



# Campbell House School

## Annual School Report



# 2012



## Our school at a glance

### Students

Campbell House is a School for Specific Purposes catering for 56 students who have a behavioral, conduct or an emotional disorder. The school is established for eight classes with seven students, a teacher and a School Learning Support Officer in every class. Currently 73% of our students are male, 17% female with 25% of students from an Aboriginal background.

Students are placed in classes representing their year cohort. Currently there is one Year 7, one Year 8/9 class, two Year 9 classes, two Year 10 classes and one Year 11/12 class. The school operates one tutorial class for students with high anxieties who have struggled to stay engaged in education. This class has a strong focus on building strengths and reengagement through social skills development.

### Staff

Campbell House has five executive staff, eight classroom teachers and eight School Learning Support Officers. All teaching staff meet the professional requirements for teaching in NSW public schools.

### Significant programs and initiatives

All programs are evaluated to ensure that there is a strong focus on learning and the development of highly engaging curriculum that meets the needs of a diverse range of learners. We proudly embrace and support our whole school community.

2012 programs have included our school camp at Stanwell Tops, Stephanie Alexander Kitchen Garden program, strong and meaningful Aboriginal education, *Voice of the Voiceless* a student music recording project, Priority Schools Program with an emphasis on enduring and sustainable community partnerships, EJ Holden restoration project, animal welfare league volunteer program, continued successful and effective Hilltop mental health interagency supporting students and caregivers, an inclusive and tolerant Multicultural education and continued promotion of respect and

responsibility through our Restorative Practice framework.

## Messages

### Principal's message

As I reflect on the academic, vocational and social success of 2012 I cannot help but be filled with pride at the many achievements of both students and staff.

At Campbell House School we work in teams to create a balance between welfare, education and behavior so that our students grow and are nurtured in all areas of their lives. We seek to provide a quality learning environment to create learning experiences that are relevant and meaningful. We encourage students to build work skills that are transferable and will allow them to have equal access to work opportunities once they leave school.

As a school community we support each other, creatively plan together, inspire innovative practices, and focus on achieving the best outcomes for all students. We are mindful of the fact that working closely with parents and carers achieves the best results for the students and we include and consistently invite our parents/carers to be involved in our school community.

Our school's motto *Building positive relationships in a learning community* is a commitment made by every staff member, it is practiced and can be seen in action daily.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

**Marisa Pjanic**

### School Counsellor Message

2012 has been a year that has seen its challenges, on issues of welfare.

As new students come into Campbell House, they bring with them baggage from other schools, their baggage about what is happening within their local communities, and sometimes what may be going on in their own homes. Some bags are heavier than others. The content of the bag



is a mixture of all different kinds of life stories, feelings and emotions. One of the things that all staff seek to do is help students to sort out what's in their bag. This can sometimes take years and is primarily achieved through building a positive and caring relationship, which draws upon a huge amount of patience and a non-judgemental attitude. At Campbell House this gentle unpacking is completed by every staff member.

Every now and then we seek the support of our partners in health to assist us with students. We are very fortunate to have the Paediatric and Adolescent Mental Health Team work directly with us once a month, to advise and to work directly with parents and students, if required. This model has been so successful that we have gained international recognition. The program seeks to overcome the barrier of accessing mental health providers as well as seeking to promote a collaborative teamwork approach between health and education. It is the only service of its kind within Australia. Since its conception in 2008, many of our students and their families have benefited.



I would like to express my thanks and appreciation to the Campbell House community, to the wonderful staff, parents and carers and, the students for their commitment .

**Craig Austin** School Counsellor

## Community Liaison Officer

As Community Liaison I have had the pleasure of working alongside our parents and carers this year and building connections that create a sense of community within the school. At the beginning of the year a welcome morning tea offered new

parents a chance to learn about the parent groups and initiatives from some of our current parents and caregivers. We continued our partnership with the Benevolent Society Campbelltown who play an important role in reconnecting adults and students in society. They offer support to victims of domestic violence in a nurturing and safe manner. Forums were held throughout the year and they also ran a female student group which focused on building healthy relationships. The team also ran a Clay Meditation session which engaged our hands to create a clay artwork while serving the purpose of releasing tension.

