

Campbell House School Annual Report



2017



5735

Introduction

The Annual Report for **2017** is provided to the community of **Campbell House School** as an account of the school's operations and achievements throughout the year.

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

The school offers programs that link students to future work pathways and develops skills in students that enable them to transition post-school, into 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 foundational to all programs. Staff are skilled in managing complex behaviours, supporting the wellbeing of each individual through nurturing, positive relationships and are implementing trauma informed practices. All school staff work diligently to create academic programs that engage, motivate and ignite creativity. All members of the school community are seen as leaders and contribute to the schools strategic directions.

The annual school report 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.

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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 56 students years 7–12. 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.

The 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 achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

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 unpacked the School Excellence Framework and discussed 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.

Across the domain of *Learning*, learning culture, wellbeing and curriculum and learning, the school's on balance judgement was that it was sustaining and growing. There is a demonstrated commitment within the school community to strengthen and improve learning priorities with evidence of strong, positive relationships evident across all members of the school community. Collectively, staff considered that in the area of assessment and reporting the school was delivering, but working towards delivering across student performance measures.

Across the domain of *Teaching*, school staff considered effective classroom practice and learning and development to be at delivering, as we are committed to identifying, understanding and implementing the most effective teaching methods for our school context. Areas for growth were seen in the use of data and skills where assessment data can be used more effectively to identify student achievement and our professional standards understandings are evolving as we move towards staff taking personal responsibility for maintenance of the standards. Our collaborative practice includes the explicit systems we have in place for feedback and collaboration and in this area we are sustaining and growing as we work together to improve teaching and learning across all stages.

Across the domain of *Leading*, the school is consistently sustaining and growing in leadership as the team supports a culture of high expectations and community engagement, along with the strategic management of resources which are

used to achieve student outcomes. The schools planning, implementation and reporting can be seen to be delivering as the community is welcomed and engaged in the development of the vision values and purpose of the school, through regular meetings and discussions. Campbell House School is delivering in the area of practices and processes as the leadership team clearly articulates school priorities, practices and maintains accountability which is linked to school development.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

Across the year learning was valued and promoted through high quality teaching and learning opportunities. Students engaged in learning to improve academic, social, emotional and vocational outcomes. Staff mentored students in the management of self, to assist them in becoming literate, numerate, creative, self-confident and employable.

All staff engaged in professional learning to develop teaching practice and create a whole school focus on nurturing the whole student.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The <i>Elements of Learning and Achievement</i> framework is embedded in 100% of all teaching and learning programs.	One day per week teacher salary. \$20,033.60	The Elements of Learning and Achievement framework is embedded in 100% of teaching and learning programs, ensuring programming was relevant and aligned to policies and procedures. Teacher released one day per week to lead and support the Elements of Learning and Achievement framework. Teacher mentored and co led programs under this framework.
100% of all students with regular attendance working towards the Elements through their Personalised Learning and Support Plans.	Salary \$2504.20 Teacher salary one week	A new format for Personalised Learning and Support Plans (PLSP) was developed, aligned to policy in consultation with staff. The proforma was designed, developed and coordinated by ICT specialist. 100% of students had PLSPs constructed using the new format. Staff attended professional development to utilise new PLSP format.
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.	MultiLit Program \$3113 Sentral \$4000	Students continued being tracked against the continuums and all students with regular attendance demonstrated increased improvement. Data collation, reporting and accountability measures and practices initiated through introduction of Sentral. Literacy leaders attended training in MultiLit and supported the introduction of the program throughout the school. A strong focus on literacy ensured high quality new programs developed by teaching staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Annual review of Elements will have at least two programs added under the pillars according to community need.	Incidentals \$1527	Innovative new programs such as positive education, responsive leadership programs, social and emotional programs, and health awareness programs such as pharmaceutical drug awareness were implemented under the pillars according to the needs of the students and community.

Next Steps

- Continued support for teaching and non-teaching staff to enhance literacy and numeracy outcomes for all students.
- Professional learning around embedding the new literacy and numeracy progressions.
- Refocusing on assessment practices and upskilling all staff in developing and implementing high quality formative and summative assessments.
- Implementation of targeted literacy and numeracy interventions.

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

All teaching and non-teaching staff were engaged in the Performance and Development Planning (PDP) process through setting goals aligned to school strategic directions, system priorities and personal professional goals. Regular meetings, mentoring and reflections assisted staff to build strategies to achieve their goals and collect evidence of professional practice. Through this goal setting process staff enhanced their capabilities, skills and knowledge in best practices.

