

Campbell House School Annual Report



2018



5735

Introduction

The Annual Report for **2018** is provided to the community of Campbell House as an account of the school's operations and achievements throughout the year.

Campbell House School staff work as a cohesive and innovation team to support growth and provide opportunities for learning in an environment that is safe and supportive. The school environment are conducive for students to experience challenges that support growth through high expectations and reflective practices.

Campbell House School focuses on learning and achievement as well as growth in wellbeing through the delivery of quality trauma informed programs including PERMA(H), Positive Education, Berry St and Character Strengths.

The school provides opportunities for students to build vocational and life skills through in-school programs and work experience linked to syllabus outcomes. Students are supported to develop skills to enable them to transition to post-school options including TAFE, further education, traineeships or apprenticeships.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Marisa Pjanic

Principal

School contact details

Campbell House School

Roy Watts Rd

Glenfield, 2167

<https://campbellho-s.schools.nsw.gov.au>

campbellho-s.school@det.nsw.edu.au

9827 6150

School background

School vision

Campbell House School strives for students to become engaged and successful learners through the provision of diverse learning and wellbeing opportunities. We consistently encourage our students to respect themselves and others. We promote social intelligence, gratitude, leadership, forgiveness, perspective, perseverance, self regulation and the development of strategies to support wellbeing. We are committed to building and maintaining positive relationships with students, staff, parents/carers and the wider community.

School context

Campbell House School is a school for specific purposes that supports the learning and welfare needs of sixty three students years seven to twelve. The school is situated in Glenfield and services students from areas of South West Sydney, all students are from low socio-economic backgrounds, 30% of our student population are Indigenous and 25% are Out of Home Care.

Campbell House staff are committed to providing a quality education for all students and provide an inclusive learning and teaching environment for students who have emotional and behavioural disorders with normal cognitive ability.

Our core business is to improve the academic, social, vocational and behavioural outcomes with a focus on wellbeing for all students. The aim is to bridge gaps in literacy and numeracy, supporting the mental health needs of our school community and building solid pathways to employment, or transition to post school options.

The Campbell House School motto is: *Building Positive Relationships in a Learning Community* and this forms the basis on which all learning programs are created. Students attending Campbell House School have experienced significant disruption to their schooling as a result of their diagnosed disabilities, as such the school adopts trauma informed and restorative practices to support all learning.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Campbell House School staff have unpacked the School Excellence Framework and discussed its implications for informing, monitoring and validating our journey towards excellence. Regular discussions throughout the year highlighted areas of growth across all elements in the framework. This reflection has highlighted areas for improved practices and will be priorities for the following year.

Across the Learning domain, learning culture at the school is sustaining and growing due to high expectations and attendance improvements. The school excels in the area of wellbeing and continues to provide care and individual learning school for students. Curriculum, assessment and reporting are a focus of the schools strategic direction and are assessed as being at the delivering stage.

Across the teaching domain it was determined that the school was delivering in the area of data skills and use. We have strengthened our data gathering strategies and these are reflected in programs, personalised learning and support plans and in colleague conversations. In the domains of professional standards, effective classroom practice and learning and development the judgment was that of sustaining and growing. There is evidence of improved practice focusing on collaborative, feedback and innovation.

Across the leading domain, the school is consistently sustaining and growing in all elements. The school has a culture of high expectations for staff and students and this is evident in performance management and development, planning and reporting, and school wide administrative systems and processes for effective management.

The self-assessment process will assist the school to refine our school plan, leading to further improvements in the

delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Learning Culture

Purpose

To create an innovative, differentiated and informed learning culture, underpinned by high expectations and assessment practices that promote student progress in literacy and numeracy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in the proportion of students demonstrating expected growth in literacy.	Macqlit resources \$3424 Teachers salary	Executive staff engaged in Macqlit training and delivered a series of professional development courses to all staff with a focus on SLSO training. 100% of attending students were tested and a student focus group was ascertained. SLSO received weekly support from Macqlit leaders to support growth. 100% of students had literacy outcomes reported on and communicated to key stake holders during Personalised Learning and Support Plans meetings
Increase in the proportion of students demonstrating expected growth in numeracy.	Numeracy kit Origo \$3765.46 Teacher salary	Executive staff collaborated with Community of School partners to view numeracy programs currently being delivered to support growth. Strengths and weakness of programs and suitability assessed. Executive staff purchased numeracy kit Origo to support delivery of professional learning to staff. Numeracy support plan established.
Increase in formalised assessment practices that are used to inform teaching and learning	Teacher salary	100% of staff engage in professional learning on assessment and rubric. Senior staff attended professional learning delivered by NESA on how to assess and grade students at a stage 6 level. Stage 6 teachers reflected on prebuilt assessment tasks and refined assessments to map to rubrics and band descriptors. 100% of senior students completing and receiving feedback through formal and informal assessment tasks.

