



Charles Campbell College 2016 Annual Report to the School Community




Government
of South Australia
Department for Education
and Child Development

Charles Campbell College Number: 1028

Partnership: Campbell

Name of School Principal:

Gail Holland (Acting Principal - 2016) 

Name of Governing Council Chair:

Georgina Warren 

Date of Endorsement:

16/01/2017

School Context and Highlights

Charles Campbell College has in excess of 1000 students accessing high-quality education from Reception to Year 12. It is situated in the north-eastern suburbs of Adelaide, and students are enrolled from around Adelaide and through the International Program. The school community is diverse in culture and there are many children whose families speak languages other than English at home. The cohort of students is comprised of a mixed gender group containing students from 50 different multi-cultural backgrounds.

Whole college highlights:

- Enhanced parent-college communications via Daymap, strengthening awareness of learning and accountability of students
- Professional Learning Communities have enriched teaching consistency and coherence.
- Increased focus on differentiation of learning programs to support all students
- Increased use of creative technology by teachers to engage students
- Certificate of Commendation from the Order of Australia Association in recognition of the number of nominations for Student Citizenship Awards from our college
- STEM funding was used to introduce students to STEM careers through University visits, develop teacher pedagogy and engage in cross-age mentoring activities

Student highlights:

- Five students attended the RITS Global Summit in Japan during January. Charles Campbell College was the only Australian school invited to participate.
- Two Yr12 students were selected from ~4000 students to attend the 21st National Schools Constitutional Convention, Canberra, in March. One of these students also went on to become the National History Challenge state winner later in the year.
- For the third year in a row, we had a student performing at the Adelaide Cabaret Festival as part of the Class of Cabaret
- Another of our Yr12 students was the Young Ambassador Against Poverty secondary school winner for voluntary work with disadvantaged people and communities
- Our third World Challenge 'crew' left for work in Laos and Cambodia
- A Yr10 student won the Campbelltown Council NAIDOC Award. She will visit Townsville and Sydney to participate in STEM programs
- One of our School Captains was a guest speaker at the inaugural RSL ANZAC Day breakfast and at the ANZAC Day Youth Vigil at the Adelaide War Memorial. She won the prestigious Children's Week Award from the Minister for Education and Child Development and was recognised by the Order of Australia association with a Student Citizenship Award at our Graduation Assembly

Governing Council Report

The School Council is made up of parents/carers, staff and community representatives and comes together to strengthen ties between the school and community. The following report serves as a brief overview of our over the past year:

- Discussed areas of the Site Improvement Plan and implemented presentations as a way of understanding the vision of the school. For example staff have delivered presentations about moderation (Teacher and Learning), DayMap (Student Support Services), Emergency Response Plan and Social Responsibility Art Mural. This has given the council an enhanced understanding of the opportunities and complexities of children and young people in an R-12 school.
- Approved 2017 interim budget, continued to monitor the finances of the school following the auditor's report on 2015 budget and implemented the recommendations identified by the auditor.
- Approved interim budget for Performing Arts Centre which will be commenced in 2017.
- Approved the increase of M&S fees for 2017; achieved by polling parents.
- Seen the OSHC make a profit, thanks to the ongoing effort of staff.
- Identified the need for and implemented no-right-turn signs onto Gorge Rd during the drop off and pick up times to alleviate congestion on Campbell Rd. This has been achieved with the assistance of Campbelltown Council. A kiss-and-drop zone has also been established with success.
- Discussed the move from School Council to Governing Council in 2017. The move will require a review of the constitution which will ultimately benefit the school and community.
- Instigated a volunteer parent group dedicated to bringing the school community and parents/carers together in a positive way. This has been done through fundraising, volunteering at school and being involved with the promotion and publicity of the school. The fundraising aspect has been quite successful in the 6 months Parents in Action @ CCC has been going.
- Included Parent Volunteer Training and other parent involvement on school calendar as a way to encourage more parent/carer volunteers.

It has been a rewarding and challenging experience being chairperson, as it has been my first experience in this role. A steep learning curve with opportunities to be involved in my community with like-minded people with the same important goal: our children and their school community. Charles Campbell College School Council will always have the school's best interest at our core.

Georgie Warren
School Council Chairperson

Improvement Planning and Outcomes

Quality Teaching and Learning

Improvement in NAPLAN Reading for Years 3, 5 and 7 and in Numeracy for Years 5, 7 and 9 when compared to historical data. In 2017 the site improvement target will be to increase all NAPLAN results by 10% across all year levels.

