



Education & Communities

5735



CAMPBELL HOUSE SCHOOL Annual School Report



2021



Our school at a glance

Students

There are 49 students enrolled at Campbell House including 9 girls and 40 boys. Students are placed into parallel classes. Years 7,8 and 9 in 3 classes, years 10,11 and 12 in 3 classes and 1 class for students who require an individual modified learning plan with a strong social skills focus.

Staff

Campbell House has 4 executive staff, 6 classroom teachers and 9 support staff. All teachers meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

All of our programs are evaluated to ensure that there continues to be a strong focus on learning, the development of an engaging curriculum resulting in improved attendance and engagement and embracing and supporting our school community.

2011 programs have included our school *Nothing is Impossible* camp at Stanwell Tops, strong and meaningful Aboriginal Education, Priority Schools Program with an emphasis on enduring and sustainable community partnerships, continued successful and effective Hilltop Mental Health Interagency supporting students and caregivers, an inclusive and tolerant Multicultural Education and continued, active promotion of Respect and Responsibility.

Student achievement in 2011

16 students sat for and passed the School Certificate Examination.

Our 1 Year 7 student sat for NAPLAN and scored in Band 5 for Literacy and Numeracy.

3 Year 9 students sat for NAPLAN and averaged Band 5 for Literacy and Band 6 for Numeracy.

25 eligible students graduated from a variety of TAFE courses, 5 with highly commended certificates. Of these students 14 were engaged in paid part time work supported through our connection with WISE employment group.

2 students graduated this year, 1 working full time and doing a sign writing course; the other seeking an apprenticeship in building and construction.

Messages

Principal's message

I continue to be so proud of the achievements and growth that students have made in 2011. As a school we continue to raise the bar in all aspects of educational, vocational and behavioural expectations.

Our school made history this year by holding its first ever Year 10 Exams for students completing either their partial or complete School Certificate. It was a credit to students and staff to watch as our seniors worked to the best of their ability to complete their exams. What an amazing effort for 16 Year 10 students!

This year we have continued to make further community links with support from, WISE,



Mission Australia, TAFE staff and mentors and the recent connection with our Aboriginal mentors Uncle Ivan and Auntie Fran have brought a great richness to our school environment. Every opportunity presents a new chance to learn and this has been our focus this year.

The introduction of the school uniform was an SRC initiative in 2010 which was initially met with some concern but students gradually understood the importance of valuing the school community by wearing the uniform.

Other significant achievements have been evident in the many ways students have taken opportunities to develop their skills. This year students were given opportunities in public speaking by presenting weekly assemblies, and at special event ceremonies, they successfully applied for jobs and gained casual employment, attended TAFE courses and successfully obtained their OH&S White cards.

The BER Ceremony was attended by the Honourable Laurie Ferguson who officially opened our new multipurpose classroom and refurbished Art room. These two important learning spaces provide many opportunities for new student learning experiences such as Music, Art classes, Support Agency meetings parent groups and an all important examination centre as well as a connected classroom.

Another great success for 2011 was the Hilltops' application to the Stephanie Alexander Kitchen Garden Program Grant. Ajuga, Campbell House and Glenfield Park Schools received a grant to establish a Kitchen Garden Program over the next two years. The program focuses on building invaluable knowledge and understanding of food and of the integral role it plays in our physical and social wellbeing. As a school we are committed to planting the seed for positive eating habits and teaching and learning about the variety of foods that can be planted, cared for and sustained for healthy living.

I wish to thank and acknowledge all of the Campbell House staff for the opportunity to work with you in the role of Relieving Principal for 2011 and thank Wendy George for the opportunity to lead in her absence. I celebrate the great work you do everyday as you support students to achieve their potential in every aspect of their education, you make the difference that counts. I am honoured to work with such a dedicated group of professionals. parents, careers and all of the important

community members who form an integral part of our Campbell House community.

