

Campbell House School Annual Report



2016



5735

Introduction

The Annual Report for 2016 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.

School contact details

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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. Campbell House School develops skills in students that will enable them to transition post–school, into work, TAFE, traineeships or apprenticeships.

Our students' wellbeing is of high priority and as such there is a strengths based approach to all learning with positive education as foundational to all programs. 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 confirm 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

School vision statement

Campbell House School strives for students to become motivated and independent learners through the provision of a wide range of choices for learning. We consistently encourage our students to become life long learners who respect themselves and others. We promote social responsibility, resilience, perseverance and the strategies to become productive members of society. We are committed to building and maintaining positive relationships with students, staff, parents/ carers and the wider community.

School context

Campbell House School is a school for specific purposes that supports the learning and welfare needs of fifty six students years seven to twelve. The school is situated in Glenfield and services students from areas of South West Sydney, all students are from low socio-economic backgrounds, 30% of our student population is Indigenous and 25% are out of home care.

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

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework. 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.

Campbell House School staff have discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey towards excellence. Regular discussions towards the end of 2016 highlighted areas of growth across all elements of the framework.

In the domain of Learning, focus was on engagement, improved behavioural expectations, and attendance and commitment within the school to strengthen priorities linked to the school plan. Engaging and responsive programs showcased the strength of innovative projects and quality learning experiences to encourage students attitudes and positivity towards learning. The introduction of the pilot, rotational model of program delivery, enable students to have access to improved specialised key learning areas targeting student need and interest. The *Elements of Learning and Achievement* saw the addition of increased programs across wellbeing, curriculum and learning. The school has successfully provided for the participation and contribution of community members for both our indigenous and non-indigenous students. The school assessment and reporting processes are strengthening with a focused reflection and review of current practices.

In the domain of Teaching the school has focused on collaborative practices to support the delivery of quality teaching and learning programs, through student and curriculum need, and improved program proformas for the purpose of making links to school plan strategies. An improved peer feedback system and performance development plans has marked a clear forward direction for staff setting and achieving goals to improve practice, upskill and meet desired outcomes. A focused evaluation process has enabled rich professional dialogue through feedback and observation.

In the domain of Leading, the school's priority has been to progress leadership across the whole school community. Raising expectations of leadership for students has seen a proactive Student Representative Council. The school's

Community of Schools link with the wider parent/ carer community has enabled support and positive relationship building. Teaching and non teaching staff engage in capacity building through leading programs and initiatives across the school, this has built capacity and created a dynamic school culture where learning, teaching and leading is central to everything we do.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

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

The Elements of Learning and Achievement Framework continued to guide the development and delivery of programs at Campbell House School. All staff unpacked the framework manual; shared quality teaching and learning programs with the Community of Schools that embedded the foundations of the Elements; linked programs to the Element pillars and unpacked these with students; and provided parents/carers with the opportunity to explore the Elements through key celebrations including Education Week.

Campbell House School introduced a new rotational model of delivery for all KLA's and alternate school based programs to build upon staff strengths in subject areas to strengthen the teaching and learning. The impact of this initiative has seen the school: develop and deliver quality teaching and learning programs in all KLA's; improve attendance and engagement in programs; build staff capacity to teach and embed literacy and numeracy skill development into all programs; provide students with the opportunity to engage with building their own learning pathway as linked to their Personalised Learning and Support Plans.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The <i>Elements of Learning and Achievement</i> framework is embedded in 100% of all teaching and learning programs.	The Elements of Learning and Achievement framework has continued to be embedded into all teaching and learning programs. Teaching and Learning program proformas allow teachers to highlight the appropriate Element that is being taught. A new rotational class model was introduced to the school to allow for teachers to work within their skills strengths allowing them to develop improved, quality teaching and learning programs. All KLA programs and alternate school programs outline and support the individual needs of students and the wider school community.	\$12659.59 Socio – economic background funding
100% of all students with regular attendance working towards the Elements through their Personalised Learning and Support Plans.	100% of students with regular attendance have a Personalised Learning and Support Plan that incorporates the Elements of Learning and Achievement. These plans are communicated to all parties involved with the student. This allows for feedback and consultation with parents/carers on student progress, achievements, learning directions and transition pathways.	\$8400 Socio – economic background funding
100% students with regular attendance will maintain, or show increased improvement in an aspect or will move at least one level on the literacy and numeracy continuum.	All attending students are tested at least once per semester to determine literacy and numeracy levels. In literacy, these tests alongside observable learning behaviours linked to long and short term goals are matched to the literacy continuum in the areas of writing, comprehension and reading.	\$9700.50 Socio –economic background funding

