

# Campbell House School Annual Report



2015



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## Introduction

The Annual Report for 2015 is provided to the community of Campbell House School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.



## Principal Name

Marisa Pjanic

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## Message from the Principal

Campbell House School staff work as a cohesive team to ensure students have opportunities for growth, and challenges that support reflective practices, which enable students to take responsibilities for their choices.

The school offers many vocational based programs that link students to future work pathways, including in-school work experience, Career Connections and NOVA Employment. One of our aims is to develop skills in students that will enable them to transition post-school, into work, TAFE, traineeships or apprenticeships.

Our students' wellbeing is of high priority. Staff are skilled in managing complex behaviours, supporting the wellbeing of each individual through nurturing, positive relationships and a clear understanding of trauma informed practices. All school staff work diligently to create academic programs that engage, motivate and excite creativity. All members of the school community are seen as leaders and contribute to the schools directions.

The self-assessment process confirmed the essential work the school staff do to improve practices, increase student engagement, differentiate curriculum, develop and enhance quality teaching in all classes, support students mental health, and build positive relationships with the whole school community.

I certify that the information provided in this report is the result of a rigorous school self-assessment and review process undertaken with staff, parent and student leaders, and provides a balanced and genuine account of the school's achievements and areas for development.

Marisa Pjanic  
Principal

## School background

Campbell House School is a school for specific purpose that supports the learning and welfare needs of fifty-six students, in 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 are Indigenous, and 25% are out of home care.

## 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 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 principles 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.

## Self-assessment and school achievements

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of **Learning, Teaching and Leading**.

This year, our school undertook self-assessment using the elements of the School Excellence Framework. Results of the self-assessment demonstrated that in the area of **Learning**, Campbell House School was predominately delivering across most areas. Through *Learning Culture* staff understand that student engagement and learning are related and the school places an emphasis on offering dynamic programs to engage reluctant learners. In the area of *Wellbeing* the whole school community understands the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes. Students are taught to accept responsibility for their own behaviours, and are encouraged to recognise and respect cultural identity and diversity.

Across *Curriculum and Learning* all students were provided with equitable academic opportunities with effective plans for student transitions. There are clear expectations about what students are expected to know, understand and do. All curriculum delivery integrates technology, with the school providing a range of extra-curricular offerings for student development. Teachers differentiate curriculum delivery to meet the needs of individual students.

In *Assessment and Reporting* the school analyses internal assessment data to monitor, track and report on student and school performance. Individual student reports include descriptions of the student's strengths and areas of growth. Parents are updated on the progress of their children and students are showing expected growth on internal *School Performance Measures*.

In the area of **Teaching**, Campbell House School was found to be delivering across the area of *Effective Classroom Practice*, where teachers regularly review and revise teaching and learning programs. They also routinely review previous content and preview the learning planned for students in class.

The school was found to be sustaining and growing in the area of *Collaborative Practice*. Staff work together to improve teaching and learning in teams, they provide and receive constructive feedback from their school leaders, and expertise is identified within the staff and drawn upon to further develop the whole school community.

Across the areas of *Learning and Development* and *Professional Standards* the school was found to be delivering. Teachers participate in professional learning targeted to school priorities and their professional needs, and the school has processes in place for teachers' performance and development. Early-career teachers are provided with targeted support in areas of identified need. Teachers understand and implement professional standards and curriculum requirements. Staff attainment of professional learning goals and teaching requirements are part of the school's performance and development processes, and teachers are committed to their ongoing development as members of the teaching profession.

In the area of **Leading**, Campbell House School was found to be sustaining and growing as leadership development is central to school capacity building across the whole community. The school has productive relationships with external agencies and community organisations to improve educational opportunities for students.

The school is working towards delivering *School planning, implementation and reporting*. Staff, students, parents and the broader school community are welcomed and engaged, when possible, in the development of the vision, values and purpose for the school. The school articulates a commitment to equity and high expectations for learning for each student, and is responsive to their changing needs. The school acknowledges and celebrates a wide diversity of student, staff and community achievements.

The school is delivering in the area of *Resources* with school staff ensuring that full curriculum implementation and delivery requirements are met. Systematic annual staff performance and development reviews are conducted, and the school's financial and physical resources and facilities are well maintained, within the constraints of the school budget, and provide a safe environment that supports learning. School and other facilities are used creatively to meet a broad range of student learning interests and needs.

