

SCHOOL CONTEXT STATEMENT

Updated: 22/05/2017

School number: 1028

School name: CHARLES CAMPBELL COLLEGE

School Profile:

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, where 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 broad multi-cultural backgrounds.

We cater for a range of pathways for students including University, Performing Arts, Special Interest Sport (Australian Rules Football and Netball), Automotive Studies, TAFE and employment.

CCC enjoys strong connections in the community for the benefit of our students, ranging from il Nido Children's Centre, to Campbelltown City Council, to Norwood Football Club and Newton Jaguars Netball Club.

Purpose:

We are committed to developing every child and young person to achieve their full potential through high quality education and experiences.

Vision/Commitment:

Charles Campbell College aims to:

- engage all students in diverse, rich and futures oriented learning experiences that foster excellence and a seamless transition to life-long learning and intercultural understanding.
- create a safe and caring environment that uses effective and coordinated services to support the holistic development of all students.
- build an R-12 culture that is focused on improvement and achievement and is characterised by collaborative and positive relationships between staff, learners and the community.

Values:

- Learning (creativity, thinking, independent, challenging, fun & exciting)
- Respect (honesty, caring, friendships, relationships, diversity, compassionate, equity, inclusivity, courteous, community minded, communication, sharing, getting along, manners, listening, helpful, cooperation, acceptance, care of the environment, happy)
- Excellence (committed, integrity, persistent, hard working, organisation, personal best, pride, deadlines)

1. General information

- School Principal name: Ms Sue George-Duif
- Year of opening: 2012
- Postal Address: 3 Campbell Road, Paradise 5075
- Location Address: 3 Campbell Road, Paradise 5075
- Region: Eastern
- Distance from GPO: 11Kms
- Telephone number: 08 8165 4700
- Fax Number: 08 8165 4750
- School website address: www.ccc.sa.edu.au
- School e-mail address: dl.1028.info@schools.sa.edu.au
- Out of School Hours Care (OSHC) service: 0434 016 573

August 2015 FTE Enrolment

Reception	40
Year 1	20
Year 2	34
Year 3	25
Year 4	37
Year 5	36
Year 6	45
Year 7	64
Year 8	137
Year 9	144
Year 10	175
Year 11	175
Year 12	160
TOTAL	1102
Male FTE	580
Female FTE	522
School Card Approvals (Persons)	318
NESB Total (Persons)	268
Aboriginal FTE Enrolment	46
International students	80

Part B

Head of Senior Years – Mr Matt Zviedrans

Head of Middle Years – Ms Mary-Lou Michael

Head of Junior Years – Ms Darine Michael

Assistant Principal – Effective Teaching and Learning: Ms Connie Soltysiak

Assistant Principal – Human Resources: Mr Neil Muggleton

Assistant Principal – International Programs: Ms Valda Aukett

Business Manager – Facilities and Finances: Ms Ibi Kanellos

- Staffing numbers: 115 staff members made up of 76.6 FTE teachers and 85 teachers, 23 SSO and 10 HPI.
- Enrolment trends: CCC has seen a slight decrease in enrolments 2012 – 2015, but since then there has been a slight increase. The international program, after a decrease in number due to international economic factors, has increased and now has 80 students. This increases further throughout the year with short term study abroad students.

Public transport access

Athelstone 578X. Mawson Lakes T501, Highbury 556X, Hope Valley 557X, Circle Line 100 Paradise Interchange is within walking distance or bus 178.

Special Entry Arts Program

Charles Campbell College offers a special entry Performing Arts program for students via an audition for Year 7 students. Private auditions may be conducted for individual or groups of students at different year levels on request. Students in the special entry program pursue studies in a minimum of two areas in Dance, Drama or Music. Aboriginal students with a particular interest and talent in the Arts are supported through the audition process and throughout their secondary education.

Special Entry Elite Sports Program

Charles Campbell College offers a special entry Elite Sports program for students via a trial for Year 7 students. Separate trials may be conducted for individuals or groups of students at different year levels on request. Students in the special entry program pursue studies in either Australian Rules Football or Netball. Students with a particular interest and talent in the Sports are supported through the trial process and throughout their secondary education. The programs are supported by our community partners Norwood Football Club and Newton Jaguars Netball Club.