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% students with regular attendance will maintain, or show increased improvement in an aspect or will move at least one level on the literacy and numeracy continuum.	<p>In numeracy, these tests alongside observable learning behaviours linked to long and short term goals are matched to the numeracy continuum areas of early arithmetic, place value, multiplication and division.</p> <p>100% of attending students maintained or moved at least one aspect along the literacy and or numeracy continuum.</p>	
Annual review of Elements will have at least two programs added under the pillars according to community need.	New programs were developed and older programs revised to ensure the learning needs of all students and the wider community were being met. These programs linked to all areas of the Elements were added under each of the seven pillars. Focus has been on the continued development of students skills and knowledge in work related learning, strengths based education and improving literacy and numeracy outcomes.	<p>\$16000</p> <p>Teacher Relief</p>

Next Steps

- Continued growth and collation of evidence on student literacy and numeracy growth.
- Continued development and refinement of teaching and learning programs aligned to and added to Element pillars.
- Continued sharing of Teaching and Learning Programs with the Community of Schools.
- Development of new Personalised Learning and Support Plans to better support students needs under each Element pillar.
- Delivery of literacy and numeracy professional development to support staff in the ongoing development of student skills matched to curriculum and continuum documents.
- Continuation of the rotation model with a focus on project based learning.
- Staff develop program aligned to skills and strengths for project based learning.
- Introduction of a therapy dog.

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.

Overall summary of progress

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 have identified aspiring leaders to develop and manage the Community of Schools Leadership Network.

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

All staff were regularly engaged in professional development to support and promote capacity building and enhance leadership skills. Professional dialogue lead to Campbell House expanding the rotational model to incorporate all Stage 4 and 5 classes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% All teaching staff collate data and develop three or more professional goals with one aligned directly to the school plan.	100% of teaching staff collated data through self-reflection tools to develop five SMART goals as part of their Professional Development Plans. Staff worked with peers and mentors to improve their PDP process, and participated in workshops run by a learning consultant as a means to improve their goal setting. Early career teachers also met regularly to support their alignment of goals to the standards.	\$13365.41 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 2016. The roles included leading boys/girls group, celebration days, Indigenous education, and different program or project groups.	\$13904.87 Equity
100% students given opportunities to practice leadership skills through a variety of programs.	100% of students were given a range of opportunities to build their capacity as leaders in 2016. All students were invited to take part in a process of prediction and evaluation when introducing the rotational model in semester two. They were also given opportunities to take on leadership roles within the classrooms, project-based groups, and during key special events across the year. Program such as Barista, Food Technology, Agricultural Science, Woodwork and Pizza Business.	\$3875.36 Leadership Programs
Community of Schools Aspiring Leaders Team meet every term to support, engage in	Aspiring leaders met each term and explored a range of topics including CV writing, understanding the School Excellence Framework, and unpacking	\$16724.00 Salaries

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
professional dialogue and plan for accreditation development.	the Australian Professional Standards for Teachers at a Lead level.	

Next Steps

- Continue Early Career Teacher Meetings to ensure all staff are achieving accreditation at proficient.
- Development of a professional dialogue group to encourage further engagement with current, research-based content.
- Professional development with a refocus on literacy and numeracy.
- Continue to unpack and promote the PDP process for all staff (teaching and non-teaching).
- Explore professional development opportunities for staff, including visiting mainstream schools.
- Whole school collaboration on the new school plan and strategic directions.

Strategic Direction 3

Build Positive Relationships

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.

Overall summary of progress

A Creative Arts focus at Campbell House School saw drama, photography and music highlighted through the talents of students both in and out of classroom learning spaces. Students displayed their talents and knowledge across a variety of disciplines throughout the year. School community participants witnessed an array of talent and the great achievements evident in the school's teaching and learning directions through the Creative Arts and Education Week events.