Campbell House School is delivering in the area of *Management Practices and Processes* where the school leadership team communicates clearly about school priorities and practices. Administrative practices effectively support school operations and the teaching and learning activities of the school. Accountability practices are tied to school development and include open reporting to the community. The school leadership team creates an organisational structure that enables management systems, structures and processes to work effectively and in line with legislative requirements and obligations.

Our self-assessment process will further assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

## 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*.

### Overall summary of progress

Campbell House School was able to work cohesively as a Community of Schools to plan and create positive future directions across seven fundamental pillars of the *Elements of Learning and Achievement*. The impact of this initiative has seen the school: map programs under the pillars; develop school teams that plan and lead programs; assess students to ascertain strengths in learning; develop dynamic and engaging programs to improve attendance and manage behaviours; and build staff capacity to improve knowledge and skills developed across a variety of areas. All student learning needs are supported through personalised learning and support plans.

Progress towards achieving improvement measures		Resources (annual)
<b>Improvement Measures</b> The Elements of Learning and Achievement framework is embedded in 100% of all teaching and learning programs.	<b>Progress achieved this year</b> The Elements of Learning and Achievement framework has been introduced into the program planning proforma. Teachers highlight the appropriate Element that is being addressed through teaching of the specific program. Teachers have been employed to support the <i>Elements</i> across whole school programs. Resources have been matched and purchased to support learning for indigenous and non - indigenous students.	<b>Funds expended</b> \$18,416.88 Socioeconomic background funding
100% of all students working towards the Elements through their Personalised Learning and Support Pathways. (PLSP)	The Elements of Learning and Achievement framework has been introduced into the Personalised Learning and Support Plans of 100% of each student enrolled at the school. Focus has been on development of hands on, learning experiences that connect students to employer related vocational pathways.	\$3,720.00 Socio-economic Background funding
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.	Pre- and post-testing of literacy results matched to the continuum, where elements of writing, comprehension and reading showed up to 75% of students either maintained their current aspect level or progressed into the next aspect. Documented observations showed that while a student may have maintained their original aspect level, they increased the strategies associated with that level.  Pre- and post-testing of the students numeracy results under place value, multiplication and division on the numeracy continuum showed that up to 75% of students moved at least one aspect along the continuum. Students that remained on their current level demonstrated increased understanding of the strategies associated with that level.	\$7,171.83 Socioeconomic background funding

## Next steps

- As a result of the self-assessment of Strategic Direction One in 2016, our school plan includes processes that focus on staff capacity building through the development of specific programs under the *Elements of Learning and Achievement*.
- Improved specific data evaluation to include engagement, attendance and number of programs under each pillar.
- Elements manual introduced and unpacked with whole school staff and will be used as a reference document to map evidence of learning.
- Ensure *Elements* is embedded in 100% of all teaching and learning programs and in Personalised Learning and Support Plans.
- Continued growth in literacy and numeracy for 100% of all students.
- Annual review of the Elements to include two new programs.
- All programs have written 5P Plans developed and shared.
- CoS staff share resources under the Elements of Learning and Achievement website.

## 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 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.

### Overall summary of progress

Staff capacity in the area of professional development planning occurred for 100% of all staff as a result of targeted support and leadership practices that created opportunities for rich professional dialogue, planning and feedback. 100% of teaching staff developed SMART goals that maintained the focus of future personal and professional directions. 100% of all staff took on leadership roles that supported their Professional Development Plans (PDP's) and also developed skills and practices in areas of strength. Systems were improved as a result of updated ICT processes and a new management system developed for improved data collation. Professional development of leadership teams occurred as a result of mentoring with the Community of Schools.

Progress towards achieving improvement measures		Resources (annual)
<b>Improvement measure</b> 100% All teaching staff collate data and develop three professional goals, with one aligned directly to the school plan.	<b>Progress achieved this year</b> 100% of teaching staff collated data through self-reflection tools to develop three SMART goals as part of their Professional Development Plans. The PDP goal aligned directly to the School Plan was the development of a 5P Plan for programs under the <i>Elements of Learning and Achievement</i> . Employment of a mentor and coach to support development of goals for whole school community.	\$ 1021.70 Professional Learning
100% of teachers and non-teachers participating in leadership opportunities.	100% of teaching and non-teaching staff took on leadership roles within the school for 2015 to support the development of the <i>Elements of Learning and Achievement</i> .  Systems developed for accurate record keeping, collating data on leadership capabilities.	\$6,945.70 Professional Learning
100% Community of Schools Aspiring Leaders Team meet every term to support the team, engage in professional dialogue, and plan for accreditation development.	Community of Schools, Aspiring Leaders met once every term in 2015 to engage in professional development across areas such as accreditation, leadership and current research practices, as well as to engage in professional dialogue about best practices for students with complex learning needs.	\$833.89 Resources