Pass rates in school grades have remained steady in 2016. Improvement strategies for 2017 will focus on continuing teacher professional learning in moderation and benchmarking.

The improved access to agreed data sets has led to the analysis of student achievement. This will continue to inform intentional teaching practices in 2017 through a PLC focus on differentiation, moderation and task design.

R-12 Culture

100 % of staff participated in Performance Development and Appraisal processes in 2016. The focus for 2017 will be to incorporate classroom observations and student feedback in order to strengthen teacher self analysis and build capacity.

Whole school protocols, policies and processes developed as part of the R-12 amalgamation are in the initial stages of review and will continue in 2017.

The use of DayMap has increased and improved whole school communication for students, parents and staff. In response to staff feedback, we will focus on improved communication and collaboration with staff in relation to change processes.

Student leadership opportunities are taken up by a small number of committed students R-12, in particular our Year 6 and Year 12 Captains are highly visible in representing and leading the college values. 2017 will focus on developing an authentic student voice that is representative of our diverse cohort and reflects graduate qualities.

Student Support Services

A Personal and Global Learning Program has been established and implemented R-12 incorporating the Child Protection Curriculum and the General Capabilities from the Australian Curriculum. 2017 will review the program to ensure that it explicitly addresses persistence, resilience and positive psychology for student wellbeing.

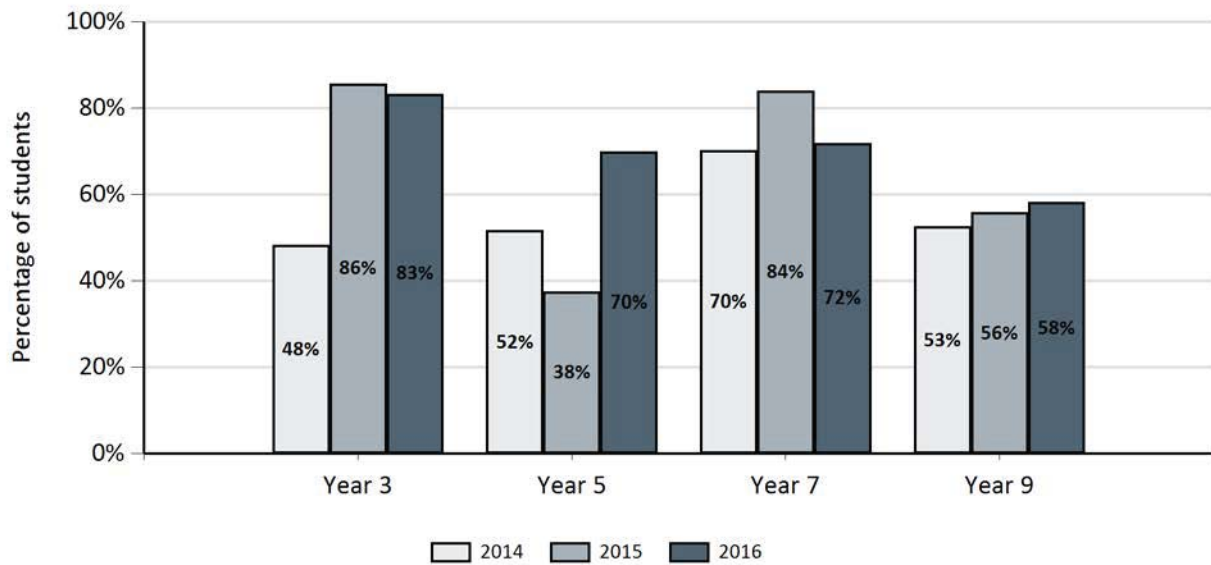
A comprehensive transition program for Reception students has resulted in a seamless transition for their learning from preschool. The success of this program will be used in guiding the principles for students transitioning into the college at other year levels.

