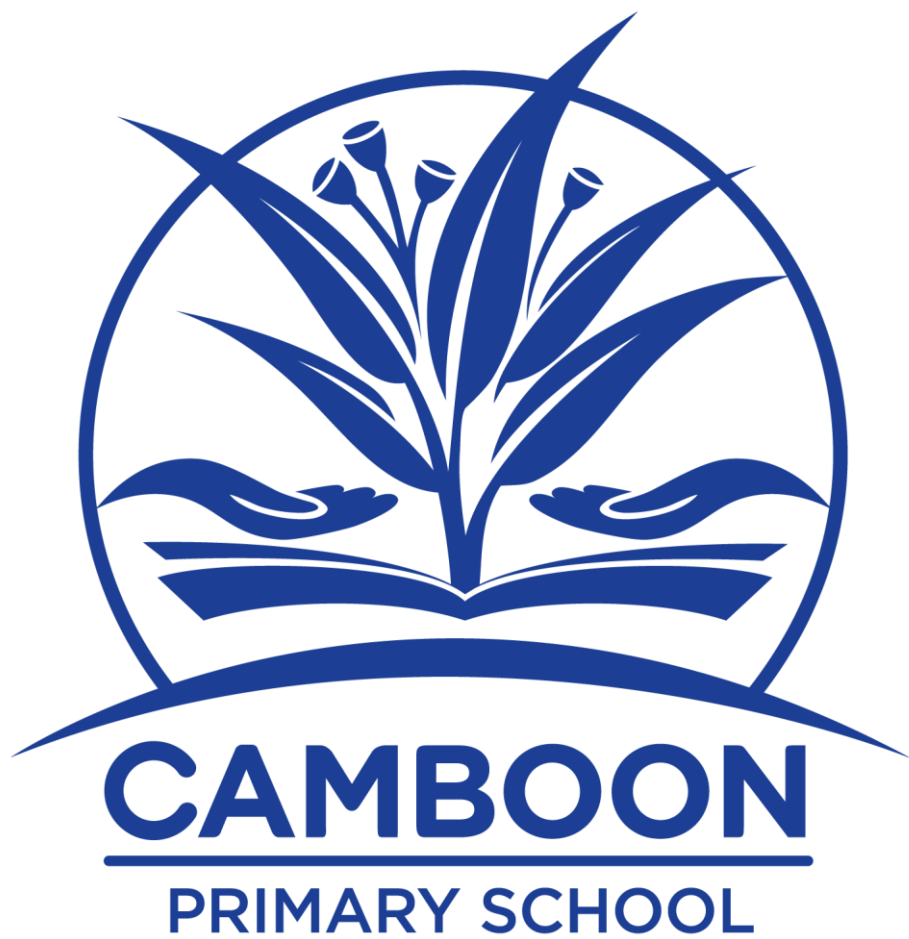


**CAMBOON PRIMARY SCHOOL**  
**Annual Report 2021**



**COURAGE | PERSEVERANCE | RESPECT**

# School Mission and Beliefs

## School Mission

We facilitate learning by inspiring and empowering students to reach their potential every day.

## Our Shared Community Beliefs

### Students

*Our school community believes in our students:*

- developing the desire to strive for excellence and to achieve to their full potential academically, socially, emotionally and creatively.
- being prepared for the world in which they live by building perseverance, resilience and tolerance; and equipping them to be lifelong learners.

### Community

*Our community believes in:*

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

### Parents

*Our parents believe:*

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

### Staff

*Our staff believes in;*

- supporting one another to strive for excellence in education.
- working collaboratively to achieve positive learning outcomes for all students.
- acting as positive role models to the whole school community.

## From the Principal

The 2021 Annual Report provides parents and members of the wider community with an overview of our achievements during 2021. This report is not designed to be a summary of the many activities and events that occurred in 2021, as we use the school newsletter and website to provide on-going information on activities. This report provides our student achievement data for 2021 and it also highlights student achievements measured against the targets set out in the new 2021- 2023 Business Plan.

2021 was a great year and we capped it off with wonderful events to celebrate the school's 50<sup>th</sup> year. There were so many aspects to 2021 that challenged us, but I was proud to lead our school through all the challenges and I sincerely thank all staff, students and parents for their amazing work, understanding, dedication and support. There were so many things we couldn't do, but once again, at Camboon, we still managed to find ways to celebrate the fabulous learning.

Our year began with 365 students and ended with 366 students from Kindergarten to Year 6. 2021 saw the ongoing focus on quality teaching and learning programs aimed at improving our student achievement results. Staff focussed on their teaching and learning to improve the way they can be more effective and therefore have a positive impact on student achievement and outcomes. This ongoing focus has shown improvement in student outcomes and will continue to be a focus with staff development. As always, we reviewed our School Improvement Plan and focussed on student achievement and teacher effectiveness.

Covid caused issues and lockdowns throughout the year. We were always on edge and preparing for Covid and remote learning. Staff did lots of professional development and training in utilising the Connect platform and how teaching and learning could be done in the most effective way. Staff were outstanding in taking on this challenge and preparing themselves to pivot to remote learning. We realised as a school that it was not just for the purpose of any lockdowns, but rather, teaching students 21<sup>st</sup> Century skills and preparing them for the future.

2021 also saw a new variety of after school activities and clubs on offer. These included: Craft Club, Tae Kwon Do, Tennis, Gymnastics, Soccer, Rugby, STEM and robotics

Positive Behaviour Support at Camboon continued with regular assemblies, teaching of our expectations and celebrating being Respectful, Responsible and Learners. Staff also began introducing The Zones of Regulation in classes to support mental health and wellbeing. We will continue to implement this to support our students and staff.

During 2021, we worked with a signage printer who created new signage with our new mission and logo displayed around the school. We worked with an Indigenous artist who designed our new faction logos.

Staff changes included welcoming back Sharon Jayatilaka and we welcomed many new staff; Madison Johnson, Kristie Ooi, Alyce Gulvin, Kristi Astone, Elisaveta Cuculoska, Ariana Pesce, Helen Broadbent, Jessica Collins, Dan Hill and Tara Price. At the end of 2021 we farewelled; Madison Johnson, Helen Broadbent, Jessica Collins, Dan Hill, Tara Price, Tyler Lukey, Kyra Lloyd and Stacey Stranger. We also celebrated the dedication of Camille Metcalf, Jenny Gerritsen and Yvonne Martin who decided to retire.

