student enrolments with a language background other than English sits at around 30%.
- The progress on the On-Entry assessment from Pre-primary to Year 1 is good and shows 100% of students made progress in reading, writing and speaking and listening.
- Year 3 NAPLAN results for English were disappointing this year, however, individual students performed as expected. Results show a high correlation between teacher judgements and NAPLAN results.
- At Year 5 level, there has been an upward trend in reading over the last 3 years. Students are still slightly below like-schools in writing, however, more students have achieved in the top bands than in previous years. Students in Year 5 performed at the same level as like-schools for spelling and at the national level for grammar. The progress that is shown between Year 3 to Year 5 is very positive.
- Once again, the data shows that Camboon PS value-adds to the achievement of its stable cohort of students.

General
A major whole school initiative this year was the introduction of a formalised literacy block. Staff had previously investigated literacy blocks, however this year were supported by a change in the school timetable from Term 2 to allow for designated literacy blocks. Professional learning took place on literacy blocks, guided reading, Big Writing and Words Their Way spelling programs, for implementation as whole of
school strategies. Staff then used collegiate support to assist in the implementation of best practice during the literacy block. Feedback from staff was positive in relation to this initiative.

The English learning area committee continued to provide direction for the school based on strategic and operational planning. The Leader of this Learning Area (LOLA) was responsible for driving the English plans, ordering resources, managing the learning area team meetings, and attended LOLA meetings twice per term. English committee representatives attended network meetings throughout the year, Teacher Development School sessions and completed relevant tasks as a result.

**Achievements**

NAPLAN was a priority in the first ten weeks of 2015. 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 2014. This was used to explicitly teach areas of concern for both individuals and the whole class. Teachers in Years 1, 3, & 5 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.

**Differentiation of the curriculum: SAER**

At a whole school level, 2014 data was used to identify children at risk and develop Individual Education Plans for these individuals. Students in Years 1 and 2 continued to be monitored and assessed with PM Benchmark by classroom teachers. Students considered at-risk were selected to participate in the MiniLit reading program administered in small groups. Children identified early in the year to participate in a MultiLit reading program. Selected students in Years 3-6 attended one-on-one sessions to further develop reading skills and enhance the learning of these at-risk students.

**Spelling**

As a recommendation of 2014, the Words Their Way Spelling Program was formalised globally across K-Year 6 and was transitioned into our literacy block along with guided reading and explicit teaching of skills. 100% of students showed progress under the Words Their Way spelling program.

**Writing**

There were two writing moderation tasks undertaken in 2015: persuasive and narrative writing. Staff administered common assessment tasks and then met with their collaborative learning teams to moderate in readiness for reporting. *Big Writing* was implemented as a trial across Year 3 classes.

**Handwriting**

We identified that Modern Victorian Cursive handwriting needed attention so we have recommended that a handwriting book be placed on the booklist for Years 1-3 in 2016.

**Reading**

We have been very fortunate with funding from the school budget and the P&C this year and have been able to purchase new guided reading books as well as home readers, including new books for the Pre-Primary students. We have increased and updated junior primary chapter books and middle and upper primary reading titles. All guided reading books have now been housed in our library to allow for easier access and tracking for the future. The English committee, in consultation with staff, audited all big book resources.

**Supporting literacy through ICT**

Audits were done on our software packages to support the literacy programs at the school. Staff reflected on their use and relativity; it was decided to continue the Literacy Pro resource for all Year 4-6 and selected Year 1-3 students. The Reading
Eggs and Reading Express programs were likewise well used by staff and students. More professional learning will take place next year on this program. Oxford Owl will be further investigated in 2016 as a replacement for Reading Eggs for junior primary students in the future.

**Book Week celebrations**

During National Numeracy and Literacy Week staff and students were involved in a whole week of activities which culminated in a ‘dress as your favourite book character’ day. A daily ‘Guess the Book’ competition was held as well as ‘Drop Everything and Read’ initiative. Children also attended a musical incursion about well-known books during the week. A school poetry competition was also conducted across all year levels with prizes were awarded at the end of the week.

### Recommendations 2016

- Continuation of literacy blocks across the school
- Further professional learning in literacy blocks, guided reading, Words Their Way, *Talk for Writing* (Years K-3), CUPS editing and the EAL/D Progress Maps
- Further investigation of speaking and listening in the early years
- Handwriting books to be used in junior primary to support this program
- Case management approach to students who are identified as being in the middle band of NAPLAN to move them up.
- Monitoring of reading resources through library
- Investigation of *Oxford Owl* online program for use by junior primary students in replacement of Reading Eggs.
- Use of scope and sequence documents put together by literacy committee
- Celebration of Book Week

### Numeracy Improvement

**Specific Targets:**

- Increase by 5% the number of students achieving above the National Minimum Standard in Year 3 and 5 NAPLAN testing
- Increase by 5% the number of students achieving in the top proficiency bands in Year 3 and 5 NAPLAN testing by 2016.
- Increase by 5% the number of student making good or better progress from Year 3 to 5 in NAPLAN testing.

