

2022 Annual Report

Campbell House School



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Introduction

The Annual Report for 2022 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 Strategic Improvement 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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Campbell House School

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School vision

Campbell House School strives for students to become engaged and successful learners through the provision of diverse learning and wellbeing opportunities. All school staff are supported to build their capacity to target learning at individual students points of need through engaging in professional learning linked to school priorities and to the Australian Professional Standards. The school practices and embeds trauma informed learning and strengths based language through positive education to enable students to flourish in all aspects of their lives. We consistently encourage our students to respect themselves and others. We acknowledge and celebrate the diversity of all people and strive to build an accepting and tolerant community. 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, 23% of our student population are Indigenous and 16% 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 pathways to further education, employment, or transition to post school options. All students are presented with opportunities to achieve their High School Certificate or Record of School Achievement.

At Campbell House we value the identity, culture, heritage and languages of our Aboriginal and Torres Strait Islander students and their families. Staff connect with Aboriginal students and their families to support aspirational goals.

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.

Wellbeing practices are embedded throughout all aspects of the school curriculum, this can be seen in the delivery of positive education and character strengths development alongside trauma informed practices. Wellbeing is fundamental to our staff and wider school community where we focus on the continuance of positive emotions, engaging relationships and effective communication.

As a result of the situational analysis our School Improvement Plan has been formulated on areas of growth and the strengthening of areas of excellence which are a priority for our school community.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
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	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To provide students with opportunities to develop strong foundations in literacy and numeracy. A student focused approach where individual learning goals will be determined and revised to ensure a continuum of growth as per Personalised Learning and Support Plans.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data skills and use
- Attainment Goals

Resources allocated to this strategic direction

English language proficiency: \$2,400.00

Socio-economic background: \$43,671.82

Summary of progress

Campbell House School teaching staff have made progress in professional learning to develop a deeper understanding and use of literacy and numeracy progressions within the teaching and learning cycle. Professional learning for numeracy progressions has been put on hold and will become the focus for professional learning in 2023. The school as part of the Hilltop Community of Schools employed an Assistant Principal Curriculum Instructor to provide targeted intervention to support with low levels of literacy, and to up-skill staff in implementing literacy strategies. The school implemented one new initiatives being the Work and Transition Team and enhanced the Attendance Committee to support students attainment of goals. In order to track and present student data and after extensive research the school has invested funds into a new Personalised Learning Planning document. Three of the schools identified activities for the year were shifted to 2023 to allow for more time to plan and create innovative and new practices. This included improving assessment marking rubrics, utilising Markbook to track assessments, and utilising data to inform teaching and learning.

The on-balance judgement against the SEF for *Data Skills in Use*, *Student Performance Measures*, *Assessment* and *Student Growth* are assessed as Delivering. The element of *Attendance* is assessed as Sustaining and Growing.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Individual student data tracking proforma developed. Containing data, analysis and annotation. All staff utilising tracker for literacy. All staff engage in professional learning with data sets to build capacity and understanding of data analysis and annotation. All staff engage in professional learning to build teacher capacity to teach literacy skills. Build and measure student growth in writing tolerance and skills linked to creating texts, grammar, spelling and punctuation with a focus on speaking and listening.	Staff engaged in fortnightly professional learning on literacy strategies with a focus on creating texts, unpacking PLAN data, and using the progressions. 100% of staff are utilising literacy progressions to inform learning intentions and success criteria, to set individual students targeted goals, and to track growth. Staff engaged in fortnightly professional learning on numeracy strategies with a focus on additive strategies. Staff were able to link the numeracy progression indicators to the syllabus. Staff utilised syllabus content to map numeracy progressions to curriculum general capabilities and attempted to embed additive strategies into daily classroom practice. 100% of staff have increased their confidence in using and understanding numeracy progression and some staff are confident in embedding additive strategies into classroom practice. In 2023 the focus will be to build upon staff confidence in additive strategies to embed data into PLAN. Whilst staff have developed proficiency in utilising literacy and numeracy data the 2023 direction is to utilise data to inform teaching and learning program directions and provide more explicit and accurate feedback to