I thank our School Board for their ongoing support, understanding and continued focus on improving student outcomes. We thanked Michelle Stamos for being a wonderful School Board Chair and welcomed Joy Emmeluth as our new Chairperson. We welcomed new board members who made great contributions to our school.

I thank the P&C for their ongoing support and commitment to Camboon PS. The P&C was a great support in 2021 with several successful fundraising events and the outstanding 50<sup>th</sup> celebrations. It was hard work, but it was worth it.

I would like to thank all students, staff, families and community members for working with us to make 2021 a special and successful year. It is always wonderful to reflect and celebrate the range of great things that happen in our school, especially in a year like 2021!

Janice Cuculoska

Principal

## Literacy – Writing

### Where are we now?

- Throughout 2021, teachers continued to use Talk for Writing as their writing program, following the scope and sequence and planning documents created by Brooke Purdy. All staff were mentored by Brooke in the planning and implementation of Talk for Writing. The mentoring involved staff planning alongside Brooke, and Brooke modelling lessons before staff. 2 staff members completed a Talk for Writing Masterclass for improving short burst writing and engaging stronger writers.
- Two staff members attended a Brightpath PL for analysing the data. Following the PL, it was noted that we spend a lot of time on moderating, but not using the data effectively. Staff continued using Brightpath as a form of assessment and moderation is now conducted during collaborative team meetings. In collaborative teams, staff identified how the Brightpath pointers can be taught through Talk for Writing. The assessment schedule was adjusted so that the Brightpath is done early in the term and teaching points can be used in the Talk for Writing planning. Staff group students according to the Brightpath Teaching pointers and use those as the teaching focus in Talk for Writing planning.
- Promoting Literacy Development (PLD) is implemented from K-6. Staff were given PL during a staff meeting to ensure data is collected correctly and entered into the spreadsheet with fidelity. Intervention group started with small group of Year 1 and 2 students using PLD intervention packs.
- Two staff meetings were used as planning and support time for planning Talk for Writing and PLD.

### What are we seeking to achieve?

- Camboon Primary School staff strive to continue teaching explicit writing lessons and implement a whole school approach (Talk for Writing).
  - Continue to improve the fidelity and quality of the lessons and through building teacher capacity.
  - We aim to support staff further through collaborative team meetings and mentoring/coaching.
- Continue to support staff to follow the PLD screening and tracking schedules, and the teaching sequence.

### What is the data telling us?

#### Year 3 scores:

- Just below like schools, but on an upward trend.
- 26% in bottom 20%
- 23% in top 20%

#### Year 5 scores:

- Just above like schools and upward trend line.
- 48% of students making high to very high progress.
- 22% in bottom 20%
- 34% in top 20%

### What are we going to do to improve?

- Continue to implement a whole school approach to Literacy.
  - Utilise the expertise of the Talk for Writing trainer on staff, supporting staff as they up-skill their knowledge, planning and lesson delivery in a coaching/mentor capacity.
  - Encourage peer observation and collegiate discussion of Talk for Writing lessons and planning.
  - Continue supporting staff with the delivery and implementation of PLD phonics and word study and data collection and recording.
  - Use the Brightpath teaching points in writing programming.
- Continue supporting students at educational risk with the PLD intervention pack; Teach a Child to Read in Three Simple Steps.

## Literacy – Reading

### Where are we now?

- Throughout 2021, staff used modelled reading, shared reading, guided reading and independent reading activities in the teaching of reading.
- PP-Yr 2 teachers incorporated decodable readers in the daily teaching and for home reading. Decodable readers were purchased. All decodable readers were sorted to match the PLD phonic sequence.
- Teachers utilised a fluency assessment, PLD phonics assessment and the ACER Progressive Achievement Test (PAT) in comprehension, to determine student's needs, and to help target strategies each student needed to learn to improve their reading. Teachers have recorded assessment data on an Excel document and offer both longitudinal data as well as snapshot of student understanding. Currently investigating PAT Vocab assessment.
- Following the analysis of NAPLAN and other data, staff identified the teaching of reading as needing improvement. Staff are utilising Term 4 Teaching Sprints as an opportunity to learn about the research into reading, including Scarborough's Reading Rope, and best practice strategies.  
A survey was conducted to identify what staff know about the reading research and how they are currently teaching reading. Some staff indicated that they would be open to and interested in coaching and mentoring opportunities.

### What are we seeking to achieve?

- Camboon Primary School staff would like to improve students' abilities to read and comprehend and provide opportunities for motivating and relevant reading experiences.
- We would like to provide students with quality literature and improve their vocabulary and knowledge of language.
- We aim to use evidence-based research to continue improving both the assessing and teaching of reading.
- We aim to develop and implement a whole school approach to the teaching of reading.
- Staff will use Data HUB to understand the data collected in the PAT comprehension assessment task, to effectively support students and target their individual needs.  
Provide longitudinal school-wide data beyond NAPLAN.

### What is the data telling us?

#### Year 3 scores:

- Below like schools.
- 33% of students making low progress.
- 26% in bottom 20%

15% in top 20%

#### Year 5 scores:

- Below like schools.
- 62% making low or very low progress.
- 24% bottom 20%
- 20% in top 20%

### What are we going to do to improve?

- Develop and implement a Whole School Approach to teaching Reading.
- Staff to understand and implement evidenced based approaches to teaching reading.
- Continue with Teaching Sprints with a focus on improved teacher practice in the teaching of reading.
- Investigate and use a coaching/mentoring role for teaching reading.
- Continue to update novel study texts.
- Purchase rich texts for whole class reading instruction (fiction and non-fiction).
- Purchase more decodables for SAER students in Year 3-6.

# Numeracy

## Where are we now?

### Professional Learning:

During 2021 we continued a Whole School Approach to teaching Mathematics using the Oxford Maths program and Mathematics Instructional Model (MIM) as both an observation and reflective framework to ensure fidelity.

Teachers utilised the ACER Progressive Achievement Test (PAT) in Mathematics, to determine student's needs, and to help target strategies each student needed to learn to improve their reading. Teachers continued improving knowledge of Data HUB and they began analysing student data on this platform and utilising the Individual/Group Education Plan component for differentiation. The Morley Schools Network provided professional learning in Mathematics in revision of the Australian Curriculum in Terms 1 - 4.