Performance Summary

NAPLAN Proficiency

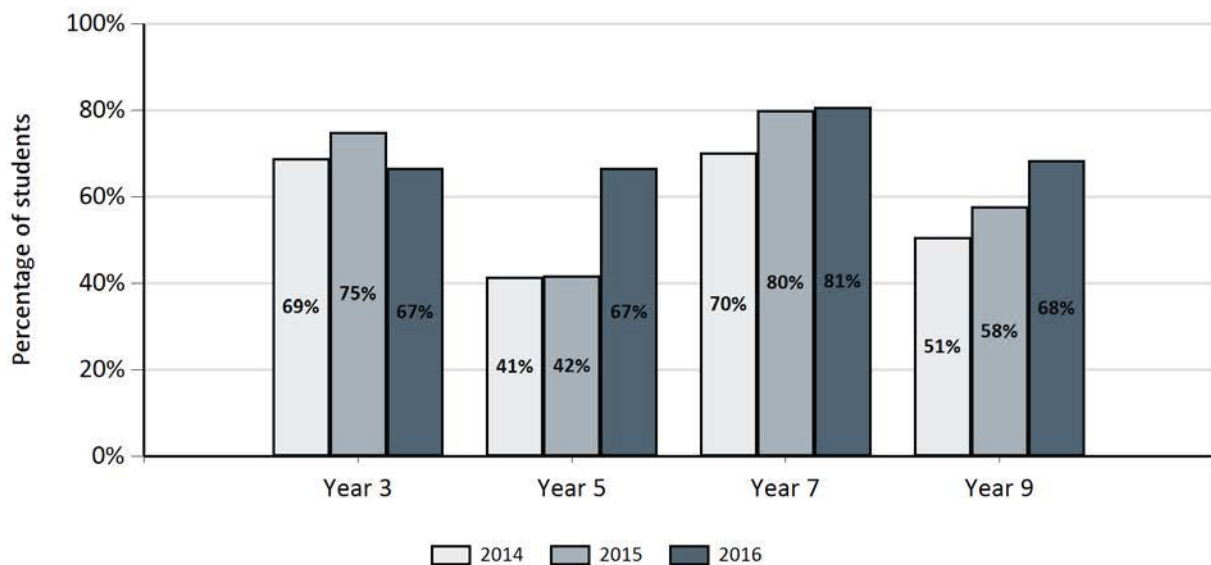
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN Progress

The data below represents the growth of students from 2014 to 2016 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Lower progress group	14%	31%	29%	25%
Middle progress group	62%	53%	54%	50%
Upper progress group	24%	16%	17%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Lower progress group	45%	19%	24%	25%
Middle progress group	32%	64%	54%	50%
Upper progress group	23%	17%	23%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

NAPLAN Upper Two Bands Achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2016	24	24	6	3	25%	13%
Year 3 2014-16 Average	27.0	27.0	6.3	5.0	23%	19%
Year 5 2016	30	30	7	3	23%	10%
Year 5 2014-16 Average	27.7	27.7	3.3	2.7	12%	10%
Year 7 2016	57	57	9	12	16%	21%
Year 7 2014-16 Average	48.0	48.0	10.3	7.3	22%	15%
Year 9 2016	146	146	20	17	14%	12%
Year 9 2014-16 Average	149.7	149.7	20.3	12.3	14%	8%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

**NOTE: Percentages have been rounded off to the nearest whole number.

South Australian Certificate of Education - SACE

SACE Stage 2 Grades – Percentage of grades that are C- or above for attempted SACE subjects (SEA).

2014	2015	2016
87%	93%	89%

Data Source: SACE Schools Data reports, extracted January 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

SACE Stage 2 Grade distribution

Grade	2014	2015	2016
A+	0%	0%	1%
A	4%	4%	2%
A-	6%	8%	8%
B+	9%	9%	7%
B	12%	14%	13%
B-	11%	14%	13%
C+	15%	17%	16%
C	19%	15%	19%
C-	12%	12%	10%
D+	6%	4%	5%
D	3%	1%	3%
D-	1%	1%	1%
E+	1%	1%	1%
E	1%	0%	0%
E-	1%	0%	1%
N	0%	0%	0%

Data Source: SACE Schools Data reports, extracted January 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE that year.

2014	2015	2016
87%	90%	79%

Data Source: SACE Schools Data reports, extracted January 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2014	2015	2016
Percentage of year 12 students undertaking vocational training or trade training	24%	11%	13%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification		27%	25%

School Performance Comment

Achievement

SACE Completion Rate in 2016 decreased to 79%. However, seven students were identified as not completing their SACE, due to D grades in Research Project. These students will be supported over the holidays in order to resubmit the sections failed. This will have a positive effect on our SACE completion rate. If these seven students are successful, the SACE completion rate will rise to 85%. This is still a decrease on 2015, so further work will be required to track and monitor students in 2017. There has also been a decrease in our pass rates: next year students for conversion to Community Studies B will be identified earlier. However, we were pleased that there was an increase in A+ grades: two students achieved Merits and two others achieved A+.

