



Education &  
Communities

# Campbell House School Annual School Report 2014



5735

## School context statement

Campbell House School is a School for Specific Purposes catering for 56 students who have a behavioural, conduct or an emotional disorder. The school is established for eight classes with seven students, a teacher and a Student Learning and Support Officer in each. Currently 62% of our students are male, 38% female and 31% of our students are from an Aboriginal background.

Students are placed in classes representing their year and stage cohort. Currently there is one year 7/8 class, four stage 5 classes, with students from years 9 and 10, one year 11 class, one year 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 a high interest differentiated curriculum and social skills development.



### Principals Report

Campbell House School proudly celebrates the achievement of its first three recipients of the award of Higher School Certificate in 2014. The senior students have become models of success for the school by raising expectations and demonstrating achievement and growth across many areas of their academic, social, emotional and vocational growth.

Each year at Campbell House School, innovative programs are delivered school wide to support student teaching and learning, as a result a diverse group of students with complex learning needs are engaged.

I acknowledge the dedication of all school staff who work consistently as a team to create the highest quality programs and support students to work towards their goals, build networks within or beyond the community and become respectful, responsible and reflective learners.

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

### Student enrolment profile

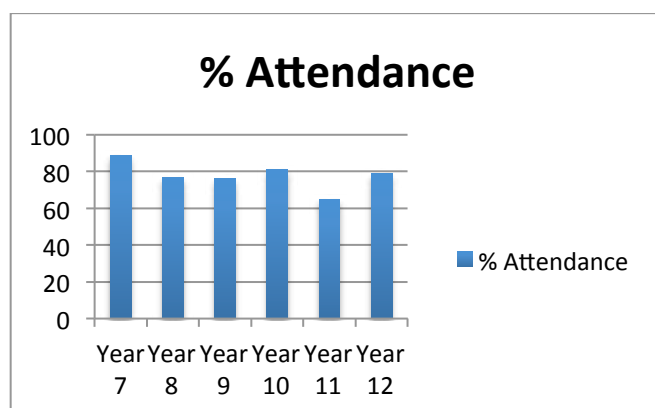
Campbell House is a coeducational facility catering for 56 students, comprised of 35 boys and 21 girls. The student population includes 14% NESB and 31% Aboriginal background.

Gender	2009	2010	2011	2012	2013	2014
Male	36	40	40	41	39	35
Female	7	8	8	11	11	21

### Student attendance profile

**Year 11** – 36% of our year 11 students have continued their studies and have begun the year 12 HSC coursework. 64% are over the age of 17 and have left school and have gained or are seeking fulltime employment.

**Year 12** – Campbell House had 4 year 12 enrollments for 2014. Three attained their HSC, one student finished with a RoSA.



## Post-school destinations

Post-school destinations	Year 10 %	Year 11 %	Year 12 %
seeking employment	0	44	57
employment	0	56	14
TAFE entry	0	0	0
university entry	0	0	7
other	0	0	14
unknown	0	0	7

## Year 12 students undertaking vocational or trade training

Two year 12 students attended and graduated TAFE to study TVET Hospitality.



## Year 12 students attaining HSC or equivalent Vocational educational qualification

In 2014 Campbell House School had four students in the Year 12 program. Three attained their HSC, with one student completing Year 12 with a RoSA.

## Workforce information

### Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	
Assistant Principal(s)	3
Head Teachers	
Classroom Teacher(s)	7
Teacher of Reading Recovery	
Learning and Support Teacher(s)	
Teacher Librarian	0.2
Teacher of ESL	
School Counsellor	2

School Administrative & Support Staff	9
Total	21

Campbell House School had one Aboriginal staff member in a classroom teaching position in 2014.

## Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100%
Postgraduate	43%

## Professional learning and teacher accreditation

In 2014 Campbell House staff engaged in a range of professional learning to further develop their skills and knowledge to better cater for the students educational and emotional needs.

In term one all staff engaged in professional development that unpacked the new Australian National Curriculum for Maths, English, HISE and Science. These sessions led to weekly collaborative programming in small groups for programs to be used across the whole school in term two.

Staff continued their work on unpacking the numeracy continuum and using quality assessment to map their students learning on the continuum through the use of data walls. Staff engaged in weekly professional development sessions in terms one and three on effective numeracy teaching strategies linked to improved numeracy targets of the school plan 2012-14.

In terms two and four staff participated in weekly professional development in effective literacy teaching through the focus of the L2 program, focusing on comprehension through reading, as delivered by a trained staff member.

All teaching staff participated in professional development unpacking the Australian Professional Standards for Teachers.

Staff also engaged in regular professional development in psycho-education including; coping strategies, trauma and neurobiology.

In 2014, two teachers were working towards Proficient and four teachers working towards maintaining Proficient. No teachers were working towards Highly Accomplished or Lead.

\$9122.85 was spent on professional development in 2014, approximately \$650 per member of staff.