### Assessment:

As in 2020, staff were able to administer the *Progressive Achievement Tests* (PAT) for their own diagnostic records in Term 1, but all year levels 1-6 completed the assessment in Term 4 and this data was sent to Data Hub for analysis. Pre-primary completed the on-entry test in Term 1 and the PAT Mathematics assessment was undertaken in July.

Teachers continued to track maths fluency with the *Westwood Minute Test* in Terms 1,2 and 4. All teachers used the Oxford Maths Pre-Test assessments to form differentiated groups for the teaching of Mathematics and Oxford Maths Post-Tests to assess learning and learning needs. Results from the Oxford Maths assessments were recorded on the Mathematics Assessment Tracker on OneDrive. Teachers indicated if students were at standard (A), support (S) and extension (E) for the purpose of grouping using the data from the pre-test. The post-test results were recorded as a score and grade (based on the Oxford Maths Grading Guide) for each student.

### Technology Integration:

In 2021, we once again celebrated STEAM Week during Term 2. We celebrated the integration of mathematics with science, technology, engineering and arts with a week of classroom and play/lunchtime activities including the annual Paper Plane Competition, Create a Machine that is powered by steam and an increased number of presentations of technology projects by Year 6 students.

### Resources:

The Maths Resource Room was organised with new labelled storage and resources for the implementation of Oxford Maths. Resources that were purchased included jigsaws, stacking weight sets, stem runs, connects and geo board pegs. We also purchased Math Literacy books giving teachers in Pre-Primary and Year One access to a wide range of high-quality teaching resources for use in their lessons that complement the implementation of Oxford Mathematics as well as the integration of Literacy.

## What are we seeking to achieve?

- At Camboon Primary School we are committed to teaching 4-5 Numeracy Blocks per week which follow the Mathematics Instructional Model aligned with Oxford Mathematics Teaching Program.
- Maintain a whole-school approach to the teaching of Mathematics with fidelity.
- Implement a whole-school Problem-Solving Scope and Sequence with fidelity.
- Improve teacher practice of teaching Mathematics.
- Utilise effective diagnostic, formative and summative assessments.
- Continue to support the integration of STEAM and effective teaching and learning strategies within Maths lessons.

## What is the data telling us?

Year 3 scores:

Slightly below like schools:

Camboon: 389, Like Schools: 403.

Year 5 scores:

Just below like schools:

Camboon: 486, Like Schools: 489



Bottom 20% - 24% (11 students) Top 20% - 15% (6 students)	Bottom 20% - 27% (12 students) Top 20% -22% (9 students)
<b>What are we going to do to improve?</b>	
<ul style="list-style-type: none"> <li>• Maintain a whole-school approach to the teaching of Mathematics using the Oxford Mathematics program.</li> <li>• An expectation that all staff implement the Mathematics Instructional Model (MIM) format within their class four-five times per week.</li> <li>• Maintain teacher self-reflection using the Mathematics Instructional Model.</li> <li>• Continue implementing Teaching Sprints to improve staff practice leading to improved student outcomes in 2022.</li> <li>• Continue applying the strategies of learner dispositions, timely feedback and success criteria towards the teaching and learning of Mathematics.</li> <li>• Improve fluency across the school by using the data from the Westwood One Minute Tests (Maths) to inform teaching and learning.</li> <li>• Year 2 and 4 teachers use analysed NAPLAN data to plan for Mathematics Teaching in Term 4.</li> <li>• Year 3 and 5 teachers to use NAPLAN planner provided by the Department of Education to prepare for NAPLAN.</li> <li>• The Mathematics, Science and Technology committees will continue to work closely in 2022 to raise the profile of STEM within the school.</li> </ul>	



# Technologies

## Where are we now?

- Continuing to work with ICT support personnel, to solve technology issues that arise.
- 50 new iPads purchased and implemented around the school.
- Investigating Brookman Primary School's Whole School Scope and Sequence for Technologies.
- Surveys have been conducted around use of technology in classroom  
Staff are developing confidence/expertise in using the devices, and in how to deliver the curriculum in creative and integrated way.
- Software and Hardware more resourced across the school.
- Bandwidth has been added and is being utilised.
- Apps are continually reviewed by staff to ensure effectiveness of iPads.
- Office365 and OneDrive are being used to manage and share documents.
- Staff confidently using One Drive to upload whole school data for Numeracy and Literacy.
- Audit of STEM room and all devices completed.
- 6-12 iPads have been allocated per class with only the relevant Apps requested from each cluster.
- Administration Team, Technologies and Maths LOLAs (Leader of Learning Area) all attended professional learning at Brookman PS on how to best implement and embed technology into our school.
- All teaching staff participated in professional learning with a department provider on using Connect Classroom for teaching and learning online. Additionally, all teaching staff received two days of collaborative learning, where phase teams worked together to develop and upload lessons for online teaching and learning. A staff member with Connect expertise was released for a day and spent time with the phase teams providing further learning opportunities for the staff.
- Staff implemented Connect Classroom and explicitly taught students how to use Connect as an online teaching and learning tool.

## What are we seeking to achieve?

- Assessment schedule for Digital Technologies to be investigated.
- Introduce to staff and implement a revised Technologies Scope and Sequence (Using Brookman PS format) by end of 2022.
- Year level assessments that align with the Digital Technologies Scope and Sequence to be investigated, compiled and stored centrally for staff use.
- Professional development/collaboration opportunities for staff, to investigate and engage with Technologies Scope and Sequence, use of devices, and how to plan and implement across curriculum areas.
- Creative and effective use of Technology to be integrated across all learning areas, in all year levels.  
Creation of an extensive Design and Technologies resources storage area for staff to access and purpose-fitted activity room, for staff to utilise on a rotational basis.

## What is the data telling us?

- Staff require support to use technology devices and implement curriculum effectively.
- Staff require support in effective programming, integration of creative learning and utilising assessments for digital technologies.
- Majority of staff use ICT in some way to support student learning.
- Technology software and hardware issues and lack of available devices can prevent effective use.
- Technology devices and creative design materials need to be stored effectively, and a purpose-fitted activity area needs to be organised and set up to better facilitate creative learning and technology implementation across the curriculum.

