

Campbell House School

2019 Annual Report



5735

Introduction

The Annual Report for 2019 is provided to the community of Campbell House School as an account of the school's operations and achievements throughout the year.

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.

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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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

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.

Improvement Measures

Increase in the proportion of students demonstrating expected growth in literacy.

Increase in the proportion of students demonstrating expected growth in numeracy.

Increase in formalised assessment practices that are used to inform teaching and learning

Progress towards achieving improvement measures

Process 1: Integrate a whole school approach to targeting the individual literacy development of students.

Evaluation	Funds Expended (Resources)
<p>What: The literacy team trialled and researched a range of literacy testing materials for suitability and use across all stages at the school. A determination was made regarding the most suitable testing and support program and this was trialled using data collected for a targeted group of students. The school employed an instructional leader in term 4 to plan for and ensure a school wide approach to identifying and targeting the literacy needs of staff and students.</p> <p>How: Through surveys, feedback and observation of practice, the school was able to determine what programs were suitable and created a pathway to improving practice by the end of the school planning cycle.</p> <p>Impact: Employing staff in an Instructional Leadership role has supported the learning and development of all school teaching and non-teaching staff to flow into classroom practice to strengthen student outcomes.</p> <p>SEF: Learning domain <i>assessment and curriculum</i> as delivery and <i>reporting</i> as excelling. <i>Explicit teaching</i> as delivering. <i>Data skills and use</i> as delivering.</p>	Additional staffing cost: salary one term

Process 2: Integrate a whole school approach to targeting the individual numeracy development of students.

Evaluation	Funds Expended (Resources)
<p>What: The numeracy team researched and purchased numeracy resources to support and strengthen students skill set in basic numeric operations. The team utilised these resources and created a series of hands on professional learnings to model the teaching of numeracy operations of staff. This was then implemented in classroom practice. An expert teacher was identified and created numeracy/maths programs across stages 4/5 to be delivered by all teachers to ensure continuity of learning.</p> <p>How: Through delivering professional learning targeting basic numeracy skills, staff were surveyed and areas of growth established. Learning was developed to up skill staff across these areas. Staff were provided with coaching from expert numeracy teachers and engaged in a series of modelled exercises with opportunities for observation and feedback.</p> <p>Impact: Through engaging in strong professional development staff confidence and skill sets were increased and this flowed through to classroom teaching practice. Having students complete the same learning in each class allowed for teacher sharing of ideas and assessment toolkits and</p>	Numeracy materials: \$3765.46

Progress towards achieving improvement measures

supported a more transparent reporting procedure.

SEF: Learning domain *assessment and curriculum* as delivering and *reporting* as excelling. *Explicit teaching* as delivering. *Data skills* and use as delivering. *Student performance measures* working towards delivering.

Process 3: Build capacity of staff to assess, collect, analyse and use data within their practice.

Evaluation	Funds Expended (Resources)
<p>What: Staff engaged in a series of professional learning sessions to strengthen their skill sets in how to assess students learning and to ensure assessments analysed students performance against syllabus outcomes. By developing assessment schedules and communicating this to parents/carers, staff were able to discuss assessment and growth during parent/carer interviews and also to provide accurate and individualised reporting comments.</p> <p>How: Staff feedback through surveys, peer review of performance and development, assessment materials, and ongoing professional learning allowed for professional development to be delivered at the teachers point of need.</p> <p>Impact: Improvements in assessment and reporting has allowed for stronger individualised assessments of learning and improved communication of student growth through school reporting. School reports outline student assessment with grades and assessment</p> <p>SEF: Delivery in the theme of <i>data skills and use</i>.</p>	<p>Time: professional development, conversations and research practices.</p>

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.

Improvement Measures

Increase in the proportion of students exposed to wellbeing networks and programs.

Increase in the proportion of students provided with opportunities to build their profile of wellbeing.

Increase in the proportion of whole school programs that implement the Campbell House School trauma informed wellbeing framework.