Our third Parent Retreat was held this year and it proved to be awe inspiring and uplifting for the new group as it has always been. Relishing in the program and the beautiful surrounds of Bundanoon's *Quest for Life*, our group shared stories, experiences and participated in workshops to develop their skills in positive approaches to their daily challenges.

Two of our parents were nominated for being valuable volunteers in our school community. We thank Phillip Cox for his contributions to the EJ Holden project and Jeff Batten for supporting our garden and building construction throughout the year.

I continue to be honoured to work with and support our parents and caregivers with the knowledge that we support them as much as they support us in our work with their children.

**Christine Walker** Community Liaison Officer





## Student representative's message

The Student Representative Council (SRC ) had a positive year where they were involved in varied projects and activities. There were eight students and three staff members involved in this program. The aim for the SRC in 2012 was to build strong leaders within the school. Students planned and presented discussions about what leadership meant to them. They openly discussed leadership and developed an understanding of how to put this into practice. The SRC was involved in organising and hosting many days and events including some highlights below:

### Buddy Groups

Students discussed and finalised a program for a buddy system within the school. The aim of this program was to link a strong SRC leader with new younger students within the school. The buddy taught them how to act in the playground, how to deal with conflicts, and acted as a positive mentor to their student.

### Carwash for new basketball equipment

Students discussed concerns within the school and spoke about ways to improve the school. The SRC held a carwash fundraiser to raise money to buy new basketball hoops, nets and balls. The aim of this fundraising was to improve existing play spaces and allow students to be motivated to engage in physical activity during break times and to actively improve friendships and build positive relationships.

### Carwash for Sudan

One important focus for our school is the ability to build empathy and acknowledge support of those less fortunate. One of the staff members' aunty was visiting her sponsor boys in Sudan and Uganda. The SRC raised \$170 through a carwash. The money was sent to Sudan to a poor school that has no doors, windows or grass and it supplied children with books, pencils and soccer balls. The Sudanese children had seen soccer balls in pictures but never owned or played with them. The SRC were very proud of their efforts to help others in need.

### Cupcake Day for the RSPCA

The SRC baked and decorated cupcakes to raise money for animals of the RSPCA. Many staff members donated cake mixtures which enabled the SRC to donate to the RSPCA charity. The

money raised went towards buying new cat toys and micro chipping a puppy.

### White Ribbon Day

White Ribbon Day is a day where the SRC brings awareness of the violence that is used against women in our society. The entire school stood together to take the oath and pledge our allegiance to never commit, excuse or remain silent about violence against women. We acknowledged this day by participating in music, art, and cooking classes to show our support for not using violence against women, children, or men.

Iosefa Ausage SRC



## School context

### Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

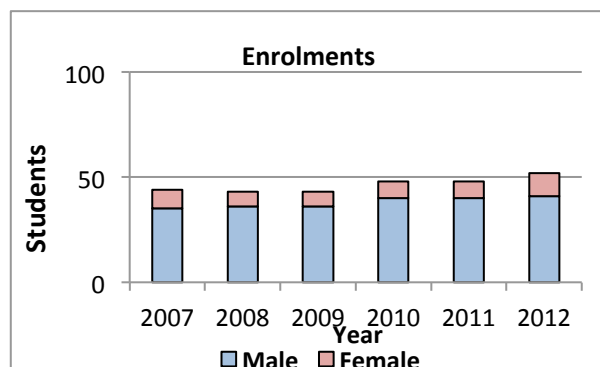
### Student enrolment profile

Campbell House has increased its enrolment from 49 to 56 students. It is a coeducational facility which in 2012 comprised of 41 boys and 11 girls. The student population includes 10% NESB and 25% Indigenous background.