**What are we going to do to improve?**

- Revise the current Technologies Scope and Sequence. Introduce to staff and implement it with appropriate resources and storage.
- Sequence and investigate appropriate assessments tools that align with the revised Technologies Scope and Sequence.
- Provide more professional learning opportunities for staff to become familiar and confident with the devices we currently have.
- Share, collaborate, demonstrate ideas and resources to help staff build confidence with delivering the Technologies curriculum. (e.g., Staff meetings, Teaching Sprints)
- Create “How to” resources for different types of Robotics including activity ideas to use across the curriculum.
- Wireless printing for students.
- Coach staff in identified areas for digital technologies- e.g. How to use Edison Robots. Rethinking the use of the STEM room and utilising one of the adjoining classrooms may meet the functional needs of this learning area and provide opportunities for enhanced learning.

## Languages

**Where are we now?**

- All students in Years 3 – 6 have hour long weekly Italian lessons taught by a Languages Specialist.
- Planning, teaching and assessing using the WA Curriculum K-10 Outline

**What are we seeking to achieve?**

- To provide opportunities for all students in Years 3-6, to develop skills in Languages using the new West Australian Languages Curriculum.
- Give students the opportunity to use their language skills in a variety of roles within the school community.  
Provide performance opportunities to students who choose to run an Italian assembly

**What are we going to do to improve?**

- Continue to participate in professional learning for the mandated implementation of the Western Australian Curriculum for Languages in 2020 for the Year 5 students.
- Continued use of ICT using the interactive whiteboard in the classroom.
- Encourage positive participation by all students to use, test, consolidate and further improve their knowledge of Italian.

## Humanities and Social Sciences

### Where are we now?

- Camboon PS is using Western Australian Curriculum for teaching, learning and assessment of Humanities and Social Sciences with an emphasis on developing our students' inquiry skills.
- Year group teachers implement common assessment tasks (CAT), moderated against the West Australian Curriculum achievement standards and SCASA Judging Standards materials to make balanced judgements when reporting to parents.
- Online subscriptions including Inquisitive and Crackerjack for all classroom teachers to support the effective teaching of enquiry skills as well as integrate Aboriginal and Torres Strait Islander histories and cultures.
- We continued to immerse Noongar language into our everyday school life by inviting a Whadjuk Noongar to teach us about the Whadjuk Boodjar that Camboon sits on and the trees that our clusters are named after. This was followed by a writing competition highlighting these aspects of our school.
- We continue to build a comprehensive library of HaSS resources for teaching and learning, including stimulus boxes, Noongar stories in guided reading books, First Australian resources, Indigenous game ideas and child-friendly books on being proud of who you are.
- Camboon PS celebrated Harmony Week with many activities, including a library display, older students reading to younger students and rotational activities in the clusters.

### What are we seeking to achieve?

- Explicitly teach all enquiry skills through an integrated approach.
- Integrate across all learning areas.
- Promote students' sense of wonder by encouraging curiosity.
- Teachers to implement visual learning strategies when teaching inquiry skills.
- Raise the profile of our multiculturalism and Aboriginal culture and promote sustainability.
- Work collaboratively with the Science Curriculum Leader to establish an enquiry skills scope and sequence for Camboon and working towards an integration of curriculum to work smarter, where possible.

### What is the data telling us?

A wider distribution of A-E grades is more evident in 2021 than in previous years, however, there are still very few A grades being given.

### What are we going to do to improve?

- Various learning experiences to cater for different learning styles – bushland activities, use of stimulus boxes, incursions/excursions.
  - Continue explicit teacher feedback and SMART goal setting.
  - Student leadership team to facilitate and manage recycling programs.
  - Whole school Harmony Day, NAIDOC Week and Remembrance Day celebrations.
  - Continue to immerse students in Noongar language through development of Camboon bushland – work with Science Curriculum Team to develop a safe, sustainable, interactive area for Camboon students to regularly access.
- Staff to participate in moderation sessions to ensure consistency of grading at each year level.

## Science

### Where are we now?

- Teachers implement common assessment tasks, moderated against the West Australian Curriculum achievement standards to make on-balanced judgements when reporting to parents.
- Teachers from 3-6 administer the PAT for science.
- Teachers participate in MSN science meetings and network professional learning opportunities.
- CPS is a recognised Water-wise School, submitting a yearly action plan.
- Environmental Warriors (Student Council) whose jobs include battery recycling, Water Week responsibilities, Terra Cycle oral health care recycling and paper recycling.
- Whole school participation in Water-week activities, including a poster competition (K-6) Water Corp incursion.
- Most teachers at CPS are using Primary Connections as a starting point for planning, teaching and assessing Science and supplementing it with further activities to extend and engage the students.
- Science Lab furniture and resources have been ordered for the new Science Lab.
- Resources have been moved into the new science lab storeroom.
- STEM consumable trolleys have been set up for each cluster to begin using at the commencement of 2022.
- Vegetables have been grown in the Cluster One area.
- A worm farm has been installed in the Year One area, with students involved in the feeding of the worms and observing their movement, growth and placing worm whizz on to the vegetable garden.
- Attended Professional Learning around the implementation of STEM into schools.

### What are we seeking to achieve?

- Successfully implement the Western Australian Curriculum for Science.
- Improve students' science inquiry skills.
- To continue to develop connections with community groups.
- To raise the profile of sustainability within the school.
- To develop a scope and sequence for STEAM inquiries for K-6

### What is the data telling us?

- Report grades for P-6 entered for Semester 2, Semester 1 grades not available due to COVID.
- 2021 PAT – for 3-6, with data accessible on the Data Hub website once the assessment is completed in Term 4 2021.
- 2020 data – Data hub shows gaps are showing in inquiry skills across the year 4-6 cohort

### What are we going to do to improve?

- Promote resources and ideas on the teaching of inquiry skills and improve the learning environment in the Science Lab.
- Begin the process of joining sustainable schools WA.
- Apply to become a waste-wise school.
- Plant miniature fruit trees into 2 of the raised garden beds and leave the other two for growing seasonal vegetables.
- Science Lab – develop a timetable for classes to access the Lab initially and develop a plan for how the school can maximise the use of the Science Lab.
- Do more promotion of science and stem resources and services.
- Develop community relationships – Hampton Bushrangers and Lightning Swamp Landcare group.
- Work with the HASS Curriculum Team to develop a plan for the bush area.