Data for the 2016 Campbell Partnership Review indicates improvement in NAPLAN Reading for Years 3, 5 and 7 and in Numeracy for Years 5, 7 and 9. Our lower progress groups in 5-7 and 7-9 in reading is above the state average. Literacy tutorials are in place R-8 with the aim to provide intervention and stretch for all students. Literacy tutorials will be extended to include year 9 in 2017. The 45% of students in the lower progress group in years 3-5 for numeracy are of concern. Through the Campbell Partnership the improvement of numeracy scores will be a focus for all sites in 2017. Students in the upper bands have been identified in preparation for tracking and monitoring in 2017. Data for newly enrolled students is now readily available to further assist staff to intervene and support.

Pass rates: R-6 increased 1%, 7-9 decreased by 2%, 10-12 decreased by 3%. (Term 3 data, 2015 vs 2016)

Focus for 2017:

- * working to improve pass rates by continuing the focus on classroom pedagogy and differentiation
- * introducing a focus on social and emotional resilience and perseverance

Percentage of 'A' grades: R-6 increased by 2%, 7-9 decreased by 9%, 10-12 decreased by 2%. (Term 3 data, 2015 vs 2016)

Focus for 2017:

- * feedback to students to empower them in their learning.
- * making meaningful connections to learning, by engaging students in learning design

Learning Plans ('one plan') exist for all identified cohorts (SWD, ATSI, Students in Care), with clearly identified processes and personnel responsible. Learning plans are working documents providing a framework for student support and learning.

Pass rate for Aboriginal students is 70% (compared with 86%, T3 2016) for whole school. However, the number of Aboriginal students is relatively small, so a small number of under-performing students skews the data.

Running Records are at or above the state level in years 1 and 2 which is consistent with previous years and the college will continue to focus explicit teaching of literacy in 2017.

Attendance

Year level	2014	2015	2016
Reception	84.5%	90.3%	88.9%
Year 01	89.9%	88.6%	91.9%
Year 02	91.4%	91.5%	91.2%
Year 03	87.4%	92.5%	91.4%
Year 04	93.5%	93.1%	91.9%
Year 05	91.0%	90.8%	91.2%
Year 06	92.8%	92.1%	90.2%
Year 07	89.5%	91.4%	91.2%
Year 08	89.7%	90.1%	90.5%
Year 09	87.3%	87.2%	88.9%
Year 10	86.4%	87.6%	88.6%
Year 11	87.1%	87.7%	88.0%
Year 12	87.3%	87.7%	86.4%
Secondary Other			50.0%
Total	88.0%	88.8%	89.0%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

Note: A blank cell indicates there were no students enrolled.

Attendance Comment

A specific focus on addressing our attendance rates has seen clearly defined procedures put in place to follow up absences, specifically addressing the role of Home Group Teachers, Years Coordinators and SSOs. The follow up of unexplained absences has continued to be a priority.

Non-attendance is followed up individually -

- Meetings with families
- Attendance Letters sent home ('Under the Age' or 'Over the Age')
- Referral to Attendance Officer
- Referral to International Program Manager if student marked as "INT" on Daymap
- Termination letters ('Over the Age')

Behaviour Management Comment

A rise in expectations of our students in the classroom has seen an increase in consequences for students not demonstrating our college values. The Sit Out room has changed to a Focused Learning Centre to create an emphasis on reconnecting with learning and positive behaviours rather than "behaviour management". An ongoing concern is the number of students involved in bullying incidences, both inside and outside of school. A continued education program through PGL and year levels will support appropriate respectful behaviours amongst students at the college. Programs will include aspects of SAPOL presentations, Brainstorm Productions, the Child Protection Curriculum and positive psychology practices.

Client Opinion Summary

Client Opinion was collected online through the use of the School Survey tool, supported by the Australian Government Department of Education. Three groups were emailed surveys: students (Yr3 - 11), parents and staff. The response rate was higher than last year, with nearly 10% of parents, 65% of staff and approximately 25% of students responding.

The statement which received the highest positive agreement from all three groups was that "Teachers expect students to do their best". Our school values of Learning, Respect and Excellence are reinforced throughout the school and students were part of deciding these in 2012, and are all aware of them. Another statement with high positive agreement was "My child feels safe at school". Both of these statements were also rated highly in 2015.