## Next steps

- School Plan reviewed to include comprehensive training and knowledge of new system for data collation.
- Student leaders will take on greater leadership responsibilities through development of representative council.
- Teaching staff involved in improved induction practices and increased opportunities for professional dialogue to support development of teaching standards and establish skills for job application and CV writing.
- Non-teaching staff to trial a PDP process to develop skills in SMART goal setting and use strengths to build improved teams.
- Highly Accomplished and Lead teacher training and development for executive teams in the CoS.



## 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 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.

#### Overall summary of progress

Positive Education program was reviewed and reshaped according to school community need. Start of program included planning and preparing for an altered direction in 2016. Key direction and ideas communicated with school staff with roll out commencing in the next phase.

Creative Arts Festival planning and implementation was successful with 100% students involved in at least one aspect of the program. Vocational skills in the areas of construction, Pizza Business, acting, movie making, puppetry, music, event management and drama introduced or developed. Links with CPAC created positive interactions and relationship building.

The Connect:ed parent group formed as a Hilltop CoS and saw parents/carers create support networks, involved in education across the areas of mental health, emotional intelligence, parenting, cooking and positive self esteem building. A parent retreat program allowed carers the opportunities to engage in intensive communication with counsellors and attend workshops on parenting.

Progress towards achieving improvement measures		Resources (annual)
<b>Improvement measure</b> Pre and post testing of positivity scales for 100% students to display increased use of positivity strategies	<b>Progress achieved this year</b> Testing was not undertaken in 2015, as the appropriate tests for our school context were not accessible. Positive Education Program training was undertaken by executive staff, with staff development opportunities commenced and planning for future direction undertaken.	\$27,039.56 Socio-economic background
80% Increased participation of students in school programs, attendance, events, and activities related to promoting and understanding the Elements of Learning and Achievement.	Casula Powerhouse Arts Centre partnership created opportunities for engaged learning, activities, and focused planning towards the inaugural Creative Arts Festival. 100% of all students attending, and involved in at least one aspect of the Creative Arts Festival. Teams created to develop vocational pathways and opportunities for skill sharing for Indigenous and non-Indigenous students.	\$33,081.53 Socio-economic background \$7157.72 Aboriginal Background Funding
Increased educational opportunities for parent/carers across the Hilltop Schools.	Campbell House School developed a partnership with Ajuga and Glenfield Park Schools to form Connect:ed parent group. Parent community meets weekly to engage in education workshops around meeting the needs of parenting children with behavioural and emotional disorders with delivery of a program on self-care. Parents/carers attended an educational Retreat Program at Quest for Life.	\$ 3630.96 Quest for Life \$7994.40 Community Liaison Officer

## Next steps

- Reflection across this area involved narrowing the Creative Arts Festival program to the theme of *My Story* for the purposes of allowing students the opportunity to develop skills in the creative arts, specifically play and performance, to reflect on their life achievements, strengths and difficulties through a process of story telling.
- Career Connections and NOVA involvement as partners to access work experience and industry links.
- Positive Education focus on Strengths programs to learn it, live it, teach it, embed it and action it throughout the whole school community.
- Connect:ed parent groups show growth in increased participants attending on a regular basis.

## Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
<p><b>Aboriginal background funding</b></p> <p>Aboriginal students supported to access all aspects of the school curriculum through hands-on, engaging programs designed to support gap learning in literacy and numeracy.</p>	<p>All indigenous students completed pre- and post-testing in literacy and numeracy.</p> <p>Personalised Learning and Support Plans reflect areas of support and targeted programs.</p> <p>Staff employed to support students with engagement and participation of all school programs.</p>	<p>\$7157.72</p> <p>Staff support</p> <p>Indigenous education</p>
<p><b>Socio-economic funding</b></p> <p>Students supported to engage in all curriculum through the application of programs that support vocational outcomes and gap learning in literacy and numeracy.</p>	<p>All students offered opportunities to apply for work and programs at the school through EOI and interview process.</p> <p>Increased number of programs applied for by students, and work experience provided at school. Skills developed and students successfully applying for employment having gained work skills.</p> <p>Behaviours managed through positive building of relationships, and strategies applied to assist student to self-manage and achieve goals.</p> <p>Literacy and numeracy gap learning focus throughout the year.</p>	<p><b>Strategic Direction 1</b></p> <p>\$19,308.71</p> <p>Teacher Relief</p> <p>\$10,000</p> <p><b>Strategic Direction 3</b></p> <p>\$28,177.22</p> <p>Teacher and SASS Relief</p> <p>\$43,569.20</p>
<p><b>Multicultural Education and Anti-Racism Education</b></p> <p>Commitment to the elimination of racial discrimination of any kind through activities, assemblies, acknowledgment days that promote intercultural understanding, and tolerance.</p>	<p>All students have developed an understanding of the importance of acknowledging the diversity of our multicultural society. They understand that the school is free from racism and all attempts are made to celebrate differences through fun interactive days that explore cultural beliefs and attitudes, looking at cultural dress, foods and games. We hold yearly Harmony Week, Anti Bullying day and have given the Pizza Business an Italian name to reflect the heritage of pizza making.</p>	<p>\$ 1730.03</p> <p>Resources</p>

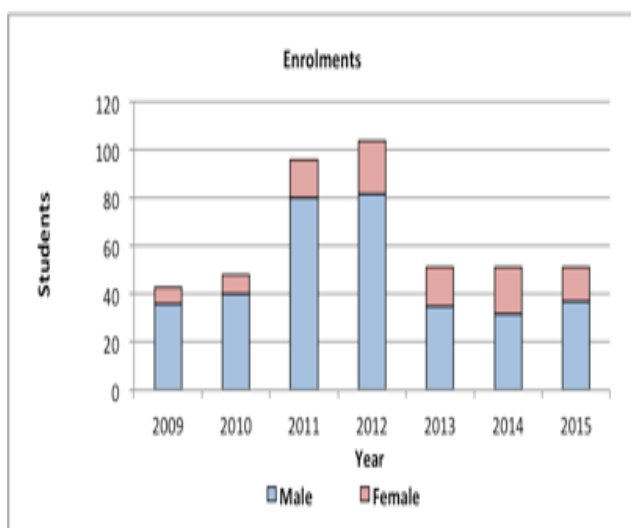
## Student information

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

### Student enrolment profile

Campbell House School is a co educational school comprising of boys and girls. The student population includes 10% from non-English speaking backgrounds, and 25% Aboriginal background.

Gender	2009	2010	2011	2012	2013	2104	2015
Male	36	40	40	41	35	32	37
Female	7	8	16	22	16	19	14



## Student attendance profile

### Attendance

Students enrolled at Campbell House have extensive histories of non-attendance. At least 50% of students improve their attendance and the others are managed through a thorough and regular attendance follow up process. Teachers are responsible for following up student absences via phone calls. An executive Team Leader manages where there is a consistent pattern of non-attendance or unexplained absences this. Proactive Home School Liaison meetings highlight any student's of concern and letters are sent home or home visits made.

## Post-school destinations

	Year 10 %	Year 11 %	Year 12 %
Seeking employment	0%	0%	32%
Employment	0%	0%	16%
TAFE entry	0%	0%	0%
University entry	0%	0%	0%
Further Education	0%	0%	16%
Unknown	100%	100%	32%

## T-Vet

This year saw four applicants successful in gaining a position for a TVET course.

One student applied for and was successful in gaining a position within the light vehicle mechanics course while also signing up for a SBAT (School Based Apprenticeship Traineeship). The student has demonstrated commitment and a willingness to learn and spends one day at TAFE, one day at work and also works on Saturdays to practice skills in a range of tasks including inspecting and servicing engines, and looking at transmissions and braking systems.

### Year 12 students undertaking vocational or trade training

No Year 12 students undertook vocational or trade training in 2015.

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

75% of Year 12 students attained the HSC in 2015.

25% of Year 12 students completed their RoSA in 2015.

## Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

### Workforce composition

Position	Number
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	7
School Counsellor	1

Position	Number
School Administrative & Support Staff	9
Teacher Librarian	0.2
Total	21.2

The Australian Education Regulation (2014) requires schools to report on Aboriginal composition of their workforce.

Campbell House School had no Aboriginal staff members in 2015.

### Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	100%
Postgraduate degree	43%

### Professional learning and teacher accreditation

In 2015, Campbell House School staff engaged in a range of professional learning to further develop their skills and knowledge to better cater for the individual learning and behaviour needs of students.

In term one, teaching staff were engaged in professional development around Professional Development Plans with the focus on understanding how to write SMART goals. They had opportunities to practice goal setting and writing and offered opportunities for feedback and support. Professional learning was also centered on effective feedback and observation techniques to improve quality teaching practice. These professional learning activities were part of regular, scheduled meetings to support teachers in the first cycle of PDP planning. The Australian Professional Standards for Teachers were unpacked at regular teacher meetings to ensure staff links to evidence collation. All Early Career Teachers were engaged in induction processes that involved learning about school priorities, systems and practices.

In term two all staff had professional learning around Positive Education, which was linked to one of the school plan strategic directions and involved the Boomerang Effect Program. Literacy and numeracy training continued throughout the term to

further develop staff in mapping students on the continuums and developing programs that meet the individual learning needs of each student.

Training on White Ribbon was prioritised after the schools success in registering as a White Ribbon School. Weekly lessons were scaffolded and delivered for all staff to enable teaching in the classrooms around the topic of Domestic Violence.

Staff also engaged in regular professional development in psycho-education to involve topics such as trauma-informed practices, strategies to support students with autism, development of personalised learning and support plans, updating behavior plans, and Filemaker system updates.

Literacy and numeracy continued to be the focus of in-school professional development for all staff.

Professional development topics were chosen based on staff feedback and the needs identified through assessment. Literacy focused on continuing to build skills in L2 (Literacy Lessons). The literacy professional development unpacked the aspect of writing and introduced strategies to help students build success in writing. As a direct result of this learning, classrooms introduced novels and picture books into the learning environment, teachers timetabled in opportunities to read to students, literacy skills were embedded into all KLA's, and students were producing more writing samples and implementing skills learnt.

Numeracy professional development focused on reintroduction of TOWN (Taking Off With Numeracy). Teachers were involved in unpacking the numeracy continuum based on place value; multiplication and division; and length, area and volume. Teachers explored practical activities that would assist students to build skills and turn new learning into concrete knowledge. As a direct result of this learning numeracy skills were built into cross curricula programs, students were given the opportunity to build upon their skills and take this knowledge into the mathematics curriculum, and this increased students basic numeracy skills with at least 80% of students moving along the continuum.

In 2015, there were no beginning teachers, three teachers were working towards maintaining Proficient and two teachers were working towards Proficient. No teachers were working towards Highly Accomplished or Lead.

## Financial information

### Financial summary

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

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
<b>Income</b>	\$
Balance brought forward	251166.41
Global funds	101745.64
Tied funds	162609.51
School & community sources	15441.74
Interest	5833.72
Trust receipts	2969.4
Canteen	0.00
Total income	539766.42
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	9528.20
Excursions	210.88
Extracurricular dissections	414.46
Library	22453.54
Training & development	2831.43
Tied funds	161148.87
Casual relief teachers	17458.66
Administration & office	35597.80
School-operated canteen	0.00
Utilities	3202.54
Maintenance	27049.37
Trust accounts	3251.42
Capital programs	0.00
Total expenditure	283147.17
<b>Balance carried forward</b>	256619.25

## School performance

### 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.

Due to the small number of enrolments in the school five year 9 and three year 7 students attempted NAPLAN in 2015. This is below the threshold for reporting.

NAPLAN Year 7- Literacy

Student results below the reporting threshold.

NAPLAN Year 7- Numeracy

Student results below the reporting threshold.

NAPLAN Year 9- Literacy

Student results below the reporting threshold.

NAPLAN Year 9- Numeracy

Student results below the reporting threshold.

### Higher School Certificate (HSC)

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

Due to the small number of year 12 students studying at Campbell House School in 2015 results of the Higher School certificate cannot be published for reasons of privacy.

### Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

In 2015, the school sought the opinions of parents, students and teachers about the school in the following ways:

- Tell Them From Me Parent Survey
- Teacher discussion and staff development evaluation on successful programs
- Student survey on positive learning climate and positive student teacher relations

The *Tell Them From Me Parent Survey* asked parents/carers to give their perspectives on the level of support they and their children receive from Campbell House School.

### Parents Feel Welcome

Parents agree that they feel welcome at Campbell House School, and strongly agree that the school's administrative staff are helpful when they have a question or problem. Parents also strongly agreed that activities are scheduled at times they are able to attend.