## School Counsellors

*"Success is the sum of small efforts, repeated day in and day out." Robert Collier*

Campbell House, a school with the capacity for 56 students, obtains a departmental allocation of two days per week counsellor time. Whilst this may seem generous in comparison to other schools with greater numbers, both Hendy and myself often feel that the students would benefit from more counsellor time. On reflection, it is felt that, with the majority of students, we have built up an element of rapport and trust. This allows many of the students to visit, chat, or confide to the counsellors. However, it is fair to say we are not quite there with some of the newer students.

We both also enjoy supporting staff in supporting their students on a day to day basis. We participate in and run a variety of staff development, including ongoing participation in extra curricula activities.

The school is still fortunate enough to have very strong links with ICAMHS (health), and other services to support young people and their families.

Both Hendy and myself will attest to the increase and complexity of mental health issues we are currently seeing, not just here at Campbell House, but throughout the area. However, despite some of physical and emotional hurdles many of the students may be experiencing, the good news is that they keep coming to school daily and engage in the activities school has to offer. Research clearly shows that the longer a young person stays at school the better their life outcomes will be.

We look forward to 2015 and getting to know the newer students and to continue to witness the small steps and growth of the older students.

Craig Austin and Hendy Kurniawan

## Community Liaison Officer

2014 has been an exciting year for our parent group. The *SHINE* women's program was delivered and focused on unveiling the beautiful women in our community and provides the group with strength and purpose.

A brilliant workshop was held during term 2, *Parents Protecting Kids Program*, where Shelley Clements provided information about sensitive issues around predators grooming children. This term we also completed training in First Aide which was invaluable for all who participated.

This year, the annual, fifth Parent Retreat Program was held at *Quest for Life* in Bundanoon. A special program was devised to assist parents with learning new skills and strategies for coping with the challenges of their everyday lives. Once again parents and carers of the Hilltop schools had the opportunity to share stories, access counselling, take part in workshops, meditate, do yoga and learn how to look after themselves. I was humbled to watch parents and carers leave the program with a renewed sense of self and with the knowledge that to care for others they must first learn to care for themselves.

Term three also saw us in the Kitchen with Lisa who taught us all how to cook a delicious gnocchi dish, take part in a presentation on *Parenting* with Carl Warren and participate in a talk with Headspace who spoke about helping teenagers who are feeling sad.

Term four commenced with a six-week workshop, *Tuning in to Kids*, delivered by *Anglicare*. The program focused on naming and understanding children's emotions in workshops that educated parents on how to deal with feelings more effectively.

I would like to thank the school community for a wonderful year filled with so many varied activities.

Christine Walker





## 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	30/11/2014
<b>Income</b>	\$
Balance brought forward	175788.43
Global funds	132004.11
Tied funds	159163.28
School & community sources	22829.28
Interest	6166.40
Trust receipts	3589.65
Canteen	0.00
Total income	499541.15
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	12942.25
Excursions	3028.57
Extracurricular dissections	22467.78
Library	206.74
Training & development	2770.91
Tied funds	108288.32
Casual relief teachers	11925.25
Administration & office	45103.04
School-operated canteen	0.00
Utilities	7578.38
Maintenance	28146.71
Trust accounts	5916.79
Capital programs	0.00
Total expenditure	248374.74
<b>Balance carried forward</b>	251166.41

A full copy of the school's 2014 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.

## Academic achievements

### NAPLAN

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.

### NAPLAN Year 7 - Literacy

Student results below the reporting threshold.

### NAPLAN Year 7 – Numeracy

Student results below the reporting threshold.

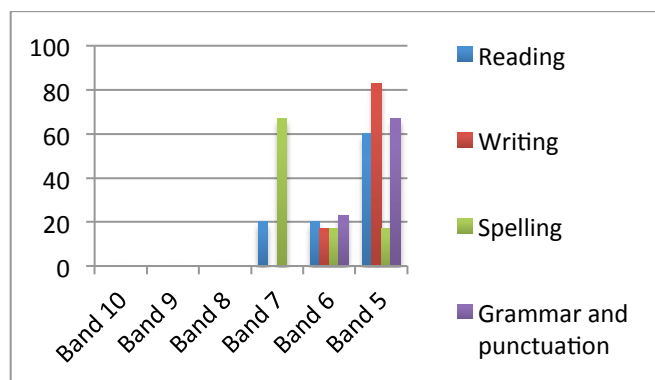
### NAPLAN Year 9 - Literacy

Reading 60% band 5, 20% band 6 and 20% band 7.

Writing 83% band 5 and 17% band 6

Spelling 17% Band 5, 17% band 6 and 67% band 7

Grammar and Punctuation 67% band 5 and 23% band 6



### NAPLAN Year 9 – Numeracy

86% of Year 9 students sat for NAPLAN numeracy testing 14% absent.