Gender	2007	2008	2009	2010	2011	2012
Male	35	36	36	40	40	41
Female	9	7	7	8	8	11



## Student attendance profile



## Management of non-attendance

Staff make regular daily contact with parents and caregivers if students are absent. After three unjustified absences parents are sent a letter to explain their child's absence. Following this procedure parents attend a meeting to discuss issues and develop plans for return to school. The executive staff have regular contact with our home school and police liaison officers who follow up on student absences of concern.

## Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

## Staff establishment

Our staff are highly committed and dedicated professionals who work as a team to deliver quality individual programs to all students.

We currently have no indigenous staff permanently employed.

Position	Number
Principal	1.0
Assistant Principal(s)	3.0
Teacher of Emotional Disabilities	5.0
Teacher Librarian	0.2
Teacher of RFF	0.672
SSP Priority School Funding Scheme	0.1
School Administrative & Support Staff	1.422
SSP Student Wellbeing & Engagement	1.0
DGO District Guidance Officer	1.0
SSP General Assistant	0.4
SSP School Learning Support Officer	8.0
<b>TOTAL</b>	<b>21.794</b>

## Staff retention

Staff turnover was minimal this year. One Assistant Principal was appointed through merit selection in semester two.

## Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100%
Postgraduate	10%

## Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary	30/11/2012
<b>Income</b>	\$
Balance brought forward	126771.46
Global funds	96334.58
Tied funds	165832.94
School & community sources	20304.27
Interest	7445.59
Trust receipts	769.25
Canteen	0.00
<b>Total income</b>	<b>290686.63</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	5097.71
Excursions	1629.69
Extracurricular dissections	14531.62
Library	295.49
Training & development	1337.28
Tied funds	88998.21
Casual relief teachers	9011.16
Administration & office	47554.46
School-operated canteen	0.00
Utilities	8287.05
Maintenance	11252.87
Trust accounts	1673.97
Capital programs	20454.38
<b>Total expenditure</b>	<b>210123.89</b>
<b>Balance carried forward</b>	<b>207334.20</b>

A full copy of the school's 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.



## School performance 2012

### Achievements

#### Visual Arts

Throughout the year students at Campbell House have engaged in a variety of art making experiences. Wood block printing on a large scale has provided students with the opportunity to explore a new and expressive art form. Winter landscapes based upon atmospheric photographs taken throughout autumn by students have been the inspiration and subject matter of these woodblocks. The strong colours of the winter dusk have been studied and recreated via hand colouring methods. In learning the art of hand coloured woodblock printing, students have investigated Japanese methods and subject matter as this is one of the main art forms found throughout Japan past and present. Large sculptured forms have been created from objects, namely wood, found on the property. Mini figures as depicted on central and Northern Australian rock art have been the inspiration for these sculptures. Students have investigated the notion of movement in sculpture and have created large abstracted human forms that *dance* in small groups within the landscape. These sculptures have been placed outdoors and are in direct relation with the Stephanie Alexander Gardens as they complete the landscaped environment. To complete this years art making experiences large organic sculptures again constructed from wood have been created in celebration of summer. These sculptures are painted in bright warm colours and are inspired by the artist Matisse whom the students have studied. The sculptures are organic and imitate plant life.



#### Sport

Many students achieved success and celebrated fantastic sporting moments in 2012.

Throughout the year students have had the opportunity to develop numerous movement skills that can be applied across a range of sports. PE lessons have had an individualised focus on specific skills development. Some skills we worked on included: dribbling a basketball, shooting technique, catching, throwing and fielding skills, tennis serving and strokes, cricket shots: front and back foot, bowling technique, soccer passing, shooting and dribbling, evasion and basic tagging technique, shot put and discus throwing, exercising and knowing your heart rate, gymnastics, frisbee throwing, table tennis and pool skills and mountain bike riding.

It is one thing to learn and practice a skill but to apply it to a sporting context can be difficult. This year students have had the opportunity to play a variety of games during Sport and implement these skills Sports have included: Basketball, Oz Tag, Cricket, Hockey, T-Ball, Ultimate Frisbee and Soccer.