Aspiring school leaders were identified within the school and through support and mentoring built their capacity to lead whole school programs and undertake a variety of roles within the Assistant Principal responsibilities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% All teaching staff collate data and develop three or more professional goals with one aligned directly to the school plan.	Professional learning \$8377 (divide this with below) Toni Simms – Leadership development for teachers \$3505.88	100% of teaching staff developed 5 SMART goals under the three categories of school directions, system priorities and personal professional. Staff worked with school leaders and peers to enhance their skills and professional knowledge to support them in working towards achieving their goals and the collation of evidence. Professional learning opportunities offered to staff aligned to their PDP goals. Early Career Teacher meetings were scheduled and supported staff in aligning goals to the Australian Professional Standards for Teachers.
100% of teachers and non-teachers participating in leadership opportunities.	Toni Simms – Leadership Development for non teaching staff \$1502.52	100% of non-teaching staff participated in professional learning on the PDP process and created goals aligned to areas of growth including leadership opportunities. These included working closely with a teaching staff member to liaise and build projects across the school including White Ribbon, Aboriginal education, Wellbeing and the professional learning of administrative staff in the Learning Management and Business Reform agenda. Professional learning opportunities offered to staff aligned to their PDP goals.
100% students given opportunities to practice leadership skills through a variety of programs.	Incidentals \$500	100% of students were encouraged to practice leadership skills both within their classroom environments and school initiatives. Students participated in project based learning in areas such as the school's barista program and pizza business. They acquired leadership skills associated with

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% students given opportunities to practice leadership skills through a variety of programs.		teamwork, communication and problem solving. Students also participated in the Student Representative Council, White Ribbon leadership team and Aboriginal Education programs where they were given the opportunities to build their leadership skills of collaboration, responsibility, inspiration and goal setting.
Community of Schools Aspiring Leaders Team meet every term to support, engage in professional dialogue and plan for accreditation development.	Salaries \$4653	The school employed a leadership consultant who worked closely with the school to support aspiring leaders and all school teaching staff to understand the Australian Professional Standards. Through professional development, conversations and research, the staff were supported in developing a reflection and mapping toolkit that allowed teachers to develop a deeper understanding of the standards and the accreditation and maintenance process.

Next Steps

- Continued support for teaching and non teaching staff through the PDP process, ensure goals are aligned to school directions, system priorities and personal professional goals and that staff have evidence for their growth.
- Provide opportunities for staff to step into leadership roles within the school which will support leading literacy and numeracy curriculum development and wellbeing initiatives.
- Teaching staff use PDP process and goal setting to support accreditation and maintenance and align goals and evidence to the Australian Professional Standards for Teachers.
- Support pre 2004 staff members to commence maintenance of accreditation and familiarise them with the new practices and process involved.

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

Building positive relationships in a learning community underpins the purpose of all programs and partnerships within Campbell House School. In collaboration, the school has developed partnerships that support the health and wellbeing of our whole school community including our parent group *connect:ed*. Staff utilise trauma informed positive education practices to inform curriculum and pursue positive partnerships that will develop students vocational opportunities and awareness of global communities. Students have engaged in learning and interactions with others in a culture of positive and high expectations in order to feel a sense of connectedness and strong sense of community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% participation of students accessing programs Elements of Learning and Achievement programs. All students on full attendance programs involved in rotational model of learning to access a greater range of curriculum.	Apple ICT \$3378	Student's attendance and participation in school programs have increased through implementing aspects of the Elements of Learning and Achievement on a systemic level. 100% of students had access to work education and independent living skill development under the provision of a work–studies curriculum. All student's in Stages 4 and 5 accessed rotational model of education across all key learning areas. Project based learning introduced in this model to align vocational goals with high interest based activities such as coding and photoshop workshops.
Increased educational opportunities for parent/carers.	Community Liaison Officer (CLO) one day per week \$11,749.60	To continue the success from 2016, educational opportunities for parents and carers have been provided by the CLO through targeted activities delivered in the combined Hilltop schools parent group program called <i>Connect:ed</i> . Key partnerships with Oz Harvest, Bunnings, the Autism Advisory Support Service and the NEST program have increased educational opportunities for parents and carers in the Campbell House School community.
Pre and post testing of students strengths understanding to demonstrate increased knowledge of own strengths, talents and skills.	Teacher and SLSO Salaries \$7244.57	100% of students have been provided with ongoing opportunities to build positive psychological resources through accessing character strength curriculum that builds positive mindset skills under the banner of Positive Education. Each term a specialised positive education program has been taught with the focus on building positivity strategies. As evidenced by pre and post testing of gratitude strategies, 87% of students have identified an increase in the use of gratitude across the

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Pre and post testing of students strengths understanding to demonstrate increased knowledge of own strengths, talents and skills.		school. Testing amongst staff indicated an increase in self-reinforcing upward spirals of gratitude as a result of the program.