50% of students band 5 36% band 6

## Higher School Certificate (HSC)

In the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

Due to the small number of year 12 students studying at Campbell House School in 2014 results of the Higher School Certificate cannot be published due to privacy.

## Other achievements

### Significant programs and initiatives – Policy and equity funding

## Aboriginal education

Aboriginal Education has been an exciting focus this year at Campbell House School. Students have participated in a number of activities to commemorate important national dates; these have included Reconciliation Week, Sorry Day and NAIDOC Week.

All classes have embedded Aboriginal knowledge into their curriculum; including Geography, English, History and Science. Students have learnt about Dreaming, Aboriginal and Torres Strait Islander History and connections to Country.



In Term 4 the Aboriginal Student Program 'Me & My Mob' was introduced. This program was specifically designed for the Aboriginal Students of Campbell House School to support them in discovering their identity, and an understanding and appreciation of what it means to be an Aboriginal Person.

The 'Me & My Mob' Program has three underlying Core Values: RESPECT – Self, Others, Culture & Country; LEARN – From Others, With others, About Self; SHARE- Knowledge, Experiences, Culture. The program focused on six key areas: Identity, Aboriginality, Culture, Country, Kinship Community and Health and Wellbeing.

The Students involved in the 'Me & My Mob' Program have participated in a number of activities to learn and discover their Identity and Culture. All students involved have discovered

their Mob, and the totems of their Mobs. Many students have discovered that they are connected to each other in this way, with students being from – Wiradjuri, Kamilaroi, Yorta Yorta and Waka Waka language groups.

During "Me and My Mob" lessons students learnt some Dharawal language and participated in the creation of Clap Sticks and Didgeridoos. Students have had the opportunity to create works using black canvas, acrylic paint and posca pens.



Students of the 'Me & My Mob' program participated in two excursions to supplement the work done at school. The first was to the NSW Art Gallery and the Australian Museum where students viewed the Yiribana collection at the Gallery and the Indigenous Australia exhibit at the Museum. Students were surprised to see the various forms of Aboriginal and Torres Strait Islander Art and the differences between regions.

Our second excursion was to La Perouse – Guriwal (Whale). This excursion saw students participate in a cultural tour with Uncle Timmy Ella and Grant Hyde from Kadoo Tours. Uncle Timmy taught participants about the local history of La Perouse, the use of plants and other natural items, and shared his knowledge that has been passed down from his father of Guriwal Country.

Participants were treated to an amazing lunch, with healthy tucker being provided from both the rock of the Dooligah around La Perouse and around the Pilliga in NW NSW.

It has been a privilege to share Culture and Country with everyone and it is hoped that they have all discovered something about themselves and will continue their journey of discovery about their Aboriginality and their own connections to Country and Culture.

Jo Tanginoa

### **White Ribbon Day**



White Ribbon Day celebration looked at the strong and amazing women within the school community including staff and students. Photos of all the women within the school were taken and printed in black and white and placed on the assembly wall underneath the White Ribbon Day oath. All members of the school community were given a cut out white ribbon to write their name and a message of support to place around our wall of women. This display symbolised a message that at Campbell House we do not tolerate, commit, accept, or remain silent about violence used against women. The whole school community gathered together to discuss why white Ribbon Day started, how it started, what does it mean for us as individuals and as a school, and to celebrate and bring light to the fact that the women within our school are strong, confident and have the right to be treated with respect.

### **Literacy and Numeracy**

Campbell House was introduced to a new program in 2014 called Literacy Lessons (L2). The

program focused on improving writing and comprehension through reading. A staff member attended fortnightly training and professionally developed staff on a weekly basis around literacy skills and L2.

Staff assessed students using Burt Word Analysis, South Australian Spelling Test, Probe Comprehension Test, as well as collecting a written work sample and a word vocab sample. Throughout the series of professional development staff shared filming of students writing and reading and engaged in professional dialogue about what strategies they observed students using.

Two students were targeted in this program. In all testing areas students rose by at least one age band and were at least two clusters ahead in the literacy continuum.

Staff observed a higher use of more successful strategies and fed back that they felt more comfortable with ascertaining what deficits students had in literacy. They were more confident in developing a stronger understanding of how to assist students with their specific needs.

Next year the L2 program will continue to run at Campbell House with staff continuing professional development around the literacy continuum and English syllabus.

Campbell House continued to focus programming and professional learning around the Taking Off With Numeracy (TOWN) program that was successfully introduced and implemented last year.

Weekly professional development occurred during semester one and all teaching staff were up skilled in how to use TOWN and the numeracy continuum to build the program for successful individualised lessons. Staff explored Short Frequent Focused (SFF's) activities that would assist students to build and use the most effective strategy when dealing with Place Value and Multiplication and Division. Staff worked



collegially to develop activities to allow for all students on all aspects of the continuum to access learning strategies to build capacities.

Staff used these activities to measure student success and continued to use classroom data walls to display student levels.