Strategic Direction 2

Flourishing Wellbeing

Purpose

To connect students to strong support networks, and enable success by developing individualised approaches to wellbeing. We support students to build psychological resources through a trauma informed wellbeing framework, integrated across all domains of the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in the proportion of students exposed to wellbeing networks and programs.	Staff salary	<p>Resources of all wellbeing programs and networks built to be accessed by the executive team.</p> <p>Links created with external agencies to support student wellbeing and mental health concerns</p> <p>School policies and practices developed to ensure safety for all students when experiencing suicidal and self-harming behaviours.</p> <p>Emergency response team developed.</p>
Increase in the proportion of students provided with opportunities to build their profile of wellbeing.	University of Melbourne survey \$150-200	<p>Reflective wellbeing questionnaire created and trialled with students in classrooms. Data collected and will be compared and analysed in 2019</p> <p>Senior Physiologist of Education surveyed students using Well-being profiler. Data collected on two occasions. Analysed and compared to peer cohorts.</p> <p>100% of students taught Trauma Informed learning through positive education. Data collected to inform practice.</p>
Increase in the proportion of whole school programs that implement the Campbell House School trauma informed wellbeing framework.	Berry St Training \$6000	<p>100% of staff teaching and non-teaching engaged in trauma informed professional learning through Berry St. Staff provided with weekly professional learning to unpack Berry St segments to deliver practically within classrooms.</p> <p>100% of staff teaching and non-teaching engaged in registered school deliver learning regarding PERMA(H) and Strengths based learning.</p> <p>100% of attending students exposed to and engaged in Berry St and PERMA(H) in class learning experiences.</p> <p>Character strengths implemented within school assembly.</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Teachers and SLSO Awards	<p>Staff employed to support the students increasing access to vocational training and work place opportunities. Opportunity Hub worked closely with the school to case manage and provide support for ATSI students.</p> <p>Establishment of a school based Aboriginal Education Consultative Group and the establishment of a student Aboriginal Representative council.</p> <p>Staff employed to support continued testing of aboriginal and non-aboriginal students in literacy and numeracy.</p>
Socio-economic background	<p>Student Support Officer Salary \$65,000</p> <p>Berry St training \$6000</p>	<p>Student Support Officer employed to support student welfare and wellbeing. Programs developed to build skills in self-regulation, anger management, drug/alcohol awareness and to create safety plans for self-harming and suicide ideation.</p> <p>White-Ribbon Breaking the Silence education program and celebration days to support understanding the importance of respect, and the building and maintaining of healthy relationships.</p> <p>Trauma informed professional learning to support strengthening staff understanding of trauma and the impact of this on wellbeing.</p>
Support for beginning teachers	<p>No funds were received for the year</p> <p>Staff salary for release and professional learning</p>	<p>Beginning teachers accessing a wide variety of professional development to support growth in skills related to curriculum, behaviour management and staff performance.</p> <p>Beginning teachers provided with allocated time to engage in school based mentoring services.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	37	32	26	24
Girls	14	17	24	30

Campbell House School is a co-educational school for specific purposes. The students population included 16% from language background other than English, 22% identifying as Aboriginal or Torres Strait Islander and 25% from Out Of Home Care.

Management of non-attendance

School attendance is monitored by an executive team member and is reported to the Home School Liaison Officer in fortnightly meetings. Attendance rates, concerns, patterns and support are discussed during these meetings and then further meetings, letters, strategies are implemented to support student attendance. The school has a number of students on short term and long term Alternative Education Programs to support building success at school through a reduction of hours.

