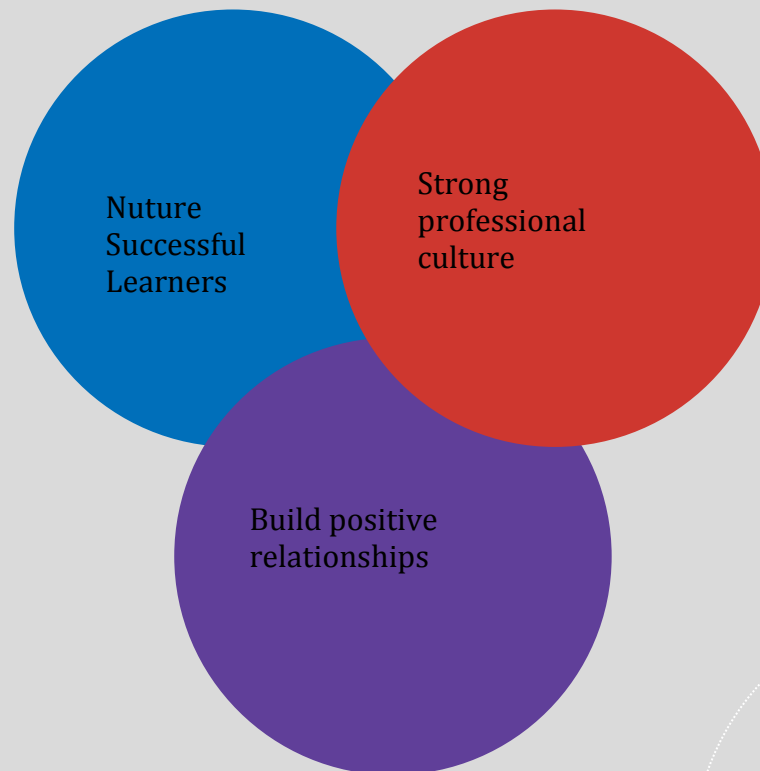


School plan 2015 – 2017

Campbell House School





School vision statement

Campbell House School strives for students to become motivated and independent learners through provision of a wide range of choices for learning. We consistently encourage our students to become life long learners who respect themselves and others. We promote social responsibility, resilience, perseverance and the strategies to become productive members of society. 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 fifty six students years seven to twelve. The school is situated in Glenfield and services students from areas of South West Sydney, all students are from low socio economic backgrounds, 30% of our student population is indigenous and 25% are out of home care.

Campbell House staff are committed to providing a quality education for all students and provide an inclusive learning and teaching environment for students who have emotional, behavioural or conduct disorders with normal cognitive ability.

Campbell House School works closely with community agencies to support the students in their transition from school to work. Our core business is to improve the academic, social, vocational and behavioural outcomes for all students. The focus is on bridging gaps in literacy and numeracy, supporting the mental health needs of our school community and building solid pathways to employment.

Campbell House School motto is: *Building Positive Relationships in a Learning Community* and this forms the basis on which all learning programs are created. We employ the principals of Restorative Practice which focuses on engaging students in a collective solution-seeking process aimed at repairing and restoring the damage that occurs in relationships when conflict exists.

School planning process

In conducting the consultation process, the following phases were followed to draw conclusions, make recommendations and develop strategies linked to the three School Strategic Directions:

1. process planned
2. data collated and analysed
3. findings communicated, recommendations and strategies arrived through consultation

The school gathered data on:

- practices and areas of development through Focus on Learning teacher survey
- student enrolment
- student engagement
- student literacy and numeracy needs
- transition and vocational planning parent/ carer involvement



STRATEGIC DIRECTION 1

Nuture successful Learners

The *Elements of Learning and Achievement* is a framework to support the school community in developing holistic quality teaching and learning to improve student's academic, social, emotional and vocational outcomes. The school's vision is to develop students who are literate, numerate, creative and employable. We seek to nurture individuals who are self confident, filled with a sense of worth and who are productive self reliant members society. Staff aim to teach, model and mentor students in the management of self and others and develop an understanding that everything we do at Campbell House School is *learning*.

STRATEGIC DIRECTION 2

Strong professional culture

Quality teaching is the key indicator of student success. Campbell House seeks to build the capacity of all staff and develop quality leaders. Executive staff, will identify aspiring leaders to develop and manage the community of schools leadership network.

Streamlined processes and systems will be created to enable the school to work collaboratively and flexibly and allow all staff to meet the professional standards requirement for accreditation.

The school will offer and encourage consistent collegial support to enhance practices, recognise achievements, celebrate the success, offer opportunities and maintain equity. Practices will support staff wellbeing and self-care in order to meet the needs of our complex environment.