In conjunction with our sport program we have provided students with lessons on Sportsmanship and it has been a highlight to see students recognise the importance of this and demonstrate sportsmanship during games. In particular students have shown great progress in accepting the judge's decision and not blaming teammates for mistakes.



Throughout the year we have had visits to the school from some special sporting icons. At the start of the year Gareth Ellis and Matt Bell from the Wests Tigers came to the school and spoke about the importance numeracy and literacy plays in their lives.

We had a visit from a Sydney Blue Sox pitcher, Matt Williams who showed students the variety of pitches he would use in a game of baseball. This tied into our striking and fielding unit. Matt was instrumental at showing kids fast balls, curve balls and he also participated in our school game of T-Ball.

In terms three and four students had the opportunity to represent Campbell House at a Basketball Gala day hosted by ADRAS at the Macarthur Adventist College. In a joint initiative with Macquarie Fields Police students competed against other schools and a police team with the aim of strengthening relationships in the community.



The greatest sport highlight was Olympic week and Athletics Carnival. Classes were given a country, other than Australia, that they would represent. Throughout the term PE/Sport, executive and uniform awards were counted creating an overall medal tally. The Olympic week consisted of different sporting activities each day and culminated with the very first school athletics carnival. Activities throughout the week included three on three basketball, table tennis, cross country, beep test, and soccer. The athletics carnival was held at Hurlstone Agricultural school and it was fantastic to see many parents come down and support the students on this special day. Students competed in 100m and 200m sprint races, long jump, shot

put and discus as well as a tug of war event against staff at the end of the day. Students were commended on their behaviour and their sportsmanship throughout the whole week.



## Music

The music program has been a true success, with the skills, knowledge and capabilities of students improving each term. Students attended two music lessons per week, which consisted of a class and tutorial based learning.

Students developed their musical capabilities, choosing from a range of areas including drumming, guitar, singing and computer programs to compose drum beats. Students learned a range of songs and performed at school assemblies.

As the year progressed the focus was on song writing, composition and the production of an eleven track album called *Voice of the Voiceless*. Each class produced their own song, and students worked with their peers to collaboratively share experiences and put their thoughts, feelings and emotions into song.

The writing, recording and production process was recorded and will culminate in a documentary and video clip of one of the songs. All students that took part in the production of the album participated in an interview where they reflected on and shared their experiences.

This high quality album was professionally printed, and made available for purchase at our school presentation day.



## Academic

In the National Assessment Program, the results across the Years 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

In 2012 Campbell House had 3 students in year 7 and 7 students in year 9 successfully sit the NAPLAN.

Due to the small number of students with in these cohorts specific data contained with in this report are not available as consistent with privacy and personal information policies.

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO*.

## RoSA

In 2012 five students achieved their Record of School Achievement (RoSA).

## Significant programs and initiatives

### Vocational Program

Campbell House is a school to work model that encourages students to always look forward to the skills, values and attitudes of becoming employable. Our behaviour modification program and assembly awards are based on the values that employers are looking for.

Students are given every opportunity to practice the skills they will need to offer a future employer and become a valued member of society as well as the workforce.



This year numerous programs have been developed which allow the students the opportunity to practice and record work related skills. The Stephanie Alexander Kitchen Garden program provides students with the skills to offer employers in the hospitality and horticulture industries. The construction of the garden and the pizza oven have offered skills for the building and construction industry whilst the EJ Holden restoration program has recorded skills for the automotives industry. As a school we are constantly seeking ways to develop and deliver programs which provide vocational outcomes for our students.

Students are also encouraged to apply for T-Vet programs at the end of each year. These are available to students who are entering into Year 11 in the following year. In 2012 two students successfully completed a course in Construction and in Metals and Engineering.

The school works with WISE employment agency, to prepare students for the workplace. WISE attends fortnightly to interview the students and plan a school to work pathway. Students who genuinely wish to work, even if it is a part time job, have found employment through WISE.