Year 12 attaining HSC or equivalent

Campbell House School offers a non-ATAR HSC. In 2018 six students received a High School Certificate or completed their full studies with a Record of School Achievement. Student courses included school delivered board endorsed and course endorsed as well as externally delivered eVET course from South Western Sydney Tafe.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	5.77
Teacher Librarian	0.2
School Counsellor	2
School Administration and Support Staff	10.42
Other Positions	1

*Full Time Equivalent

One staff member identifies as Aboriginal.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	50

Professional learning and teacher accreditation

In 2018 all teachers engaged in professional learning to map PDP goals and evidence to the Australian Standards for Teachers. These mapping exercises have allowed staff to create banks of evidence and be deemed competent against the standards. Through the performance development planning framework staff were provided with professional learning opportunities that supported their growth aligned to individual goals and school and state wide directions. One teacher was successful in obtaining accreditation and two teachers completed their first round of maintenance. One teacher is working towards accreditation and the remainder are pre 2004 teachers and are in the maintenance cycle.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	182,406
Revenue	2,868,758
Appropriation	2,852,652
Sale of Goods and Services	1,327
Grants and Contributions	12,220
Gain and Loss	0
Other Revenue	0
Investment Income	2,558
Expenses	-2,377,350
Recurrent Expenses	-2,377,350
Employee Related	-2,254,627
Operating Expenses	-122,723
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	491,408
Balance Carried Forward	673,815

The SAM, principal and executive form a financial committee that discusses the financial records, spending and budgeting during regular financial meetings. The principal is overall accountable for the financial reports. The schools financial management processes and governance structures meet the financial policy requirements and directions issued by the Department of Education and Training. All account records are properly maintained.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 SBAR Adjustments (\$)
Base Total	517,490
Base Per Capita	20,698
Base Location	0
Other Base	496,791
Equity Total	124,461
Equity Aboriginal	21,484
Equity Socio economic	102,398
Equity Language	579
Equity Disability	0
Targeted Total	1,508,298
Other Total	378,858
Grand Total	2,529,106

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Parent/caregiver, student, teacher satisfaction

Parent/caregiver

Parent/caregiver formal responses were limited, however through conversations and parental engagement responses indicated that parent/caregivers felt valued and a part of the school community. Parent/caregiver engagement in school based activities and events including White Ribbon, Education Week and assemblies increased throughout 2018 including parent/caregiver feedback through school planning exercises. Through student Personalised Learning and Support Plan meetings parents/caregivers voiced their opinions and goals for their students and they received positive communication and feedback both academically and behaviourally on their child's progress.

Parent/caregivers are aware of and attend Connect:ED parent group. Feedback from the group indicated a positive response to the school, staff, community and to the program. Parent/caregivers expressed that all programs delivered supported growth in their understanding and parenting skills, sessions relating to anger provided them with practical steps to managing and understanding anger and emotions. All parents/caregivers stated they feel valued, supported and expressed gratitude for the education provided.

Students

Students were surveyed both formally and informally to collect data on wellbeing and school practices. Student wellbeing data was collected to gain better insight into student functioning under the areas of PERMA(H). The findings of this data indicated that a majority of students wellbeing increased during a period of time where trauma informed learning was delivered in class. Students also completed a Well-being profile through the University of Melbourne which focused on the domains of wellbeing. The report summary compared student responses in the areas of psychological well-being, cognitive well-being, emotional well-being, social well-being, physical well-being and economic well-being. Some findings include that students from year 7-12 rate their financial stability at home which impacts on their ability to afford food, bills, shelter and medical care well below their peer counterparts. In relation to awareness of one's strengths students from year 7-10 indicated they are moderately aware and students in year 11-12 indicated they too are moderately aware but this was above their peer counterparts benchmark. Students in year 7-12 both indicated higher levels of stress, anxiety, depression and anger than their peer counterparts. Their perceived enjoyment and connection to school in years 7-12 indicated they moderately agree and are rated above their peer counterparts.

Staff

Teacher responses from a wellbeing search audit indicated an overall positive response to curriculum, wellbeing and professional learning and development. The survey held in March 2018 and again in December 2018 showed the following findings;

Trauma informed practice

In March 54% of staff indicated a moderate understanding of trauma informed practice increasing in December to 86% of staff having a moderate to well informed understanding of trauma informed practice.

Wellbeing

100% of staff feel as though Campbell House School has been positively impacted from a focus on PERMA(H) and 100% believe above minimal improvements in wellbeing have been made.