<p>Build and measure students growth in number sense and algebra linked to multiplicative and additive strategies, operating with decimals, percentages and interpreting fractions.</p>	<p>students.</p>
<p>Embed a whole school approach to streamline and strengthen communication regarding attendance.</p> <p>Creation of termly individual student attendance goals with strategies to support engagement.</p> <p>Embedding a school wide PLSP process with attainment focused goals.</p>	<p>The Attendance Committee utilised the new school developed communication procedures to establish daily procedures to monitor student attendance. Individual attendance targets were developed, tracked and communicated to students to support and measure engagement and to aligned goals to initiatives. Attendance targets were identified for 100% of students with 22% meeting the individual target.</p> <p>The Work and Transition Team was established to support attainment and attendance goals and to create vocational pathways for student in years 9-12. The team worked with 23 students and provided 12 students with work placement opportunities including accessing the NSW Fire and Rescue Unit. The team met with student on an individual basis to engage in activities such as obtaining a white card, drivers license, part-time work and as a group to engage in employment exhibitions and incursions including bricklaying workshops.</p> <p>The school worked collaboratively with Goal Hub to design a Personalised Learning Support Plan that aligned to curriculum and school directions. This document will be utilised in 2023 for individual student planning and tracking. The PLSP initial set up has occurred with all executive staff up-skilled in the use of the program.</p>

Strategic Direction 2: Wellbeing framework and practices

Purpose

The school supports all students to flourish and thrive in all aspects of their lives. To ensure all students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school wellbeing processes that support high levels of wellbeing and engagement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Holistic wellbeing approach

Resources allocated to this strategic direction

Socio-economic background: \$9,141.49

Professional learning: \$17,858.47

SSP supplementary funding: \$55,799.00

Summary of progress

Wellbeing of staff and students is a priority at Campbell House School. All staff supported staff and student wellbeing through actively engaging in Positive Education through the Resiliency Project, engaging in somatic therapies of yoga and sound healing, and through trauma informed practices. Two wellbeing initiatives Triple R+ and new communication procedures were established and enabled reflective practices to increase safety and decrease the impact of negative incidents on the school community. The school as part of the Hilltop Community of Schools employed an Aboriginal Education Officer and Community Liaison Officer to build deeper connections between the school and the parent/carer and wider community. Three of the schools identified activities for the year were shifted to 2023 to allow for more time to plan and create innovative and new practices. This included the implementation of the Departments Inclusive, Respectful and Engaging policy, a wellbeing monitoring audit and the development of a new student wellbeing profiler.

The schools assessment against the SEF has historically been *Excelling* and practices and data show the self-assessment of *Excelling* is still an accurate reflection of practice. The school aims to continue to track at *Excelling* for each element.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase positive recorded incidents by 10% as based on data from 2021.	<p>The schools new pilot initiative Triple R + program tracked crucial data on student well-being and behaviour. The program Reflect, Restore, Return and Restart is an intensive trauma informed education program that provides individual support to help students identify triggers, implement self-regulatory strategies, understand the brain, unpack emotions, and build skills to resolve and repair damaged relationships. 85% of students involved in the program actively engaged and receive either weekly or needs based interventions. Data shows a decrease rate of 47% in suspensions between 2021-2022.</p> <p>A new daily student behavioural tracker 'Strengths in Action' were developed and utilised within classrooms. The tracker monitors student behaviour through a positive lens and highlights students strengths as opposed to deficits. 55% of teaching staff utilise the tracker and language as a behaviour management tool.</p> <p>The new school developed communication procedures enhanced safety and communication across the school community. It included the use of Sentral as a tracking space for positive incidents, however this aspect has</p>

<p>Increase positive recorded incidents by 10% as based on data from 2021.</p>	<p>yet to be implement and will be utilised in 2023.</p>
<p>Professional learning on trauma informed and positive education practices based on schools wellbeing framework.</p> <p>School wide system with embedded initiatives to provide practical supports for wellbeing.</p>	<p>100% of teaching and non-teaching staff engaged in trauma informed learning through school delivered Berry Street Education Model modules. Learning is evident in classroom practices and two classrooms have been identified as leaders within this domain and will be mentored within wellbeing leadership roles in 2023.</p> <p>Two staff members from the schools Positive Education Leadership Group engaged in professional learning to understand and deliver the curriculum associated with the Resiliency Project, Gratitude Empathy and Mindfulness (GEM) program. 100% of students were provided with the opportunity to engage in GEM curriculum to enhance their understanding of self and implement support strategies. Data from the Resilient Youth Survey showed +15% higher comparison rate than the Australian norm for teachers who care, encourage and create safety for students.</p> <p>The employment of an Aboriginal Education Officer (AEO) resulted in an increased percentage of students and families connecting to their mob and a deeper connection being established across the Hilltop Community of Schools. The AEO delivered weekly yarning circles and made connections with students who had disengaged from learning but willingly took part in circles.</p> <p>The employment of a Community Liaison Officer (CLO) resulted in establishment of a new Family Group across the Hilltop Schools. This group met weekly to provide education, wellbeing resources and self-care strategies. This was a Hilltop funded position that will become a school specific role in 2023.</p>

