

# Campbell House School



## STAFF INFORMATION BOOK

Campbell House is a school for students Years 7- 12 who are diagnosed with behaviour disorders (BD) such as oppositional defiance disorder (ODD), conduct disorder (CD), and emotional disorders (ED). Students who attend Campbell House School, are of normal cognitive intelligence.

The school focuses on [learning](#), developing strategies for student to self manage behaviours and on building positive relationships. High expectations are maintained for all students and curriculum is provided, which is relevant, engaging and designed to meet students learning needs.

The school provides educational, vocational, social and behavioural programs designed to improve student learning outcomes, improve behaviour, and develop productive links to the community for future educational and vocational pathways. Students enrolled at the school do not integrate back into a mainstream setting unless specified through a process of consultation.

Students are expected to, engage in [safe](#) and [respectful](#) behaviours towards themselves, their peers, staff, the school and community. Students are taught to be [responsible](#) in their words and actions, and encouraged to accept responsibility for their behaviours.

The current capacity is 56, with eight classes, each catering for seven students. There is a 1:7 teacher – student ratio with one school learning support officer in each class.

Student placement and enrolment into Campbell House is managed by a Regional Placement Panel, all students have a clinical mental health diagnosis.

The school motto is [Building positive relationships in a learning community](#). It is a belief that each child is special, precious and unique and that they deserve the right to be heard, feel safe and be respected. It is well understood that the students in our care have experienced challenges and significant traumas that have impacted on learning. As informed professionals, staff develop personalised learning and support plans to meet the individual needs of every student. The school works towards developing a balance between education, welfare and behaviour.

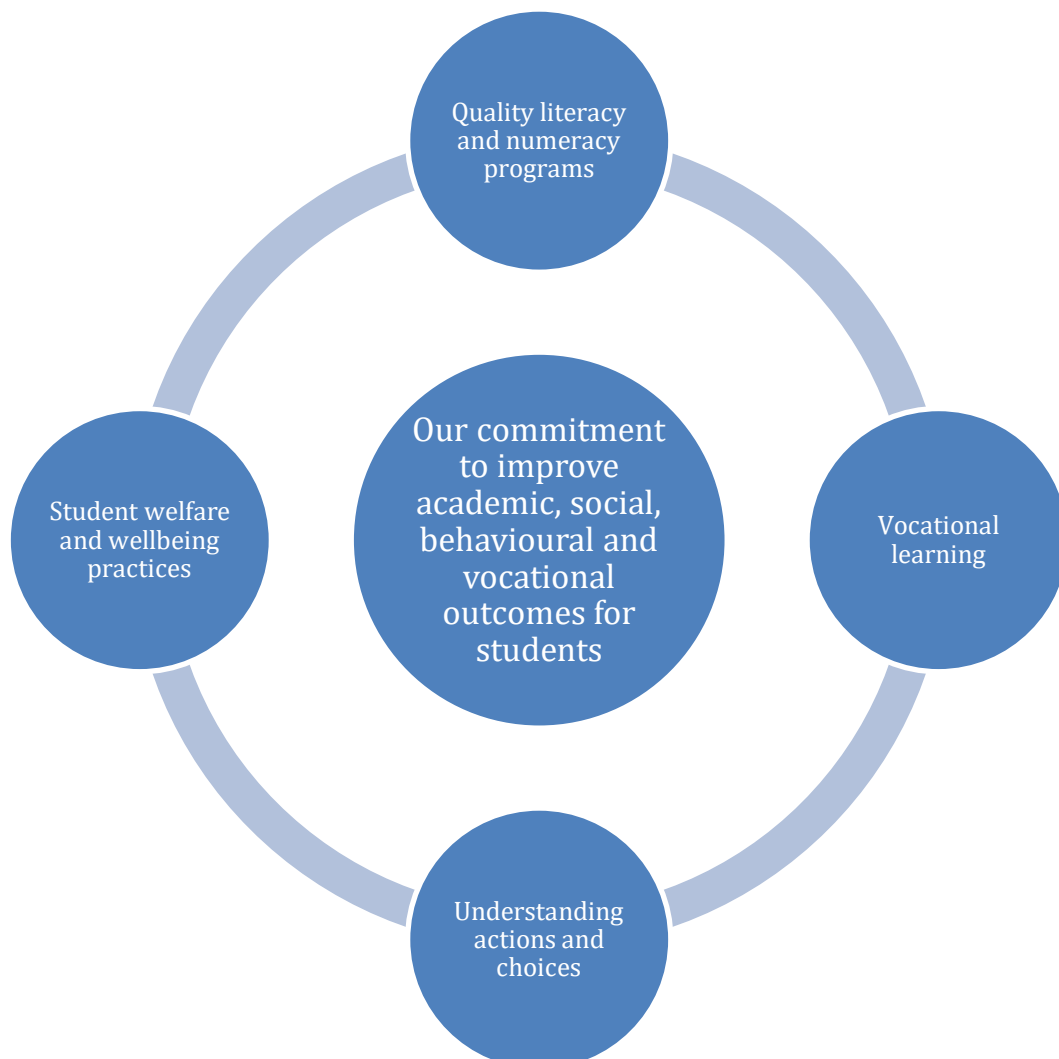
Campbell House School has a [strengths based approach](#) to the development of character. The school community works towards building the seven strengths of : [Forgiveness](#); [Gratitude](#); [Perseverance](#); [Perspective](#); [Self Regulation](#); [Social Intelligence](#); and [Leadership](#) which all form part of the Positive Education curriculum within the school. The strengths learning support the DoE Wellbeing Framework and fosters an environment where all students have the opportunity to [connect](#), [succeed](#) and [thrive](#).