The success of the school to work program is evident in the success of our graduating students. This year, the students who have taken up the opportunities offered have gained apprenticeships in auto mechanics.

Equally successful are our graduating students who have continued their education in a chosen vocational area at TAFE. One student completed studies in sign craft at Macquarie Fields TAFE and



one student enrolled in a full time assistant in nursing course at Macquarie Fields TAFE.

### **Be The Hero**

*Be the Hero* is a violence prevention program designed for use in schools with groups of young men. Three Year 10 students completed the four session program which ran weekly. Students watched video clips, participated in discussions and participated in a range of activities to teach them about violence and non violent strategies to use in a range of situations. The students were challenged as leaders within the school to stand up against violent behaviours and to share a united message that violence will not be tolerated within the school or within the community.

### **Aboriginal Education**

Our school formally pays respect to the traditional custodians and owners of the land, both past and present at the beginning of formal school occasions and weekly assemblies. We adopt an inclusive approach to all teaching and learning activities and actively value and teach respect towards Aboriginal people and culture.

Our link with the local Aboriginal education unit at Miller TAFE has been instrumental in supporting students of ATSI background in early access to vocational educational.

The introduction of a teacher trained in The Steps to Success Program and 8 ways of Aboriginal learning has seen an increased focus on Aboriginal perspectives across all KLA's. Through acknowledgment of Reconciliation week by a whole week focus on Indigenous culture and learning, students have engaged in meaningful Aboriginal education.



### **Camp**

Students and staff journeyed to the Tops at Stanwell Park for our three day two night school camp. The students engaged in a range of tasks that required them to push themselves out of their comfort zones challenging fears of heights and the wilderness, as well as building positive teamwork skills. There were many activities at camp which included the giant swing, high ropes and abseiling. We congratulate the students and staff who fought their fears and tamed these activities. Cabramatta Youth Team joined us for the first two days and conducted drug prevention classes. Youth solutions presented two highly interactive lessons on the effects of alcohol and Amanda Warren and Michael Azzopardi our school Police Liaison Officers held a forum to allow students to better understand their role with in our school and students rights and responsibilities. Students played games of spot light and captured the opposing teams' flags and many students prided themselves on their bush stealth skills! Karaoke night was organised by our talented music teachers with outstanding singing from students and staff. The camp was an amazing and exhausting adventure for all.



### **Multicultural education**

Multicultural education has continued to be developed across the school and is now embedded in a range of curriculum areas. Students have been able to experience a variety of cultures and have learnt about different countries. They have developed a new respect and understanding of multiculturalism and its importance to the Australian way of life.





Students celebrated Harmony Day with each class representing a different country or culture. Each student moved around classes and visited countries and cultures such as Mexico, South Africa and Rwanda. In each class they looked at language, music, art, food and significant events. This allowed each class to engage in learning through having a multicultural experience.

The kitchen garden program allowed students to experience a range of foods from different countries and cultures including Italian, Lebanese, and Asian. Students used vegetables and fruits from the garden to create a range of dishes. Students learnt about the background and origin of different foods and recipes and discussed how different cultures eat and celebrate using food.

### **EJ Holden Project**

A dedicated team of volunteers, staff and students have successfully restored a 1963 EJ Holden to running order. Two community volunteers have taught the students involved a great deal about automotive mechanics, providing the opportunity for students to pursue their interest in learning about working as a mechanic.

Some highlights of the year have included the day that one student turned the ignition and the engine turned over and actually started for the first time in 18 years since the car was last registered in 1994. NRMA Classic Car Magazine has run two stories about the EJ Holden project. The car has been polished, taken apart, repaired and put back together one part at a time. The students involved have learned many new skills,

which will stand them in good stead for the rest of their lives.



### **Stephanie Alexander Kitchen Garden Program**

The Stephanie Alexander Kitchen Garden Program (SAKG) jumped into full gear this year with students, staff and volunteers involved in constructing and maintaining a garden bed and setting up and running kitchen lessons. A lot of staff are involved in ensuring this program is successful and half termly meetings ensures the smooth running of this program. School teams run and organize horticulture, kitchen, garden and construction classes which all support the SAKG program.