Strategic Direction 3: Quality classroom practices

Purpose

Increase staff capacity to maximise learning outcomes through the provision of quality teaching and learning programs and opportunities.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Personalised student centred learning
- Technology to enhance learning
- Quality teaching and learning

Resources allocated to this strategic direction

Socio-economic background: \$36,624.75

Summary of progress

Quality classroom practices and building expert teachers in curriculum, behaviour and wellbeing is a continued focus at Campbell House School. Staff were up-skilled in the use of Learning Intentions (LI) and Success Criteria (SC) across all KLA programs. Staff engaged students in dialogue based on the LI and SC to deepen students knowledge and awareness of the learning taking place and achievement markers. The school upgraded and purchased technology that allowed staff to enhance learning opportunities, track and accurately record attendance and behaviour within classroom spaces. Project Day was a new initiative implemented within the stage 4/5 learning space that highlighted expert teachers within the school by allowing them to showcase their strengths. The day was linked to work education outcomes and provided hands-on learning with theory in learning areas of construction, cooking, fitness and performance. A deep dive into curriculum monitoring audit was conducted to allow an accurate reflection of existing practices across a cross-section of teaching and learning spaces. This data will inform new school practices in 2023. Three of the schools identified activities for the year were shifted to 2023 to allow for more time to plan and create new and innovative practices. This included feedback processes, embedding technology practice into lesson, and differentiation in programming.

The schools assessment against the SEF in the element of *Assessment as Delivering* and *Curriculum as Sustaining and Growing*.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Professional learning focus on quality feedback processes with observed improvement of teacher practice. All students involved in the creation of learning goals based on outcome performance and assessments. Success criteria and learning intentions visible in classroom practice.	Professional learning focus on quality feedback processes resulted in an increase to 100% of staff utilising Learning Intentions and Success Criteria (LISC) in lessons and programs across all Key Learning Areas. Observation of a cross section of teacher practice across the school indicated that LISC were evident and clearly communicated with students. In 2023, professional learning will support LISC to be visible across all classrooms and all key learning areas. All teachers used information gathered from LISC to inform reporting processes. In 2023, our focus will be on empowering students to participate in the creation of success criteria for learning measurement, allowing students ownership within their learning. The goal is to improve teacher practice to track student progress and inform future teaching and learning cycles and strengthen assessment and data collection processes.
Professional learning focus on differentiation in programming with observed improvement of teacher	A new differentiation tracking sheet was developed and used to allow for a consistent approach to implementing, tracking and monitoring differentiation strategies. 100% of teaching and learning programs utilised these sheets