Progress towards achieving improvement measures

Process 1: Implement a consistent Campbell House School trauma informed wellbeing framework.

Evaluation	Funds Expended (Resources)
<p>What: Staff engaged in professional learning on the functionality and use of the school designed wellbeing framework within Campbell House School. Staff engaged in professional learning to understand the framework, represented through tree diagram. Staff engaged in a survey to provide explicit feedback in regards to the functionality and use of the tree as a representation for wellbeing practices across the school. The wellbeing team revised and collated wellbeing questions to be used as a survey for students to collate data on wellbeing and trends associated with behaviour and welfare. The questions were determined and the survey was implemented through 1:1 meetings between a student and an SLSO who facilitated the process.</p> <p>How: Feedback from staff was provided through a written survey, staff also engaged in collaborative and professional dialogue with each other. Student surveys were completed by releasing an SLSO to support reading and marking of responses.</p> <p>Impact: Feedback on the wellbeing tree indicated that staff were able to understand the elements in the tree which are used within the school, however required further professional development to ensure the document becomes integrated and used to inform policies within the school. Student voices on wellbeing practices were collated and reflected positive feelings towards the wellbeing initiatives used within the school.</p> <p>SEF links: Excelling in domains of Wellbeing and themes of <i>caring for students, a planned approach to wellbeing, individual learning needs and behaviour.</i></p>	<p>Professional learning costs</p> <p>Exec funding to lead wellbeing domains \$ 109, 384</p>

Process 2: Collaborate with networks to support individual student wellbeing.

Evaluation	Funds Expended (Resources)
<p>What: The executive team have been utilising a school developed network folder to support families and individual students to access networks at their point of need. The folder was created through research, utilising existing school support, and through discussions with the schools Student Support Officer who has developed a database of community connections. The network folder was utilised to provide timely access and suggestions to community supports in areas such as mental health, finances, homelessness,</p>	<p>\$ 85,013.61 for Student Support Officer</p>

Progress towards achieving improvement measures

domestic violence, refugee support, Aboriginal and Torres Strait Islander supports, and counselling services.

How: Feedback from each executive and the SSO was provided during executive meetings in which it was determined that the folder is valuable as a first point of call when presented with a problem or concern in which additional expert support is required.

Impact: Feedback from the executive team indicated that the resource is very positive and effectual in helping to evaluate where further support can be provided to students and their families. The trial was successful which has provided further direction for 2020 in which the folder will be available to staff for use during PLSP meetings and provided in a digitalised format.

SEF links: Excelling in domains of Wellbeing and themes of *caring for students, a planned approach to wellbeing, individual learning needs and behaviour. Community engagement* Sustaining and Growing.

Process 3: Building the capabilities of staff to support students in understanding their wellbeing.

Evaluation

Funds Expended (Resources)

What: Staff engaged in regular professional development in trauma informed learning and teaching to strengthen teaching practices throughout the year. The wellbeing team discussed and created a wellbeing toolkit that will support individual students at their point of need to regulate and manage emotions and distress related to trauma.

Time: professional learning, conversation and tasks

How: Wellbeing team met regularly to create a schedule of implementation for wellbeing professional learning and to support the implementation of the toolkit. Staff completed anonymous surveys for data collection to support the school in determining where staff improved practice, areas for future development and to understand how the use of trauma informed teaching practices were implemented into classrooms after engaging in professional learning.

Impact: Staff survey results outlined the learning, growth and value of trauma informed learning within teachers practice. Developing the capabilities to support students deeply impacted by trauma by understanding the body, strengthening relationships, and building character strengths and creating resources to support individual students at their point of need, supports the school in focusing and ensuring students are supported to flourish and grow.