## OUR COMMITMENT

The core business of Campbell House School is to improve the academic, emotional /social and vocational outcomes for all students.

We will continue to develop and grow:

- a positive, supportive and caring school environment in which learning can take place.
- strategies and practices which encourage appropriate student behaviour and attitudes towards improving learning outcomes.
- a wide range of educational programs to provide meaningful learning experiences for all students.
- individualised academic, social and behavioural programs which provide opportunities for students to be successful in all school environments.
- policies and practises designed to improve effective teaching and learning.
- a climate which encourages community involvement in the development and delivery of the school's programs.



## ELEMENTS OF LEARNING AND ACHIEVEMENT

The Elements of Learning and Achievement support teachers with a framework to improve student academic and social outcomes in a relevant and practical way, while collecting the evidence required to demonstrate knowledge in these areas.

The Elements of Learning and Achievement have been developed with a community of schools and further information about this process can be found at <http://www.theelements.education.nsw.gov.au/home>








<b>Campbell House School</b>	<b>The Elements of Learning and Achievement</b>
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<b>NURTURE SUCCESSFUL LEARNERS</b> CREATIVE VISION	<b>PROFESSIONAL CULTURE</b> CONSISTENT PRACTICE	<b>POSITIVE RELATIONSHIPS</b> SHARED VISION
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<b>SCHOOL EXCELLENCE FRAMEWORK</b>	<b>WELLBEING FRAMEWORK</b>	<b>GREAT TEACHING, INSPIRED LEARNING</b>	<b>EVERY STUDENT, EVERY SCHOOL</b>	<b>ABORIGINAL EDUCATION</b>	<b>TRANSITION SCHOOL TO COMMUNITY</b>	<b>LITERACY &amp; NUMERACY CONTINUUMS</b>	<b>LOCAL SCHOOLS, LOCAL DECISIONS</b>
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<b>POSITIVE EDUCATION</b>
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<b>AUSTRALIAN CURRICULUM : GENERAL CAPABILITIES</b>						
Literacy	Numeracy	Critical and Creative Thinking	Personal and Social Capability	Ethical Understanding	ICT Capability	Intercultural Understanding