### **Multicultural education and anti-racism**

Currently we have 6 LBOTE students enrolled. Student diversity is highly valued and celebrated at Campbell House and we ensure that all students have access to a mainstream curriculum through the identification of educational and behavioural needs. We then work together with the student, parents/carers and teachers, to develop flexible and creative learning plans, which cater to the individual student's needs. This ensures that all students have a genuine opportunity to participate in and achieve success in all areas of their education.

Campbell House has two trained Anti-Racism Contact Officers (ARCO), who are active within the school.

The staff at Campbell House are from a diverse range of cultural backgrounds, and this is drawn on in the creation of our teaching programs such as the Food Technology program, Japanese and Italian cultural language programs, our partnership with the Cambodian Rural School trust and the integration of Aboriginal perspectives across all Key Learning Areas.

Students participate in a range of multicultural activities throughout the year. One example of this is Harmony Day.

This year Harmony Day was celebrated with a multicultural theme throughout the school. Students learnt about a chosen culture in class activities and then participated in an 'Amazing Race' styled competition where they needed to solve clues and complete tasks of each of the studied cultures. Students were engaged and active participants in all lessons deeply exploring each culture and developing tolerance and acceptance for these countries.

Students engaged in cultural understanding lessons in both Food Technology and Horticulture in 2014 with a focus on South East Asian cooking and the growing and harvesting of traditional herbs and vegetables to support this program.

Students were exposed to cuisine far different to their own and gained an appreciation for the cultures of South East Asia.



### **Aboriginal background**

RAM equity funding for Aboriginal background was used in three key areas in 2014, staffing, literacy and numeracy resources and resources for our 'Me and my Mob' cultural program.

Additional staff who were professionally developed in the 'taking off with numeracy' and L2 literacy programs catered for small group and one to one learning for all Indigenous students throughout the year and saw gains of at least one band in both the literacy and numeracy continuums for all students involved.

Numeracy and literacy resources were purchased to assist in this additional teaching and to strengthen the teaching within the classrooms. These resources included; novels and picture books, literacy and numeracy probe tests, text books and items such as dice and counters for our numeracy boxes.

The 'Me and My Mob' program resources included blank raw didgeridoos, art supplies and funded excursions to teach the students about cultural ways of living.



In 2014 Campbell House School developed the Year 11 readiness program for all students moving from years 10 to year 11. This program took place over a 5 week period in which students attended senior classes in the morning sessions gaining a taste of the differences between stage 5 and 6 learning, completed professional development on better study habits and gained a better understanding of increased expectations of being a senior student. This program was highly effective in preparing both our Indigenous and non-Indigenous students for the transition to the preliminary and HSC studies.

### **Socio-economic background**

RAM equity funding for socio-economic background was used to provide additional teacher's and Learning support staff, support for the parent group and provide resources for whole school literacy programs.

With additional teaching and non-teaching staff in 2014 Campbell House was able to offer a diverse range of learning opportunities to support students in building vocational pathways. We continued our partnership with volunteer parents to provide training in light vehicle mechanics and panel beating. This was also supported by one teacher per week. We created enterprise learning opportunities by starting an in school wood fire pizza business. This business lent it self to line production where students learnt the important skills of roles and relationships within the work place. Campbell House was also able to offer an IT Wood Work program for the first time, allowing senior students the opportunity to study this as part of their preliminary and HSC.

Literacy resources such as fiction and non-fiction reading material and literacy testing probes combined with additional one on one and small group instruction increased all students ability to progress along the literacy continuum in the aspects of reading, comprehension and writing by at least 1 band.

The parent group was strengthened into an education program where parents became models of life long learning by engaging in parenting programs which include a strong emphasis on self care.

### **Other significant initiatives**

#### **Sport and P.E.**

Throughout the year in Physical Education and Sports lessons the students at Campbell House had the opportunity to participate in a variety of units that develop movement skills in cricket, tennis, hockey and T-ball. They also participated in ball sports such as Basketball, Soccer, Dodge ball, Touch football, Handball and the introduction of Aussie Rules. The students were able to develop and practice their skills in small group P.E. lessons and implement these skills in whole school sport activities. It is an opportunity to participate in a lifelong physical activity that enhances their awareness of the benefits of sport and qualities of good sportsmanship. It has been encouraging to see the students improving both their participation and teamwork throughout the year.



This year the students had the opportunity to participate in the Premier Sporting Challenge. All physical activity was counted over a 10 week period – before, during and after school as well as on weekends. The Challenge was about trying to be *more active, more often*. That means trying to do *something, everyday!* Many students met and accepted the challenge by increasing their physical activity. Throughout Term four a school swimming program was conducted during PE lessons to develop confidence in aquatic activities and refine swimming strokes. Each student had their ability assessed and lessons centered around water familiarisation and improving swimming strokes. Students have learnt about safe water entries such as slide and stride entries

along with safe diving techniques. Students without a signed note or swimming gear have been asked to complete water safety theory worksheets. There is a range of abilities across the classes however the students who have participated consistently have shown an improved confidence in their swimming ability.