The Connect:ed parent group were exposed to education around prescribed medications and their effects, current drug information workshops and engaged in the *Tuning into Kids* Program. Their knowledge around Positive Education and its benefits increased through targeted practical sessions and this was supported by Pilates and Yoga classes which looked at enhanced wellbeing. 100% of parents and carers who took part in Connect:ed this year described the support and importance of this program as invaluable and essential to enhance their connectedness to their children and the school community.

The introduction of *Strengths* learning across all aspects of the teaching and learning programs at the the school has seen up to 100% of all students surveyed able to identify their strengths and areas that they want to improve. Strengths development occurs at assemblies, during class and through daily interactions with staff and students. The school has identified seven strengths that has been a focus across the year : Forgiveness; Gratitude; Leadership; Self Regulation; Perseverance; Perspective ; Social Intelligence.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% participation of students in school Creative Arts Program. All students involved in at least one aspect of the Festival event either through specific lessons or classroom based projects.	100% of attending students. took part in the Creative Arts Program that culminated in a festival for Education Week. Students engaged in drama, music, photography based around the theme of strengths and creativity, designed to develop an insight into students collective talents. Community support attendance and feedback highlighted the success of this program where evidence of real teaching and learning took place.	\$22411.55 Socio – economic background funding
Increased educational opportunities for parent/carers.	In 2016 Connect:ed engaged in a variety of educational opportunities weekly, for parents and carers of Ajuga, Glenfield Park and Campbell House Schools. The focus has been on building knowledge and awareness of self care strategies, positive education, drug and alcohol awareness programs.	\$12000.00 Community Liaison Officer
Pre and post testing of students strengths understanding to demonstrate increased knowledge of own strengths, talents and skills.	Positive Education principles were implemented across 2016 in the Empower Me program which aligned to the Strengths focus across all teaching and learning programs. 100% of students surveyed maintained that they could change behaviours if they choose to build on strengths, they were able to name their strengths and determine at least one	\$16756.74 Salaries \$16756.74 Indigenous Education

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Pre and post testing of students strengths understanding to demonstrate increased knowledge of own strengths, talents and skills.	person at the school who they thought was positive.	

Next Steps

- Provide ongoing opportunities for students to connect with agencies that will support their lives within and beyond the school, for example TVET and Opportunity Hub.
- Students modelling, using and displaying positive mindset through positive education programs and strengths.
- Use of PERMA(H) through all key learning areas.
- Students develop the skills and knowledge to create pathways into further education, employment and pathways for mental health support.
- Develop the capabilities of parents to engage in discussion and link with community partners in the education of parents/carers.
- Maintain and strengthen community of school partnerships to enhance collegial support and engage in professional dialogue.
- Drive and support all programs across the school striving for best practice.

Key Initiatives	Impact achieved this year	Resources (annual)
<p>Aboriginal background loading</p>	<p>Indigenous and non Indigenous students completed pre and post testing in literacy and numeracy and personalised learning and support plans developed to address student needs. Teacher employed to support gap learning.</p> <p>Aboriginal Education Officer, Rhett discussed cultural awareness with the students and had a learning circle that involved a smoking ceremony. The students were given the opportunity to participate in traditional Indigenous games. Student's were immersed in cultural experiences through dance and music.</p> <p>100% Indigenous student's worked with Opportunity Hub to plan vocational pathways, plan engagement and attendance improvements, and assist transitions into post school options.</p>	<p>Salaries \$13213.68</p> <p>IT \$840.00</p> <p>Professional Learning \$800.00</p>
<p>Socio-economic background</p>	<ul style="list-style-type: none"> • All student's enrolled and attending had the opportunity to apply for work programs at the school through a process of Expression of Interest and Interview. • A breakfast and healthy eating lunch program enabled cooked meals to be provided for all students. • Boys and Girls groups established to support the development of healthy relationship building and model effective communication. • White Ribbon education supporting the <i>Breaking the Silence</i> initiative school wide. • VW Car Program support vocational pathways for interested students with 2 senior students obtaining apprenticeships in Automotive. • Student Support Officer employed in semester two to support student welfare and school initiatives. • Self esteem building program linked to Strengths based program <i>Empower me</i>. 	<p>Welfare Programs \$8311.54</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	35	32	37	32
Girls	16	19	14	17

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% identifying as Aboriginal..

Management of non-attendance

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 absences where there is a consistent pattern of non-attendance or unexplained absences. Proactive Home School Liaison meetings highlight any student's of concern and meetings are organised, letters are sent home or home visits made.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment			50
Employment			50
TAFE entry			
University Entry			
Other			
Unknown			

Two Year 12 students left Campbell House School in 2016 on completion of their studies.

