

2020 Annual Report

Campbell House School



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Introduction

The Annual Report for 2020 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.

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 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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	2020 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	Delivering
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>Impact: The literacy team utilised external testing programs including MacqLit and PROBE to gather data to inform practice. Data based on reading and comprehension was utilised to inform gaps in teacher knowledge for professional learning and contributed to data gathered for students personalised learning meetings. The instructional leader alongside the literacy team delivered professional learning to all staff in understanding the literacy progressions and how these are used to track and inform practice. All attending students were mapped on the literacy progressions and this information was used to create weekly individual literacy targets. The instructional leader programmed the first semesters English and literacy program before modelling best practice to teachers who then shared the responsibility of creating programs across stage 4-5. The school accessed support from the Departments Curriculum Advisor to ensure compliance to NESA requirements and to improve best practice.</p> <p>How: Using surveys, formal feedback on data shared through personalised learning meetings, and through goal setting, the school was able to track improvement in practice. The wider school community was surveyed regarding supports and interventions and stated that the progress made thus far was on track to improving outcomes.</p> <p>School Excellence Framework: Assessment: <i>Delivery</i> in the theme of summative assessment. Curriculum: <i>Delivery</i> in the theme of teaching and learning. Student Performance Measures: <i>Working towards</i> delivery in the theme of internal and external measures against syllabus standards.</p>	<p>Time: staff development and engagement in professional development and conversations</p> <p>Resources: value of books</p>

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

Evaluation	Funds Expended (Resources)
<p>Impact: The instructional leader programmed the first semester mathematics and numeracy program before upskilling staff to take ownership over this programming across stage 4-5. The school utilised PAT testing to gain a valuable understanding of student skillsets across all three mathematical domains. This data is compared with all students across the state in the same year level. Staff were trained in using the PAT testing platform to review and assess data to create numeracy goals and targeted intervention activities. The numeracy team drafted a 2 year scope and sequence for mathematics and numeracy to streamline the teaching cycle and to ensure all students are exposed to and have the opportunity to learn all mathematical domains.</p>	<p>Time: staff development and engagement in professional development and conversations</p>

Progress towards achieving improvement measures

How: Using surveys, formal feedback on data shared in personalised learning meetings, and through goal setting, the school was able to track improvement in practice. The wider school community was surveyed regarding supports and interventions and this was used to inform 2021 school wide goals.

School Excellence Framework: Assessment: *Delivery* in the theme of summative assessment. Curriculum: *Delivery* in the theme of teaching and learning. **Student Performance Measures:** *Working towards* delivery in the theme of internal and external measures against syllabus standards.

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

Evaluation

Funds Expended (Resources)

Impact: The school utilised external assessment of MacqLit, PROBE and PAT to gather data on student progress and growth. Assessments were adapted due to COVID-19 and there was a focus on formative assessment. Stage 6 students utilised both formative and summative assessment and the outcomes of these were embedded into school reports. Assessment information booklets for stage 4-5 were drafted for 2021 implementation that contained a schedule of assessment. This was modelled on the stage 6 schedule of assessments. Teachers actively worked across teams to discuss, share and offer suggestions on how to improve and embed formative assessment practices within all curriculum areas.

How: Through surveys and formal feedback during professional learning, the school was able to determine teacher understanding and performance and where ongoing professional learning needed to be targeted.

School Excellence Framework: Assessment: *Delivery* in the theme of data skills and use, *delivery* in the theme of formative assessment, *delivery* in the theme of whole school monitoring of student learning.

Time: staff development and engagement in professional development and dialogue.

