

Charles Campbell College

2018 annual report to the school community



Government
of South Australia
Department for Education

Charles Campbell College Number: 1028

Partnership: Campbell

Name of school principal:

Connie Soltysiak

Name of governing council chair:

Georgina Warren

Date of endorsement:

21/02/2019

School context and highlights

Charles Campbell College delivers high quality education to students from Reception to Year 12. In 2018, there were 1155 students enrolled at the College, including over 100 International students. Charles Campbell College is situated in the north-eastern suburbs of Adelaide, and our students are enrolled from around Adelaide and through the International Program. The College is a member of the Council of International Schools (CIS).

Whole school highlights in 2018 included:

- a range of additional Vocational Education and Training Certificate III courses were offered within the College, including Game Programming, Dance and Sport and Recreation.
- Positive Education was explicitly taught within Personal and Global Learning (PGL) lessons with a focus on a Growth Mindset, Gratitude, Kindness and Character Strengths.
- continued development of parent-student-college communications via Daymap, strengthened awareness of learning and accountability by students including using online reporting and ongoing assessment.
- Professional Learning Communities focused on three of the Australian Curriculum capabilities - Literacy, Numeracy and Critical and Creative Thinking, providing opportunities for staff to focus on specific teaching pedagogies. Literacy tutorials, problem based numeracy and project based learning were aligned with the respective capabilities.
- presentations of Learning enabled students within R-10 to share their learning journey and thinking with family and teachers.
- our partnership with Professor Yong Zhao in an Entrepreneurial Thinking conference. Student leaders emerged from this conference with a passion for social entrepreneurship, resulting in the school adopting more sustainable practices.
- students and staff identified areas of interest and formed clubs in a range of extra curricula activities including Lego League, War on Waste, Debating, Student News, Italian, Chinese and Gaming.

Student highlights included:

- students received merit awards in the SACE subjects of Biology and Business Studies.
- our College became the F1 in Schools State Champions and will compete in the National Championships in 2019.
- for the fourth year in a row, we had a student selected to perform at the Adelaide Cabaret Festival in the Class of Cabaret.
- a Year 10 student who was a National History Challenge State Finalist.
- a Year 12 student who was selected as a finalist for the Cochlear Aurora Photo Contest.

Governing council report

2018 has been a great year, which saw our School Council evolving to a Governing Council. Following considerable discussion we received an overwhelming response to move forward with a Governing Council; this was ratified by the Minister for Education, John Gardner on 25 October, 2018. This will increase the shared responsibility between the Principal and the Governing Council to help set and monitor the direction of the school. A very exciting prospect for all!

In 2018, we:

- reviewed our school's purpose to focus on developing every child and young person to reach their full potential ... every student matters
- approved increases to the M&S fees following polling of our community
- approved the Finance Advisory Committee budget for 2018 and reflected on the 2017 audit findings
- studied feedback received from parents and the community and discussed ways of improving communication with the school
- heard from school leaders about initiatives in curriculum areas such as literacy, numeracy and STEAM / STEM
- reflected on data to monitor students' learning outcomes and how we can stretch our students to reach their full potential
- learnt about our actions on Positive Education, to develop student character strengths, kindness and gratitude

OSCH remains a profitable venture for the school. We were sad to farewell our OSCH Director, Helen Rodley, who retired at the end of 2017; with her fortitude and determination, OSCH was transformed into what it is today.

We heard student voice at Council this year, with student leaders presenting about recycling and rubbish reduction at the College. Students are realising their voice and how they can impact the world they live in. We hope their voice will continue into the new year. How inspiring!

We would like to formally thank Linda Szewczuk for her years of service on the Charles Campbell College Council. She has been a teacher representative from the very beginning and has seen our transition to an R-12 school.

We would also like to extend our thanks to Principals, Sue George-Duif and Connie Soltysiak, for their commitment to the school and the Council. Using their extensive leadership skills, they helped move our school forward to where we are today.

We welcome Kevin O'Neil as our new Principal and look forward to working towards our collective goal of strengthening our community through connection.