**Analysis of data**

- 2015 On Entry assessment data shows that our results are consistent with state-wide data. We still have a number of students coming to Pre-primary not fully prepared. Progress between P-Year 1 was also in-line with state trends.
• Year 3 NAPLAN data shows low achievement this year; this cohort was identified as weak during their On-Entry assessment in 2012 when they were in Pre-primary.
• Teacher judgements have been consistent with the results achieved in NAPLAN and students individually performed as expected. Year 3 maths data shows a downward trend; we have dropped below like schools in the last two years.
• Year 5 NAPLAN data shows that our students achieved on par with the national average; their data also compares favourably with like-schools. The data shows that our Year 5 progress is well above like schools, showing that the school is value-adding to the children’s education from Year 3 to 5. We still have a “big belly”, meaning that we have a lot of students in the middle range and not in the top or bottom 20%.
• Year 7 NAPLAN data: the group that left us at the end of 2014 and are now in high school were above national average and again showed very good progress.
• Overall, the data shows that the longer students stay at Camboon PS, the greater progress they make as our stable cohort.

Achievements

There have been some small changes in 2015 for Mathematics due to whole of school changes with literacy. The small changes that have occurred are in preparation for much larger whole of school changes for 2016 and beyond.

The Western Australian Curriculum documents, which teachers have been encouraged to use since 2012, were slightly modified to include proficiency strand descriptors, in line with a stronger focus in this area by the Department of Education. The proficiency strands give teachers the opportunity to deliver differentiated programs across the proficiencies, rather than trying to extend or ‘catch students up’ by giving work above or below their year level.

Collaborative teams have worked well to create regular common assessment tasks this year so that they may moderate these using the SCSA judging standards and ensure consistency in reporting.

Two different Mathletics assessments were used for diagnostic and summative assessment in 2015. The online assessment was preferred due to the ease of administration and the fact that results were ready immediately. Teachers reported that the data received from these tests was useful, however, there were many issues with the technology not working as it should, causing concerns about the fairness and validity of the assessments.

Despite concerns about the online assessment, staff voted overwhelmingly in favour of retaining Mathletics for 2016. Student use of the resource has been good, with increased use noted after the presentation of gold certificates and Mathlete of the Week trophies at assemblies.

Teachers of Year 3 and Year 5 students also used practice NAPLAN papers provided by Mathletics. These tests were used as preparation for the NAPLAN tests rather than as part of school assessment and planning, although some teachers used the information from these tests to help inform their own assessment and planning. The use of these practice tests, either online or in hard copy form, will continue in 2016.

On-entry data continued this year. Our Pre-Primary students showed results that were consistent with the rest of the state, as did our Year 1 students. It was pleasing to see solid progress between Pre-Primary and Year 1, though we are still looking at
strategies to encourage parent engagement before their children come to school, so that they are fully prepared for Pre-Primary.

One of our focus areas in 2015 was on the teaching of mathematical vocabulary throughout the school. This once again came up as a focus in NAPLAN data and we will continue to address this in 2016, including developing a mathematical vocabulary scope and sequence.

Some teachers have implemented a formal numeracy block this year. Teachers who have used this structure have reported a positive impact on their teaching in mathematics.

Recommendations

- Continuation of numeracy committee including the identification of a new leader. Attendance at LOLA meetings by leader.
- Introduction of a formal numeracy block including professional learning for all staff.
- Investigation of professional development on the proficiency strands by Statewide Services
- Continued focus on explicit teaching across the school.
- Continued focus on maths language across the school taken from Western Australian Curriculum and sequenced from K-Year 6. Inclusion of ‘word walls’ in each classroom.
- Development of a scope and sequence for calculation and mental maths strategies
- Continued investment and use of Mathletics program.
- Use of diagnostic assessment through the Mathletics program across Years 1-6.
- Case management approach to students who are in the middle band of achievement for NAPLAN to move them up.
- Continuation of common assessment tasks throughout year levels to assure accuracy of reporting.
- Kindy and P to trial the use of Maths Seeds as an early childhood resource instead of Mathletics.
NAPLAN Analysis

Based on school-wide diagnostic assessment data from 2012-2014, including On-Entry assessment, staff were aware that there may be a drop in Year 3 NAPLAN literacy results this year compared with results from previous cohorts of students. Strategies were implemented to address these concerns from the beginning of the year, however, the 2015 results will not show the impact of these strategies as the testing was only completed in May. Research based strategies such as literacy block, guided reading, Words Their Way spelling and peer observation have been, and will continue to be, implemented across all classes K-6 for the duration of the Business Plan cycle.