The 3<sup>rd</sup> annual School Athletics Carnival was again held at Hurlstone Agriculture High School earlier this Term. It was another successful event with excellent participation and behaviour demonstrated throughout the day. Students were allocated into one of the three houses; Dharug, Wiradjuri and Dharawal and earned points through participation, and sportsmanship. This year students had the opportunity to compete in running events including 100m, 200m, 400m and relays as well as field events Shout Put, Discus, Long jump and the new event of Javelin. Students competed in categories of Senior Boys, Junior Boys and all age girls.

Craig Guthrie and Mathew Caddy

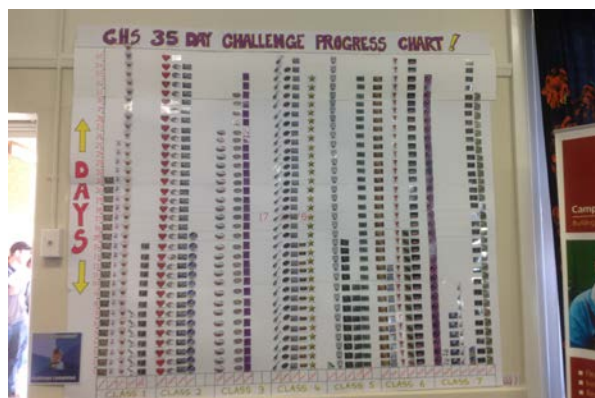


### 30 Day challenge report

Campbell House School saw the introduction of the pilot 30-Day Challenge program this year; an attendance improvement initiative that required students to attend 30 days out of term two. The program started on day one and ran through to the last week of term, with students striving to reach the full 30 days in order to receive a rewards excursion at the end of the term.

Student's progress was tracked on a weekly basis on a whole school wall chart. The program encouraged personal bests in an effort to

improve the individual rate of attendance to that of the weeks before.



Each week during assembly, students were introduced to a "weekly challenge" in which small attendance objectives could be completed to receive weekly incentives. Students became immersed in games of pool, extended lunches, bike rides, music and art periods as well as short films and card games as rewards for completing the weeks objectives.

Eight students successfully completed the 30-day challenge having attended 30 days before the end of week 10 of term two and where rewarded with an excursion to Luna Park.

Due to the success of the 30-day challenge we extended the program to a 35-day challenge. In term three, 17 students where able to successfully reach their targeted goals with some students attending over 40 total days. This program represents a vast improvement of overall attendance

### Stephanie Alexander Kitchen Garden

The Stephanie Alexander Kitchen Garden Program has continued to expand to include an exceptional food technology program through it's focus on an organic vegetable garden. This program teaches skills for life in a kitchen filled with love and laughter. In 2014, this program introduced the 'Food Glorious Food' program that provides a whole school cooked lunch on Monday, and whole school BBQ lunch on a Friday. This program allows staff and students the opportunity to share a meal together, whilst

modeling and building pro-social behaviours. This year, Food Bank and OzHarvest have generously provided food not only to the food technology program but also for our families. The food technology program has catered for whole school Christmas lunch, whole school celebration lunches, fortnightly woodfire pizza days, and catering for outside agencies.

### **Shine Girls**

During the Shine Girls program all female students showed respect and care for each other by leaving any conflict at the door, and allowing each other to feel a special connection to the group and the program. The girls covered topics around respect, relationships, and personal growth and developed an understanding of their personal worth, strength and purpose. The girls participated in a range of practical activities from scrap booking to learning about healthy nutrition through making smoothies. The girls got a chance to bond over their love of food that was generously provided each week.

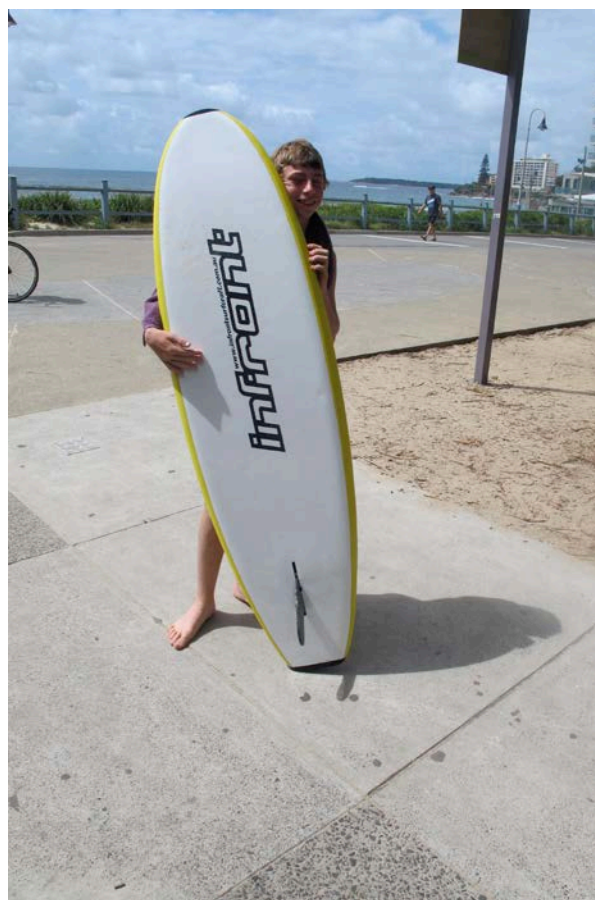


We extend our gratitude to Nora from Work Ventures and her team for running Shine Girls.