"Alone we can do so little; together we can do so much" – Helen Keller

Improvement planning and outcomes

The College's Site Improvement Plan (SIP) identified the areas of focus and targets for improvement in Learning Design, Assessment and Moderation (LDAM), intentional teaching of literacy and numeracy, differentiation, and raising higher-band achievement. Further refinement of the Plan to comply with new departmental expectations was completed in Term 4, 2018. The Plan and its refinements influenced the direction and focus of our Teaching and Learning Teams, Professional Learning Teams (PLC) and curriculum development initiatives.

The Teaching and Learning PLCs continued their focus on developing pedagogy and curriculum around the capabilities of Literacy, Numeracy and Critical and Creative Thinking. Framed by Project-based Learning, students demonstrated their growth via a Presentation of Learning and Assessment (POLA) to parents and staff.

The College reviewed its reporting and assessment processes resulting in the move to provide online reporting and ongoing assessment publication. Our focus on using data to inform practice led to improvements in raising achievement standards.

Student agency made contributed to learning and assessment design was a focus in 2018, with the College's participation in an Entrepreneur Thinking program with Professor Yong Zhao and further extension of student leadership opportunities. These collaborations will continue in 2019.

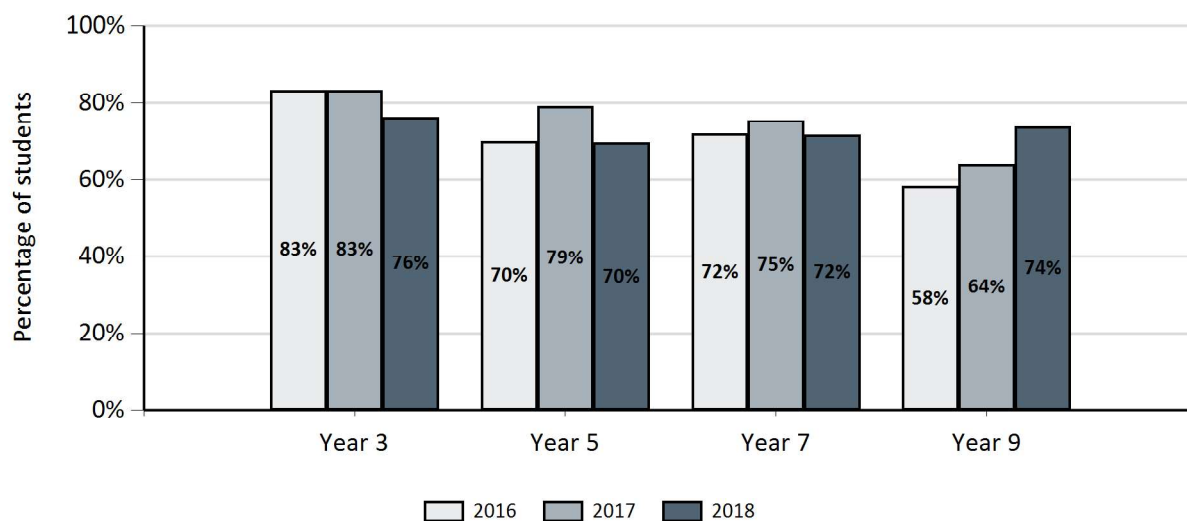
Aspects of positive education continued to be woven through pedagogical practice and curriculum, notably through the Personal Global Learning (PGL) pastoral care program. Through their POLA, students articulated how Growth Mindset, Gratitude and Kindness influenced their perceptions of themselves as learners and how they were able to influence a positive bias in their thinking.