Reading
- There were less students in Year 3 performing in the lower bands than in previous years.
- There were lower numbers of Year 3 students in the upper bands than in previous years.
- 78% of Year 3 students are performing in the middle band compared with 66% of Australian students. There is a ‘big belly’ effect.
- Achievement in reading of Year 5 students is above like-schools and at the national mean.
- Girls and boys achievement in Year 5 are both above like-schools

Strategies for improvement
- Continue to implement literacy block and guided reading
- Implementation of a ‘case management’ approach to target students who sit in the middle band to address the ‘big belly’.
- Continue research-based intervention programs for low achieving readers.

Writing
- Year 3 students performed at the same level as like-schools and nationally.
- Year 5 students performed slightly below like-schools.
- More Year 5 students performing in the top bands than in 2014.

Strategies for improvement
- Implementation of a scope and sequence across the school to ensure all writing genres are being taught thoroughly
- Introduction of Kindy writing assessment to determine areas of need.
- Introduction of Talk for Writing program across school including professional learning for staff.

Grammar
- Year 3 students performed below like-schools and the national average in grammar.
- Year 5 students performed at the same level as like-schools.

Strategies for improvement:
- Investigate high quality professional learning in the teaching of grammar.
- Implement a clear scope and sequence and investigate the best ways of integrating into the literacy block.

Spelling
- Year 3 students performed below like-schools and the national average. Only 8% of students performed in the top 20%.
- Year 3 performance in spelling is below that of like-schools
- Year 5 students were on-par with the national average and like-schools in spelling.

Strategies for improvement:
Ensure phonics and spelling from the Western Australian Curriculum is explicitly taught in all year levels.

- Ongoing use of scope and sequence for phonics and spelling
- Focus on synthetic phonics
- Continued use of *Words Their Way* spelling program including professional learning and modelling where required.

**Stable Cohort Progress**

Though Year 7 students no longer reside in primary schools, we were able to track the students through EARS data to see the progress made from Year 5-7.

Results show that students who attend Camboon Primary School for a period of time spanning two NAPLAN assessment years ie: Years 3-5 or Years 5-7, make good progress comparable to like-schools and national averages.

**Reading**

- Across Year 5 cohorts of students there has been a downwards trend overall over the last 5 years when looking at a line of best fit, however, there has been a slight upwards trend over the last 3 years.
- There are more students achieving in the top bands than in previous years.
- Both boys and girls are now achieving above like-schools indicating no need for a focus on boys’ results.
- 4% (2 students) of the stable cohort show limited achievement in reading; these students are known to the school. 96% of the stable cohort show satisfactory, good or excellent achievement.

**Writing**

- There are more students achieving in the top 2 bands than in previous years.
- All Year 5 students from the stable cohort made satisfactory, good or excellent achievement in writing.
- Overall progress of Year 5 students was below that of like-schools

**Numeracy**

- Progress of our stable cohort against like-schools in Year 5 is very good.
- There are less students showing very low or low progress and more showing moderate or high progress.
- The number of stable cohort students achieving very high progress is less than like-schools.
- 8% (4 students) of the stable cohort show limited achievement in Numeracy; these students are known to the school. 92% of the stable cohort show satisfactory, good or excellent achievement.

**Comparisons with teacher judgements**

Results show a high correlation between teacher judgements and NAPLAN scores across Years 3 and 5. Continuation of moderation activities through school processes should continue for this to be maintained.

**On-Entry Assessment**

The purpose of the On-Entry assessment program is to provide teachers with an opportunity, early in the year, to collect information on the essential literacy and numeracy skills and understandings of each child in their class.

**All Literacy**

Across all areas of literacy, 77% of students in On-entry assessment (beginning of P) are below expected achievement compared with 56% across the state. When retested in Year 1, 57% of Camboon PS students were below expected demonstrating an overall improvement in literacy skills in the 12 months.

Strategies for improvement: investigate pre-Kindy program to increase literacy levels of
students prior to entering Camboon Primary School.

**Reading**
- 65% of students in Pre-primary On-Entry testing are below expected level compared with 49% across the state.
- Over a 4 year trend, there has been little change in Pre-primary levels
- Year 1 testing shows 53% of students are below expected standard, however, 100% of students had made progress from Pre-primary results.

**Writing**
- 98% of students in On-Entry testing are below the expected standard compared with 94% across the state. Results were largely consistent with state results.
- Year 1 testing shows 50% of students are below the expected standard, however, 100% of students had made progress from Pre-primary results.

**Speaking and Listening**
- 73% of students in On-Entry testing are below expected standard compared with 49% across the state.
- Year 1 testing shows 77% of students are below expected standard, however, 100% of students had made progress from Pre-primary results.

**Numeracy**
- Results show that school results are on par with the rest of the state and are high.

### Science Improvement

**Target**
90% of students to achieve the year level standard of the Western Australian Curriculum or better at end of year reporting.

**Achievements**

**Curriculum**
The main focus for Science in 2015 was to continue delivering the Western Australian Curriculum: Science and using Primary Connections as a resource for planning, teaching and assessing.

Year 4 students completed the UNSW science assessment. Weaknesses have been noted in interpreting data and predicting/concluding type questions. Possible reasons for these weaknesses could be due to poor literacy skills, lack of technical language knowledge, and lack of experience with flowcharts and reading information from tables.