Year 12 vocational or trade training

One student successfully completed an eVET Introduction to Aged Care course as part of the Higher

School Certificate.

Year 12 attaining HSC or equivalent

One student attained the HSC in 2016, whilst one student attained a Record of School Achievement.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	5.67
Teacher Librarian	0.2
School Counsellor	0
School Administration & Support Staff	10.82
Other Positions	1.1

*Full Time Equivalent

Campbell House School had no Aboriginal staff members employed on staff in 2016.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	38

Professional learning and teacher accreditation

Accreditation

Eight of the twelve teaching staff are accredited and continuing to work towards their maintenance cycle. Four early career teachers were meeting regularly and working towards collecting evidence to submit their accreditation at proficient. Executive staff have begun exploring pathways to apply for accreditation at a Lead level and promoting Highly Accomplished practice throughout the school.

Professional Development

2016 was an exciting year for professional development at Campbell House School. All staff were focused on developing their practice and leadership skills to align with the school plan. Staff engaged in professional development around goal setting, leadership and teamwork with Toni Simms, leadership development consultant and implemented their learning to hold leadership group meetings. Executive staff further developed their leadership skills by taking part in the Advanced Leadership Program and Aspiring Leaders Program. Positive education, a strengths-based model was another whole school focus and all staff worked together to learn about character strengths, strategies to enhance wellbeing, and how positive education can be implemented in the classroom. Classroom practice was further supported through workshops on *Understanding Behaviour Management*, mental health and subject specific knowledge. Staff at Campbell House School were also given opportunities to present and share strategies that they had found to be effective in the classroom, as well as different ideas they had discovered as they pursued their personal professional development goals.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	256 619.25
Global funds	119 765.42
Tied funds	212 623.72
School & community sources	9 560.88
Interest	4 257.76
Trust receipts	2 400.00
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	35 187.29
Excursions	414.62
Extracurricular dissections	8 663.48
Library	240.52
Training & development	0.00
Tied funds	243 225.87
Short term relief	11 495.93
Administration & office	55 280.43
School-operated canteen	0.00
Utilities	2 625.14
Maintenance	18 550.78
Trust accounts	3 367.07
Capital programs	0.00
Total expenditure	0.00
Balance carried forward	0.00

A full copy of the school's 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.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	256 619.25
Global funds	119 765.42
Tied funds	212 623.72
School & community sources	9 560.88
Interest	4 257.76
Trust receipts	2 400.00
Canteen	0.00
Total income	0.00
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Short term relief	11 495.93
Administration & office	55 280.43
School-operated canteen	0.00
Utilities	2 625.14
Maintenance	18 550.78
Trust accounts	3 367.07
Capital programs	0.00
Total expenditure	0.00
Balance carried forward	0.00

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	247 808.21
(2a) Appropriation	245 076.50
(2b) Sale of Goods and Services	180.90
(2c) Grants and Contributions	2 354.62
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	196.19
Expenses	-84 434.84
Recurrent Expenses	-84 434.84
(3a) Employee Related	-49 222.92
(3b) Operating Expenses	-35 211.92
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	163 373.37
Balance Carried Forward	163 373.37

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

The Statement and Notes of the Schools Annual Financial Statement were prepared in accordance with the directions issued by the Department of Education. Proper accounting records have been maintained.

There was an increase in spending in some KLA's throughout 2016.

New computers, . A P.A./Bell System and new air conditioners were purchased.

	2016 Actual (\$)
Base Total	387 989.32
Base Per Capita	5 351.86
Base Location	0.00
Other Base	382 637.46
Equity Total	131 705.28
Equity Aboriginal	17 932.25
Equity Socio economic	113 373.03
Equity Language	400.00
Equity Disability	0.00
Targeted Total	1 453 394.84
Other Total	232 757.01
Grand Total	2 205 846.45

A full copy of the school's 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.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1st December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	247 808.21
(2a) Appropriation	245 076.50
(2b) Sale of Goods and Services	180.90
(2c) Grants and Contributions	2 354.62
(2e) Gain and Loss	0.00
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SURPLUS / DEFICIT FOR THE YEAR	163 373.37
Balance Carried Forward	163 373.37