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>Impact: Development of a Campbell House School framework, which incorporates elements of positive education and trauma informed wellbeing practices. The model explores the domains of relationship, emotional management, awareness, character strengths, habits and goals. Each domain is divided into four sections which focuses on what students are to learn and experience and what staff are to practice and embed as part of the framework practice.</p> <p>How: Pilot of the wellbeing framework with senior cohort, observation of the framework in use, feedback from students and staff involved in reviewing the framework.</p> <p>Self Evaluation Framework: Wellbeing: <i>Excelling</i> in the approach, care and ongoing development of new wellbeing programs.</p>	<p>Cost: staff relief to develop framework and profiles</p> <p>Time: research, professional conversations and professional development.</p>

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

Evaluation	Funds Expended (Resources)
<p>Impact: The school engaged in professional learning to utilise Google Drive as a place to store electronic versions of network groups. These groups included mental health, financial supports, homeless services, domestic violence, refugee supports, counselling services and Aboriginal and Torres Strait Islander supports. These networks were made accessible across the school community to ensure that all students and families could access support a their point of need even during COVID-19. This was communicated through staff groups, letters to parents/carers and during virtual connect:ed meetings.</p> <p>How: Feedback from the executive team, teachers and SLSO's supported revision and adjustments made to the layout of electronic version of the network group folder for easy use and accessibility. Executive teacher meetings with parent/ carer community to discuss available networks and partnerships and make links as required.</p> <p>School Excellence Framework: Wellbeing: <i>Excelling</i> in all these of caring for students, a planned approach to wellbeing, individual learning needs and behaviour. Educational Leadership: <i>Delivery</i> in community engagement.</p>	<p>Time: professional conversations and data analysis.</p> <p>Professional learning: self paced online modules to upskill in use of Google Drive.</p> <p>Executive and teacher release for meetings.</p>

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
<p>What: PERMA(Positive Emotion, Engagement, Relationship, Meaning and Accomplishment) training package for clear understanding and measurement of student wellbeing markers.</p> <p>How: Survey on wellbeing understanding and practices. Build capacity of staff to understand wellbeing and gather professional feedback and collate data through focus groups. A weekly self reporting process responding to 6 questions about wellbeing, delivered to both students and staff, under the domains of PERMA Tracked for one year. Staff responses remained anonymous whilst student data was tracked and communicated to staff.</p> <p>School Excellence Framework: Wellbeing: <i>Excelling</i> across all areas of wellbeing initiative and data tracking.</p>	<p>Time: professional learning and conversations.</p> <p>Release of SLSO to collate and input data on weekly basis.</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Time: time allocation and resource area for meetings</p> <p>Resources: cost utilised for staffing release to run programs \$18,444</p>	<p>Impact: Improved processes for personalised learning through the streamlining and simplifying of documents. This process has supported students, parents/carers and key stakeholders to have more meaningful conversations regarding strategies and educational and vocational goals.</p> <p>The Hilltop Aboriginal Education Consultative Student Group (AECSG) meeting processes were hampered due to COVID-19. The Community of Schools involved with the AECSG liaised to ensure that celebration of Aboriginal and Torres Strait Islander history and culture could occur side by side but within each schools context.</p> <p>Opportunity Hub were unable to enter school grounds due to COVID-19 restrictions but were able to provide phone and email support to continue to engage students in goal setting and planning.</p> <p>How: The school community were formally surveyed to determine satisfaction with the success and outcomes of the programs offered. Feedback was gathered through informal and formal conversation within Personalised Learning and Support Plan meetings to ensure students goals had strong support strategies and authentic measures of success.</p>
Socio-economic background	<p>Student Support Officer Salary \$88, 000</p> <p>Training \$11,571</p> <p>Exec leadership of trauma informed learning portion of salary for replacement teacher \$109, 387</p> <p>Breakfast/lunch and community pantry programs</p>	<p>Impact: Student Support Officer (SSO) employed to support the student and their families wellbeing and welfare. The SSO actively engaged in professional learning on role development and took on a mentoring roll for the newly appointed SSO. The SSO supports students in accessing education, TAFE, mental health supports, housing, financial supports, court and legal supports, and vocational and employment opportunities. The SSO supports individual students through crisis management, and critical incident management with the executive team, anger management, self-regulatory strategies, drug and alcohol awareness education and engaging in respectful relationships.</p> <p>The school utilised Food Bank, OzHarvest, and donations to create food and product hampers that were delivered to all families. These hampers ensured that families had basic food supplies and access to hygiene supplies during COVID-19. The school continued to provide daily food for students to have access to nutritious foods on a regular basis to support health, wellbeing and academic engagement.</p> <p>Trauma informed learning and positive education professional learning is delivered on a regular basis to ensure staff are utilising</p>