In Term 3, P-6 took part in a common assessment task focussing on the Science skill of ‘communicating using scientific diagrams’. The task assisted teachers in ensuring consistency across year levels for reporting. Two Year 5 teams took part in the Science IQ on-line Australia wide challenges in Term 4.

**Whole School Initiatives**
National Science Week, themed “Making waves – the science of light,” was celebrated in Term 3. Activities included: a whole school poster competition to advertise the ‘Make your own healthy lunch’ canteen event; students in P-6 participated in a classroom quiz; and a guess the famous scientist competition for students in K-6. Class teachers in each cluster organised a rotation of hands-on science activities. The library had a display and the teachers also took part in a quiz. This was a successful whole school event.

Year 5/6 teachers attended a Woodside Science PD discussing STEM (Science, Technology, Engineering, Maths). Resources were PALM: The Primary Australian
Literacy, Mathematics and Science Program website, and WASP: Woodside Australian Science Project website Year 4-6.

Water Week was celebrated in Term 4. The Water Corporation came out to the school to conduct 'Water Conservation' incursions with P-6. This was well-received and will be booked again for 2016. There was a Water Week display in the library including Water Week bookmarks. A ‘blue’ dress-up day was held as a fundraiser for the Angkor Project. The school’s 2015 action plan was submitted to the Water Corporation to maintain our Waterwise School status.

In term 4, students from P-6 participated in free Western Power ‘Shockproof’ incursions.

**Network and LOLA meetings**
The Science LOLA attended Morley Schools Network meetings each term. Areas of interest discussed at the meetings were whole school common assessment tasks and assessing ‘science as a human endeavour’. The Science LOLA also attended scheduled LOLA meetings each term and school board meetings as required.

**Resources**
New resources purchased.

The school was successfully registered for the ‘Woodside Scitech Science Awards’ to recognise and reward two Year 6 graduating students who demonstrated passion and enthusiasm for science.

Free resources were ordered from the Water Corporation including bookmarks, shower timers, badges, pencils and workbooks to engage students K-6 for Water Week.

**Recommendations**
- Investigate STEM ideas and incorporate into 1 term of Science program as per DoE Focus 2016.
- Investigate STEM PD opportunities for staff.
- Use PALMS and WASP online resources to teach science.
- Continue using Primary Connections as a guide to linking science to maths (data collection and representations) and literacy (procedure, description, information report).
- Moderation activities to be completed across the school to assist with accurate reporting. Possible focus on Science inquiry skills; processing data, evaluating and communicating.
- Retain and promote Water Wise status within the school.
- Engage in Science Week activities. In 2016 Science Week will embrace the ‘Technology’ in STEM, in particular autonomous technology, with the National Science Week school theme ‘drones, droids and robots’.
- Discuss the idea of a Camboon Environmental Group/Water Warriors. Integration with mathematics through graphing and tables.
- Clarify what Science as a Human Endeavour is and how to assess it.
- Encourage P-6 classes to utilise free resources from the Water Corporation including incursions and online eLearning resources, including aboriginal resources that link in with Science curriculum.
Early Childhood Education

**Target**
The provision of an early childhood education which provides the best possible learning and developmental outcomes for students.

![Image](https://via.placeholder.com/150)

**Achievements**
2015 began with the appointment of a leader for early childhood who attended LOLA meetings throughout the year.

In 2015, the focus for early childhood was placed on streamlining literacy programs to include a formal literacy block in-line with *Focus 2015: Focus age-appropriate instruction for students on phonemic awareness, phonics, fluency, vocabulary and comprehension*. Staff undertook professional learning in this area and throughout the year, there was evidence of the success of the literacy block via children’s work samples and achievement.

The National Quality Standard (NQS) requires schools to audit their practice and rate themselves against the Standards. Camboon Primary School staff completed professional learning on the Standards and put together an implementation schedule.

The two focus areas for the school are:

1. Quality Area 6: Collaborative partnerships with families and communities
2. Quality Area 1: Educational program and practice with a focus on ‘Agency’.

The school continued to work with *Better Beginnings* to promote literacy in the early years. A session was held for parents and they were presented with a book and library bag.

The implementation of ICT in the early years continued to strengthen with the purchase of more iPads. The banks of iPads are used across the classrooms for literacy and numeracy programs. Beebot and DASH robots were purchased for early childhood along with tracking mats to look at computer programming.