<p>practice.</p> <p>System established to monitor and review curriculum and programming.</p> <p>System to track student assessment outcomes.</p>	<p>and produced fair and accurate data that assisted with the school reporting cycle.</p> <p>The school undertook a detailed curriculum monitoring self-reflection audit to delve deep into the current school practices in relation to curriculum and teaching and learning practices. The audit was completed by three teachers and two executives and represented a cross section of the school community. In undertaking this audit key areas of strengths were identified as well as areas for growth. This process showed that while there was accurate use of scope and sequences linked to teaching and learning programs and curriculum outcomes there are opportunities to strengthen the consistency and language utilised between stages.</p> <p>The school endeavored to utilise Sentral Markbook as an effective tool to track and ensure consistency between curriculum requirements and NESA. The stage 6 teaching staff effectively utilise Markbook to record student results and to make on-balance judgments on student work samples. Supporting the stage 4/5 staff in effectively using this system will become a 2023 priority.</p>
<p>Increase in teachers confidence in using technology by 20%.</p> <p>School survey increases by 5% from 2021 data</p>	<p>Staff confidence in utilising the interactive whiteboards as an effective teaching tool to engage and support learning has increased. Staff have been upskilled in a variety of technology tools to utilise within classroom spaces including STEM activities including Ipads, green screen and visual effects media, and 3D printer. Utilising these activities supported growth in student engagement and work productivity in English and science and technology. In 2023 professional development on general ICT functioning will occur in order to increase confidence and use of technology to differentiate learning tasks and track student progress and achievement.</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$147,503.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Campbell House School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data skills and use • Holistic wellbeing approach • Technology to enhance learning • Attainment Goals • Quality teaching and learning • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support project day program implementation. • resourcing to increase equitability of resources and services including teaching and learning and wellbeing resources. • providing students without economic support for educational materials, uniform, equipment and other items • supplementation of extra-curricular activities <p>The allocation of this funding has resulted in the following impact: Increase in access and equity for all students. Reported increase in students wellbeing across the domains of social/emotional, connectedness, relationships and identity.</p> <p>After evaluation, the next steps to support our students will be: Continued employment of staff to enhance teaching and learning programs and grow students overall sense of belonging, connection and wellbeing.</p>
<p>Aboriginal background</p> <p>\$17,103.25</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Campbell House School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (AEO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: Increased connection for aboriginal students and families to the school. A stronger relationship between the school and community Elders has been established to support further initiatives, student engagement and retention.</p> <p>After evaluation, the next steps to support our students will be: Recruitment of an Aboriginal Education Officer for 2023. Learning opportunities for students through incursions and excursions.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Campbell House School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>English language proficiency</p> <p>\$2,400.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Data skills and use • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provide EAL/D Progression levelling PL to staff <p>The allocation of this funding has resulted in the following impact: Through professional learning executive staff developed a deeper understanding of the diverse needs of students and families with English as a second language through mapping current practices against the EAL/D framework.</p> <p>After evaluation, the next steps to support our students will be: Developing staff awareness of EAL/D practices and differentiation processes through professional learning</p>
<p>Professional learning</p> <p>\$21,961.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Campbell House School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Holistic wellbeing approach • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • School wide training in trauma informed and wellbeing practices. • Teacher training in disability support including Autism and Dyslexia. • School wide training in First Aid and Mental Health First Aid/ <p>The allocation of this funding has resulted in the following impact: Increased awareness of trauma and the impact on student development. Increased use of strategies to engage and support students with a disability in the domains of emotional/social wellbeing and mental resiliency. Increased access in learning opportunities for students with a disability.</p> <p>After evaluation, the next steps to support our students will be: Professional learning to build staff skills in the domains of curriculum reform, differentiation, and progressions. Implementation of strategies to build individual student tool-kits of wellbeing support.</p>
<p>COVID ILSP</p> <p>\$67,982.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • releasing staff to participate in professional learning • employment of Student Learning and Support Officer to support delivery small group tuition <p>The allocation of this funding has resulted in the following impact: Provision of quality teaching and learning to bridge gaps in understanding focusing on literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>COVID ILSP \$67,982.00</p>	<p>Continued employment of a Student Learning Support Officer to deliver intensive literacy and numeracy programs, collate data, and provide relevant information to teachers to inform programming.</p>
<p>SSP supplementary funding \$262,787.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Campbell House School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Holistic wellbeing approach • Other funded activities <p>Overview of activities partially or fully funded with this site specific funding include:</p> <ul style="list-style-type: none"> • employment of additional staff to support in the creation of high-quality teaching and learning programs • additional staffing to support the implementation of individual students' healthcare and Personalised Learning and Support Plans (PLSPs) • executive release to ensure all students benefit from high quality teaching and learning practices that best meet the full range of their individual needs. <p>The allocation of this funding has resulted in the following impact: Provision of quality teaching and learning activities to support students meeting individualised targets. Provision of high impact professional learning to enhance staff capacity within wellbeing and curriculum. Individualised support allowing student to achieve behavioural targets through intervention programs.</p> <p>After evaluation, the next steps to support our students will be: Continued employment of staff as required to support program implementation including Student Learning Support Officer, teachers, and provision of executive release.</p>
<p>Student support officer (SSO) \$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Campbell House School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Employment of an Student Support Officer to enhance the learning and wellbeing of students. <p>The allocation of this funding has resulted in the following impact: Increase of students and families reporting feeling supported by the school community. Increase in positive incidents due to involvement of SSO in classrooms. Decrease in negative incidents through SSO involvement in school Triple R + program.</p> <p>After evaluation, the next steps to support our students will be: SSO deliver Mental Health First Aid training to all school staff to equip staff with a deeper understanding and skill set in supporting students.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	28	26	32	25
Girls	31	27	28	26

Attendance

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 2020. 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.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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.