This year we held a grand opening afternoon tea for the brand new kitchen built for the three Hilltop Schools. Students were picked to create recipes for and make a variety of dips and breads to be eaten at the opening.

The Stephanie Alexander foundation provided the three Hilltop schools involved in the program with 30 volunteers to share for a day to complete a range of construction activities. The volunteers worked on clearing up the Aboriginal garden learning space to make the area more enjoyable to hold outdoor kitchen classes.





## Construction Program

Campbell House School ran an in-school work experience program which gave students the opportunity to participate in the design and construction of a wood fire pizza oven and learning area.

Working in a small team environment, students learned about Work Health Safety and its importance to all aspects of the construction process. A key component of the school construction program has focused around the development of social skills and the benefits that a hard day's work can bring.

Students have had the opportunity to learn and participate in a wide range of construction processes that included excavation, working with machinery, constructing formwork, steel fixing, pouring and finishing a concrete slab, coordinating and communicating with external companies and community members, laying block work, core filling, and pouring a Bondek style slab. Students have also learned about a range of building materials including heat

resistant bricks and mortar, as well as analyzing drawings and existing designs to overcome problems.



## Progress on 2012 targets

### Literacy and Numeracy Target 1

Strategies to achieve these targets include:

- Develop individualised student assessment profiles, utilising the full range of school based and external data to improve, monitor and track students progress
- Professional learning focus on explicit teaching for identified gaps in learning for Literacy and Numeracy
- Purchase resources to implement gap learning : Multilit; Yarning Strong; Maths Mentals; Grammar and Genre Writing
- Adapt timetable to reflect whole school focus on literacy and numeracy
- Access regional support; create links with local school communities and National Partnership schools to enhance professional learning in Literacy and Numeracy
- Update and monitor school developed scope and sequence to reflect Literacy and Numeracy outcomes embedded in all KLA's



**Our achievements include:**

- students undertook pre and post assessment in literacy and numeracy with 80% students demonstrating individual growth
- professional development of all staff on how to address student gap learning needs
- whole school use of multitlit and Mathletics to support student learning goals: focus on daily literacy and numeracy throughout all key learning areas

**Student engagement and attainment Target 2****Strategies to achieve these targets include:**

- professional learning focus on explicit teaching of wellbeing programs
- adapt timetable to reflect whole school explicit teaching of well being programs
- purchase resources to implement well being / behaviour teaching and learning programs
- engage with communities, interagencies, business and tertiary sectors to maximise learning opportunities and student life choices
- adapt and modify curriculum to match individual learning needs of all students
- provide opportunities to celebrate and recognise student attainment
- develop teacher capacity in the use of ICT to improve teaching and learning through quality professional learning and access to curriculum resources
- expand networking with area health services
- increase opportunities for parents/carers to participate in learning

**Our achievements include:**

- explicit teaching of wellbeing programs and interagency support achieved through multiple resiliency programs offered with 100% of all student engaged in one or more programs

- strengthened partnerships between school, parents, caregivers and community agencies as evidenced by increased attendance at school functions, increased student participation in community programs and increased numbers of families involved in planning meetings

**Aboriginal Education Target 3****Strategies to achieve these targets include:**

- develop an Aboriginal Education committee
- staff trained to deliver Yarning Strong, Multilit , 8 Ways of Learning and Connecting to Cultural Awareness programs
- expand our networking to include Aboriginal Community mentors, tertiary contacts and regional consultants
- develop PLP's for all Aboriginal students
- increase leadership opportunities for Aboriginal staff and students
- monitor Aboriginal students transition progress post exit of school

**Our achievements include:**

- establishment of an Aboriginal committee that has supported staff with using and linking the 8 ways of learning to key learning areas
- redesigned the personal learning plan proforma to meet the needs of our students
- liaised with Indigenous community members to provide individualised learning opportunities
- invited regional staff to professionally develop school staff and continued to forge strong relationships with Miller TAFE Aboriginal education unit to allow early access to vocational pathways for our Indigenous students.