Professional learning for early childhood staff included:

- National Quality Standard
- Literacy block and guided reading
- Dr Paul Swan: Maths
- First Steps in Maths
- The synergistic effect of songs with movement on early literacy
- Sensory processing (presented by Silka Wood)
- Working memory difficulties (presented by Kerry McFarlane)
- Happiness (presented by Dr John O’Rourke)
Recommendations

- Continued focus on NQS areas as identified above
- Continue to focus on the provision of nature-based play spaces and establish meaningful programs of interaction with nature for Kindergarten and Pre-primary children.
- On-entry assessment for Pre-primary and Year 1 students and use of data to inform planning.
- Continue self-audit against the NQS with particular focus on Quality Area 1: focus on agency, and Quality Area 6: collaborative partnerships with families and communities.
- Continued focus on incorporating intentional teaching as part of an effective and balanced teaching and learning program incorporating guided play activities as well as child-directed play.
- Staff will continue to participate in professional learning, network opportunities and research to be current and informed.
- Participation in peer classroom observations to improve teaching practice.
- Use of K-Year 2 Literacy Tracker document to monitor progress of each child.

**Humanities and Social Sciences**

**Overall Target**

90% of students to achieve the year level standard of the Western Australian Curriculum or better at end of year reporting.

**Specific Targets**

- To continue implementation of the Australian Curriculum: Geography.
- Whole school moderation to ensure consistency of reporting judgements.
- Development of scope and sequence.
- Participation of History Curriculum leader in network meetings
- Focus on Centenary of the ANZAC.
- Purchasing of resources with a focus on integrating literacy and inquiry process.

**Achievements**

Staff at Camboon Primary School continued to implement the History and Geography curriculum. It was mandated that WA schools report in History as of 2015 and it was
also stated in our Strategic Plan. In preparation for this, we organised and administered a moderation task for each year level. Staff were required to annotate the work samples and compare them to the SCSA indicators. They then graded the task and entered results on the shared drive. Feedback from staff specified that the tasks did not give a true indication of the students' abilities as the tasks were in isolation. The History committee researched alternative moderation tasks and found a series of books that outlined an inquiry based approach to teaching the History curriculum for each year level. These books were purchased and will be used as a means to moderate in 2016. It is intended that work samples will be annotated and saved on the shared drive for future reporting.

**Learning Area Committee**

In 2015 a new HASS committee was formed. Members attended regular meetings throughout the year to discuss the implementation of the HASS Operational and Strategic plans. It was also the responsibility of committee members to organise whole school events and resources.

**Whole School Events**

In 2015 the Learning Area Leader successfully applied for a PALS grant that was used to fund a NAIDOC whole school event. The funds contributed to the costs of employing the Moorditj Mob from Wesley College. They presented an incursion about Aboriginal culture focusing on the importance of music and dance. Students also participated in rotational activities including bush tucker, art, sport and storytelling. The day was a big success with students, staff and parents commenting positively.

The ANZAC Centenary was also a key focus in 2015. Students participated in a unit of work about the ANZAC's in their classrooms and their work was displayed, in tribute, at the ANZAC service. The HASS committee organised resources from various sources including Department of Veteran Affairs and NIE publications to support classroom teaching. Additionally, a file was set up on the share drive in the History Curriculum folder with a number of resources for teaching. Our commemoration was concluded with a whole school ANZAC service with members of the community and local high school students attending.

**Curriculum Changes**

2015 saw a change to the format of the Humanities curriculum, blending the strands into one Learning Area. SCSA published the draft HASS Curriculum for Western Australia in Term 3 and the HASS committee begun unpacking it in preparation for implementation in 2016. It is the view of the committee that the new curriculum will be well-received by staff as it is a manageable work load. Each year group is required to teach four units of work covering the mandated strands for their stage of learning. Furthermore, a review of the Strategic Plan was necessary to accommodate the change to the Curriculum. A scope and sequence will be developed to support the implementation in 2016.

**Resources**

A series of teaching resources were purchased to support planning in both History and Geography for each year level, as well as a number of picture books and narratives to complement programs. Resource folders were created on the share drive for all year levels for the purpose of building a database of appropriate and useful resources. Teachers were encouraged to continue using a broad range of experiences to engage students in learning about history and geography. This included visual stimuli,
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 Tranby House. 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 from the past.

**Network and LOLA meetings**

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.

The History Curriculum leader and members of the committee attended network meetings that addressed the changes to the curriculum and gathered useful resources. The information was shared with the staff through communication meetings, staff meetings, staff newsletters and collaborative meetings.

**Recommendations**

1. Introduce HASS curriculum and draft scope and sequence for staff planning.
2. Organise and implement moderation tasks and begin moderation database.
3. Produce excursion/incursion database.

**Pastoral Care**

**Attendance**

**Targets**

- Maintain attendance rate at or above state average.
- 100% of students’ attendance to be monitored using SIS Lesson Attendance.
- 100% of students with less than 90% attendance per semester to be followed up through school attendance officer.
- Reduce ratio of At Risk – Severe attendance from 0.2% to 0%
- Reduce level of students in ‘indicated’ at risk group to North Metropolitan Education Region level of 16%.

**Achievements**

- Attendance rate maintained above the state average.
- 100% of students’ attendance monitored using SIS Lesson Attendance.
- 100% of students with less than 90% attendance per semester followed up using DoE standard letters.