<p><b>Literacy</b></p>  <p>Reading, Writing, Comprehension</p> <p>Literacy is a key priority at Campbell House School. Literacy is embedded across all key learning areas and is seen in the development of reading, writing and comprehension skills. Students are mapped on the continuum, gaps in learning identified and personal learning plans developed.</p>	<p><b>Numeracy</b></p>  <p>Number and Maths</p> <p>Numeracy is a key priority at Campbell House School. Students are mapped along the continuum, gaps in learning identified and programs developed to support students learning needs. Mathematics is taught at stage appropriate levels to meet BOSTES requirements and curriculum differentiated as required.</p>	<p><b>Work Education</b></p>  <p>Work Readiness, Independent Living Skills</p> <p>Campbell House School promotes the importance and development of independent living and work skills, knowledge and attitudes. Our focus is to develop confidence through living skills and empowerment through employability skills to increase opportunities for employment. Links to community agencies will provide opportunities for continued ongoing support post school.</p>	<p><b>Health and Wellbeing</b></p>  <p>Fitness, Healthy Eating, Adolescent Health and Safety</p> <p>Students will develop an understanding of the many factors involved in self-care, health, wellbeing and making positive lifestyle choices in the community. Students will develop strategies through Positive Education to support their overall wellbeing in alignment with the Wellbeing Framework.</p>	<p><b>Actions and Choices</b></p>  <p>Pro- social skills, Positive Relationships, Restorative Practices</p> <p>Students will develop the pro-social skills to become respectful, responsible and safe learners. Students will gain the ability to understand the impact of their behaviour on others and build positive relationships with all members of the school community.</p>	<p><b>21<sup>st</sup> Century Learner</b></p>  <p>Navigate Technology, Word Processing, Research Skills</p> <p>As digital natives, students at Campbell House School will consolidate their use of technology across a number of devices. Students will navigate technology, learn word processing skills, develop critical research skills, computer operation and understand importance of positive uses of social media.</p>	<p><b>Global Citizen</b></p>  <p>General Knowledge, Current Affairs, Understanding cultures and community</p> <p>Campbell House School will encourage students to become global citizens. Students will experience, explore, discuss and analyse current issues on both a local and global level to broaden their awareness of life beyond their immediate surrounds.</p>
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# ELEMENTS OF LEARNING AND ACHIEVEMENT

These Elements are actioned in our school through the following programs:

Campbell House School Elements of Learning and Achievement						
Literacy 	Numeracy 	Work Education 	Health and Wellbeing 	Actions & Choices 	21 <sup>st</sup> Century Learner 	Global Citizen 
Literacy Lessons (L2)	Number	Career Connection	Anger Management	Social skills	Social Media	Excursions
Super Six Strategies	Numeracy	atWork	<a href="#">Nutrition Program</a>	Restorative Practices	Word processing	Harmony Day
Literacy Continuum	Numeracy Continuum	Volunteering Program	Healthy Eating	Positive Psychology	I pad	Fund Raising
Multitlit	Professional Development	Vocational Electives	<a href="#">Parent Group</a>	Coping strategies	Explicit teaching of website content	Cambodia
Dyslexia Learning	Resource Development	Car Restoration Project	Sexual health	Achieve Anything	Critical thinking skills	Current Affairs
Disabilities	Pre and Post Assessment	Work Studies (stage 6)	<a href="#">Horticulture</a>	Anger Management	Filming	Food Programs
Pre and Post assessment	TOWN (Taking off with Numeracy)	Work Education (Stage 5)	<a href="#">Phone Home</a>	Girls Group	Explicit teaching of effective use of website content	Cultural Awareness
Resource Development		CPAC	<a href="#">Drama</a>	Rock and Water	Music Technology	HSC
Professional Development		Work Experience	<a href="#">Family Support</a>	Drumming	Multimedia (Film / Animation)	Community Affairs
Drama		Transition Planning	<a href="#">PE</a>	Opportunity Hub	Interactive Whiteboard	
		Pizza Business	<a href="#">Visual Arts</a>	LEAP		
		T-Vet	<a href="#">Sport/ Athletics</a>	Police Youth Liaison Officer		
		Horticulture	<a href="#">Carnival</a>			
			<a href="#">Food Glorious Food</a>			
			<a href="#">Hilltop reviews</a>			
			<a href="#">Counsellors</a>			
			<a href="#">Coping Strategies</a>			
			<a href="#">Positive Psychology</a>			
			<a href="#">Wear It Purple Day</a>			
			<a href="#">Bullying No Way</a>			
			<a href="#">White Ribbon Day</a>			
			<a href="#">RUOK?</a>			
			<a href="#">Drug and Alcohol Education</a>			

## STAFF PROCEDURES

School Learning Support Officers: 8.15am – 3.00pm  
Teachers: 8.00am – 3.00pm

**Sign in** is at the front office. Keys to a locker and a classroom key are available from the Senior Administration Officer (SAM), this key allows access into all main doors. **Sign out** is at the front office.

Sign out whenever leaving school ground, it is a WHS requirement to ensure signing back on return to the school grounds.

Communicate all departures to an Executive.

All daily communication information, including variations to routine is written on the whiteboard in the staffroom.