## **Leadership and Management Target 4**

### **Strategies to achieve these targets include:**

- support Early Career Teachers and assist all new scheme teachers in achieving accreditation with the NSW Teachers Institute
- strengthen networking with leaders of other Special School settings, mainstream schools and regional consultants with regards to leadership and management
- implement the QT framework in all curriculum areas
- review procedures and implementation for TARS and EARS
- involve whole school staff in school planning processes to develop the culture, enhance ownership and allow all staff to develop leadership roles
- implement new staff, casual visitors orientation procedure providing an understanding of school operations

### **Our achievements include:**

- New scheme teachers supported to achieve accreditation through teacher mentor program
- 100% of staff increased understanding of the Quality Teaching Framework and achieving competence
- TARS and EARS processes reviewed and implemented
- whole school staff given opportunities for leadership within the school
- induction processes established and staff induction booklet created

## **Curriculum and Assessment Target 5**

### **Strategies to achieve these targets include:**

- develop individualised assessment profiles utilising the full range of school based and external data to improve, monitor and track students progress
- provide teacher professional learning in the use of collection and interpretation of SMART data
- increase networks with regional consultants to inform best practice for curriculum and assessment
- develop a range of feedback practices to report student outcomes

- continue to develop modified curriculum across all KLA's in accordance with the school developed Scope and Sequence
- modify and adapt curriculum in all KLA's
- review current Lifeskills Stage 6 curriculum with the intention of developing Board endorsed KLA's appropriate for our student cohort

### **Our achievements include:**

- Regional staff supported school with training on curriculum to inform the first non – ATAR Stage 6 program and for implementation of RoSa
- Stage 6 subjects established for delivery in 2013
- curriculum adapted and differentiated for all students
- staff planned and developed assessments to determine student progress and areas of need

## **School evaluation**

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Literacy and School Culture

### **Curriculum**

#### **Background**

#### **Literacy and Numeracy**

Below standard levels of achievement in the areas of literacy , in particular comprehension skills.

### **Findings and conclusions**

Pre and post assessments in spelling ,reading and comprehension were conducted across Years 7-10. Post assessment results indicated 24% showed overall improvement in spelling. Neale reading assessment showed 83% improvement for accuracy while comprehension results indicated only 16% improvement.

### **Future directions**

At the end of term 4 staff received ongoing weekly training by a regional consultant for the specific purpose of building capacity amongst staff to focus and teach literacy with a particular



emphasis on comprehension skills in the following year.

## **Reporting and assessment**

### **Background**

A survey was carried out for parents and students to determine the clarity and understanding of information conveyed by the bi annual school report.

### **Findings and conclusions**

The survey results showed : 100% of parents recieved the school report; 80% reported being happy with the positive comments and overall student improvement across all key learning areas; 10% of parents found the report difficult to interpret;80% of parents were concerned about poor attendance;80% parents stated they would like to attend a parent / teacher interview

### **Future directions**

A parent / teacher interview will be offered for parents and caregivers who would like to meet and discuss reports.

### **Parent, student, and teacher satisfaction**

In 2012 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Feedback and opinions were gathered from parents via regular contact with the school Community Liason Officer. Parents expressed 100% satisfaction with the direction of the school and its focus on improving student learning outcomes . 100% of parents and carers believe that the school communicates its goals effectively to families and they feel included in all processes involved with their child's learning. Parents are supportive when working with staff and feel welcomed and can willingly contact the school with any concerns. The majority of parents believe that their child's discipline problems are handled fairly.

### **Professional learning**

Campbell House supports staff undertaking professional leraning to acquire new skills, further their own development and share this information with the school community.