### **Surf Awareness Program**

During term four, a selection of students had the opportunity to participate in the Surf Survival program run by Cronulla Surf Club at North and South Cronulla Beach. The 6-week program allowed students to develop confidence at swimming in surf conditions and engaging in safe habits at the beach. Each student's swimming was assessed in the pool and they learnt how to duck

under waves, and paddle on a board. From there they were able to swim in the rock pool and then when they demonstrated proficiency, transferred to riding the boards in the surf. There was definite improvement observed in each student's confidence in the water and by the end each student was able to catch waves on a board into the shore. This program also allowed our students to practice positive behaviours in the public arena and gave them valuable experiences outside of their local areas.



### **Car Restoration Program**

The Car Restoration program has continued again in 2014 with students continuing to restore the EJ Holden, with the addition of a 1973 Volkswagen Beetle that has been purchased by the school. The program continues to rely on our amazing volunteers George and Phil who donate their time to provide the students with the opportunity to engage in a hands on project of real interest. In 2014, this program provided vocational pathway training for seven students



and has resulted in one student gaining a school based traineeship as a mechanic. The restoration of both cars have provided both panel beating and mechanical challenges and have allowed the students to develop their knowledge, work as a team and problem solve under the guidance of experts. As a result of their hard work they were recently able to experience the joy of the motor starting for the first time. The car restoration program will continue to provide real life work experiences for the students of Campbell House.



### Cambodia volunteering experience



After much planning and organising a small group of staff and students had the amazing opportunity to embark on a journey of a lifetime to Cambodia. Here for the first time we experienced a world so different from our own and met people who are grateful for every single interaction with another human being. The Khmer people have big smiles and big hearts to

match. Instantly, our students bonded with the Khmer students from the Cambodia School Trust NGO. They shared stories of their lives, compared the difference in our countries and developed a clear understanding of the importance that is placed on education. It was the dream of Aviv Palti and his daughter Stephanie to break the poverty cycle in Cambodia through education and it is through his generosity this deep commitment led us there to see the importance of the work that is done by volunteers from all over the world in this beautiful country that has endured great suffering. The four selected students had the chance to volunteer their skills and help young children practice their English skills by teaching lessons on colours, fruits, loom bands and making pancakes at a local school in Siem Reap. Our students also had the chance to teach the older Khmer students how to do dot painting, make and decorate cupcakes, cook delicious pancakes and learn the words to the song *True Colours*. We travelled by Tuk- Tuk, rode elephants, saw heritage listed Angkor Watt, visited a temple, got blessed by a monk, went to a Khmer wedding, supported a community project to repair the house of a poverty stricken woman, saw Buddha heads carved, learnt how to barter in the colourful markets and practiced basic greetings in Cambodian. Above all, we experienced the world through a different lense and truly walked away feeling such gratitude for this life changing experience.



Kakada is a Cambodian student who Campbell House School have sponsored.



## SRC REPORT 2014

Campbell House School had a productive year with members participating in programs, including TVET, Work Experience, Animal Welfare and the inaugural Cambodia Volunteer Experience. These programs have been an excellent opportunity for these students to develop their leadership skills and represent the school in positive ways.

The SRC introduced four key values to Campbell House School this year – Be Safe, Be Responsible, Be Respectful and Be a Learner. These values have seen challenges being issued to students in order to receive Student of the Week awards each week. The challenges have included; being *responsible* by wearing uniform each day; being *respectful* by saying please and thank you when asking for things; being *safe* by ensuring that all safety instructions are being followed and being a *learner* by challenging comfort zones and trying new things or remaining in class to focus on learning. It has been pleasing to see many students take on these values and use the challenges to make positive changes.

Some of the events celebrated this year have included Reconciliation Week, Sorry Day, NAIDOC Week and R U Ok? Day. R U Ok? Day was by far the most enjoyable celebration for all members of Campbell House School this year. R U Ok? Day was celebrated this year with students creating their own R U Ok? T-shirts with the help of staff. All students and staff were able to spray paint their own t-shirt for the day, and there were some amazing choices of design for how to display the R U Ok? message. The day promoted the message of taking care of each other and being responsive to others needs through participation in group activities, lessons in class, school assembly and through the sharing of food.