**Playground duty roster** is in the staff room. Casual staff may take on playground duty of absent staff member otherwise an Executive staff member will communicate any duties.

It is the responsibility of staff to find staff member to replace their duty schedule if an absence is planned.

**Check the Out of Bounds areas** with other staff members. Out of bounds is usually where a staff member cannot adequately supervise a student or where a student is in the wrong place at the wrong time.

**Class commences at 8.30am and finishes at 1.40pm.** Please ensure you are ready to meet your students well before 8.30am. Students get on the bus at 1.40pm. **Teachers are expected to escort their classes to the bus area and supervise at all times.**

**Recess is from 10.10 – 10.30. Lunch is from 12.20 -12.50.** Please be outside waiting for your students on time and walk out to collect your students.

**It is the teacher's responsibility to mark the roll each day** and sign off on the details entered. Instructions on how to complete the roll are at the front of the roll book. Roll books must be returned to the office by recess every day.

**Every Friday at 9.30am there is a school assembly** held in the assembly room. Each class hosts at least two assemblies every term.

**Teachers are asked to ensure all WHS concerns are communicated and any risks are managed.** If a SLSO is absent and a teacher is alone, inform your team leader, keep the door ajar. Please note that **School Learning Support Officer's are not expected to supervise students without a teacher** and should therefore not be left alone to supervise students. **SLSO's are expected to monitor any student who leaves the classroom**, they can remain 10m away from the student and are to call an executive teacher in the mobile phone provided by the school if required support is needed. Under no circumstance are students to be left without monitoring.

**School Learning Support Officer's assist the teacher in the classroom with student learning.** They are responsible for class administrative tasks when the students go home and assisting the students with work or their individual programs during class time. Please consult the SLSO Handbook for further details regarding role description.

**Please be aware to keep dangerous implements out of reach of students,** these are to be locked away. Pack away all equipment after use.

Ensure safe and respectful use of property at all times. You are responsible for the safe keeping of any equipment you borrow, equipment is to be signed out at the front office.

Shut all doors behind you, in particular to the assembly, office and games room and toilet doors.

## ACCIDENTS and INJURIES

### Students

Accidents to students must be reported and recorded. This information is to be reported immediately. Please inform a member of the leadership team if an accident occurs. All accidents must be reported to parents, by executive staff.

### Staff

Accidents or injuries to staff must be reported on the **Incident Report and Support Hotline 1800 811 523**.

The injured worker should also notify the workplace manager. Volunteers must also record injuries. Injuries should also be documented on an incident report form available in the front office.

## CHILD PROTECTION

All staff and volunteers must have completed training on "Protecting and Supporting Children and Young People" legislation. Information is available at [detwww.det.nsw.edu.au/directoratesaz/stuwelfare/stuwelling/childprotect/cp\\_training/index.htm](http://detwww.det.nsw.edu.au/directoratesaz/stuwelfare/stuwelling/childprotect/cp_training/index.htm) Child protection must be reviewed by each staff member annually.

All staff employed by DoE are required to complete a Working with Children's Check (WWCC). This process prevents people who pose a risk to the safety, welfare and well-being of children from being employed or engaged in child-related work.

## CODE OF CONDUCT

**The NSW DoE has a Code of Conduct that applies to all employees.** The code of conduct is available on the intranet or ask the Principal for a copy. You should be familiar with the contents and act accordingly. Every staff member is provided with a copy of the Code of Conduct at the start of each year and participate in professional learning about the code. Staff are expected to know and abide by the Code of Conduct at all times.

## CONCERNS / COMPLAINTS

This is a process provided by the Department of Education for formal complaints. Please refer to this policy, which is available in the school or on the NSW DoE intranet.

**Our school grievance officers are Kendell Neighbour (Teacher representative) and Diane Reynolds (PSA Representative).**

## CONFIDENTIALITY

**Confidentiality is important to our school students and families.** You can discuss a student's progress, and/or educational programs with staff from appropriate settings for educational purposes only. Check with an executive if you are unsure. **You should not discuss students or school issues in the community.**

**Please do not divulge any personal information about students to other students.**

## DIGNITY and RESPECT IN THE WORKPLACE CHARTER

This charter is displayed in the staff room and foyer and each staff member has been provided with a copy. Staff are expected to be aware of this charter and abide by it as well as the NSW DoE Code of Conduct and procedures to ensure a safe and cohesive workplace. It is your responsibility to read the code of conduct.