### Parents are Informed

Parents agree that they are informed at Campbell House School, and that they are kept up-to-date about their child's positive or negative behaviors. Parents strongly agreed that they would be informed immediately if teachers were concerned about their child's behavior, and that the reporting process for

keeping parents informed was clearly written and understandable.

### **Learning is Supported at Home, and at School**

This survey demonstrated that parents disagree that learning is supported at the home level, but agree that learning is supported at school. It was shown that parents agree that teachers have high expectations of their child, and encourage them to do their best.

### **School Supports Positive Behaviour**

Parents agreed that Campbell House School supports positive behaviour for their children, and that teachers at Campbell House School provide clear boundaries, and high expectations for students in regards to school behaviour.

### **Safe and Inclusive School**

This survey demonstrated that parents agree that Campbell House School provides a safe and inclusive school for their children. Parents agreed that teachers try to understand the learning needs of their children; help students who need extra support, and deal with behaviour issues in a timely manner. Parents also agreed that their children feel safe at Campbell House School.

Staff development evaluations indicated that programs delivered at the school supported the learning of students across a variety of areas.

100% staff agreed that the following programs were successful, and supported student learning outcomes, engagement and improved school attendance rates: Surf Awareness; Parent Group; VW Car Restoration Program; Girls and Boys Resiliency Groups; Food Technology; Sport; Pizza al Forno Business; Construction; and the Creative Arts Festival.

Student responses on the *Tell Them From Me Student Survey* indicated that 5.5 had positive relationships with their teachers while 4.9 felt that a positive learning culture existed within the school.

Students at the school who participate in sports are at 67%. With 63% of students having positive relationships with others. 76% of students value schooling outcomes and 72% students believe they have positive behavior at school.

Motivation for learning is at 41%, while 53% of students hold expectations for success.

## **Policy requirements**

### **Aboriginal education**

In the first semester of 2015, students and staff acknowledged National Reconciliation Week at Campbell House School. They participated in many activities throughout the week to recognise this important event in the history of Australia. Interactive lessons were held on the 5 days throughout the week to develop students' knowledge and understanding of the meaning of reconciliation. A "walk the talk" art activity was also completed and enjoyed by the students to express their new knowledge. Students made their own hand or footprints, which were decorated and wrote a message on them before placing them on a map of Australia. A student led assembly was also a focus area for the week. Students had the opportunity to watch a video based on some of the hardships endured by Aboriginals and the stolen generation. All of the school's Key Learning Areas have Aboriginal perspectives embedded through use of the 8 Ways of Indigenous Learning.

Funding for students of Aboriginal background was used across three areas in 2015: staffing, literacy and numeracy.

Staff were trained and supported with L2 literacy programs, focussing on comprehension and writing, which catered for targeted literacy development of each student. The literacy program saw gains of at least one level in the literacy continuum.

Numeracy was targeted throughout individualised gap learning, meeting the needs of 100% of students as per their personalised learning and support plans.

Additional staff were employed to support students' health and wellbeing and vocational skill building through the Creative Arts Festival. This increased participation, attendance and engagement in learning in 100% of students involved.

This year Campbell House worked with James McDonald from MTC Opportunity Hub to further enhance our Indigenous Education program. Opportunity Hub provided whole school opportunities as well as one-to-one mentoring for our Indigenous students. Students were able to work with Uncle Dave who ran a 6 week boxing and health program, three sessions with Legal Aide to assist our students in understanding their place in the law, and some financial programs run by MTC staff.

James mentored 7 students assisting them in developing understanding of their culture, skills to assist retention at school, vocational and

employment skills, as well as being a positive Aboriginal role model in our students lives.

Campbell House School attended AECG 'The Fields' meetings in the second semester to help build links between local schools and better inform us of programs and opportunities for our Indigenous students.

The school continues to focus on Acknowledgement of Country, as read by student leaders at all school assemblies.

### Multicultural Education and Anti-racism

Campbell House School rejects all forms of racism and is committed to the elimination of racial discrimination. All teaching and non-teaching staff contribute to this by promoting acceptance of Australia's multicultural, linguistic and religious diversity. The school has two trained Anti-Racism Contact Officers.