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 Relieving Principal



Community Liaison Officer message

The year began with a welcoming morning tea for our Hill Top parents with an important gathering of old and new parents for whom some have children beginning their first year at Campbell House, Glenfield Park and Ajuga. This is a good time for the new parents to introduce themselves and ask any questions they might have about starting a new school and what to expect.

In Term 1 we began our wonderful partnership with the Benevolent Society Campbelltown. This organisation plays an important role in reconnecting adults and students with society, giving them a voice and supporting them in any domestic situations in a nurturing and safe way.

They held several forums at our school over the calendar year beginning with our female students and teaching them ways to build healthy relationships. They also held several parent forums to which ladies and men responded well by embracing these worthwhile workshops. In Term 3 we held our annual Parent Retreat in beautiful Bundanoon, Southern Highlands. Once again, it was a wonderful success with many parents carrying on from this experience by making life long friendships. A big THANK-YOU to Kimmi for stepping in on my behalf while I had other commitments. We also held a parent retreat reunion in Week 7 where we shared our stories of our wonderful journey together. We finished the term off with an end of term BBQ with the Lions Club providing the food and the official presentation of our school uniforms. In term 4 we enjoyed a special parent excursion on the harbor with Sailing with Disabilities. Great day was had by all with lunch in the park afterwards. Campbell House also took part in a PSP Conference to which we invited three parents who participated in the parent retreat, to tell of their life changing experiences. Thank you and congratulations to Gwen, Karen and Mariam for having the courage to stand up and give their personal views about the retreat. Well Done Ladies! Thank-you to Athena and her staff for running the Parent Retreat Christmas lunch at Ingleburn RSL Club in 2011 and we look forward to working with you all next year. For me personally this year I would like to thank the wonderful staff that I work with for making my job so rewarding.

Christine Walker CLO

Student representative's message

The student representative committee was made up of our dedicated students John and Josh. Grace, Lisa and Kendell ran fortnightly meetings to discuss what is happening within the school and to discuss fundraising ideas on how we can get involved in the local community.

We raised \$47 for Red Cross on our **Cake Bake Day**. The money will assist young parents in the community to receive help and support. We invited a young Yr 12 mother to our school to talk to us about her experiences. And we were very impressed with her strength and her courage. It was good to see where and how our money raised goes to help people in our local community.

This year for **Harmony Day** each class was issued with a country and were in charge of organising food, games and information to celebrate cultural diversity. The cultures represented were Italian, South African, Lebanese, and Japanese. The classes moved around to each culture and heard stories about the history and about the importance of respecting and being informed of that culture. This year we recognised and learnt about **Poverty Day**. We participated in daily lessons discussing the different types of poverty from lack of food, water, health facilities and education to youth homelessness in Australia. To raise money we all participated in a day where our basic daily needs were charged. Water, bread, using a toilet and eating, all cost money. It made us realise how much people are disadvantaged by living in poverty.

Josh, Kylie and Grace volunteered for **Bandana Day** this year. They went into the city to help



package bandanas, pens and broaches. They brought a box back to school and sold over \$80 worth of merchandise. It was a great cause and we enjoyed getting out and helping by volunteering our time in the local community. On the 25th of November we all celebrated **White Ribbon Day**. As a school we participated in assembly and watched videos about white ribbon day by Anthony Mundine. We took the oath 'I swear never to excuse, commit or remain silent about violence against women.' In class we all learnt about what violence was and talked about how we would act in different scenarios.

Crazy Hair Day was a fun day with everyone donating money to get their hair sprayed with crazy colours. Kendell and David helped spray patterns and stripes in our hair. Kendell's hair looked like it might catch fire when all the boys picked up the cans and sprayed her hair. It was a fun morning and took a while to wash from our hair.