STRATEGIC DIRECTION 3

Build positive relationships

Campbell House School purpose and motto is: *Build positive relationships in a learning community*. It is essential that the school works collaboratively with others within and beyond the school to develop strong links and partnerships with the community.

This will support the health and wellbeing of our whole school community, promote quality experiences and develop confidence and a sense of awareness of a global community.

It is essential that we establish a culture of positive and high expectations in our interactions with others in order to feel a sense of connectedness and strong sense of community.

Strategic Direction 1: Nurture successful learners

Purpose

The *Elements of Learning and Achievement* is a framework to support the school community in developing holistic quality teaching and learning to improve student's academic, social, emotional and vocational outcomes. The school's vision is to develop students who are literate, numerate, creative and employable. We seek to nurture individuals who are self confident, filled with a sense of worth and who are productive self - reliant members society. Staff aim to teach, model and mentor students in the management of self and others and develop an understanding that everything we do at Campbell House School is *learning*.

Improvement Measures

*The Elements of Learning and Achievement framework is embedded in 100% of all teaching and learning programs.

*100% of all students working towards the Elements through their Personalised Learning and Support Pathways. (PLSP).

*Annual Pre and post testing to show an improvement of at least two aspects of the literacy continuum and at least one level of aspect on the numeracy continuum.

People

STUDENTS

Students engage in their own learning, to develop the literacy, numeracy, well being strategies and vocational pathways for them to make a successful transition into the community.

Students are offered a wide range of successful learning opportunities enabling transformation to occur.

STAFF

Staff regularly contribute and share in celebrating successes aligned with the *Elements*.

Participate in school events that reinforce our creative, consistent and shared vision of student learning and achievement.

Professionally developed to develop the capabilities and mindset to lead and implement a wide variety of quality learning and teaching experiences to match the *Elements*.

PARENTS / COMMUNITY PARTNERS

Parents and Community as partners involved in the processes of building, supporting, educating and celebrating their child's achievement across the *Elements*.

Processes

Students introduced to, explore and develop an understanding of the *Elements* and their importance to their learning and achievement through regular discussion and planning.

Educational programs developed to match the *Elements* framework.

Professional development in targeted literacy and numeracy and other *Elements* areas.

External educational leaders to work in partnership with staff to build capacity and knowledge about the *Elements* framework.

EVALUATION PLAN

The *Elements of Learning and Achievement* developed, communicated to school community and implemented within school policies, procedures and practices.

Effectiveness of the *Elements* evaluated through use of data.

Products and Practices

PRODUCT

Differentiated curriculum to support the individual learning needs of students with complex mental health backgrounds and learning difficulties using the *Elements of Learning and Achievement*.

All students are working towards developing : Literacy : Numeracy: 21st Century learning: Work education: Health and Wellbeing: Actions and choices: Global Citizenship

PRACTICES

Embedding and actively engaging all students, staff and parent community in the *Elements of Learning and Achievement* framework.

Teaching and learning programs are developed and include the explicit use of the *Elements* that incorporate:

- Quality teaching framework
- Positive Psychology (Boomerang Effect)
- Australian Curriculum
- Transition School to Work
- Literacy and Numeracy Continuums
- Understanding Mental Health
- Community Partnerships
- Indigenous Education

Strategic Direction 2: Strong professional culture

Purpose

Quality teaching is the key indicator of student success. Campbell House seeks to build the capacity of all staff and develop quality leaders. Executive staff will identify aspiring leaders to develop and manage the community of schools leadership network.

Streamlined processes and systems will be created to enable the school to work collaboratively and flexibly and allow all teaching staff to meet the professional standards requirement for accreditation.

The school will offer and encourage consistent collegial support to enhance practices, recognise achievements, celebrate the success, offer opportunities and maintain equity. Practices will support staff wellbeing and self-care in order to meet the needs of our complex environment.

Improvement Measures

100% All teaching staff collate data and develop three professional goals with one aligned directly to the school plan.

100% of teachers and non-teachers participating in leadership opportunities.

Community of Schools Aspiring Leaders Team meet every term to support, engage in professional dialogue and plan for accreditation development.

People

STUDENTS

Develop an improved awareness of systems and practices that will provide clear expectations and engagement for student learning.

Students have adult learning and leadership capacities modelled to them so they aspire to be life long learners.

STAFF

Develop a shared language to communicate, understand and implement the National Standards.

All SLSO's to be provided with ongoing professional development in current practices to support student learning.

Engage all staff in professional development through a range of strategies that focus on feedback, self-evaluation and sharing of professional practice.

Develop a Personalised Learning Plan aligned to career pathways.

LEADERS

Identify current and aspiring leaders

Develop and manage the community of schools network.