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	387 989.32
Base Per Capita	5 351.86
Base Location	0.00
Other Base	382 637.46
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community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

School-based assessment

Literacy and Numeracy form the basis of all learning programs at Campbell House School. Staff focus on improving student's literacy and numeracy test results by embedding literacy and numeracy across all curriculum. 100% of students attending the program are tested using South Australian Spelling Test, Burt Word Analysis and mapped on the literacy continuum. 100% of students are tested for numeracy using TOWN and mapped on the numeracy continuum. Gaps in learning are addressed through scaffolded and targeted personalised learning and support plans. 100% of attending students move at least one aspect or more along either the literacy and or numeracy continuum in one year.

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.

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

Click on the link <http://www.myschool.edu.au> and insert the school name in the "find a school" and select GO to access the school data.

HSC

The performance of students in the HSC 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 in 2016 results of Higher School Certificate cannot be published due to reasons of privacy.

Parent/caregiver, student, teacher satisfaction

TTFM – Student Survey Social–Emotional

Outcomes

All students at Campbell House School believe that education will have a strong bearing on their future and benefit them personally and economically. 83% find learning interesting, enjoyable and relevant, and try hard to succeed in their learning. 60% of students reported having a high sense of belonging at CHS, and 50% reported positive behaviours. 33% of students reported having positive relationships, and that students are interested and motivated in learning. Optimism was relatively low with 21% of students reporting low levels of optimism, compared to 14% reporting high levels, and 7% reporting medium levels of optimism. Happiness was predominantly in the medium range, with 21% reporting medium levels of happiness. 7% have high levels of happiness and 14% had low levels of happiness.

Drivers of Student Outcomes

Staff contributions as drivers of student outcomes at Campbell House School were consistently rated above state norms. Effective classroom learning time was rated at 7.1 out of 10 and relevance of learning was rated at 6.9 out of 10. Rigour was rated 7.4 out of 10, demonstrating that lessons were well-organised, had a clear purpose, and students were given immediate and appropriate feedback. Students expressed feeling encouraged and supported at school, rating advocacy at 6.7 out of 10. Students felt that they experience positive teacher-student relations, which was rated at 7.7 out of 10, which was significantly higher than the norm across the state. Also above the state average was a positive learning climate for students and the expectations teachers have of student success, as perceived by students. 80% of our students have aspirations for finishing high school, 100% plan on pursuing a trade or apprenticeship program, and 40% plan on attending university.

Academic Outcomes

Students average reported grades were: 60% for English; 47% for Mathematics; and 57% for Science.

Demographic Factors

100% of our students were born in Australia, with 25% identifying as having Aboriginal heritage.

Staff Surveys, 2016

As a group, staff at Campbell House School worked closely with a leadership learning consultant to explore ways of improving teamwork by understanding the different personality types: conscientious; direct; influencing; and stabilising. Staff then underwent a process of collaboration in regards to a number of large school-wide decisions. The pros and cons of changing the model in the junior years was debated over a number of sessions, which lead to the implementation of a rotational model and teachers taking on specialised subjects. Staff also reflected on the positive education strengths-based focus being implemented across the school, where they reflected on the positive aspects, problem solved around what could be improved, and

projected where the positive education model could move to in the future.

Parent Surveys, 2016

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 and that the executive staff are flexible and adaptable in their approaches to supporting their children in all areas of learning.

Parents are Informed

Parents and carers agree that they are kept well informed and up to date about their child's positive and negative behaviours. Parents and carers strongly agreed that immediate action is taken to address behaviours of concern, therefore allowing for opportunities to prepare and develop strategies for improved decision making. Parents and carers agreed strongly, that positive behaviours are acknowledged regularly through weekly assemblies and awards and that the school maintains high expectations of appropriate social skills and behaviours.

Safe and Inclusive School

This survey demonstrated that parents and carers agree that Campbell House School provides a safe and inclusive school for their children. Parents and carers 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 the majority of the time at Campbell House School.