A big thank you to everyone who helped and supported the SRC. Your donations and your interest in our causes ensured another successful year. We encourage everyone to join the SRC to make our committee even bigger and better. Thank-you

Josh and John, Student representatives



School context

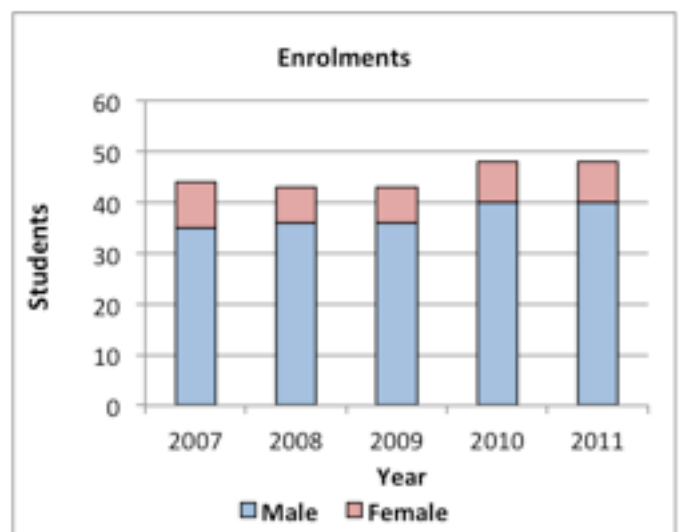
Student information

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

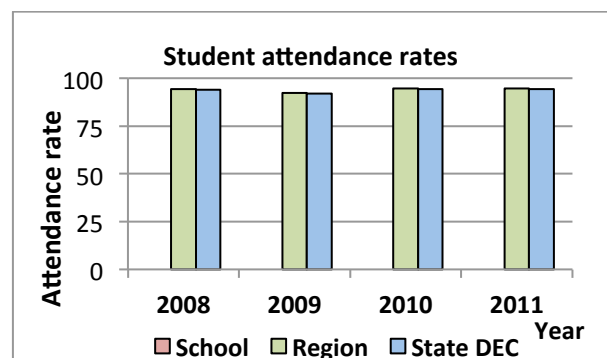
Student enrolment profile

Campbell House has maintained its potential enrolment at 49 students. It is a coeducational facility comprising of 40 boys and 9 girls. The student population includes 9% NESB and 28% indigenous.

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



Student attendance profile



Management of non-attendance

Staff make regular daily contact with parents and caregivers if students are absent. Following 3 unjustified absences parents attend a meeting to discuss issues and develop plans for return to school. The executive staff have regular contact with our Home School Liaison Officer and Police

Liaison who follow up on student absences of concern.

Class sizes

The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

Campbell House School operates class sizes consistent with staffing formula of no more than seven students in one class. Each class is staffed on a ratio of one teacher and one school learning support officer (SLSO) for every class.



Retention to Year 12

2 students stayed on to Year 12 but did not complete their Higher School Certificate. They exited to other post school option pathways

Post-school destinations

Post school destinations for our student were as follows: 1 student gained an apprenticeship and 1 student enrolled in TAFE.

Year 12 students undertaking vocational or trade training

50% of students enrolled in TAFE and 50% of students gained an apprenticeship.

Year 12 students attaining HSC or equivalent vocational educational qualification

No students attained their HSC or equivalent educational qualification in 2011.

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 very committed and dedicated professionals who work as a team to deliver the highest quality individual programs to all students. We do not have an Indigenous composition in our school workforce.

Position	Number
Principal	1
Assistant Principal(s)	2
Teacher of Emotional Disabilities	5
Teacher RFF	.588
Priority School Funding	0.1
Teacher Librarian	0.2
Itinerant Teacher of Behaviours Disorders	2.5
Secondary District Guidance Officer	1.0
General Assistant	0.4
School Administrative & Support Staff	1.422
School Learning Support Officer	7.0
Total	21.210

Staff retention

Staff turnover is minimal this year. One teacher gained permanency through merit selection. One teacher gained permanency by being accepted into a Special Education cadetship. One teacher moved interstate.