Building leadership capacity through professional development and opportunities for work place practice.

Processes

Students offered leadership opportunities across all areas of the *Elements*.

Teachers are Professionally Developed in the National Standards, with PD and leadership opportunities given to staff relevant to our school strategic directions 2015-2017.

Develop, Performance and Development Plans (PDP) through process of consultation, enhance capabilities, grow skills and knowledge in best practice.

School leaders are identified through the performance development cycle with a structure created to support the implementation of leadership opportunities across the school community.

EVALUATION PLAN

Leadership staff to attend Aspiring leaders network meetings.

Evaluation of all teaching and learning programs.

Whole staff consultation to develop suitable classroom observation process and practices.

Regular written/verbal formal and informal feedback.

Staff seeking leadership opportunities.

Products and Practices

PRODUCT

Professional Development of the National Standards to support the development and leadership opportunities in accordance with staff Performance Development Plans and as part of the *Elements* framework.

Improved awareness of systems by staff, students and school community.

Prepare and promote aspiring leaders to undertake leadership positions.

Non-teaching staff involved in leadership roles within the school.

PRACTICES

Consistent Professional development of the National Standards.

The Community of Schools Leadership team to successfully conduct professional development sessions for aspiring leaders.

Aspiring leaders receive appropriate support with professional development. This includes a support network, peer observations and professional learning plans.

Streamlined systems and practices for observations and supervision support.

The establishment of a school leadership network to provide peer support for accreditation.

Strategic Direction 3: Build Positive Relationships

Purpose

Campbell House School purpose and motto is : “*Build positive relationships in a learning community*”. It is essential that the school works in collaboration with others within and beyond the school to develop strong links and partnerships with the community.

This will create networks and support the health and wellbeing of our whole school community, promote quality experiences that develop confidence and a sense of awareness of a global community. It is essential that we establish a culture of positive and high expectations in our interactions with others in order to feel a sense of connectedness and strong sense of community.

Improvement Measures

80% Increased participation of students in school programs, attendance, events, activities related to promoting and understanding the Elements of Learning and Achievement.

Increased educational opportunities for parent/ carers.

Pre and post testing of positivity scales to display increased use of positivity strategies.

Students to increase the number of links to support agencies by 50%.

People

STUDENTS

Ensure opportunities to practice building positive relationships within the community.

Students as leaders and advocates of peer support networks and vocational agencies.

STAFF

Build and maintain positive relationships between all community partners to maintain the integrity of our purpose.

Teach model, display and practice key concepts of Positive Psychology programs.

Involved in Connect:ed to deliver workshops and support building of positive relationships.

PARENTS

Engage parents, carers and community partners in psycho- social educational programs including emotional, behavioural, and social strategies and positive psychology to support themselves and their children.

COMMUNITY PARTNERS

Increase and maintain existing links with the community and strengthen partnerships to support student pathways into further education and employment, mental health and other suitable support agencies.

LEADERS

Support, promote and advocate the purpose and importance of connections within and beyond the school for the whole community.

Processes

Provide ongoing opportunities for students to connect with agencies that will support their lives within and beyond the school.

Students modelling, using and displaying positive mindset through key concepts of Positive Psychology programs.

Support students in forming links with staff, match experiences and curriculum to learning outcomes across a variety of KLA's

Students develop the skills and knowledge to create pathways into further education, employment and pathways for mental health support.

Develop the capabilities of parents to engage in discussion and link with community partners in the education of parents/carers.

Create shifts in mindsets through professional development in positive psychology, to teach language and key concepts of positive psychology. Maintain and strengthen community of school partnerships to enhance collegial support and engage in professional dialogue. Drive and support all programs across the school striving for best practice.

EVALUATION PLAN

Staff participation in Professional Development.

Observation of school community using positive psychology principals and enhanced positive relationships school wide.

Increased student engagement in vocational pathway planning.

Products and Practices

PRODUCT

Student outcomes increase as a result of Vocational pathway options through *Casula Powerhouse Arts Centre (CPAC)* and alternate vocational programs.

Connect:ed Parent Program offering educational programs to support parent community.

Students develop strong positive trust relationships with employment agency *atWork, Nova* and *Career Connections* prior to exiting school.

Staff have increased understanding of the key concepts of positive psychology to facilitate self awareness through best choice, positive action and relationships.

PRACTICES

Whole school community involvement and contributions to vocational programs.

Weekly *Connect:ed* Parent education program supported and developed by CLO and Principals in collaboration with Community of Schools.

Ongoing support from *Career Connections* and regular meetings with *atWork* or *Nova* for senior students linked to pathways.

Positive psychology, used across the school to promote the key concepts of a positive mindset.

Positive psychology evident across all learning.