## Woodwork and IT

In 2014 Campbell House was excited to add industrial arts woodwork and IT Timber to its curriculum with the construction of a new woodwork room.

Students were given the opportunity to develop techniques when working with hand tools and completed a range of practical projects. They have also had the chance to learn about Workplace Health & Safety (WHS) and demonstrate safe practices when operating machinery.

The year began with junior students constructing CO2 Dragster cars from balsa wood. A key emphasis for this unit of work focussed on aerodynamic design and students worked hard to integrate the key aspects into their projects. This required a significant amount of research and sketch work in order to have a functioning design. All students were then required to use marking out equipment to transfer their design and use different hand tools to shape their project.

Second semester saw students designing an individual project from recycled materials or locally sourced timber. One student was even able to design and construct a jewellery box from a piece of timber that was cut from a tree in the school grounds. With the assistance of her teacher she produced an individualised design and project that is of a high standard. Other notable projects included a modern design music stand with a high level of aesthetic qualities and a picture frame that demonstrated great competence when using hand tools.

The Industrial Technology program has also supported 'Me & My Mob' by enabling members of class four to help produce multiple sets of clapping sticks, as well as preparing, sanding and finishing numerous didgeridoos

The senior Industrial Technology program has seen the students designing and producing a range of individual projects. One student excelled throughout the course and successfully completed the HSC Preliminary course.

All students should feel proud of their accomplishments this year. They have behaved in a safe manner during practical lessons and have challenged themselves on a regular basis. The vast range of practical projects that have been completed are a clear representation of the time and effort that has been invested.

### **Wood Fired Pizza Project**

The Campbell House School 'Wood Fired Pizza Program' has been a real success in 2014. With a focus on the development of employability skills, students have successfully engaged in all aspects of the business model program. Both junior and senior students have learnt how to make pizza dough from raw ingredients by hand and spread the dough to form the pizza bases. They have learnt how to make traditional pizza sauce and apply the toppings. They have also learnt to take orders, delegate tasks, make deliveries and assist in the cooking of the pizzas. It has been an exciting and rewarding program for all involved, with some fantastic food produced along the way.

This program was used as a fund raising opportunity with the profits going towards Campbell Houses donation to the Cambodian Rural School Trust. The students involved took great pride in efforts and hard work going to such a worthy organisation.



### **Every Student Every School**

Campbell House School has worked on the Every Student, Every School (ESES) initiative as part of a Community of Schools with Karnigal, Verona and Dorchester Education and Training Unit.

In 2014 the project added an additional resource to its existing three children's books and programs. *The Seed* book and program was the driver for the second successful *Changing Minds* conference with the introduction of *Caterpillar Steps*, a book that looks at the importance of developing coping strategies in children.

The support and benefits gained from the resources and programs have been invaluable to schools as suggested by positive feedback posted on websites and through conference surveys. The 2014 conference was attended by 250 people, an approximate 80000 students were represented from DEC and Catholic Schools. There are 20000 hits a month on the website and 400 downloads for the apps. *The Seed* booklet has been added to the *Bigger than a Bully* website while *Meet Mr. Angry Ant* has been downloaded across 56 countries. The fourth and final book *Me See Be* is due to be published in 2015.



## School planning and evaluation 2012–2014

### School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

1. Planning the evaluation process
2. Collating data
3. Analysing data
4. Communicating findings
5. Feedback
6. Recommendations and strategies

### School planning 2012-2014:

#### School priority 1

Literacy and Numeracy

#### Outcomes from 2012–2014

Increased levels of literacy and numeracy achievement for every student.

Strengthened literacy and numeracy strategies through effective use of diagnostic assessments.

#### Evidence of achievement of outcomes in 2014:

- of attending students progressed at least one band along the Numeracy Continuum
- the development of individualised student assessment profiles in both Literacy and Numeracy
- classroom practices are in line with the Quality Teaching Framework, as evident by lesson observations and TARS

#### Strategies to achieve these outcomes in 2014

- targeted whole school weekly professional development of literacy strategies
- students assessed each semester in both Literacy and Numeracy testing
- students progress Mapped on Numeracy continuum
- students progress Mapped on Literacy Continuum

#### School priority 2

Student Engagement and Attainment

#### Outcomes from 2012–2014

Improved overall student engagement in innovative wellbeing programs.