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	30/11/2011
Income	\$
Balance brought forward	111,876.91
Global funds	156,041.09
Tied funds	62,675.77
School & community sources	15,488.04
Interest	6,275.21
Canteen	0.00
Total income	242,634.05
Expenditure	
Teaching & learning	
Key learning areas	9,108.34
Excursions	756.84
Extra curricular dissections	24,505.62
Library	38.56
Training & development	1,262.76
Tied funds	58,331.93
Casual relief teachers	17,365.00
Administration & office	38,462.32
School-operated canteen	0.00
Utilities	7,645.70
Maintenance	10,279.34
Trust accounts	3,294.01
Capital programs	56,689.08
Total expenditure	227,739.50
Balance carried forward	126,771.46

A full copy of the school's 2011 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 2011

Achievements

Arts

The 2011 Art program focused on using Art as therapy. Students were exposed to a variety of mediums in which to reflect themselves. They began with clay then acrylic paint before moving to found items such as sticks, string, leaves and metal. The program focused on movements such as cubism, futurism and art twig culture. In Term 4, all the skills learned were culminated into creating an Indigenous garden complete with painted poles and sculptures made from twigs.

Sport

The 2011 sports program focused on building teamwork and camaraderie. Students were provided the opportunity to practice these social and sports skills through a Milo Cricket program in Term 1; Oz Tag in Term 2 and a Rugby League skills program run by the NRL development team. In Term 3 students were practicing Tee-Ball netball and soccer; and in Term 4 Ultimate Frisbee, basketball and soccer. Staff noted that by aligning the students' sport with current sport seasons and media coverage, the students became more motivated to participate and learn new skills.

Academic

In the National Assessment Program, the results across the Years 3, 5, 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 the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

Literacy – NAPLAN Year 7

One student sat for the year 7 NAPLAN testing in 2011. The strongest areas were in reading and spelling.

Analysis of the data gained from NAPLAN results has allowed the school to identify areas for development. This data has also been used to develop individual literacy plans for participating students.

The NAPLAN results indicate an overall decline in students' literacy proficiency, however as only one student participated this year this data alone is not definitive.

Numeracy – NAPLAN Year 7

One student sat for the year 7 NAPLAN testing in 2011. Strengths were discovered in 'fractions and decimals' and 'data'.

Analysis of the data gained from NAPLAN results has allowed the school to identify areas for development. This data has also been used to develop individual numeracy plans for participating students.

The NAPLAN results indicate an overall decline in students' numeracy proficiency, however as only one student participated this year this data alone is not definitive.

Literacy – NAPLAN Year 9

Three students sat for the year 9 NAPLAN testing in 2011. The strongest areas were in reading and spelling.

Analysis of the data gained from NAPLAN results has allowed the school to identify areas for development. This data has also been used to develop individual literacy plans for participating students. The NAPLAN results indicate an overall decline in students' literacy proficiency.

Numeracy – NAPLAN Year 9

Three students sat for the year 9 NAPLAN testing in 2011. Strengths were discovered in 'fractions and decimals' and '2D shapes'.

Analysis of the data gained from NAPLAN results has allowed the school to identify areas for development. This data has also been used to develop individual numeracy plans for participating students. The NAPLAN results indicate an overall decline in students' numeracy proficiency.



School Certificate

In 2011 100% students achieved the Mainstream School Certificate. This is a significant improvement from last year where 71% of students achieved a Life Skills School Certificate. Our student's achievement of the Mainstream School Certificate is a direct result of the schools aim to 'raise the bar' by transitioning from a Life Skills program to Mainstream curriculum.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 7 students in our school achieving at or above the minimum standard in 2011

In both Literacy and Numeracy the minimum standards were not achieved.

Percentage of Year 9 students in our school achieving at or above the minimum standard in 2011

In Literacy 16% of the participating student body achieved the minimum standard of Band 6. In numeracy 33% of students achieved the minimum standard of Band 6.

Significant programs and initiatives

This year CHS has made a successful transition from Life Skills to Mainstream Curriculum. The impact of this change across the school has been significant and has been the driving force behind our school ethos of 'Raising the Bar'.

Programs

Many new programs have been implemented to address the needs of our students in meeting the mainstream outcomes across the Key Learning Areas. The programs have also been effective in allowing us to bridge the gap between the Life Skills and Mainstream Curriculum.