## Health and PE

### Where are we now?

#### Health:

- The teaching staff continued to deliver the Whole School Scope and Sequence document (developed in 2020), which outlines the planning and delivery of the WA Health and Protective Behaviours Curriculum from K – 6.
- Health Education lessons were delivered to the two, Year 1 and a Year 4 class by the Physical Education Specialist during this year.
- The staff are using a variety of resources in Health Education – i.e., SDERA's Challenges & Choices, Bounce Back, Australian Curriculum Blackline Masters, Online Resources and Websites, and feel confident to do so.

#### Physical Education:

- 2021 saw the Physical Education role cover all year levels from Kindergarten to Year 6.
- All students from PP-Year 2 participated in the explicit teaching, learning and practising of the Fundamental Movement Skills. These were incorporated in all Physical Education activities from PP- Year 6.
- The Camboon PS Physical Education Specialist has exposed the students in Years 3 – 6 to the physical activities of netball, cricket, AFL, athletics (track & field), tennis, touch football and some minor games.
- Due to COVID-19 restrictions, the 2021 Faction Athletics Carnival format replicated the 2020 format. Pre-Primary to Year 2 students competed in the morning with the Year 3 – 6 students competing in the afternoon. This format was again popular with staff and parents.
- Camboon PS competed in the Interschool Athletics and the Interschool Jumps and Throws carnivals. These events gave students the opportunity to compete at a higher level.
- The Interschool Teams were chosen earlier this year and intensive training occurred during lunchtimes leading up to the carnival. This was facilitated by Dan Hill and Jodie Long.
- During Term 4 students from Pre-Primary through to Year 6 attended "In-Term" swimming lessons at Bayswater Waves.
- 'Sporting Schools' funding was applied for and granted for all terms except Term 2 (Due to Covid-19 restrictions). Students had the opportunity to participate in rugby, gymnastics, soccer and taekwondo.

### What are we seeking to achieve?

#### Health:

- A clearer understanding for staff on the allocation of time for each of the key health concepts from the Health Education Scope and Sequence.  
(A Camboon Primary School Scope and Sequence document for Health and Protective Behaviours was developed to assist staff in the planning and delivery of the WA Curriculum).

#### Physical Education:

- For the students to have a better understanding of their performance and to use this analysis to improve on their performance.
- To encourage a greater level of participation for all students regardless of their ability or skill level.
- To improve all students' self-esteem both personally and in regard to their ability in Physical Education.

### What are we going to do to improve?

#### Health:

- Review our school's Scope and Sequence document to ensure its ongoing value and effectiveness.

#### Physical Education:

- Choose Interschool Team Games, (Passball, Leader ball, Flags Relays), earlier to allow more time for skill development and practise.
- Adjust Faction Team Games to mirror Interschool Team Games, (Same rules and equipment).
- Keep Faction Carnival format the same as it's very popular with staff and parents.
- Focus on teaching the Winter School sports to the students in Term 1 to ensure confidence during Interschool in Term 2.
- Continue to apply for funding to run after school clinics with 'Sporting Schools'. Application for 2022 Term 1 was completed. Students participated in Ultimate Frisbee.



## The Arts – Music, and Visual Arts

### Where are we now?

#### Music

- All students in Years 1 – 6 have hour long weekly music lessons, with PP students having a half hour lesson when assemblies are not on.
- Instrumental Music School Services (IMSS) lessons for Brass and Classical Guitar for specially selected students in Years 5 and 6.
- School Choir for interested Year 4 -6 that perform at school events such as the ANZAC assembly, the Massed Choir Festival at the Concert Hall, the 50<sup>th</sup> Anniversary Celebration and the Christmas Assembly

#### Visual Arts

- The visual arts program is providing opportunities for all children from P to Year 6, to develop their art skills with weekly one- hour lessons.
- Planning, teaching and assessing using the WA Curriculum K-10 Outline

### What are we seeking to achieve?

#### Music

- To develop music making and responding skills from the West Australian Music curriculum from PP to Year 6, so students can develop performance-based arts skills.
- Continue to provide instrumental lessons for IMSS students to extend students with musical talent.
- Provide performance opportunities for students who select to participate in the school choir in years 4 – 6 and to further develop an interest in the arts for all students and help further their achievement in the learning area.

#### Visual Arts

- Children to continue participating in relevant art competitions and an annual open night which allows the children to share their work with their families and the wider community. As the art program continues, a further goal is to bring the community into the school with after school art classes.

### What are we going to do to improve?

#### Music

- Improved assessment grading with all year levels being assessed in the WA Curriculum's Making and Responding strands.
- Continue to offer choir students opportunities to perform within the school community and the wider community. Provide more opportunities for the IMSS instrumental students to perform within the community and the wider community.
- Continued use of ICT on IWB in all classes and use iPads for Year 5 and 6 students.
- Provide differentiated practices to support each student in achieving their potential.

#### Visual Arts

- Continue to develop a vocabulary list for Visual Arts in Year P--6.
- Art specialist teacher to develop rubrics to support assessment of skills in year levels.
- Providing student feedback incorporated with PBS will enhance learning.
- Include the Effective Teaching and Learning strategies into the visual art lesson to make the students take more control of their learning.
- Provide differentiated practices to support each student in achieving academic excellence.



# Aboriginal Cultural Standards Framework

## Where are we now?

- In 2021 Camboon continued to recognise Aboriginal and Torres Strait Islander culture through whole school practices such as commencing our fortnightly assembly with 'Acknowledgement of Country', embedding our new Noongar faction names and caring of our Indigenous Garden project.
- We continued to immerse Noongar language into our everyday school life by inviting a Whadjuk Noongar to teach us about the Whadjuk Boodjar that Camboon sits on and the trees that our clusters are named after. This was followed by a writing competition highlighting these aspects of our school.
- An indigenous artist was engaged to design artwork to reflect our Noongar faction names of Karda, Koorlbardie, Kwilana and Yonga and the designs will be revealed to students in 2022
- The Staff continued implementing the Aboriginal Cultural Standards Framework and how it applied to the context of our school (low percentage of Aboriginal and Torres Strait Islander enrolments).
- CPS staff collaborated to identify areas of strength and growth as well as set goals for future implementation.

## What are we seeking to achieve?

- A shared responsibility with a cohesive, focused approach to improving Aboriginal education outcomes.
- Continue to develop partnerships with Aboriginal and Torres Strait Islanders' both within our school and wider community.
- Develop a culture of respect and understanding for Aboriginal and Torres Strait Islanders culture both within our school and wider community.