Policy requirements

Aboriginal education

In 2016 an Aboriginal Education Leadership Team was established with the aim to improve engagement, wellbeing and education outcomes. This team created many learning opportunities for both indigenous and non-indigenous students. A program was developed that focused on the school theme "My Story". Through this program students explored indigenous culture by learning about Australia's indigenous health, language groups, and arts and crafts. This learning took place in the classroom and in the first steps rebuilding of the schools aboriginal education garden. Students were involved in learning about the National Closing the Gap Day and were involved in a creative project to raise awareness and sign a NCTGD pledge form to support indigenous health. Students were invited to go on an excursion to an Aboriginal Cultural and Education Centre called *Muru Mittigar*. The excursion took place to create a better understanding of Darug Aboriginal culture in the wider community. At *Mirru Mittigar*,

students were engaged in boomerang throwing, aboriginal painting, talks on Aboriginal history and culture. For NAIDOC week celebrations Rhett an Aboriginal Education Officer was invited to the school to discuss cultural awareness with the whole school community. He held a learning circle that involved a smoking ceremony. Students were thoroughly engaged and through this process gained a greater understanding of Aboriginal culture. The students were also given the opportunity to participate in indigenous games organised by MTC Opportunity Hub who continued to support and work closely with indigenous students. Traditional Indigenous Games presents a selection of games and activities played in Australian Aboriginal and Torres Strait Islander societies. MTC Opportunity Hub supported a number of students to provide 1:1 mentoring, small group classes including lessons based on acknowledgment of country, they assisted with developing career and educational pathways, explored links to culture, and also supported families in accessing wider community support. Funding for students of Aboriginal background was used across the following areas in 2016: engagement, wellbeing, staffing and improvement of education outcomes for all indigenous and non indigenous students.

Multicultural and anti-racism education

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.

As part of part of the multicultural education, Campbell House School introduced Italian to the curriculum in 2016. Students learnt the connection Italy has with Australia and the basics of Italian. Students engaged in activities and games around greetings, alphabet, numbers, colours, feelings, family, body parts and general conversational Italian.

Students participated in a speaking test, which took place as a scaffold conversation, and an online Kahoot test where students had to answer multiple-choice questions, it included a class project where students became travel agents and needed to present an information brochure on a popular Italian tourist destination.

In 2016, Harmony Day celebrations were a true embrace of cultural diversity with the key message being *everyone belongs*. With 24 hours Campbell House School transformed into a showcase of culture on a global stage. Each classroom instantly converted to a country from around the world and each class group rotated between rooms to experience the next country on offer. In the Phillipines student battled wits in a game show before tasting some authentic snacks. South Africa was represented by a lesson on African History about the Apartheid, while Mexico held a competition about Day of the Dead and ate guacamole galore with chilli chocolate for dessert. Having a teacher born in Ireland allowed for a truly authentic

experience of the Gaelic language and learning about an Irish sport called Hurling. Spain was represented by a first hand story about Running with the Bulls and trying some great Tapas and Mock Sangria. Germany saw the students making pretzels and drinking apple juice from a stein glass and the Netherlands taught students how to make windmills. The day ended with an amazing race in which students paired up to race from pit stop to pit stop completing set tasks based on the countries represented.

Other school programs

White Ribbon

As a White Ribbon School, Campbell House proudly supports the ethos of the *Not Violent, Not Silent* philosophy across all aspects of our curriculum. The school takes part in the *Breaking the Silence* education program by ensuring that students take part in focused White Ribbon curriculum across all key learning areas on a weekly basis.

Guest speakers from Police, Baptist Care and Daniel Davis and Megan Bellamy supported our school and discussed the impacts of Domestic Violence on victims, at a school assembly. Students engaged in respectful conversations about the importance of giving support and about speaking out against violence.

On the 25th November, Campbell House School combined with Ajuga School to support Baptist Care Women's Refuge and sourced many donations from a variety of organisations to put together care packs for victims of abuse who are required to flee their homes and stay in the refuge. The care packs contained basic essential personal care items along with a hand knitted bear for the children. A morning tea was held and at the school assembly students donated the packs to the organisation. A very powerful and emotive video that was developed by one class group. The video demonstrated very clearly how one of the women in our own school community could also be a victim of violence. It gave the students even more of a reason to stand up and speak up against violence towards women. The day ended with a very playful and friendly dodge ball game between staff and students.

The White Ribbon organisation have updated its website and now include a video which features Campbell House School alongside many other White Ribbon schools and draws attention to the *Breaking the Silence* Program which is being developed in each of the schools.