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	12.52
Other Positions	1

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	1,693,134
Revenue	3,676,404
Appropriation	3,668,334
Sale of Goods and Services	893
Grants and contributions	4,687
Investment income	2,490
Expenses	-3,961,992
Employee related	-3,061,777
Operating expenses	-900,215
Surplus / deficit for the year	-285,588
Closing Balance	1,407,546

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.

	2022 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	166,618
Equity - Aboriginal	19,115
Equity - Socio-economic	145,103
Equity - Language	2,400
Equity - Disability	0
Base Total	2,501,919
Base - Per Capita	30,428
Base - Location	0
Base - Other	2,471,491
Other Total	859,224
Grand Total	3,527,761

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

Formal surveying of the school community was conducted and completed to provide insights into the strengths and challenges that the community faces and the supports that are provided by Campbell House School.

Parent/carer satisfaction

Parents/carers completed the survey over the phone with assistance of an SLSO and the Community Liaison Officer (CLO) with the following results. Of the parents/ carers surveyed 82.5 % responded that they felt support at the school was very positive and highlighted educational and social support having had the greatest impact on growth and engagement. 100% of parents/carers feel value in the Personalised Learning Support Plans (PLSP) meeting process and have a good understanding of their child's learning needs. 62.5% of parents/carers engage in this process with positive plans being established suggesting the meetings had value with contributions from all stakeholders.

Almost all families received food hampers with 81.3% of families finding them helpful and felt grateful for the assistance. Another focus of the survey was on communication of which 56.5% of parents/ carers stated that they obtain adequate feedback from the school, including 15% receiving positive feedback and 62.8% having a good understanding of their child's learning needs. Family Group was listed as one of the most beneficial programs at the school for families.

Student Surveys

Students completed an online survey with the following results. 75% of students felt accepted and supported by staff, with 67% of these students believing their teachers set high expectations for learning and well being. A high percentage of students felt culturally supported and accessed the support of our Student Support Officer (SSO) and Aboriginal Education Officer (AEO). 100% of all students responded that they have someone at the school who support and encourage them to learn, with 17% being a member of staff. The learning at Campbell House School has been reflected as being 50% relevant, with 45.8% of students feeling confident in numeracy, 41.7% confident in literacy and 50% of students stating that they planned to finish year 12.

Students were surveyed in the area of bullying; 58.3% felt they were sometimes bullied, physical bullying was marked as 8.3% occurring often, 20.8% occurring sometimes through cyber-bullying and emotional bullying at 16.7%. Of students surveyed, 28.6% agree that they were satisfied with how the bullying was addressed.

The Resiliency Project, Positive Education and the Regulate, Reflect, Restore and Restart programs have highlighted the effectiveness in building strengths knowledge, accessing gratitude and learning about self-regulation skills. Overall, 41.7% of student have a good understanding of their strengths, 54.2% engage in the Resiliency Project and 29.2% state that the RRR+ has helped to with strategies on regulating emotions.

Staff surveys

All school staff were surveyed to determine effectiveness and success of programs offered at the school. An overall approximate 50% of all staff surveyed agree that Strengths, The Resiliency Project, Berry Street and the RRR+ program effectively support students learning and growth in emotional literacy and social skill development.

A focus on the behaviour management planning (BMP) process reflected 42.1% of staff feeling that BMP's were active documents that addressed the needs of students, 57.9% felt student transition is well supported and 27.8% believe that student assessment is regularly assessed to track growth in learning All staff analyse and use assessment data to understand learning needs of students, with 56.3% using this confidently.

Overall, the school staff have high satisfaction with provision of opportunities for leadership and being inspired to meet goals at 66.9%. Professional learning that had the most impact in 2022, were wellbeing programs, and the increased and improved communication professional learning that unpacked and developed a new communication system. Staff wellbeing has been well supported and the most effective strategies were the regular yoga and sound therapy days, informal debriefing, regular staff check in and team building activities.

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.

Anti-Racism Policy

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.