One of the dynamic ways in which we celebrate our differences is through the acknowledgment of Harmony Day. This year, the students participated in an amazing race to broaden their knowledge and acceptance of other cultures. Each teacher had a station representing a different country that his or her class had chosen. Students worked in pairs to read a fact sheet about that culture and engage in a cultural activity before receiving clues to point them to the next station. They had to race through the activities and clues to be the first ones back to the assembly room and put together a puzzle stating: *Bullying, no way! We do harmony every day!*

Some of the activities included: tomato throwing at a target, coin tossing, European dancing, singing in Italian, cooking caramelised bananas, the limbo, eating salsa, picking up rice with chopstick and throwing a NFL ball through a footy target. Students embellished themselves in orange streamers since the colour of Harmony Day is orange, and every student received an orange prize for participating – there were orange juice ice-blocks and orange slice biscuits as well as orange boiled lollies for the students to take home, provided by Career Connections.

### Every Student, Every School

*Empower Me!* is a twenty week teaching and learning program for Stage 4 students, suitable for students in both mainstream and specialised settings. It has been developed as part of the ESES "Changing Minds" Project with the intention of providing a teaching resource for secondary schools,

which is both genuinely engaging and explicitly addresses the issue of student behaviour and wellbeing. Due for publication at the beginning of Term 2, 2016, *Empower Me!* is matched with the National Curriculum: Personal & Social Capability (General Capabilities) and BOSTES (NSW) syllabus outcomes in Health & Physical Education, English and Visual Arts. It is informed by a number of theoretical models in psychology: a cognitive behavioural-based approach; a social and emotional learning focus (SEL); mindfulness and positive psychology.

*Empower Me!* is based on "The Elements of Expectation: Reflect, Resolve, Restart", a model (framework and language) used in several SSPs to support Positive Behaviour for Learning. The core focus of the activities is in supporting students to more effectively reflect on their own choices and actions but also on the thoughts, triggers and emotions that underlie them. This includes explicitly teaching students aspects of basic neurophysiology, such as stress and the fight/flight response and the physiology of anger, as well as strategies for self-calming and self-regulation of emotions. Core activities focus on neuroplasticity, empathy and the brain, awareness of self and others, the difference between conscious and sub-conscious thinking and the power of "reflection" and mindfulness. By explicitly teaching the various strategies included in the program, we are giving emphasis to a definition of "Resolve" that is not just about immediate resolution of a problem situation. Rather it is about equipping students with the knowledge and understanding, which will support and sustain them in making positive behaviour choices over the long term.

It is envisaged that this program will be implemented firstly by the SSPs within the "Changing Minds" community of schools but also released to schools within their own immediate networks. It will also be published on-line as part of the [www.biggerthanabully.com](http://www.biggerthanabully.com) website and resources.

In 2015 we had over 9000 unique visits to the *Bigger than the Bully* website with 750 unique visits per month. App downloads to date have reached 6877.



## Other school programs

### I.T Woodwork Program

The key project focus for the year was creating a stage for the Creative Arts Festival. Students who applied the effort into this area gained new skills while completing a variety of different processes.

In order to participate within a workshop environment, students were required to complete their Workplace Health and Safety (WHS) information and continue to demonstrate the ability to maintain a safe workshop environment throughout the course of the year.

Key students were unrelenting and instrumental in the completion of the performance stage.

In order to complete the final product, students were given the task to create 12 individual stages that would come together to create a larger stage for the music performance. Within each lesson, students learnt about different types of joints, the safety aspects of constructing a stage, and discussed various ways with which the stage could be built using this information.

### White Ribbon Day

Campbell House School is now recognised as a White Ribbon School.

Campbell House staff and students were involved in weekly White Ribbon Wednesday lessons in the lead up to White Ribbon Day. Topics included: the definition of violence, myths about domestic violence, and what constitutes women and men's safety.

White Ribbon Day was acknowledged by holding an activities day. Students discussed and learned about the issue of men's violence against women through the mediums of art, film, drama, hospitality and music.

A musical piece written by students portrayed a powerful message: *"What do I do? Who do I trust? Mummy's hurtin' bad from daddy's power lust. Let's go mummy. Why do you stay? Why can't you see that I'm a victim in my own way?"*

Drama students performed a powerful drama piece highlighting different types of domestic violence. During the performance statistics about domestic violence including that, '73% of women within Australia have domestic violence where alcohol is a factor' become the source of an important

discussion. To conclude the piece bystanders stepped into the situation to stand up against violence against women.