<table>
<thead>
<tr>
<th>Attendance % - Primary Year Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance Rate</strong></td>
</tr>
<tr>
<td>Y01</td>
</tr>
<tr>
<td>2013</td>
</tr>
<tr>
<td>2014</td>
</tr>
<tr>
<td>2015</td>
</tr>
<tr>
<td>WA Public Schools 2015</td>
</tr>
</tbody>
</table>

Information from Schools Online: 2015 attendance targets were all met with regular attendance being at or above state averages.
**Recommendations**

- 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.

**Students at Educational Risk**

**Targets**

- All students considered ‘at risk’ are identified.
- All students identified as having a disability under the Department’s criteria to access support under the Disability Resourcing system.
- All students with identified learning disabilities to access support through Statewide Services, where appropriate.
- All students with identified learning disabilities/difficulties to have IEP/GEP (as deemed necessary by teaching staff).

**Achievements**

SAER continues to be a big focus at Camboon Primary School and all of the recommendations set in 2014 were carried out in 2015, including:

- Ongoing commitment to the Camboon PS Principles of Inclusivity.
- The ongoing running of the Student Services Team (SST) including: SAER Coordinator, School Psychologist and the School Chaplain.
- Regular meetings of the SST to discuss individual referrals and to use the collaborative problem solving approach to case management.
- Strengthening of a case management approach to individual referrals.
- The role of the School Chaplain continued two days per week this year in first semester. A chaplain could not be sourced for Semester Two. 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 a positive effect on students' willingness to come to school and learn.
- The continued development of support from, and relationships with, outside agencies including: Statewide Services, Therapy Focus, PEAC and WAIDE. These agencies were used extensively throughout the year and continue to support the school and students.
- Training for identified staff in MultiLit and MiniLit and increased delivery of these programs to students in Years 1 – 6.
- The Morley Schools Network participated in the More Support for Students with Disability (MSSD) project in 2015. The involved all MSN schools participating in a half day professional development program on Autism featuring Dr John Wray.
- SEN Planning module was used by all staff to write IEP/GEP’s during second semester.

**Recommendations**

- Continuation of the Student Services Team model, regular weekly meetings and the case management approach, however, limited to the Associate Principal/s, and the School Psychologist.
- Continuation of School Chaplaincy program once a chaplain is sourced.
- Re-training of staff in MultiLit and MiniLit for continuation of the program.
- Continued focus on supporting staff to write IEP’s/GEP’s.
- Continued use of SEN planning and reporting in 2016.
**Behaviour Management**

**Targets**
- All staff use SIS Behaviour Management module to log significant behaviour.
- All students involved in whole school, class and individual behaviour management processes across school.

**Achievements**
The school’s behaviour management procedures were reviewed and ratified by staff and the School Board at the beginning of 2015. The following were achieved:
- Continued work with students requiring 1:1 support for behavioural reasons including liaison with parents.
- 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 Behaviour Management Policy.

**Recommendations**
- Review of Behaviour Management policy and procedures by a committee of staff members.
- Ongoing case management by SST, admin and relevant staff for students at risk behaviourally.
- A continued focus on resiliency 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

**Information and Computer Technology**

**Targets**
- Maintain DoE computer ratio for students – 1 computer per 10 students <4 years old.
- Increase ratios of laptops and tablets within school.
- Integration of ICT into teaching and learning programs.

**Achievements**

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20
In 2015 a key focus was to maintain The Department of Education computer ratio for students of 1 computer per 10 students. This was done through:

- The purchase of 24 HP laptop computers. Two trolleys were also purchased for safe storage and transportation and hold 12 laptops each. Money for the purchase of this equipment was transferred from the 2014 ICT reserve.
- The finance committee has approved a further 32 laptops to be used for the students in upper primary. These will arrive early 2016.
- 6 iPad tablets were purchased for use in the Early Childhood setting. 4 more iPads, 3 more splitters, several headphones, iPad covers and storage boxes were purchased to be used for listening posts to be integrated with the English Learning Area.
- A Dash Robot and 6 bee bots have been purchased to be used by students to follow steps and develop coding skills using robotic devices.

A Camboon Primary School Scope and Sequence has been developed for Foundation to Yr 3, aligned with the School Curriculum and Standards Authority K-10 outline for Digital Technologies ready for implementation from 2016.

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, Lexile Readers and Apple iPad app registration were also continued at a significant cost and again were subsidised by P&C fundraising.

Maintenance of the wireless network was put on hold for 2015, in anticipation for the implementation of the Standard Operating System 4 (SOE4) in 2016.

**Recommendations**

- Continue outsourcing technical support through TFX.
- Staff to trial implementation of ICT Scope and Sequence and provide feedback to ICT committee, for changes to be made in preparation for 2017.
- Staff to be provided with Professional Learning in the use of the programs mentioned in the Scope and Sequence, eg. Glogster, Padlet and Poplet.
- SOE4 upgrade: readiness for this change over.
- Continuation of ICT Technologies committee
- Continue to purchase software programs as required and deemed appropriate by ICT committee.
• Establish a process for purchasing apps.
• Investigation of STEM and coding

**ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT**

During 2015 the EAL/D Support Program was reduced from four days a week to one day a week due to budget constraints. An additional day was added in August and the program then ran for two days a week until the end of the year.