## WORKPLACE HEALTH AND SAFETY

If you become aware of any WHS issues, please fill in a hazard report form, located in the staff room. Give this to an executive staff member or the SAM or the workplace manager. **Remember that all employees are obliged to work safely and to utilise all personal protective equipment that is available, WHS is everyone's responsibility.** Employees are required to notify management about any faulty equipment and to follow policies and procedures. All employees are expected to follow all NSW DoE and school procedures to ensure a safe and fair working environment for all staff. Copies of Policies and Procedures may be found in the staffroom and the main office.

## PROGRAMS

Campbell House School delivers a differentiated mainstream curriculum for students Years 7-12.

### **Effective Teaching and Learning**

- The importance of the learning community is recognised, where students, staff and parents co – operate for positive, planned results
- Students are active participants in the learning process and learning experiences are positive, meaningful, relevant and experiential.

To achieve improvements in learning and engagement we will:

- identify student needs
- develop individual learning and support plans
- focus on literacy, numeracy and social skills across all curriculum
- apply key learning areas across the curriculum
- implement assessment and reporting programs
- provide parents and carers, with regular and ongoing communication

Key Learning Areas are planned and programmed by the school teaching staff. Teachers can nominate specialist areas of responsibility. It is the responsibility of all teachers to deliver all programs that have been selected on the scope and sequence plan. Each teacher must report on student outcomes and assess student progress.

Specialist teachers of Visual Arts, Sport, Industrial Technology (Timber), Music, Language will work across the school to deliver programs. Teachers may be required to swap classes if their class is timetabled for a specialist class. The SLSO moves with the class to specialist lessons. All students are working towards completion of their Higher School certificate or Record of School Achievement (RoSA).

## **Stage 6**

Our Stage 6 program is a Non-ATAR, HSC Course, consisting of the following electives: Maths: Exploring Early Childhood: Visual Design: Retail (Distance Education), Sport, Lifestyle and Recreation (SLR) ; English Studies, Community and Family Studies and T-VET courses for select students.

## **Sport**

Every Wednesday all students take part in whole school sport, which is delivered at school. Some student's take part in an alternate program as applicable.

## **Assembly**

Every **Friday** there is a school assembly where students behaviours are acknowledged through certificates. There are 4 levels which can be achieved, Bronze, Silver, Gold, Platinum with 20 certificates per level. Once a student completes a level, the reward is an organised school experience or excursion. Staff are encouraged to have their own reinforcement systems within their classes which are specific to their student's achievements and goals. At assembly, social skills are taught which remain the focus of the week. These change from term to term and each teacher is given an opportunity to plan and prepare their assembly delivery.



## BEHAVIOUR & MONITORING SHEET

The school behaviour management policy centres itself around the principals of *Restorative Practices*. This is a technique that focuses on engaging students in a collective solution-seeking process, which is aimed at repairing and restoring the damage that occurs when a person acts inappropriately towards another.

The emphasis of *Restorative Practice* is on accepting responsibility for the individual and for the harm caused. Students are invited to take part in discussions and in circles to address key issues and make positive plans for re entry into the class or playground environment.

*Restorative practices* focus our attention on the quality of relationships between all members of the school community. Repairing the harm necessarily forces us to learn from the experience that has led to the conflict and examine our attitudes, beliefs and behaviour that have contributed to it.

Every morning staff and students *check in*. This involves communication about events, the daily timetable, planned activities, changes to routines or general conversation. During this time the students also complete their behaviour monitoring sheets and write their daily target behaviours or goals.

The monitoring sheet allows teachers to give students points for their on task behaviour and acknowledge positive decision making contributions.

The monitoring system also allows teachers to give students reminders for inappropriate behaviour. The teacher marks down the reminder on the sheet. Students are given two reminders before being given a *Time To Think (TTT)*, which allows the student the opportunity to sit on the veranda in front of the classroom to reflect on their behaviour. This should be no longer than 5-10 minutes. Students are then invited to return to the classroom. If the inappropriate behaviour continues then students are given further reminders until they reach an Executive *Take Up Time (TUT)*, please ensure you explain the reason for their consequences. At this point the student meets with an executive teacher and discusses their behaviour and works on a plan to re enter the classroom. Students are given this opportunity twice. A TUT is not designed to be a punitive consequence, it is an opportunity to *reflect, resolve, repair and re enter* the classroom. On the third TUT an Executive decision making process will determine if the student receives a partial suspension or is given an alternate learning program for the day.