## What is the data telling us?

- Aboriginal and Torres Strait Islanders students and families generally feel that CPS provides an inclusive education that caters for their needs.
- CPS provides leadership opportunities for Aboriginal students with one of our Year 6 Aboriginal students holding Student Councillor and Faction Leader positions

## What are we going to do to improve?

- We will continue to monitor NAPLAN data showing the performance of Aboriginal and Torres Strait Islander students.
- Goal 1: To develop partnerships with the wider community.
- Invite a local elder to commence special assemblies with 'Welcome to Country'.
- -Consultation with Principal Consultant Teacher Support Aboriginal Education.
- Goal 2: To continue to build an environment that is welcoming for Aboriginal students and their families by embedding Aboriginal and Torres Strait Islander culture into CPS daily life.
- Continue to raise the profile of the 6 Noongar seasons (information at assemblies, sustainability)
- Science and HASS Curriculum Teams to develop a plan for the bush with learning activities for students to develop an understanding of the importance and use of the flora varieties to the Noongar people and why it is important to care for the land.

# National Quality Standard

## Where are we now?

- Camboon staff undertook self-assessment to determine areas of need.
- Deputy Principal (K-2) lead NQS, preparing information for consultation with staff, and developing a plan.
- All K-2 staff are aware of the plan.
- Self-assessment mid-2021 indicates Camboon is working towards achieving 3 quality areas; 1. Educational program and practice; and 3. Physical environment, 7. Governance and Leadership. All other areas have been met.

## What are we seeking to achieve?

High quality educational program K-2.

- Whole school approach to teaching in the early years, including comprehensive assessment to determine areas of need for individual students and the whole school.
- High quality environment for the delivery of an educational program.
- Integrated curriculum (Creative Schools).
- Networking with community groups and stakeholders.
- Promote each child's agency by enabling them to make choices and decisions.
- Empower students to regulate behaviour.
- Better use of space/furniture in outdoor spaces.
- Empower parents to help their child use Connect

## What is the data telling us?

Three areas for focus and improvement:

- Quality Area 1: Educational program and practice.
- Quality Area 3: Physical environment.
- Quality Area 7: Governance and Leadership

## What are we going to do to improve?

- Introduce and increase use of Connect Classrooms.
- EALD students identified and mapped on Progress Map.
- Intentional play learning stations to have visible outcomes.
- PBS whole school behaviour expectations.
- Implement 'Zones' into classrooms.
- Include student's ideas and suggestions in planning and implementation of learning experiences.
- Create outdoor learning spaces in undercover areas (EC & Cluster 1).
- Sensory room – create a 'Smiling Minds' space.
- Junior playground - provide additional interest and variety of equipment (handball balls, loose parts play equipment).
- EA led games in junior playground (soccer, cricket).
- Refine school improvement process to make it more explicit and transparent.

## Attitude, Behaviour, Effort

<b>Where are we now?</b>
<ul style="list-style-type: none"><li>• Student attitude, behaviour and effort are recorded on end of semester reports for all students from Pre-primary to Year 6.</li><li>• Staff use an agreed percentage, to measure attainment on the ABE scale, to improve consistency of data.</li></ul>
<b>What are we seeking to achieve?</b>
<ul style="list-style-type: none"><li>• Increase the percentage of students in each year level achieving consistently on the ABE descriptors by the end of 2022.</li><li>• Consistency when grading students against the ABE scale.</li><li>• Use the ABE data to determine student needs and develop a plan to improve the attitude, behaviour and effort of targeted students or targeted year groups</li></ul>
<b>What is the data telling us?</b>
<ul style="list-style-type: none"><li>• Students achieving 'consistently' in Semester 2: P: 41.8% (2020- No data for Kindergarten) Year 1: 64.8% (2020- 61.7%) Year 2: 52.9% (2020 -51.7%) Year 3: 60.1% (2020 -57.8%) Year 4: 72.2% (2020 -70.7%) Year 5: 61.5% (2020 -46.1%) Year 6: 68.9% (2020 -75.5%)</li><li>• The year level cohort data indicates that in Years 1-5, more students have achieved 'consistently' on the ABE descriptors. A 15.4% increase was noted for students in Year 5 and a 6.6% decrease was noted for students in Year 6 achieving 'consistently'.</li></ul>
<b>What are we going to do to improve?</b>
<ul style="list-style-type: none"><li>• Teachers to revisit and review the Attitude, Behaviour and Effort Scale to ensure consistent use.</li><li>• Continue to reinforce the expected behaviours on the CPS Behaviour Expectation Matrix: We are respectful, We are responsible, We are learners.</li><li>• Increase the hand-out rate of Gotcha Cards: positive reinforcement cards awarded to students for demonstrating the three behaviours of the Behaviour Expectation Matrix and Camboon Primary School's Learner Dispositions; Independent, Resilient, Organised, Self-aware and Engaged.</li><li>• Further engagement of students to determine the types of rewards the students can achieve as a cluster through their Gotcha Cards.</li><li>• Continue to communicate the use of the Behaviour Expectation Matrix to the school community through the graphic displays of the school's values and expected behaviours on the external walls of the school buildings, the parent newsletter, scheduled PBS assemblies (twice a term), assemblies and the Camboon PS website.</li><li>• Introduction of Minor and Major Behaviour recording process to monitor individual student behaviour.</li></ul>