**Achievements**

- The program consisted of a variety of in class and withdrawal support dependent on teacher preference and the needs of the children.
- Professional development provided for teachers on the *EAL/D Progress Map*.
- Reading and oral language samples of Pre-primary students were recorded and PM Benchmarks was used to assess reading.
- Resources purchased.

**Recommendations**

- Continue EAL/D program in its current format for 2016.
- Provide whole school professional development on the *EAL/D Progress Map*.

**LANGUAGES (Italian) 2015**

2015 saw the teaching of Languages (Italian) from Pre-primary to Year 6 and included topics such as *me, animals and their habitats, pets, weather, days and months and family*.

Year 6 students were given the Year 7 Monitoring Standards in Education test in Reading and Viewing (Languages) to ascertain their progress. The results were as follows:

**MSE test % students**

<table>
<thead>
<tr>
<th>State</th>
<th>Camboon Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top 25%</td>
<td>23%</td>
</tr>
<tr>
<td>Middle 50 %</td>
<td>52%</td>
</tr>
<tr>
<td>Bottom 25%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Following on from 2014, the Languages Specialist Teacher has continued to lead the Languages Network in the Morley Schools Network. It involves coordinating and running afterschool meetings or inviting guest speakers to meetings once a term. This gives teachers of Languages within the network the opportunity to discuss issues concerning their programs and share the successes they have experienced with their students. The revised Scope and Sequence for WA schools in Languages will be available to implement and trial in Semester Two of 2016.

**Recommendations**

- Investigation of WA curriculum in Languages.
In 2015, music was taught to all classes from Pre-primary to Year 6 with an emphasis on practical music making and singing. A morning song was taught every two weeks and performed at the beginning of every assembly, including the ANZAC, Christmas and Year 6 Graduation assemblies. Pre-primary and Year 4-6 students had two music lessons a week and the Years 1-3 students had one lesson.

**Achievements**

- Continuation of recorder program for Year 4-6 students.
- Year 4-6 students composed their own music including a rap and short instrumental compositions on xylophones, bins and un-tuned percussion. Videoed performances were used for evaluation.
- Pre-primary to Year 3 music lessons focused on developing skills in beat, rhythm and pitch as well as opportunities to create and appreciate music.

**Choir**

In 2015 the choir had 56 members who performed at the ANZAC assembly, at Winthrop Hall at the Massed Choir Festival, at the annual school Open Night, the Music Count Us In assembly, the Ella Williams Nursing Home, the Noranda Palms Shopping Centre’s Christmas Festival, the Christmas assembly and the Year 6 Graduation assembly.

Camboon Primary School participated for the first time in the Massed Choir Festival at Winthrop Hall. This created a great focus for choir students to improve their choral singing, and raised the profile of the school choir by providing the opportunity to perform at their first formal evening concert. The festival was well supported by the students, who enjoyed performing as much as their parents enjoyed being part of the audience.

The school participated again in the Federal Government’s initiative Music Count Us In, with the singing of this year’s song “Gold” at a whole school assembly. This assembly also included a performance by the choir, the Year 6 guitar students from the School of Instrumental Music program and the guitar ensemble from Morley Senior High School. All Year 6 students participated in a special program provided by Hawaiian and West Australian Music to write a song and perform it with the help of two visiting musicians. Students were able to add their ideas and then perform the final song at the Noranda Palms Shopping Centre. The organisers of the event were so impressed with the students’ final song and performance they have asked to come back and record their performance so it can be entered into the West Australian Song Competition.

Christmas continued to be an important time for music. This year, the choir and the Year 6 students performed at the Noranda Palms Shopping Centre Christmas Festival. The choir again visited a local nursing home to sing for the elderly residents and sang, along with the rest of the school, at the end-of-year Christmas assembly. The theme of the Christmas Assembly was an ‘Aussie Christmas’; each cluster learnt a non-traditional Christmas song with an Aussie theme along with the whole school song “Santa Claus Is Coming to Town”.

**Recommendations**

- Continue to raise the profile of the school choir with continued participation in the musical festivals.
• Introduce a ukulele program for Year 4 – 6 students to motivate students to participate more in music making activities.

HEALTH & PHYSICAL EDUCATION 2015

Physical Education

Achievements
2015 was a busy year with many opportunities for students to be involved in both intra-school and interschool activities.

Camboon Primary School participated in the following interschool events:
• Stirling Associations Cup basketball;
• Athletics,
• winter sport (basketball, netball & AFL), and
• State Primary Schools Cross Country.

At an intra-school level children were exposed to a number of different sports and physical activities that emphasise teamwork and sportsmanship.