SEF links: Excelling in domains of wellbeing and themes of *caring for students, a planned approach to wellbeing, individual learning needs and behaviour. Community engagement* Sustaining and Growing.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Allocation of \$16603 utilised for staffing and celebrations/community days	<p>Impact: Improved processes for personalised learning programs and planning through conversations with key stakeholders to develop stronger supporting strategies to meet student goals. Aboriginal perspectives were embedded into school programming to develop deeper understandings and tolerance of culture and histories. This includes supporting the Hilltop Aboriginal Education Consultative Student Group (AECSG) to successful run bi-weekly meetings exploring culture and connecting to community and the introduction of the Dharawal language to assembly for the nation language. The school was able to develop deeper connection to community through Elders regular involvement with the school, students and staff running Aboriginal education programs across the school.</p> <p>Opportunity Hub was utilised to support students access to vocational training and workplace through weekly and fortnightly support meetings. Opportunity Hub also engaged strongly with the schools AECSG to strengthen relationships.</p> <p>How: A survey of engagement and satisfaction was conducted with students, staff and parent/carers to determine the success and outcomes of the programs delivered. Informal feedback was also obtained throughout the year as a measure to ensure each initiative was tracking towards their final goals.</p>
Socio-economic background	<p>Student Support Officer Salary \$85,013.61</p> <p>Trauma informed training \$6000</p> <p>Exec leadership of trauma informed learning portion of salary for replacement teacher \$109,384</p> <p>Food programming</p>	<p>Impact: Student Support Officer (SSO) employed to support wellbeing and welfare of students and support individual families in crisis. The SSO works with students and families both at school and in the community with access to housing, mental health support including those who self harm or have suicidal ideation, law support through explaining criminal actions and consequences within the legal system, individual support for anger management and self-regulation techniques, drug and alcohol awareness learning, and individual case management.</p> <p>The school utilises food bank, OzHarvest and deliveries to create food packages for vulnerable and needy families and students to ensure students have access to nutritious meals on a regular basis. This supports development and engagement in learning.</p> <p>Trauma informed learning is delivered through registered training and through staff professional development on a regular basis to strengthen staff understanding of trauma and the impacts and implications that trauma has on individual students. Executive staff lead the schools development in training, programming and resources to support</p>

<p>Socio-economic background</p>	<p>Student Support Officer Salary \$85,013.61</p> <p>Trauma informed training \$6000</p> <p>Exec leadership of trauma informed learning portion of salary for replacement teacher \$109,384</p> <p>Food programming</p>	<p>students at their individual point of need.</p> <p>How: Through utilising staff, student and parent/carer surveys and data the school was able to determine the effectiveness and impact the three programs had on supporting student wellbeing. The data showed that a majority of all parties agree or strongly agree that the SSO is vital in supporting students through trauma informed learning support students in understanding their strengths and how to regulate and the food program supports wellbeing and nutrition needs.</p>
<p>Support for beginning teachers</p>	<p>No funds were received this year</p>	<p>Impact: The school supports teachers both casual, temporary and permanent to access a wide variety of professional development to support growth in the areas of curriculum, behaviour management, wellbeing and performance. Beginning teachers are provided a mentor to engage in observation and feedback processes and to explore opportunities for growth.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	32	26	24	28
Girls	17	24	30	31

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Year 12 students attaining HSC or equivalent vocational education qualification

Campbell House School offers a non-ATAR HSC. In 2019 seven 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 courses, as well as externally delivered eVET courses through South Western Sydney TAFE.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	6.86
Teacher Librarian	0.4
School Counsellor	2
School Administration and Support Staff	11.52
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

The school focused on professional learning in three domains of curriculum, wellbeing and WHS. Curriculum professional learning was lead by the Learning Culture team on areas such as literacy, numeracy, assessment and reporting. Wellbeing professional learning lead by the Flourishing Wellbeing team focused on unpacking the principals of PERMA(H), utilising the Berry St Model of Education for strong and successful implementation into classroom practice, and redefining behaviour management through restorative practice and conversations. All staff completed the mandatory