#### Evidence of progress towards outcomes in 2014:

- implementation of Alternative Education Plans and flexible programs to increase student success, achieving full attendance according to their individual PLP's
- 90% of students are actively engaged in a broad range of well-being programs such as the Car Restoration program, Achieve Anything, Strength Boys and SHINE girls.
- decrease the number of behaviour intervention referrals to executives from 15 per day to 10 per day

#### Strategies to achieve these outcomes in 2014:

- implementing the Food Glorious Food program to run twice a week.
- introduction of 30 day and 35 day attendance incentive programs
- provide opportunities to celebrate and recognise student attainment
- engage with communities, interagency, business and tertiary sectors to maximise learning opportunities and student life

#### School priority 3

Aboriginal Education

#### Outcomes from 2012–2014

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

**Evidence of progress towards outcomes in 2014:**

- reduce literacy and numeracy achievement gaps between Aboriginal and non Aboriginal students
- 90% of students achieving at least one band progression on the literacy and numeracy continuums.
- increased partnerships established through genuine consultation with Aboriginal Education Consultative groups and local Aboriginal Communities

**Strategies to achieve these outcomes in 2014:**

- Staff trained to deliver *Multilit, TOWN, 8 Ways of learning*
- Develop an Aboriginal Education Committee
- Develop and implement an Aboriginal Engagement program focusing on identity, well-being and attainment.

**School priority 4**

Leadership and Management

**Outcomes from 2012–2014**

Strengthened leadership and management capacity of whole school staff to drive school improvement

**Evidence of progress towards outcomes in 2014:**

- 100% of all eligible early career teachers attained or working towards 'Proficient teacher' measureable against the Australian Professional standards for Teachers.
- increase in teaching and non-teaching staff taking a leadership role in school programs that support education and well being needs of our students.

**Strategies to achieve these outcomes in 2014:**

- continuing to support Early Career Teachers and assist all new scheme teachers in achieving accreditation with the NSW Institute of Teachers through regular meetings.
- involve whole school staff in school planning processes to develop culture, enhance ownership and allow all staff to develop leadership roles.

- individual staff professional learning programs support the school plan

**School priority 5**

Curriculum and Assessment

**Outcomes from 2012–2014**

Use of data to inform assessment and reporting practices embedded in all teaching and learning programs

Whole school professional learning is linked to improved student learning outcomes

**Evidence of progress towards outcomes in 2014:**

- continued use of Numeracy Data Walls (whole school and in class) to accurately track and monitor student progress and provide platform for professional dialogue.
- 100% of Year 12 students accessed the mainstream non-ATAR stage 6 curriculum. With 75% of those students successfully completing the HSC course.
- 100% of staff attended weekly training in L2 and the Literacy Continuum, resulting in the establishment of whole school consistent best practice for literacy teaching.

**Strategies to achieve these outcomes in 2014:**

- 100% of students assessed and mapped on the literacy continuum addressing the aspects of Comprehension, Writing and Reading.
- whole school professional learning and focus on the embedding of reading for comprehension skills across all KLA's.
- continue to develop differentiated curriculum across all KLA's in accordance with the school developed Scope and Sequence.

**Parent/caregiver, student, and teacher satisfaction**

In 2014, the school sought the opinions of parents, students and teachers about the school.

- *Tell Them from me* "focus on learning" teacher survey
- Teacher and Student Survey about Teaching



- Parent Survey

The *Tell them from me* teacher survey is based on two complimentary research paradigms, Effective Schools looking at the eight drivers of student learning and the second centered around the four dimensions of classroom practices. Staff feedback from this survey showed scores of 8 and above for the areas; leadership, collaboration, learning culture, teaching strategies, inclusive school and parent involvement. It showed the need for further focus and development on technology and the use of data informed practice.

Staff feedback from the four dimensions of classroom and school practice showed that staff feel confident in their ability to set challenging and visible goals, planned learning opportunities and overcome learning obstacles, with continued work needed on providing quality feedback.

Feedback collated from the Student Survey about Teaching informed us that students feel that the learning they do is important and that lessons are interesting and help them learn. That students feel that the school expects them to do their best and that they usually do. Some students feel that they often do not try to do things that are new and different, however, we usually try to find new ways to help them understand.

Feedback collated from the Teacher Survey about Teaching show that we are being highly successful in providing a stimulating and secure environment, we have high expectations, use a range of resources, reflect and upgrade our teaching practices through professional development. Further work is need in the areas of developing our student's ability to try things that are new and different, students reflecting on their learning and engaging self-assessment, and ability to take responsibility for their learning.

A parent phone survey was conducted by the CLO to determine satisfaction around teaching and learning programs offered at the school. 100% of parents believed that there are a variety of programs offered at the school which are highly engaging and that we provide a challenging environment where expectations are high and the focus is on building clear vocational pathways together with intensive support in the areas of literacy and numeracy. 100% of parents interviewed were satisfied that there is a positive school culture which recognizes and celebrates student achievements.

## Future Directions

### 2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

## 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

Kay Howe          Assistant Principal

Dylan Nicholson   Assistant Principal

Kendell Neighbour Relieving Assistant Principal

## School contact information

Campbell House School

Roy Watts Rd Glenfield N.S.W 2167

Ph: 96182770

Fax: 98293972

Email: [Campbellho-s.school@det.nsw.edu.au](mailto:Campbellho-s.school@det.nsw.edu.au)

Web: [www.campbellho-s.schools.nsw.edu.au](http://www.campbellho-s.schools.nsw.edu.au)

School Code: 5735

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

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>