During Physical Education lessons children were given the opportunity to improve their skills and fitness levels as well as their game sense through a number of varied types of activities.

Students once again participated in in-term swimming lessons during Term 4. The P – Year 5 students went to Bayswater Waves and the Year 6 students to Mullaloo Beach for their lessons. There were a large number of students who did not attend beach swimming for a variety of reasons.

Recommendations
• Addition of cricket and handball to the interschool sporting schedule.
• Change of location for Year 6 swimming to be at Bayswater Waves in 2016.
Health Education

Achievements
During 2015, resilience education has continued to be a main focus of the health education program. One of the main sources of information and programming is the Changing Health Acting Together (CHAT) program.

- Additional resources have been purchased to strengthen the use of the Challenges and Choices books. These additional resiliency resources give staff an opportunity to broaden the experiences gained by students and compliment the CHAT program.
- We are still in the process of attaining Silver status through the CHAT program with the intention of moving to Gold Status.
- A focus on Drug Education and Road Safety Education saw the Life Education Van come to school during Term 3 along with a Cycle Safety incursion. Both opportunities were well-received by the students involved.

Recommendations
- Develop a committee to pursue Silver status in relation to the CHAT program.
- Continue to have resiliency as a focus across the school and utilise Bounce Back as the main supporting program.
- Ensure all new staff are trained in whole school programs.
- Further investigate the new Health and Physical Education curriculum and access professional learning for staff if required.
Camboon Primary School
Financial Summary as at 31 December 2015

### Revenues - Cash

<table>
<thead>
<tr>
<th>Source</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voluntary Contributions</td>
<td>$15,437.00</td>
<td>$15,436.50</td>
</tr>
<tr>
<td>Charges and Fees</td>
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<td>$51,099.61</td>
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<tr>
<td>Fees from Facilities Hire</td>
<td>$25,099.10</td>
<td>$25,099.10</td>
</tr>
<tr>
<td>Fundraising/Donations/Sponsorships</td>
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<td>$10,916.90</td>
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<tr>
<td>Commonwealth Govt Revenues</td>
<td>$2,003.80</td>
<td>$2,003.80</td>
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<tr>
<td>Other State Govt/Local Govt Revenues</td>
<td>$2,003.80</td>
<td>$2,003.80</td>
</tr>
<tr>
<td>Revenue from Co, Regional Office and Other Schools</td>
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<td>$6,927.70</td>
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<tr>
<td>Other Revenues</td>
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<td>$14,325.99</td>
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<tr>
<td>Transfer from Reserve or DGR</td>
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<td>$51,360.85</td>
</tr>
<tr>
<td>Residential Accommodation</td>
<td>$2,003.80</td>
<td>$2,003.80</td>
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<tr>
<td>Farm Revenue (Ag and Farm Schools only)</td>
<td>$2,003.80</td>
<td>$2,003.80</td>
</tr>
<tr>
<td>Farm School Fees (Camp Schools only)</td>
<td>$18,103.14</td>
<td>$18,103.14</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$177,560.45</td>
<td>$177,560.45</td>
</tr>
</tbody>
</table>

### Expenditure

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Budget</th>
<th>Actual</th>
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</thead>
<tbody>
<tr>
<td>Administration</td>
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<td>$24,988.66</td>
</tr>
<tr>
<td>Utilities, Facilities and Maintenance</td>
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<td>$96,784.79</td>
</tr>
<tr>
<td>Buildings, Property and Equipment</td>
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<td>$67,996.32</td>
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<tr>
<td>Curriculum and Student Services</td>
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<td>$89,954.33</td>
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<tr>
<td>Professional Development</td>
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<td>$7,691.67</td>
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<tr>
<td>Transfer to Reserve</td>
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<td>$114,108.00</td>
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<tr>
<td>Other Expenditure</td>
<td>$124.46</td>
<td>$124.46</td>
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<tr>
<td>Payment to CO, Regional Office and Other Schools</td>
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<td>$1,421.00</td>
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<tr>
<td>Residential Operations</td>
<td>$2,003.80</td>
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<tr>
<td>Farm Operations (Ag and Farm Schools only)</td>
<td>$2,003.80</td>
<td>$2,003.80</td>
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<tr>
<td>Farm School Fees to CO (Camp Schools only)</td>
<td>$2,003.80</td>
<td>$2,003.80</td>
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<tr>
<td>Unallocated</td>
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<td>$60,330.24</td>
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<tr>
<td><strong>Total Goods and Services Expenditure</strong></td>
<td>$393,648.23</td>
<td>$393,648.23</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td>$393,648.23</td>
<td>$393,648.23</td>
</tr>
</tbody>
</table>

### Cash Position

- General Fund Balance: $305,842.35
- Made up of:
  - General Fund Balance: $305,842.35
  - Contingencies Revenues: $57,477.85
  - Transfers from Reserves: $12,321.27
  - Transfers from DGR: $5,740.00
  - Other: $0
- Total Bank Balance: $305,842.35