Performance Summary

NAPLAN Proficiency

The Dept. for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

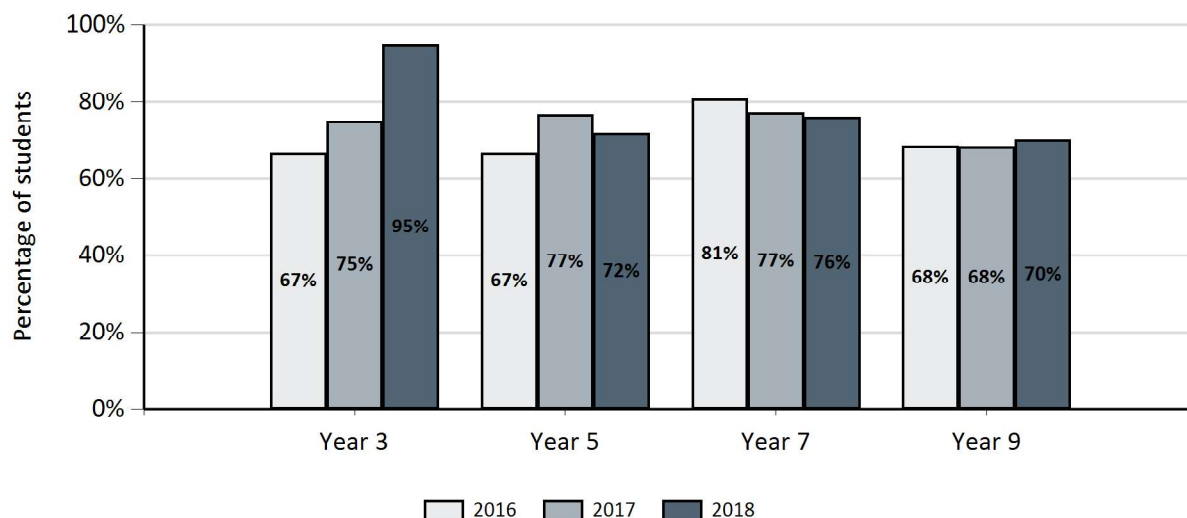
Reading



Data Source: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

*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: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

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NAPLAN progress

The data below represents the growth of students from 2016 to 2018 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)
Upper progress group	11%	28%	29%	25%
Middle progress group	50%	43%	57%	50%
Lower progress group	39%	30%	14%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

*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)
Upper progress group	24%	36%	29%	25%
Middle progress group	39%	49%	51%	50%
Lower progress group	37%	16%	20%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

*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 2018	38	38	19	12	50%	32%
Year 3 2016-18 average	28.7	28.7	11.7	7.7	41%	27%
Year 5 2018	46	46	6	3	13%	7%
Year 5 2016-18 average	39.7	39.7	8.3	3.3	21%	8%
Year 7 2018	67	67	12	16	18%	24%
Year 7 2016-18 average	60.3	60.3	10.3	14.0	17%	23%
Year 9 2018	126	127	21	23	17%	18%
Year 9 2016-18 average	137.0	137.3	19.7	17.3	14%	13%

Data Source: Dept. for Education special extract from NAPLAN SA TAA data holdings, August 2018.

[^]includes absent and withdrawn students.

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

**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)

2015	2016	2017	2018
93%	89%	96%	98%

Data Source: SACE Schools Data reports, extracted February 2018.

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

SACE Stage 2 grade distribution

Grade	2015	2016	2017	2018
A+	0%	1%	0%	1%
A	4%	2%	3%	6%
A-	8%	8%	6%	9%
B+	9%	7%	9%	8%
B	14%	13%	13%	14%
B-	14%	13%	15%	13%
C+	17%	16%	15%	15%
C	15%	19%	25%	22%
C-	13%	10%	10%	9%
D+	4%	5%	2%	2%
D	1%	3%	2%	0%
D-	1%	1%	1%	1%
E+	1%	1%	0%	0%
E	0%	0%	0%	0%
E-	0%	1%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2018.

*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 in October that year

2015	2016	2017	2018
91%	85%	94%	99%

Data Source: SACE Schools Data reports, extracted February 2018.