WHS training including child protection, e-emergency care and anaphylaxis and CPR.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	673,815
Revenue	3,250,860
Appropriation	3,231,391
Sale of Goods and Services	1,250
Grants and contributions	16,058
Investment income	2,162
Expenses	-2,582,087
Employee related	-2,434,940
Operating expenses	-147,147
Surplus / deficit for the year	668,774

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 SBAR Adjustments (\$)
Targeted Total	1,737,103
Equity Total	146,542
Equity - Aboriginal	16,603
Equity - Socio-economic	129,299
Equity - Language	640
Equity - Disability	0
Base Total	549,353
Base - Per Capita	25,116
Base - Location	0
Base - Other	524,238
Other Total	466,807
Grand Total	2,899,804

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.

Parent/caregiver, student, teacher satisfaction

The school created a formal survey to gauge parent/carers satisfaction and feedback in areas including engagement in school events, connect:ed parent group, bullying, support and network links, learning, positive education strengths, communication and to understand how valued and connected they feel to the school community. From the surveys the school determined that parent/carers who engaged with the school in regards to events and activities agree or strongly agree that they were connected and enjoyed the experience. Parent/carers were all aware of the connect:ed group and those who attended found the educational programs very valuable and found the biggest barrier to attending was working or other commitments as the school provides transport support for access. Parents/carers expressed that being apart of personalised learning support meetings was invaluable in developing a stronger understanding of student learning and growth and through this parent/carers actively talked to their child about their strengths and learning outcomes.

Students engaged in a formal survey through the support of a Student Support Officer. This data alongside informal data created a picture of student practices, wellbeing and attitudes towards student learning. A majority of students feel accepted at Campbell House and agree that staff provide high expectations with clear expectations, build strong positive relationships, encourage students to make positive choices and feel their culture is supported. Students all agree that they feel supported by the Student Support Officer and that support extends past the school gates into their home environments. Students also identified that they are learning about their character strengths and a majority can identify what their top strengths are. In regards to curriculum students provided on average a neutral response to questions such as confidence in literacy and numeracy and consistent effort towards learning.

Staff engaged in numerous formal surveys throughout the school year to gather feedback, suggestions and support forward planning. 100% of staff felt that the wellbeing programs strongly support both staff and student wellbeing. Staff responses also indicated that most staff agree or strongly agree that the school support their professional development through providing opportunities to collaborate with other staff, inspire others to meet professional goals, and support opportunities of growth through contributing to broader school programs. The survey outlined areas of focus for development including technology and ensuring regular and transparent assessment practices.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Campbell House School established an Aboriginal Education Leadership Team that focused on strengthening student outcomes and community relationships through the development of a school based Aboriginal Education Student Consultative Group (AESCG). This group hosted bi-weekly learning experiences with Aboriginal and Torres Strait Islander students from the school and two neighbouring SSPs. The group participated in a number of incursion activities and hosted a community NAIDOC Week celebration with cultural dancing, Elders, traditional foods. The group was also responsible for bringing language into the school including the introduction of the national anthem sung in Dharawal.

Campbell House School continued to work closely with Opportunity Hub to support students in building skill sets to enter into the workforce. Through attending community vocational open days students were able to explore a range of post schooling options that supports them in determining educational goals and pathways.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

The school supported an additional teacher to be trained as an Anti-Racism Contact Officer to embed strong practices of respect and tolerance within the student body. The schools Student Representative Council created an anti-bullying and racism team that closely reviewed the schools policy and advised on processes to better support staff and students. This team delivered multiple assemblies to support students in developing a deeper understand of racism and discrimination and ways to stop and support those affected by racial remarks or actions.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Campbell House school promotes tolerance and acceptance and celebrated culture at multiple points throughout the year. The school hosts Harmony Day and Multicultural Day focusing on cultural acceptance and understanding through sports, activities, games, cuisine and language. The school incorporates opportunities for students to learn about cultures through lessons such as food technology, history, English and PD/H/PE.