**Executive staff will consult based on student welfare issues and alter the consequence if it is not in the best interest of the student's welfare.**

It is essential that if a student is given a reminder, TTT or TUT that the **teacher explains why the consequence was given**. It is important to deliver this information calmly stating the facts and without emotional response to the situation.

Refer to the students behaviour using the DoE expectations of being a *safe, respectful, responsible learner*. (ie, *Our school has a no tolerance policy to bullying and harassment, you bullied someone by calling them a name, this is not respectful behaviour you now have an Executive TUT*).

At the end of the class day students take part in a *check out* circle where the teacher gives feedback on the days activities as well as giving positive feedback on students progress during that day.

**Please note that some behaviours have a severe clause** which means that the behaviour is completely unacceptable and therefore by -passes all other reminders and becomes a direct TUT, partial suspension or suspension. Examples of this include: physical violence / threats/ bullying and harassment of students and staff.

**Mobile Phones** can interfere with learning and whilst the school acknowledges the importance of having a mobile phone, there is a clear expectation that mobile phones will not be used during class time or in the playground for the purposes of making calls or accessing social media sites. Please refer to the **Mobile Phone Policy** in your classroom.

**Smoking** is prohibited on all DoE sites. Students who are seen smoking by any member of the school staff are requested to ask the student to put the cigarette out and remind them of the No Smoking Policy. Please refer to the **No Smoking Policy** in your classroom.

## PLAYGROUND BEHAVIOURS

In the playground most behaviours are addressed by the use of an unofficial reminder (i.e. / *put out your cigarette/ that's not White Ribbon behaviour /use respectful language*)

**Physical Violence:** TUT or Partial / Suspension depending on severity.

**Threats:** Reminder / TUT / Partial / Suspension.

**Bullying and harassment:** Reminder / TUT

**Dangerous Behaviour:** TUT / Suspension

**Out of Bounds:** Unofficial reminder/ reminder / TUT in the playground.

**Smoking:** Smoking is not permitted on DoE grounds. If a student is smoking ask them to put the cigarette out. If they refuse then they are given a TUT. Continued refusal results in further TUTs. 3 TUTs will result in a partial suspension.

**Spitting:** Reminder /Student asked to wash away spit /TUT if the student does not follow instructions.

**Verbal abuse:** Reminder / TUT

**Mobile Phones:** Are to be used for music only and are to be out of sight. Phones not to be used for facebook/social media, blue tooting, texting or calls.

## LOCK DOWN

Sometimes students respond negatively to consequences or other students and staff and their behaviour escalates to a point where it is essential to call for a **lock down**. This means that the student who is acting out is kept away from other staff and students for safety reasons. An executive staff member will give directions for a *lock down* announcement to come over the loudspeaker system. **At this point it is essential that your classroom door be locked and that blinds are pulled down over windows. It is important to move students away from windows in this situation especially if there is no blind on the window.**

Importantly **DO NOT** open the door, even if you hear a knock. If an executive teacher needs to enter your room they have keys and will enter by identifying themselves.

Under no circumstance are you to allow students to exit from the room during lock down, even if it is recess, lunchtime or home time.

**When the issue is resolved you will hear an announcement over the speaker system letting you know that lock down is over.**

You may then dismiss the students in your care after checking on their wellbeing and walking them to their next location.

Please ask the Executive staff for any further information you require and all other updated behaviour explanations.

**Lockdown Policy and Procedure** is displayed in your classroom.

All students have **behaviour risk management plans** on the schools Filemaker data base system. It is the staff members responsibility to ensure to follow each students plan to minimise any risk to self or others. If a new student is introduced to the school, executive staff will communicate the students risk management plan.

## STAFF COUNSELLOR

Campbell House School, together with Ajuga and Glenfield Park Schools employ a staff counsellor one day per fortnight to support staff working with complex mental health needs. Staff members who would like to meet with the counsellor are able to book an appointment time after students leave or if necessary during the day when relief can be provided. Please let the principal know if this is during class time to allow for relief, all appointments made are confidential.

*“If your actions **inspire** others to **dream** more, **learn** more, do more and **become** more, you are **leader**” John Adams*

*Thank you to all of the staff at Campbell House School who inspire leadership every day.*