Next Steps

Campbell House will continue to form partnerships with external agencies that will develop further pathways and promote healthy lifestyle choices. Under promoting positive wellbeing, staff will continue education in trauma informed positive education practices. Staff will use their training to continue to create, deliver and improve upon character strength curriculum and implementing PERMAH practices into curriculum across all key learning areas. Specialised training will enable all school staff to train in a best practice Trauma Informed Positive Education model of education.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Salaries \$21,208	<p>Staff employed to support the pre and post testing of indigenous and non indigenous students in literacy and numeracy, and the delivery of individualised programs.</p> <p>Staff employed to deliver personalised learning and support plan proforma for review and communication to parents and students.</p> <p>Staff support of students who liaised with local high school to engage in NAIDOC week celebrations.</p> <p>Professional learning for all staff, designed to strengthen ties to Aboriginal culture.</p>
Socio-economic background	<p>Student Support Officer salary</p> <p>\$47,649.63</p>	<p>Student Support Officer employed to support student welfare and school initiatives.</p> <p>White Ribbon, <i>Breaking the Silence</i> education program supports the focus on building and maintaining healthy relationships.</p> <p>Positive education professional learning targeting student strengths based programs and initiatives.</p> <p>Students have increased access to the Student Support Officer for co regulation , anger management and wellbeing.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	32	37	32	26
Girls	19	14	17	24

Campbell House is a co educational school for specific purposes.. The student population includes 18% from a language background other than English and 28% identifying as Indigenous.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	5.77
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	2
School Administration & Support Staff	9.82
Other Positions	1

*Full Time Equivalent

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	30

Professional learning and teacher accreditation

Six teachers are accredited and continuing to work towards their maintenance cycle. Three early career teachers are meeting regularly and working towards collecting evidence to submit accreditation at proficient. Executive staff are exploring areas for consideration to apply for accreditation for Lead level and Highly Accomplished practice. Four pre 2004 teachers are preparing for their progression into proficient status and meeting to discuss maintenance procedures for 2018.

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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	163,373
Revenue	2,462,781
Appropriation	2,443,551
Sale of Goods and Services	2,036
Grants and Contributions	15,094
Gain and Loss	0
Other Revenue	0
Investment Income	2,099
Expenses	-2,443,748
Recurrent Expenses	-2,434,586
Employee Related	-2,322,980
Operating Expenses	-111,606
Capital Expenses	-9,162
Employee Related	0
Operating Expenses	-9,162
SURPLUS / DEFICIT FOR THE YEAR	19,033
Balance Carried Forward	182,406

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	417,517
Base Per Capita	16,359
Base Location	0
Other Base	401,159
Equity Total	135,577
Equity Aboriginal	21,208
Equity Socio economic	114,369
Equity Language	0
Equity Disability	0
Targeted Total	1,472,794
Other Total	369,626
Grand Total	2,395,514

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

Parent/caregiver, student, teacher satisfaction

A survey was created to ascertain parent/caregiver, student and staff satisfaction at Campbell House School.

Parent/caregiver

Parent/Cargiver responses were limited, however the responses received indicated parents/caregivers felt valued and welcomed at Campbell House School, highlighting the activities, food, connection and social aspects of school events. Parents/Carers have received positive feedback and communication from the school, and have some understanding of the learning and behaviour of their children.

Parents/Caregivers are aware of and attend *Connect:ed* parent group stating the program is educational and supportive and highlighting Tuning into Kids Emotions as the session that had the most impact.

Student

Student responses to the survey were positive. They stated they felt supported by staff, interested and motivated in their learning, their culture is supported, and they are accepted at Campbell House School. Staff are giving students clear and high expectations and encouraging students to make positive choices. Students indicated they felt challenged and confident in

opportunities were well-organised and relevant to their needs. Bullying was identified as an area for growth, with roughly half the students reporting they experienced bullying throughout the year. Students reported positively understanding and actioning the strengths of leadership, forgiveness, self-regulation, gratitude, perseverance, social intelligence and perspective.

Staff

Teachers responses to the survey were overwhelmingly positive and indicated approval for each of the programs, assessments, wellbeing and professional development opportunities. The wellbeing of staff and students was highlighted as a particular strength, closely followed by professional development opportunities. Areas for growth included technology and assessment.