A mural was painted by a teacher and student, which symbolized the oath and the importance of the day. The mural shows a woman with a White Ribbon earring and in her hair is entwined in the oath. *"She wears a white ribbon in her ear, its not part of her, it's not prevalent. The oath is entwined in her hair so the idea behind it is that it becomes part of her DNA, which is part of who she is. It is also an expectation then, that any man she will have in her life will live his life like that and not step outside of this commitment. It is not tokenistic. It automatically becomes part of who you are, as it should be."*

### Career Connections

This year Campbell House has employed a non-government organisation called Career Connections to work with senior students to prepare them for the world of work. Each Friday Career Connections visits the senior classes to assist them with career selection, career pathway planning, job applications, resume writing and work readiness. This allows transition planning to begin early while the students still have the support of the school.

One of the highlights this year was the industry tours that Career Connections organised through their vast contacts with businesses. Six senior students visited "Chess Engineering" at Padstow to have a look at the variety of jobs available in an engineering company. They witnessed sandblasting, welding, boiler making, machine operating and many more. They were exposed to the expectations of an employer and an industry manager. They learned that the world of work is a serious one where Workplace Health and Safety is of the highest priority and they had to wear high-visibility vests as well as safety glasses to complete their tour, The second industry tour was at a Childcare Centre in Warwick Farm. Two students had a grand tour of the variety of activities prepared for the children that day. It assisted them to further develop their ideas for what they might like to do in the future.

### Literacy

L-WAT is a personalised literacy program for students who have been identified as needing some assistance in their reading, writing or comprehension in order to grow more confident as a member of the school and wider community. Our

teacher, Angela creates individualised programs for each student, depending on their academic needs, their future career goals and their personal interest in order to create meaningful learning experiences. Students engage in a range of activities from playing the L-WAT version of *Who Wants to be a Millionaire*, to word bingo and writing essays.

L-WAT is an acronym that stands for Learning With Angela Time because not only does Angela aim to improve the literacy skills of the students that participate in the program, but also create life-long learners. As we progress through life, we are continuously learning and reading and writing is a part of daily life. Angela aims to not only help students grow confident in their literacy skills but also help students create another way to express themselves and share their stories through literature.

### In - School Work Experience

*Pizza al Forno* business started in 2015 and saw students prepare and cook pizzas for the Hilltop community. At the start of the year students were asked to apply for a position within the business. This process involved completing an expression of interest and interviewing for a position. The purpose of this was to give students experience of what is expected when applying for a job. Students were then offered positions across the key areas of the business including: taking orders, preparation, cooking, delivery and kitchen hand. A competition was held to name the business and the name *Pizza al Forno* was borne!

The business grew from strength to strength. The team cooked pizzas every second Wednesday and held team meetings once a month to discuss any issues. Feedback has been fantastic, as the team work well together in the kitchen and have consistently produced quality pizzas throughout the semester. During the year the business expanded beyond the staff and students of Campbell House and orders were taken from Glenfield Park and Ajuga Schools.

Towards the end of the year shirts were purchased as the business uniform. Students had input into the design of the shirts, which were made possible by a donation from the Teachers Mutual Bank.

### VW Car Restoration Program

Our two volunteers, George and Phil returned to continue leading the students through the restoration of the old Beetle in 2015.

The students on the VW program have had the opportunity to carry out panel work on the body of the car with the intent of restoring the vehicle back to its former glory. They have experienced work as panel beaters, painters, rust repairers, auto electricians, mechanics, windows and rubber installers.

The effort, dedication and commitment to our VW Program has seen students nominate clear vocational pathways into the automotive industry.

### Physical Education

Physical Education and Sports lessons offered students the opportunity to participate in a variety of units that develop hand eye movement skills through racquet sports such as cricket, tennis and T-ball. They learnt the skills of hitting a ball, catching and throwing, with opportunities to practice and master the skills in various conditions and situations. Students also learnt about teamwork whilst learning skills to communicate effectively in competitive and friendly sport environments. During term 2 students participated in ball sports such as Soccer, Dodge ball, Touch Football and Oz tag. 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. Both soccer and football focus on promoting a ball down the field to score and to defend an opposition from scoring. Students have developed skills in promoting the ball to players in better positions, as well as developing defensive techniques. In addition they have enhanced their spatial awareness and ability to move into space to receive a pass.

This year students also participated 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. Students have accepted the Challenge to be *more active, more often* by doing *something, everyday!*

The program is an opportunity to participate in a lifelong physical activity that enhances students' awareness of the benefits of sport and qualities of good sportsmanship.