Our school professional development for 2012 focused on building capacity of staff in all areas of learning to support the development and implementation of adjusted mainstream curriculum into the class room . Staff undertook professional development activities in the following areas:

- understanding and using the numeracy continuum
- mulitlit
- comprehension strategies
- trauma and its effects on learning
- behaviour manangement
- mind matters
- non violent crisis management
- school to work
- child protection
- aboriginal education
- self care
- debriefing practices
- stage 6 subjects and program delivery
- self harm
- Live Life Well program
- SMART boards and interactive programs
- CoGs curriculum delivery
- first aid training

## **School planning 2012—2014**

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department's planning documents.

### **School priority 1**

#### **Literacy and Numeracy**

#### **Outcome for 2012–2014**

Improved performance in all areas of literacy and numeracy for students Years 7-12

#### **2013 Targets to achieve this outcome include:**

- increase the amount of students achieving their individual reading goals in their PLP's by 5% from 85% to 90%
- increase the amount of students achieving their individual number goals in their PLP's by 5% from 85% to 90%



**Strategies to achieve these targets include:**

- develop individualised student assessment profiles, utilising the full range of school based and external data
- introduce and implement numeracy and literacy continuum to map students starting point, inform gap learning areas, develop IEP's and track progress.

**School priority 2****Student Engagement and Attainment****Outcome for 2012–2014**

Improved overall student engagement in innovative wellbeing programs

**2013 Targets to achieve this outcome include:**

- increase the number of students achieving full attendance according to their PLP's by 10%
- increase to 90% the number of students surveyed who report having access to a broad range of flexible wellbeing programs.
- decrease the number of behavior intervention referrals to executives from 20 per day to 15 per day
- decrease the number of students partially attending school by 5% from a 3 year average of 15% to 10%

**Strategies to achieve these targets include:**

- liaise with Regional personnel to consolidate practices to improve individual and whole school attendance
- professional development on wellbeing programs', Restorative Practices and common language approach to behaviour management
- engage with parents ,communities, interagency and tertiary sectors to maximize learning opportunities and work together

**School priority 3****Aboriginal Education****Outcome for 2012–2014**

Aboriginal student outcomes match or better outcomes of the broader student population

**2013 Targets to achieve this outcome include:**

- increase partnerships with Aboriginal education consultative groups and local Aboriginal Communities from two existing partnerships to three
- increase the number of Aboriginal students achieving their individual reading goals in the PLP's by 5% from 85% to 90%
- increase the number of Aboriginal students achieving their individual number goal in their PLP's by 5% from 85% to 90%

**Strategies to achieve these targets include:**

- staff trained to deliver Multiliteracy, 8 Ways of Learning
- develop an Aboriginal committee, expand networks to include Aboriginal mentors
- develop Personal Learning Plans for all Aboriginal students

**School priority 4****Leadership and Management****Outcome for 2012–2014**

Increase time in quality learning for all students across key learning areas

**2013 Targets to achieve this outcome include:**

- using the Team Leadership for School Improvement increase by one level the response in the Analytical Framework
- 20% of graduate teachers move to professional competence using the Professional Standards

**Strategies to achieve these targets include:**

- build capacity of staff by leading and implementing the Team Leadership for School Improvement program



- support early career teachers and assist new scheme teachers in achieving accreditation

### **School priority 5**

#### **Curriculum and Assessment**

#### **Outcome for 2012–2014**

Improved curriculum and assessment across the KLA's

#### **2013 Targets to achieve this outcome include:**

- move from 10% to 100% staff utilizing assessment to map and track student progress on the literacy and numeracy continuum
- move from 0% to 100% of students able to access mainstream non ATAR Stage 6 curriculum
- increase the access to T- VET delivery by 1 T-VET subject for Stage 6

#### **Strategies to achieve these targets include:**

- develop individualized assessment profiles utilizing the full range of school based and external data to improve, monitor and track student progress
- liaise with regional staff to develop a non ATAR HSC program for Stage 6

### **About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and

analysed other information about the school's practices and student learning outcomes.

The self-evaluation committee and school planning committee have determined targets for the school's future development.

Marisa Pjanic Principal

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

<http://www.schools.nsw.edu.au/asr>

