School plan 2015 – 2017

Campbell House School

- Nuture Successful Learners
- Strong professional culture
- Build positive relationships
**School background 2015 - 2017**

<table>
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<tr>
<th><strong>School vision statement</strong></th>
<th><strong>School context</strong></th>
<th><strong>School planning process</strong></th>
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<tbody>
<tr>
<td>Campbell House School strives for students to become motivated and independent learners through provision of a wide range of choices for learning. We consistently encourage our students to become life long learners who respect themselves and others. We promote social responsibility, resilience, perseverance and the strategies to become productive members of society. We are committed to building and maintaining positive relationships with students, staff, parents/carers and the wider community.</td>
<td>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.</td>
<td>In conducting the consultation process, the following phases were followed to draw conclusions, make recommendations and develop strategies linked to the three School Strategic Directions: 1. process planned 2. data collated and analysed 3. findings communicated, recommendations and strategies arrived through consultation The school gathered data on: * practices and areas of development through Focus on Learning teacher survey * student enrolment * student engagement * student literacy and numeracy needs * transition and vocational planning parent/carer involvement</td>
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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.

Quality teaching is the key indicator of student success. Campbell House seeks to build the capacity of all staff and develop quality leaders. Executive staff, will identify aspiring leaders to develop and manage the community of schools leadership network.

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

The school will offer and encourage consistent collegial support to enhance practices, recognise achievements, celebrate the success, offer opportunities and maintain equity. Practices will support staff wellbeing and self-care in order to meet the needs of our complex environment.

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.
## Strategic Direction 1: Nuture 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.

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### People

**STUDENTS**

Students engage in their own learning, to develop the literacy, numeracy, well being strategies and vocational pathways for them to make a successful transition into the community.

Students are offered a wide range of successful learning opportunities enabling transformation to occur.

**STAFF**

Staff regularly contribute and share in celebrating successes aligned with the Elements.

Participate in school events that reinforce our creative, consistent and shared vision of student learning and achievement.

Professionally developed to develop the capabilities and mindset to lead and implement a wide variety of quality learning and teaching experiences to match the Elements.

**PARENTS / COMMUNITY PARTNERS**

Parents and Community as partners involved in the processes of building, supporting, educating and celebrating their child's achievement across the Elements.

### Processes

Students introduced to, explore and develop an understanding of the Elements and their importance to their learning and achievement through regular discussion and planning.

Educational programs developed to match the Elements framework.

Professional development in targeted literacy and numeracy and other Elements areas.

External educational leaders to work in partnership with staff to build capacity and knowledge about the Elements framework.

### Products and Practices

#### PRODUCT

Differentiated curriculum to support the individual learning needs of students with complex mental health backgrounds and learning difficulties using the *Elements of Learning and Achievement*.

All students are working towards developing :) Literacy : Numeracy: 21st Century learning: Work education: Health and Wellbeing: Actions and choices: Global Citizenship

#### PRACTICES

Embedding and actively engaging all students, staff and parent community in the *Elements of Learning and Achievement* framework.

Teaching and learning programs are developed and include the explicit use of the Elements that incorporate:

- Quality teaching framework
- Positive Psychology (Boomerang Effect)
- Australian Curriculum
- Transition School to Work
- Literacy and Numeracy Continuums
- Understanding Mental Health
- Community Partnerships
- Indigenous Education

### Improvement Measures

*The Elements of Learning and Achievement framework is embedded in 100% of all teaching and learning programs.*

*100% of all students working towards the Elements through their Personalised Learning and Support Pathways. (PLSP).*

*Annual Pre and post testing to show an improvement of at least two aspects of the literacy continuum and at least one level of aspect on the numeracy continuum.*
## Strategic Direction 2: Strong professional culture