Staff confidence

In March 77% of staff identified as having a moderate or above feeling of confidence in implementing strategies to support students who have experienced significant trauma. In December this number rose to 85% of staff. 86% of staff felt as though they have more strategies to use in support of the wellbeing of students.

Policy requirements

Aboriginal education

The aboriginal leadership team focused on

strengthening aboriginal education through the development of a school run Aboriginal Representative Council ARC and through having a focused weekly lesson on aboriginal education linked to syllabus outcomes.

The Aboriginal Representative Council (ARC) comprised of Aboriginal and Torres Strait Islander students that demonstrated a cultural intelligence, interest, leadership skills and curiosity of culture. The ARC met numerous times to discuss and organise school wide events including NAIDOC week and Reconciliation Day. The ARC met to discuss current social issues and begun a weekly ARC award presented at assembly for ATSI and non-ATSI students who demonstrated aboriginal values, community and connection.

Senior Aboriginal and Torres Strait Islander students were involved in a mentoring literacy program at a local primary school. Students were 'buddied up' with kinder aged students and engaged in literacy lessons aimed at supporting literacy development and cultural awareness. Campbell House School students were Elders within this space and strengthened their leadership skills while supporting younger students to embrace culture and learning.

In weekly classes students were provided with the opportunity to learn about culture through The Dreaming, they studied the importance of signs and symbols, researched aboriginal histories and injustices including assimilation policy and the Stolen Generation, and aboriginal arts and languages.

The Aboriginal Education Leadership Team hosted local community at the school during NAIDOC week which included local elders, community members, local schools and a dance troupe from Leumah High School.

Multicultural and anti-racism education

Campbell House School rejects all forms of racism or hate and is committed to the elimination of racial discrimination. All teaching and non-teaching staff contribute to this by promoting tolerance and acceptance of Australia's multicultural, linguistic and religious diversity. The school has high expectations for the students and supports them in understanding, developing tolerance and acceptance for all individuals.

The school promotes and expects tolerance and acceptance and this is highlighted through education during Harmony Day, Multicultural Day, R U Ok day and through the diversity of educational experiences offered including food technology, history and visual arts.

Harmony Day and Multicultural Day are a chance for the school to celebrate diversity, multiculturalism and tolerance within the school and wider community under the theme Everybody Belongs. Throughout March these days are celebrated through providing opportunities for students to explore other cultures through sports, cuisine, language, dancing and

traditional crafts. The countries included in the celebration included Canada, France, Jamaica, Egypt, India and the United Arab Emirates.

Other school programs

White Ribbon

As a recognised White Ribbon School, Campbell House School staff, students and community are committed to the Breaking the Silence Program. The school has continued from previous years to educate students on violence and breaking the cycle of domestic violence. These lessons are an integral part of the school and support students in understanding respectful relationships and building strategies when faced with violent situations.

Throughout the year three celebration days were held to recognise and support White Ribbon. A launch day in term 1 brought community including local schools, White Ribbon Educational Leaders and parent/carers to the school to acknowledge domestic violence through the theme of female empowerment. The opening assembly celebrated the strong women in our local community comprising of staff and students through celebration of dance. The basketball court was officially opened with White Ribbon themed black boards, and guest speaker Daryl Currie shared a personal story of domestic violence and the early warning signs. Our final celebration day was a fete where community groups attended to provide the school community with information about domestic violence and the support that is offered within the community.

There is a school wide commitment to supporting breaking the silence against violence towards women and it forms an important part of the schools values and ethos.

Positive Education

Positive education and trauma informed learning has continued to be a focus throughout the school to support growth in wellbeing for all staff and students. Staff have engaged in registered and non-registered professional learning and have delivered new learning and experiences to students in class through lessons and conversations.

School staff have completed two modules of the Berry Street Education Model based on proven positive education, trauma informed and wellbeing practices which supports enabling students to experience academic and personal growth. Staff delivered weekly lessons to students on the modules Body and Relationships. Body modules built students capacity by increasing physical regulation of the stress responses, de-escalation and focus. Relationship modules focused on classroom management strategies through nurturing on-task learning. Staff and students both reported positive outcomes from the program with the creation of ready to learn charts and focus plans to monitor and communicate stressors.