The highest disagree responses in 2016 were once again, as in 2015, for "Student behaviour is well managed at my school", with nearly 40% of students disagreeing, however 37% neither agreed nor disagreed, and 20% agreed. This indicates that behaviour management varies between classes and extra support may need to be put in place for teachers new to the school and relief teachers. We have established a set of Learning Expectations for classes and the Student Leadership Group has developed a Code of Conduct for all students, staff and parents, to be distributed throughout the college.

Staff disagreement was highest with "This school is well maintained", with a disagree proportion of 36% for this question, 7% more than 2015. Strategies to encourage joint responsibility of care of the school environment by staff, students and the community will be established in 2017.

In response to the CIS recommendation that "The college continues to extend and develop additional opportunities within the curriculum for students to gain global citizenship skills", it was decided to establish base line data with students' Intercultural Understanding, a capability as identified in the Australian Curriculum. A question was added to the student surveys in 2014, 2015 and asked again this year.

These results showed nearly 90% of students agreed that "My school gives me the opportunity to develop Intercultural Understanding", which is a 25% increase on 2015, confirming that students are having more opportunities to focus on global citizenship skills through learning areas and extra-curricular opportunities such as the buddy system, overseas tours and Skype sessions with overseas students.

Intended Destination

Leave Reason	School	
	Number	%
Employment	17	5.7%
Interstate/Overseas	67	22.6%
Other	0	0.4%
Seeking Employment	8	2.7%
Tertiary/TAFE/Training	73	24.7%
Transfer to Non-Govt School	12	4.1%
Transfer to SA Govt School	66	22.3%
Unknown	53	17.9%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

At Charles Campbell College there are multiple systems in place to ensure all staff on site are appropriately cleared to work with children. Our Executive Secretary maintains a database so that there is a person with responsibility for ensuring completion, with oversight from the Assistant Principal – Human Resources. This database also includes Hourly Paid Instructors, volunteers and other staff who have regular periods of time at CCC. The Business Manager monitors DECD systems to ensure all contractors on site have relevant history screening.

Teacher Qualifications and Workforce Composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	154
Post Graduate Qualifications	55

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	74.7	1.0	20.0
Persons	0	87	1	22

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	11,775,181.13
Grants: Commonwealth	0
Parent Contributions	603,470.38
Fund Raising	6,017
Other	177,398.35

Data Source: Data Source: Education Department School Administration System (EDSAS).

2016 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
	Improved Behaviour Management and Engagement	<ul style="list-style-type: none"> * FLO funding used to re-engage students in learning, through off-site programs * Primary counsellor funding is supplemented to make 1.0 Coordinator position for Years R-6 	* Capacity of student ability to self regulate is increased
Targeted Funding for Individual Students	Improved Outcomes for Students with an Additional Language or Dialect	<ul style="list-style-type: none"> * EAL classes at Years 8-12 * EAL support teacher at R-6 * Literacy Tutorials for Years R-8 	* Progress tracked and monitored; teachers differentiation to cater for needs
	Improved Outcomes for Students with Disabilities	<ul style="list-style-type: none"> * Years 8-11: Literacy & Numeracy classes * Years 8-12: Essential Studies classes to support learning * SWD support teacher for Years R-7 	* Progress tracked and monitored; teachers differentiation to cater for needs
Targeted Funding for Groups of Students	Improved Outcomes for <ul style="list-style-type: none"> - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Employment of a teacher responsible for the development of the One Plan for students and consultation and implementation of those plans. <ul style="list-style-type: none"> * AET funding is supplemented to make a 1.0 Student Counsellor position * ACEO supports student wellbeing through liaison with families * APAS funding is used to support student learning through tutors <ul style="list-style-type: none"> * Primary Australian Curriculum Strategy funding used to release teachers to engage with Professional Learning in Mathematics and Numeracy with Partnership schools and CPAC. Work specifically focused on Achievement Standards, task design, and developing a portfolio of evidence for moderation. 	* Progress tracked and monitored; teachers differentiation to cater for needs
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives	N/A	
Other Discretionary Funding	Better Schools Funding	* Improvement-for-all-intervention Strategy was implemented, through Literacy Tutorials at Years R-8.	* Progress tracked and monitored; teachers differentiation to cater for needs
	Specialist School Reporting (as required)	N/A	
	Improved Outcomes for Gifted Students	N/A	
	Primary School Counsellor (if applicable)	See above	