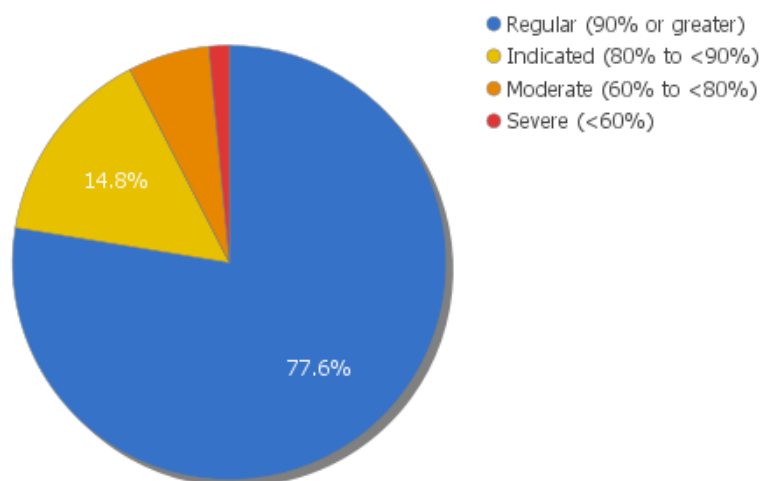
## Attendance

<b>Where are we now?</b>
<ul style="list-style-type: none"> <li>Student attendance throughout 2021 has been mostly regular, with 22% of students with attendance of 90% or less. This is a 1.8% improvement on the 2020 data.</li> </ul>
<b>What are we seeking to achieve?</b>
<ul style="list-style-type: none"> <li>Students attending school regularly (90% and better) remains consistent.</li> <li>More parents informing the school of absences and the reason for absence.</li> </ul>
<b>What is the data telling us?</b>
<ul style="list-style-type: none"> <li>5 students in the At-Risk severe category. Two of students left the school in August and September of 2021. One student was in India for 2021 and was unable to return to Australia due to Covid-19.</li> <li>49 students in the indicated category. (Attendance of 80 to &lt; 90%)</li> <li>19 students in the moderate category. (Attendance of 60 to &lt; 80%)</li> </ul>
<b>What are we going to do to improve?</b>
<ul style="list-style-type: none"> <li>Identify students in the indicated (Attendance of 60 to &lt; 80%) and moderate category (Attendance of 60 to &lt; 80%), and follow-up with parents with the potential to improve their attendance.</li> <li>Continue to include attendance letters to parents for those students who fall below 80% attendance in Semester 1 and 2.</li> </ul>

### Student Attendance Data Semester 2, 2016 – Semester 2, 2021

Collection Period	2016 Sem 2	2017 Sem 2	2018 Sem 2	2019 Sem 2	2020 Sem 2	2021 Sem 2
Attendance Rate	92.9%	92.4%	92.8%	93.4%	92.7%	92.3%
Regular Attendance	73.4%	74.0%	75.4%	80.3%	76.2%	77.6%
Authorised Absence	55.9%	45.7%	57.0%	52.0%	57.0%	63%
Unauthorised Absence	44.1%	54.3%	43.0%	48.0%	43.0%	37%

### Attendance Profile Semester 2, 2021



## Student Leadership

<b>Where are we now?</b>
<ul style="list-style-type: none"><li>• <b>The Student Council</b> were voted in at the end of 2020 and consisted of ten students from Year 6. These students had regular duties across the year including organising assemblies, assisting in tallying Gotcha awards, ringing the siren and give morning announcements, managing the Terracycle program, representing the school in ceremonies such as ANZAC day, meeting special guests on special occasions, and undertaking other duties as determined by the Deputy Principal (Years 3-6) and the Year 6 teachers.</li><li>• <b>The Faction Leadership Team</b> were involved in setting-up for faction sport sessions, athletics carnivals, cross country carnival, managing sports equipment during recess and lunchtimes, speaking at assemblies, supporting their peers during these events and attending regular faction leadership meetings.</li><li>• <b>The Social Justice Committee (SJC)</b> took on several projects in 2021 including fundraising for the Angkor project and promoting sustainability within the school. They helped organise and run numerous fundraising events for our sister school Amphet Phnom including a rice day and blue dress up day. They were responsible for creating posters to promote each event, collecting and counting all donated monies and informing the school of the contributions made. They also continued to manage the school's battery and paper recycling initiatives.</li></ul>
<b>What are we seeking to achieve?</b>
<ul style="list-style-type: none"><li>• To provide an opportunity for students to take responsibility for the world around them, including civic and environmental responsibility.</li><li>• To provide students with the opportunity to have a voice and be heard.</li></ul>
<b>What is the data telling us?</b>
<ul style="list-style-type: none"><li>• A total of 38 students from Years 5 and 6 were involved in the leadership programs.</li></ul>
<b>What are we going to do to improve?</b>
<ul style="list-style-type: none"><li>• Review the leadership processes – election, constitution and different committees and roles were reviewed during 2020 for implementation in 2021.</li><li>• Provide opportunity for students to develop their leadership skills such as public speaking skills.</li></ul>



## 2021 Student Councillors



### CAMBOON PRIMARY SCHOOL Student Councillors - 2021



*Back Row (L-R): Patrick Nguyen, Penney Tucker, Izzabella Carpenter, Shelley Fetaomal, Cassidy Conditorio, Nicholas Federico.  
Front Row (L-R): Petar Spaseski, Ella Zito, Janice Cuculoska (Principal), Mia Savio, Zaeya Lim.*

## 2021 Faction Leaders



### CAMBOON PRIMARY SCHOOL Faction Captains - 2021



*Back Row (L-R): Max Lambert, Harry Wingell, Taylor Gladwell, Abdulkadir Abdulkadir, Komi Saeed, Brayden Whaley.  
Front Row (L-R): Shelby Manning, Laelah Jensen, Lucia Rydel Morgado, Dan Hill (PE Teacher), Jacob Hebbard, Cody Tragiannidis, Minh Phuong.*

## 2021 Social Justice Committee



### CAMBOON PRIMARY SCHOOL Social Justice Committee - 2021



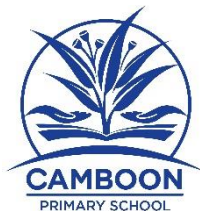
*Back Row (L-R):* Mila Bunijevac, Sophia Gabriel, Angel Peters.

*Middle Row (L-R):* Isaac White, Dhyan Vyas, Hazel Rhodes, Harlow Bamback, Nadine Coggins, Chelsea Cai.

*Front Row (L-R):* Sari Mace, Devyn Tran, Arabella Ireland, Janice Cuculoska (Principal), Kiarah Veseloski, Seth Mekins, Ethan Tran.

*Insert:* Naida Bilic.