<p>Socio-economic background</p>	<p>Student Support Officer Salary \$88, 000</p> <p>Training \$11,571</p> <p>Exec leadership of trauma informed learning portion of salary for replacement teacher \$109, 387</p> <p>Breakfast/lunch and community pantry programs</p>	<p>the most effective strategies to support student engagement in learning and to promote self-regulatory behaviours.</p> <p>How: Through utilising data from weekly student and staff surveys plus school community surveys the school was able to determine the effectiveness of the programs in promoting wellbeing and a sense of flourishing. The data showed that the programs had positive impact on all members of the school community.</p>
<p>Support for beginning teachers</p>	<p>No funds were received</p>	<p>Impact: The school supports all staff to develop professional learning goals and encourages staff to engage with professional learning and development. All teaching staff including casual, temporary and permanent had access to and engaged in a wide variety of professional learning both online and through face-to-face meeting on curriculum, assessment, wellbeing trauma informed learning strategies, behaviour management and restorative practice. The schools beginning or early career teachers are mentored by executive staff and engage in observations and feedback process to explore opportunities for growth.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	26	24	28	26
Girls	24	30	31	27

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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.

Post school destinations

All year 12 students were presented with the opportunity to engage in post-school training and conversation with disability employment agencies. Two students were offered post-school work placements through these programs.

Year 12 students attaining HSC or equivalent vocational education qualification

Campbell House School offers a non-ATAR HSC. In 2020 five students received a High School Certificate or completed their full studies with a Record of School Achievement. Students pattern of student include school delivered board endorsed and course endorsed courses, VET certificates, and eVET courses through south Western Sydney TAFE. All HSC students in year 12 engaged in at least one vocational training course.

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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	1,342,588
Revenue	3,388,034
Appropriation	3,382,251
Sale of Goods and Services	1,538
Grants and contributions	3,558
Investment income	687
Expenses	-2,997,680
Employee related	-2,661,535
Operating expenses	-336,145
Surplus / deficit for the year	390,354
Closing Balance	1,732,943

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.

	2020 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	182,599
Equity - Aboriginal	20,563
Equity - Socio-economic	161,636
Equity - Language	400
Equity - Disability	0
Base Total	2,390,314
Base - Per Capita	28,962
Base - Location	0
Base - Other	2,361,352
Other Total	727,213
Grand Total	3,300,126

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

TTFM:

Staff survey 2020 Outcomes:

Social emotional outcomes: Positive sense of belonging 45% (norm 63%), Value schooling outcomes 73% (norm 69%), Positive behaviour 86% (norm 86%), Interested and motivated 36% (norm 25%)

Drivers of Student Outcomes: Explicit teaching and feedback 6.7 (norm 6.3), Advocacy 7.7 (norm 5.9), Positive learning climate 6.7 (norm 5.6), Positive teacher-student relations 7.8 (norm 5.6)

Student survey 2020 Eight Drivers of Student Learning:

Leadership 7.7 (norm 7.1), Collaboration 7.2 (norm 7.8), Learning Culture 7.2 (norm 8.0), Data Informs Practice 6.7 (norm 7.8), Teaching Strategies 7.2 (norm 7.9), Technology 6.8 (norm 6.7), Inclusive School 8.1 (norm 8.2), Parent Involvement 6.4 (norm 6.8)

Parent/Carer survey

Welcomed 7.4 (norm 7.4), Informed 7.3 (norm 6.6), Support learning at home 6.3 (norm 6.3), School supports learning 6.9 (norm 7.3), School supports positive behaviour 7.2 (norm 7.7), Safety at school 6.7 (norm 7.4), Inclusive 6.9 (norm 6.7)

School survey:

Parent/Carers: Valued member of the school community: 60% agree, 40% strongly agree; Understanding of their child's learning needs: 70% agree, 30% strongly agree; Comfortable discussing their child's mental health needs: 90% very comfortable, 10% somewhat comfortable

Staff: Positive education address student needs and supports development: 41% strongly agree, 41% agree, 18% neutral; Behaviour management documents are active and address needs: 27% strongly agree, 55% agree, 18% neutral; Class lessons engage and support growth: 14% strongly agree, 68% agree, 14% neutral and 4% disagree; Provided with leadership opportunities: 33% strongly agree, 33% agree, 23% neutral, 11% disagree; Staff wellbeing is supported: 43% strongly agree, 43% agree, 14% neutral; Student wellbeing is supported: 72% strongly agree, 24% agree, 4% neutral

Students: Positive relationships at school: 22% strongly agree, 39% agree, 31% neutral, 4% disagree, 4% strongly disagree; Learning is relevant: 13% strongly agree, 35% agree, 26% neutral, 13% disagree, 13% strongly disagree; During the last year have you experienced bullying: 65% never, 23% 1-2 times, 4% 1-2 times per term, 4% 1-2 times per week, 4% daily; Connection to external agencies: 5% strongly agree, 67% neutral, 5% disagree, 23% strongly disagree; Understanding of strengths: 26% strongly agree, 48% agree, 22% neutral, 4% disagree; Understanding of personal top strengths: 41% strongly agree, 27% agree, 32% neutral; Berry St lessons helped self-regulate emotions: 5% strongly agree, 14% agree, 47% neutral, 29% disagree, 5% strongly disagree; Berry St has taught mindfulness: 5% strongly agree, 10% agree, 60% neutral, 20% disagree, 5% strongly disagree

PERMAH data

Anonymous PERMA(H) data collected weekly is collated, tracked and analysed for trends against suspensions and events. 6 questions marked on a 7 point scale cover the 6 PERMA(H) domains.

Staff data: 75% top 3 bands feelings of joy., 76% top 3 bands of being interested in things they have been doing, 75% top 3 bands of feeling connected to other people, 74% top 3 bands of feeling useful, 72% top 3 bands of dealing with challenges well, 76% top 3 bands of making positive choices

Student data: Domains were recorded higher at the beginning and end of each term. A majority of responses varied by only one degree higher or lower each week regardless of circumstances internal and external to the school. Student data shows top 4 bands of being able to make positive choices, feeling connected to others, interest in things they have been doing, and feeling useful. Student data shows top 3 bands of dealing with challenges well, but operate in bands 2 - 4 for feeling joy. When averaged, students self-reported as being able to deal with challenges better at school than home as indicated by a one band difference between these data points.

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 establishes an Aboriginal Education Leadership Team at the beginning of each year. The teams focus is on strengthening student outcomes, improving engagement, and strengthening community relationships. The school conduct bi-weekly learning experiences for Aboriginal and Torres Strait Islander students through links with Opportunity Hub and through the Hilltop Aboriginal Education Consultative Group. Due to COVID restrictions these groups were unable to proceed with face-to-face learning opportunities and instead focused on individual student outcomes.

All Aboriginal and Torres Strait Islander students have Personalised Learning and Support Plans. These are created within the first five weeks of term 1 with students, staff, parent/carer and all key stakeholders given the opportunity to have input into the goals and learning plans. Cultural, academic, aspirational and wellbeing goals are created. During term 3 these plans are reviewed and updated to reflect the progress students have made.

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 has three Anti-Racism Contact Officers to ensure a culture of respect and tolerance where inappropriate conversations and actions are addressed. The schools Student Representative Council are consulted in the review of the schools policies in relation to anti-bullying and racism to ensure students voice are heard and it is reflective of the current schools culture.

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 of all people. The school hosts Harmony Day and Multicultural day to reflect on and learn about a variety of cultures through activities, games, cuisine and language. The school incorporated opportunities for students to learn about different cultures through curriculum lessons including food technology, HSIE, English and PD/H/PE.