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<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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<td><strong>STUDENTS</strong>&lt;br&gt;Develop an improved awareness of systems and practices that will provide clear expectations and engagement for student learning.&lt;br&gt;Students have adult learning and leadership capacities modelled to them so they aspire to be life long learners.&lt;br&gt;<strong>STAFF</strong>&lt;br&gt;Develop a shared language to communicate, understand and implement the National Standards.&lt;br&gt;All SLSO’s to be provided with ongoing professional development in current practices to support student learning.&lt;br&gt;Engage all staff in professional development through a range of strategies that focus on feedback, self-evaluation and sharing of professional practice.&lt;br&gt;Develop a Personalised Learning Plan aligned to career pathways.&lt;br&gt;<strong>LEADERS</strong>&lt;br&gt;Identify current and aspiring leaders&lt;br&gt;Develop and manage the community of schools network.&lt;br&gt;Building leadership capacity through professional development and opportunities for work place practice.</td>
<td>Students offered leadership opportunities across all areas of the Elements.&lt;br&gt;Teachers are Professionally Developed in the National Standards, with PD and leadership opportunities given to staff relevant to our school strategic directions 2015-2017.&lt;br&gt;Develop, Performance and Development Plans (PDP) through process of consultation, enhance capabilities, grow skills and knowledge in best practice.&lt;br&gt;School leaders are identified through the performance development cycle with a structure created to support the implementation of leadership opportunities across the school community.&lt;br&gt;<strong>EVALUATION PLAN</strong>&lt;br&gt;Leadership staff to attend Aspiring leaders network meetings.&lt;br&gt;Evaluation of all teaching and learning programs.&lt;br&gt;Whole staff consultation to develop suitable classroom observation process and practices.&lt;br&gt;Regular written/verbal formal and informal feedback.&lt;br&gt;Staff seeking leadership opportunities.</td>
<td><strong>PRODUCT</strong>&lt;br&gt;Professional Development of the National Standards to support the development and leadership opportunities in accordance with staff Performance Development Plans and as part of the Elements framework.&lt;br&gt;Improved awareness of systems by staff, students and school community.&lt;br&gt;Prepare and promote aspiring leaders to undertake leadership positions.&lt;br&gt;Non-teaching staff involved in leadership roles within the school.&lt;br&gt;<strong>PRACTICES</strong>&lt;br&gt;Consistent Professional development of the National Standards.&lt;br&gt;The Community of Schools Leadership team to successfully conduct professional development sessions for aspiring leaders.&lt;br&gt;Aspiring leaders receive appropriate support with professional development. This includes a support network, peer observations and professional learning plans.&lt;br&gt;Streamlined systems and practices for observations and supervision support.&lt;br&gt;The establishment of a school leadership network to provide peer support for accreditation.</td>
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### Improvement Measures

- 100% All teaching staff collate data and develop three professional goals with one aligned directly to the school plan.
- 100% of teachers and non-teachers participating in leadership opportunities.
- Community of Schools Aspiring Leaders Team meet every term to support, engage in professional dialogue and plan for accreditation development.
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 in collaboration with others within and beyond the school to develop strong links and partnerships with the community. This will create networks and support the health and wellbeing of our whole school community, promote quality experiences that 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.

**STUDENTS**
Ensure opportunities to practice building positive relationships within the community.

**STAFF**
Build and maintain positive relationships between all community partners to maintain the integrity of our purpose.

**PARENTS**
Engage parents, carers and community partners in psycho-social educational programs including emotional, behavioural, and social strategies and positive psychology to support themselves and their children.

**COMMUNITY PARTNERS**
Increase and maintain existing links with the community and strengthen partnerships to support student pathways into further education and employment, mental health and other suitable support agencies.

**LEADERS**
Support, promote and advocate the purpose and importance of connections within and beyond the school for the whole community.

**People**

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**Processes**

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<th>Provide ongoing opportunities for students to connect with agencies that will support their lives within and beyond the school.</th>
<th>Students modelling, using and displaying positive mindset through key concepts of Positive Psychology programs.</th>
<th>Students develop the skills and knowledge to create pathways into further education, employment and pathways for mental health support.</th>
<th>Develop the capabilities of parents to engage in discussion and link with community partners in the education of parents/carers.</th>
<th>Create shifts in mindsets through professional development in positive psychology, to teach language and key concepts of positive psychology.</th>
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<td>Students as leaders and advocates of peer support networks and vocational agencies.</td>
<td>Support students in forming links with staff, match experiences and curriculum to learning outcomes across a variety of KLA’s.</td>
<td>Teach model, display and practice key concepts of Positive Psychology programs.</td>
<td>Involved in Connect:ed to deliver workshops and support building of positive relationships.</td>
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<td>Student outcomes increase as a result of Vocational pathway options through Casula Powerhouse Arts Centre (CPAC) and alternate vocational programs.</td>
<td>Whole school community involvement and contributions to vocational programs.</td>
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<td>Connected Parent Program offering educational programs to support parent community.</td>
<td>Weekly Connected Parent education program supported and developed by CLO and Principals in collaboration with Community of Schools.</td>
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<td>Students develop strong positive trust relationships with employment agency atWork, Nova and Career Connections prior to exiting school.</td>
<td>Ongoing support from Career Connections and regular meetings with atWork or Nova for senior students linked to pathways.</td>
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<td>Staff have increased understanding of the key concepts of positive psychology to facilitate self awareness through best choice, positive action and relationships.</td>
<td>Positive psychology, used across the school to promote the key concepts of a positive mindset.</td>
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<td>Students develop strong positive trust relationships with employment agency atWork, Nova and Career Connections prior to exiting school.</td>
<td>Positive psychology evident across all learning.</td>
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**Improvement Measures**

- **80% Increased participation of students in school programs, attendance, events, activities related to promoting and understanding the Elements of Learning and Achievement.**
- **Increased educational opportunities for parent/carers.**
- **Pre and post testing of positivity scales to display increased use of positivity strategies.**
- **Students to increase the number of links to support agencies by 50%.**