One of these programs is MULTILIT, which stands for 'Making Up Lost Time In Literacy'. This program aims to address the needs of students with reading difficulties by providing an intensive, structured, systematic program of instruction in reading and related skills carried out within a 'positive teaching' environment.

KISS (Keep It Simple Science) was also purchased as a major resource for our Science program and integrates theory, practical and ICT to create an interactive, hands on approach to learning.

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 Miller TAFE Education Unit has been instrumental in supporting students of ATSI backgrounds in early access to vocational educational. This year ATSI students were offered Hands on TAFE courses in Automotives, Carpentry, Hairdressing and Spraypainting. These short courses offer students an opportunity to develop skills with a focus on creating a realistic vocational pathway.

Aboriginal mentors, Uncle Ivan and Auntie Fran also supported our students and staff by planning and creating an Aboriginal health garden.

Wooden poles were painted to represent Aboriginal dreamtime stories.



Multicultural education

Campbell House seeks new opportunities to teach multicultural acceptance across all KLA's. In 2011, an existing whole school cooking program became an avenue for embedding multicultural education. Each class took a turn at supplying a recipe and budgeting for ingredients to make a meal from a different country each week.

Students also celebrated Harmony Day with every class representing a different country and creating a multicultural experience for the whole school to experience.

Multicultural education is also linked to work education where students learn inclusive

behaviour as employment related skills in TAFE-Taster programs and work readiness modules.



Progress on 2011 targets

Target 1

Literacy – 100% of students sitting NAPLAN and 100% achieving at or above Band 7

Our achievements include:

- 100% of students sat the 2011 NAPLAN
- Implemented focused Literacy Programs across the school
- Provided a range of professional learning experiences to increase teacher capacity
- Implemented effective use and integration of technology in reading and writing

Target 2

Numeracy – 100% students sitting Naplan and 100% achieving at or above band 7

Our achievements include:

- Provided a range of professional learning experiences to increase teacher capacity in analysing data and addressing student needs
- Implemented focus numeracy programs across the school
- Implemented effective use and integration of technology in numeracy

Target 3

Engagement and Retention – increase student attendance to 90%; increase Year 10

attendance to 90%; increase year 12 attendance to 90%

Our achievements include:

- Implemented whole school curriculum to promote engagement and retention
- Consolidated interagency support and developed proactive partnerships
- Implemented transition programs and exit programs to support students and their families
- Strengthened opportunities in vocational education
- Promoted a healthy and active school culture

Target 4

Teacher Quality – 100% staff able to use the Quality Teaching Framework in development of Teaching Programs; 100% staff involvement in developing the current TARS policy and procedures to implement and review

Our achievements include:

- Provided access to professional learning programs
- Fostered and supported career development
- Aligned teachers professional learning with student learning needs
- Recognised and celebrated the achievement of teachers and quality teaching practices

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of

Educational and management practice

A survey was conducted with students to ascertain their individual and collaborative educational needs with regards to the new school leaving age.

A staff member was assigned the position of student support teacher to assess student starting points in Literacy and Numeracy.

Background

Both evaluations were combined to inform teaching practices at Campbell House. Starting points were ascertained for all students so that mainstream curriculum could be created moving the students towards their exiting goals and improve attendance and retention through meaningful learning programs.

Findings and conclusions

Starting point data proved that students were enrolling at Campbell House below stage appropriate levels in Literacy and Numeracy.

Future directions

The data gathered informed the need for gap learning activities which are now timetabled into the morning session of every class.

Curriculum

Background

The New School Leaving Age data informed the need to build mainstream credentials whilst providing an experience rich curriculum based on employer related skills.

Findings and conclusions

Students were more content to stay on at school to the new leaving age of 17 if their curriculum would also assist them find full time work after school.

Future directions

Campbell House is increasing partnerships with external agencies who can support the transition of students into the workforce by beginning work education at an earlier stage.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Feedback and opinions were sought on an ongoing basis through telephone interviews,

meetings and through presentation and celebration days.