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

	2015	2016	2017	2018
Percentage of year 12 students undertaking vocational training or trade training	11%	14%	13%	49%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	27%	25%	16%	32%

School performance comment

The College has continued to increase the percentage of students who reach the standard of educational achievement (SEA) in NAPLAN Literacy. The combined percentage in Years 3, 5, 7 and 9 has steadily grown from 55% in 2014 to 73% in 2018. In Year 3, 50 % of students recorded growth in the higher bands and these results correlate with PAT-R data. Learning and assessment tasks continued to focus on intellectual stretch. In Year 9 there was also an increase in percentage of students in higher bands. The professional learning in collaborative Professional Learning Communities (PLC's) using the literacy agreement, targeted use of data to inform our planning of differentiated tasks, internal moderation and formative assessments strategies directly impacted on improvements in Year 9. Professional learning for teachers in How Language Works increased the knowledge and capacity of English teachers to provide explicit teaching in Literacy. In 2018 all students were encouraged to participate in NAPLAN and therefore our participation rate was almost 100%. Results from PAT-R recorded later in the year highlight continuous improvement especially for students who were in the lower bands in NAPLAN.

There was an increase in the number of students in the higher bands Year 3, 7 and Year 9 NAPLAN Numeracy. Year 5 will be an area of focus for 2019 to address students' misconceptions and design learning for students to be more successful in problem solving. The successes in Numeracy reflect the work in Numeracy PLC's, the understanding of the numeracy agreement, formative assessment and internal and external moderation. Many staff accessed targeted professional learning in mathematics, Years 6-9 maths hosted at the school, Thinking Maths, Early Years Inquiry project and the STEM project with a maths focus. All four professional learning programs ran for the year. The common focus of the programs was deepening teachers' understanding of pedagogies that engage, inspire and challenge learners in mathematics. Our PAT-M data showed that students who were at national minimum standard in NAPLAN had demonstrated growth in their learning and understanding by the end of Term 3. This professional learning will support teachers in 2019 to connect mathematics to real world applications, design tasks for intellectual stretch and ensure students can manage non-routine problems.

In 2018, SACE completion improved by 5% with an increase to 99% up from 94% in 2017. In addition, 116 students received their SACE in 2018 compared to 106 in 2017. Stage 2 A- or higher grades increased by 5% on 2017 along with an increase in the number of A+ and merit grades. 97.6 % of all Stage 2 results were at a C- grade or higher which was a slight increase on 2017. Stage 1 Numeracy results at a C- grade or higher increased by 10% on 2017. Research Project completion at Year 11 was again 100%. Stage 1 Literacy and PLP completion results were steady when compared to 2017.

Attendance

Year level	2015	2016	2017	2018
Reception	90.8%	89.0%	93.6%	92.4%
Year 1	88.2%	91.8%	90.4%	93.6%
Year 2	91.4%	91.0%	92.2%	94.9%
Year 3	92.1%	90.6%	91.9%	93.2%
Year 4	92.1%	92.3%	91.9%	90.1%
Year 5	90.1%	91.0%	92.2%	93.0%
Year 6	91.0%	90.0%	92.8%	90.1%
Year 7	91.7%	90.6%	89.6%	92.3%
Primary other				94.3%
Year 8	90.3%	89.0%	90.1%	91.4%
Year 9	87.3%	88.4%	89.3%	90.5%
Year 10	87.4%	87.7%	89.3%	89.4%
Year 11	87.2%	87.7%	87.5%	89.6%
Year 12	87.7%	85.7%	89.9%	87.5%
Secondary other		59.1%		
Total	88.6%	88.4%	89.9%	90.5%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

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

Attendance comment

There has been a continued improvement of 0.6% attendance across the College, a third year of positive trending. This has been underpinned by an attendance procedure review that has instigated systematic attendance reviews and support to Home Group Teachers, Years Coordinators and SSOs. Habitual and chronic non-attendance is followed up with -

- Meetings with families and the development of Learning Improvement Plans
- 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

Behaviour management comment

We expect our students to exemplify our College values - Learning, Respect and Excellence and for learning programs to offer opportunities to meet the needs of all students. We used a 'buddy class' system and have seen a reduction in recorded behavioural incidents. We are trialling a simplified reporting process via Daymap to ensure proactive management of behaviour and effective procedural management of communication between teachers, Year Level teams and home. We have focused on 'respectful behaviours' and embedded positive psychology strategies in curriculum areas and PGL. We have engaged a range of partners to promote appropriate behaviours to students and parents and offered professional opportunities to develop staff capacity.