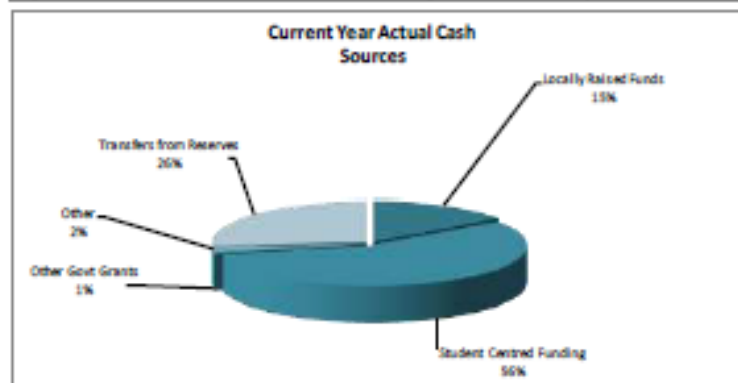
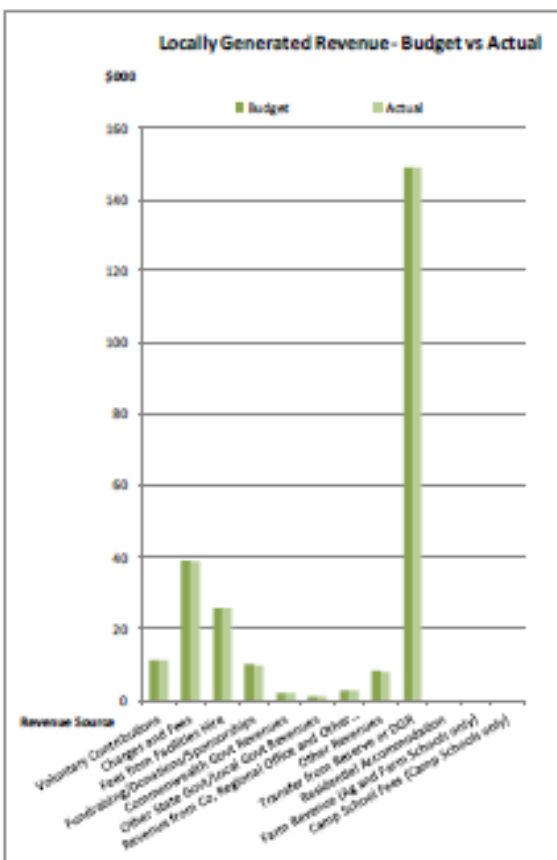




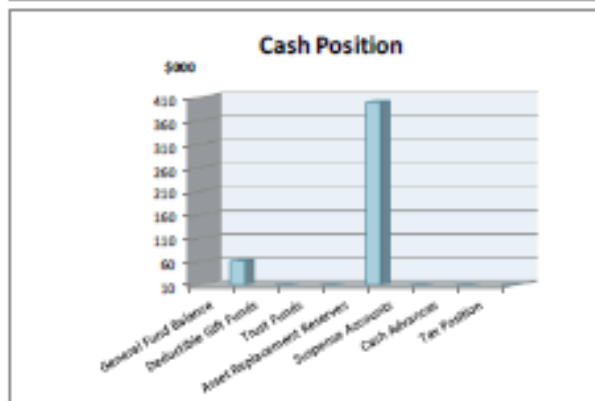
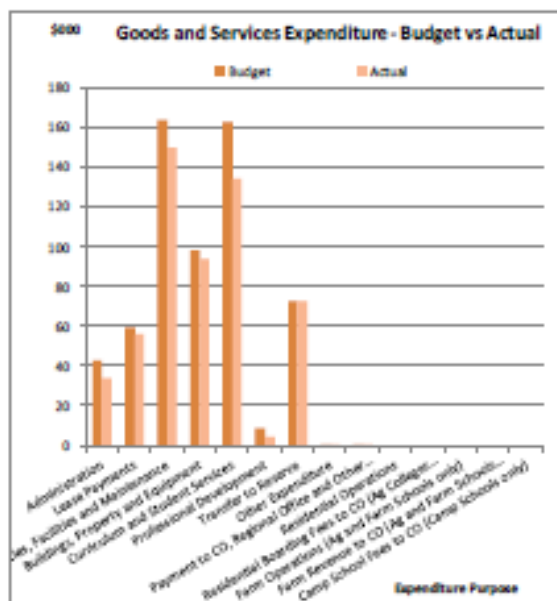
## Camboon Primary School

### Financial Summary as of 31 December 2021

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 11,139.00	\$ 11,093.35
2	Charges and Fees	\$ 38,852.90	\$ 38,752.19
3	Fees from Facilities Hire	\$ 25,807.00	\$ 25,727.35
4	Fundraising/Donations/Sponsorships	\$ 9,780.75	\$ 9,661.50
5	Commonwealth Govt Revenues	\$ 1,777.00	\$ 1,776.88
6	Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ 2,432.00	\$ 2,432.12
8	Other Revenues	\$ 7,984.08	\$ 7,828.33
9	Transfer from Reserve or DGR	\$ 349,155.58	\$ 349,155.58
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds		\$ 247,907.33	\$ 247,456.30
Opening Balance		\$ 40,875.76	\$ 40,875.76
Student Centred Funding		\$ 318,550.33	\$ 318,550.33
Total Cash Funds Available		\$ 607,333.40	\$ 606,882.39
Total Salary Allocation		\$ -	\$ -
Total Funds Available		\$ 607,333.40	\$ 606,882.39



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 42,777.56	\$ 33,859.58
2	Lease Payments	\$ 59,000.00	\$ 56,135.40
3	Utilities, Facilities and Maintenance	\$ 263,501.99	\$ 249,487.21
4	Buildings, Property and Equipment	\$ 97,839.08	\$ 93,771.55
5	Curriculum and Student Services	\$ 262,011.21	\$ 234,274.53
6	Professional Development	\$ 9,000.00	\$ 4,670.00
7	Transfer to Reserve	\$ 72,493.00	\$ 72,460.00
8	Other Expenditure	\$ 252.00	\$ 1.71
9	Payment to Co, Regional Office and Other Schools	\$ 489.55	\$ 490.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure		\$ 607,333.40	\$ 545,149.98
Total Forecast Salary Expenditure		\$ -	\$ -
Total Expenditure		\$ 607,333.40	\$ 545,149.98
Cash Budget Variance		\$ -	\$ -



<b>Cash Position as at:</b>	
<b>Bank Balance</b>	<b>\$ 460,220.85</b>
<b>Made up of:</b>	
1. General Fund Balance	\$ 61,892.41
2. Deductible Gift Funds	\$ -
3. Trust Funds	\$ -
4. Asset Replacement Reserve	\$ 399,420.20
5. Suspense Accounts	\$ 0.00
6. Cash Advances	\$ 100.00
7. Tax Position	\$ 1.47
<b>Total Bank Balance</b>	<b>\$ 460,220.85</b>