Policy requirements

Aboriginal education

Students, staff and the wider school community have strengthened their understanding and ties to Aboriginal culture through the opportunities they have had to work with Opportunity Hub and other mentors throughout the year. Opportunity Hub provided transitions into workspaces that increased work skills, confidence and gave support for future transitions from school. Improved links for staff with AECG members saw positive links with Indigenous community members who have supported the school professionally throughout the year.

The Aboriginal Education leadership team met regularly to discuss programs and opportunities for our Indigenous students. Links were established with a local high school and students from Campbell House School attended their NAIDOC week celebrations. This resulted in a positive community link which saw a group of Indigenous dancers invited to perform for visitors to the school from Cambodia. Links were also established with a local primary school which saw the development of a student elder program for a select groups of Aboriginal students who planned and prepared to visit the school once a week to support literacy learning, relationship building and leadership. The timeline for this program was moved to commence in week three of 2018.

Staff attended staff development workshops with an Aboriginal Education and Wellbeing Officer who offered professional development in the 8 ways of learning, rich discussion explored ways in which the school already implements the 8 ways of learning within the programs. This also enabled the development of school specific document which highlights the protocols, values, processes and systems in place to deliver aboriginal perspectives.

Multicultural and anti-racism education

Campbell House School community 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 Anti Racism Contact officers (ARCO's).

In 2017 the Student Representative Council organised our Multicultural Day celebration to acknowledge the cultural diversity that exists within our community. Each classroom had the opportunity to represent a culture that exists within our school community and offered displays, prepared traditional cultural food and showcased a popular activity of the specified country. Parents and carers attended the celebration and offered home made foods from their cultural backgrounds, it was a day that saw the entire school community celebrate each others differences with respect.

The school's Harmony day celebrations also offered the opportunity to celebrate cultural diversity. On March 21st 2017 the student's had the opportunity to learn about many different countries and cultures. Each teacher selected a country and the students rotated through each classroom experiencing a little of the countries culture. The countries on display included Japan, Mexico, Saudi Arabia, Italy, England and Samoa. Students tried their hand at Japanese writing, created masks for Mexico's Day of the Dead, tasted Italian home made pasta, gained knowledge about Mecca and the art of Saudi Arabia, baked scones and were treated to a Samoan dance and cultural necklace making.

In 2017 five students and five staff members ventured on a volunteer program to Cambodia, where they were offered first hand experiences and immersion into a culture so diverse from their own. This opportunity benefited the entire school community and barriers were broken and knowledge built upon about the differences of each culture. We also had the unique chance of hosting two Cambodian Rural School Trust students on a one day school visit. The Campbell House School community were enriched by the experience of sharing each others similarities and differences.

Other school programs

White Ribbon

As a recognised White Ribbon School, Campbell House School staff and students are committed to the *Breaking the Silence Program*. In 2017 students engaged in fortnightly lessons centred on the theme of gender equity. Student's were provided with information, statistics and examples of how gender equality may look in the workplace, at school or in the home. The focus is always on the building of respectful relationships within our school community.

This year saw the introduction of White Ribbon student committee advocates who met on a weekly basis to discuss White Ribbon activities, incidents, and decide on who would be the recipient of the White Ribbon

award at the weekly assemblies. During the White Ribbon celebration day, students performed songs, showcased posters they had designed and created in class, presented on themes of gender equity and unveiled the new White Ribbon mural.

There is school wide commitment to bringing the message of breaking the silence against violence towards women as it forms an important part of the Campbell House School ethos and values.

Bear Therapy Program

Campbell House School have employed the use of a therapy dog to support the health and wellbeing of students. Bear's growth has been supported by the whole school community. He has been able to work with students to build leadership, empathy, self-regulation and emotional support. Bear has demonstrated a positive impact on students moods and has enjoyed being an important role in a variety of activities at the school.

Community Volunteer Group

The Student Representative Council took part in volunteering at Mission Australia in 2017. Students helped to sell clothes and items. They learnt many new skills including how to change mannequins, serve customers, work the tills and set up window displays. This experience allowed students to gain perspective into a working environment with staff and customers.

Positive Education

Positive Education teaching and learning has continued to be a focus in the school through 2017. Staff engaged in strengths based conversations with students which support the development, wellbeing and growth mindsets critical for living a life where students can thrive and flourish. The language of strengths is dominant across many areas of the schools environments, in particular it is used in awards at assemblies, in meetings with parents and carers and through restorative processes within the school. The program has added mindful practices as an element of enhancing wellbeing and there has been an increase in students nominating self soothing, self regulating tools.