Physical Education

Campbell House School students engage in a range of Sport activities. These include European Handball, Soccer, AFL, Tee Ball, Cricket and Dodgeball. During these games students have had the opportunity to develop teamwork skills and work on sportsmanship. In addition to sport games there have also been yoga sessions to support the work the school is doing in wellbeing under the *Elements of Learning and Achievement*.

This year, school participated in a mini Olympics. This included students participating in events of golf, table tennis, basketball, and marathon running conducted via a beep test. Students enjoyed the opportunity to participate in different sports with participation in the events earning house points that contributed to the House champions.

Rotational Model

In the school's pursuit of providing high quality educational opportunities for all students, a new rotational model for learning was designed and adopted in 2016. The pilot program was planned as a measure to improve student outcomes and maximise learning. As a means of increasing the rich learning experiences within the classroom it was proposed that each teacher would adopt two specialist areas alongside Maths and English to deliver across four classes in the junior school.

Planning for the program began in Term 2 with much excitement and anticipation. Student engagement, learning growth and outcomes were the major considerations that drove the strong staff support for the program. Teachers discussed the increase in resources, time and experience in specific subjects that would result in improved engagement and learning outcomes for students.

Student support for the program was highly evident in the many planning meetings that involved our school community. Within these meetings self-motivated learner's were evidenced expressing confidence and excitement for the proposed program and creativity in designing their learning futures.

The pilot rotational program commenced in term 3 with each class handed a new timetable. After completing Maths and English in their assigned classroom during the first two periods of the day, students were assisted by the Student Learning Support Officer to rotate to a subject specific key learning area. Students engaged in History, Science, Geography, Italian, Visual Arts, Health, PDHPE and Food Technology lessons across the school. Engagement and enthusiasm in lessons across the school was evident as each day created new learning experiences for both students and staff.

Student and staff feedback at the end of term 3 made evident the great success of the pilot program which then saw the introduction of a fifth class to the mix for term 4. Time spent on student learning, achievement of outcomes and quality learning experiences were all evident within the review. Positive and respectful relationships are integral to Campbell House School's teaching philosophy and have flourished between a wider range of students and staff under the new program. Lesson's were more specific, tailored to student needs and students demonstrated further success in their learning as they strived towards and achieved their course outcome goals. With the addition of a new class into the model came the addition of new subjects including horticulture and a gothic literature unit.

Through survey feedback it was unanimous that the rotation model created deeper learning opportunities, positive relationship building and more engaging teaching programs. With such success, Campbell House School has decided to maintain the rotation model into 2017 and awaits the exciting learning experiences and success that this will create.

Positive Education

Positive Education teaching and learning became a core ethos within the school culture in 2016, as it developed into a framework to balance wellbeing, academic and sense of self learning amongst our students. The notion of creating an engaged life in comparison to a pleasant life was the foundation for the program, which involved students in hands on learning about the brain, choices then consequences, emotions, the power of reflection and neuroplasticity. Within the first term of the Positive Education program the impact was great, students and staff unpacked and showcased their character strengths side by side across each classroom wall. Amongst staff discussions it was clear that language students were using to describe themselves and understand others had slightly shifted into a strengths based understanding. Behavioural discussions with students were framed with what strengths could be employed to overcome difficulties rather than what tool was missing to complete the task. One junior class within the school developed genuine *flow* strategies that they would use to re-focus after transition periods. These students learnt how to literally juggle life's challenges and self-calm. As the recipient of the Positive Education award at Campbell House School's end of year award ceremony, one student was recognised for her continual demonstration and adaption of a self-reflection tool. The student organised a meeting with her carer to develop effective communication strategies, set and work towards social learning goals both at school and home. In 2017, the Positive Education program is moving towards incorporating mindfulness learning into all practices.

The Elements of Learning and Achievement

Campbell House School has been implementing and embedding the Elements of Learning and Achievement Framework as a means to provide our students with the highest quality of education in a contextually relevant manner. Learning has been targeted at supporting individual needs in *Literacy, Numeracy, Work Education, Health and Wellbeing, Actions and Choices, 21st Century Learning*, and becoming a *Global Citizen*. Staff have been improving their understanding of the Elements throughout 2016 through professional development opportunities and collaboration with the Community of Schools group. They have used the Elements to create engaging and relevant programs which they have implemented in their classrooms and shared on the Community of Schools website. These programs have enhanced student academic and social learning outcomes across the range of key learning areas.