Parents expressed 100% satisfaction with the following; the school has a clearly defined purpose; parents/ carers have a clear understanding that our primary emphasis is on improving student learning outcomes; the school communicates its goals effectively to families and the community; teachers make the adjustments to meet the individual learning needs of the child; discipline problems are handled fairly; there is frequent communication between families and school staff.



Professional learning

Our professional development for 2011 focused on building capacity in all key learning areas to support the development and implementation of mainstream curriculum into the classroom. There was particular emphasis placed on Literacy and Numeracy in order to assist our students with their 'gap learning'.

Weekly training and development was delivered by staff covering a range of topics and areas such as, ICT skills in One Note, Adobe and Edmodo, Aboriginal Education and behaviour management techniques. Health care professionals, School to Work consultants and Board of Studies Liaison officers were also invited to lead professional development for the staff.

Staff participated in and co-presented information in relation to the Code of Conduct as well as participating in the CPR and Emergency

Care training. All staff now hold current, up to date qualifications.

Staff have been encouraged to seek training and development opportunities off site, particularly those that align with the School Plan. Multilit is an example of this, with the program being implemented 1:1 in literacy support classes to assist students with their skills in reading. Staff who attend professional learning opportunities are responsible for educating whole school staff.



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

2012 Targets to achieve this outcome include:

- Increase the amount of students from 30% to 40% in chronological reading age by December 2012
- Reduce the amount of students at or below the National Minimal Standard in

NAPLAN literacy from 100% to 90% at or below by December 2012

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 in and numeracy (8.30-10.00)
- 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

School priority 2

Student Engagement and Attainment

Outcome for 2012–2014

2012 Targets to achieve this outcome include:

- 50% of students achieving 85% regular attendance
- 80% of students involved in broad and flexible learning opportunities supported through an increased range in quality of student and wellbeing programs
- Decrease the number of behaviour intervention referrals to executives from 25 per day to 20 per day

Strategies to achieve these targets include:

- Professional learning focus on explicit teaching of wellbeing programs such as Mind Matters, Reach Out. Com and Behaviour 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, interagency, business and tertiary sectors to maximise learning opportunities and student life choices
- Implement proactive, high quality student wellbeing programs
- 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
- Innovative programs
- Expand networking with area health services
- Increase opportunities for parents/carers to participate in learning

School priority 3

Aboriginal Education

2012 Targets to achieve this outcome include:

- 30% of indigenous students reading at or above the chronological age by December 2011
- Reduce the amount of indigenous students at or below the National Minimal Standard in NAPLAN in numeracy and numeracy from 100% to 90% by December 2012
- Increase partnerships with Aboriginal Education consultative groups and local Aboriginal Communities from one existing partnership to two

Strategies to achieve these targets include:

- Staff trained to deliver *Yarning Strong, Multit, Count Me in Too, 8 Ways of learning*

and Connecting to Cultural Awareness programs

- Develop an Aboriginal Education Community
- 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
- Monitoring Aboriginal students transition progress post exit of school

School priority 4

Leadership And Management

2012 Targets to achieve this outcome include:

- Executive plan and implement whole school development plans linked to the school targets

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 our 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

School priority 5

Curriculum and Assessment

2012 Targets to achieve this outcome include:

- Involve regional staff to assist in identification and planning improvement in curriculum and assessment for all Key Learning Areas

- Involve regional staff to assist in collecting, supporting and interpreting data
- Involve BOS in accessing an appropriate Stage 6 curriculum

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

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.

John Gurdler and
Joshua Batten

*Student Representative
Council*

Christine Walker

*Community Liaison
Officer*

Cherie Esposito

*Senior Administrative
Manager*

Kathryn Carmont

Assistant Principal

Kay Howe

Assistant Principal

Marisa Pjanic

Principal

School contact information

Campbell House

Roy Watts Road, Glenfield 2167

Ph: 96182770

Fax: 98293972

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

Web: <http://www.campbellhouse.nsw.edu.au>

School Code: 5735

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>