Client opinion summary

A total of 418 students across Years 4- 9 responded to the DECD Well-being and Engagement survey. The highest percentage of positive, "high" rating, responses were for Happiness 52%, up from 49% in 2017. A pleasing result was an increase in the positive responses for Perseverance, from 63% up to 84%. This is an area which has been addressed through our focus on 'growth mindset' across all year levels and through our Professional Learning Communities for staff PD. The positive responses have increased for School Belonging, up from 67% to 73% and school climate up from 55% to 72%.

Satisfaction with Life showed 21% of students in the low category and while this is 4% less than last year, it is still a significant proportion and we will look at ways to address this through Positive Education and an emphasis on Student Support.

Physical and cyber victimisation continued to be low with only 6% and 5% of students giving a high response, although this is slightly up from 2017. This aligns with surveys from previous years, which indicated that a large majority of students feel safe at this school.

Unfortunately we did not get a significant number of responses, with only 28 parents replying to the survey, but once again they overwhelmingly agreed that "Teachers expect my child to do their best" and that "My child feels safe at this school". Parents supported the statement that their child has "Opportunity to increase Intercultural Understanding", with only 12% disagreeing, confirming that students are provided opportunities to focus on global citizenship skills through learning areas and extra-curricular activities such as the buddy system, overseas tours and Skype sessions.

The staff survey had an 85% response rate and there was high agreement with the parent survey, in that 92% of teachers said that they have high expectations of the students. In line with the student responses about teachers listening to them, 85% of staff believe that students can talk to them about their concerns. Staff agreed with parents about opportunities to develop Intercultural Understanding, with 62% saying this was evident in their classes. Although 48% of staff agreed that they receive useful feedback about their work, 21% disagreed with this statement. We are working to address this through Professional Development in writing individual Performance Development Plans, using the newly developed template, and a more structured and rigorous response from line managers in 2018.

Intended destination

Leave Reason	School	
	Number	%
Employment	4	1.2%
Interstate/Overseas	75	22.7%
Other	2	0.6%
Seeking Employment	0	NA
Tertiary/TAFE/Training	5	1.5%
Transfer to Non-Govt School	22	6.7%
Transfer to SA Govt School	72	21.8%
Unknown	150	45.5%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2018.

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 includes hourly paid instructors, volunteers, homestay families for visiting international students and other staff who have regular periods of time at the College. The Business Manager ensures that 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	166
Post Graduate Qualifications	68

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

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	77.0	1.0	19.3
Persons	0	84	1	23

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

Financial statement

Funding Source	Amount
Grants: State	\$12,132,836.29
Grants: Commonwealth	\$4,027.27
Parent Contributions	\$794,003.86
Fund Raising	\$2,842.40
Other	\$1,516,941.19

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

2018 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 2018 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved behaviour management and engagement	SSO and teachers (RAAP) funding used to develop children's capacity to self-regulate behaviours.	Increase in number of students above or at SEA.
	Improved outcomes for students with an additional language or dialect	Teachers provide explicit language development in additional language or dialect classes.	Increase in number of students above or at SEA.
	Improved outcomes for students with disabilities	SSO support to scaffold tasks in class time and work on skill development (e.g. time management) to help access curriculum.	Increase in number of students above or at SEA.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> rural and isolated students Aboriginal students numeracy and literacy including early years support <p>First language maintenance and development</p> <p>Students taking alternative pathways</p> <p>Students with learning difficulties</p> <p>grant</p>	<p>Provided differentiated Numeracy and Literacy support using additional teachers working in small groups as a response to student data and needs.</p> <p>Wider curriculum pathway options allowing students to access areas of interest.</p> <p>Professional Learning for teachers in learning design process, moderation and assessment.</p>	<p>Improvement in NAPLAN results.</p> <p>Improvement in SACE completion.</p> <p>Increased capacity of teachers to implement Australian Curriculum and R-12 moderation.</p>
Program funding for all students	Australian Curriculum		
	Aboriginal languages programs initiatives		
	Better schools funding		
	Specialist school reporting (as required)		
	Improved outcomes for gifted students		
Other discretionary funding	Primary school counsellor (if applicable)		