Academic and Career Success:

Charles Campbell College is well known for the wide range of career pathways, high SACE completion rate and its academic success. Past students continue their studies at universities and TAFE and enter into professional and trade fields as diverse as architecture, pharmacy, medicine, engineering, plumbing, automotive and electrical as well as the Arts, teaching, nursing, construction and many more. The highest ATAR score in 2016 was 97.95 and 22% of students with a University Pathway gained an ATAR in the 80's. Of the 2016 Year 12 cohort, 85% achieved the SACE.

Curriculum

Charles Campbell College implements the Australian Curriculum comprising 8 Learning Areas of Mathematics, Science, English, Society and Environment, Technologies, Health and Physical Education, The Arts and Languages. In 2017 we are using the Australian Curriculum, across years R-10, in all learning areas, and this has been implemented according to the national guidelines.

Co-Curricula

Students are offered a range of co-curricula activities including sports, the arts and student leadership. Participation is encouraged and rewarded.

International Program

CCC has a well established study program for full time fee paying International students. Students study the Intensive Secondary English Course (ISEC) and move into mainstream courses of study once their proficiency in English is achieved. Study Abroad programs involve fee-paying international students, who have some English proficiency, joining mainstream classes for between one term and one year. Short term study tours to CCC and for CCC students to travel overseas provide opportunities for students and their families to gain Intercultural Understanding, from first-hand experience.

Student Support Services

A school leadership team focuses on Student Support Services, identifying relevant issues for each year level to support the wellbeing of all students R – 12. Year Level management teams provide educational programs through the Home Group program 'Personal and Global Learning'. Student Services staff look after daily needs of students, including minor medical issues, late arrival and appointments. Student Counsellors and Transition Brokers support students' personal needs, learning needs and career pathways planning.

Trade School for the Future, School based Apprenticeships

CCC is the lead Trade School for the Future across the Eastern Region. A school based Apprenticeship Broker liaises with CCC and works with industry, students and their families to match up industry partners and apprenticeships.

Trade Training Centre

A state of the art Automotive Trade Training Centre was completed at CCC in 2013. This centre hosts Automotive Vocational Courses to local and regional students.

Industry Pathways Programs

CCC offers Industry Pathway Programs in Allied Health / Community Health.

Vocational Education and Training Program

CCC belongs to the Eastern Area Schools Consortium and hence is able to offer students a wide range of VET courses annually at reasonable cost (such as Engineering, Automotive and Children's Services).

Vision Impaired Unit

Students with vision impairment attend CCC. Staffing is provided through South Australian School for Vision Impairment (SASVI). They attend mainstream classes; receive materials support and specialist staff support.

2. Students (and their welfare)

General characteristics

The college has a very diverse student population. Approximately 32% are from non-English speaking backgrounds with 57 languages and 72 different cultures being represented.

Students at every year level belong to a Home Group of 20 – 29 students and one teacher. These Home Groups belong to a Year Level Team including:

Home Group Teachers, Years Coordinators, Student Counsellors and Heads of Years.

Student Services Officers, also support all students.

Our Student Support Services team comprises of our three Heads of Years, International Assistant Principal, student counsellors and Schools Coordinators, who work collaboratively to ensure practices support continued student wellbeing across the College. Additional staff who belong to the SSS team and who support students at our college include an Aboriginal Community Education Officer, Apprenticeship Broker and a Transition Broker.

Home Group Program and Course Counselling

Throughout the year the Home Group teacher has one lesson a week to work with students and teach the “Personal and Global Learning” (PGL) Program. Aspects of these courses at each year level include personal development and reflection, understanding the social world locally and internationally, anti-bullying and harassment and preparing for career pathways. The Home Group teacher takes daily roll checks, supports students with diary checks for homework, information dissemination and course counselling.

Junior School and Middle School students focus on rights and responsibilities and on the development of positive relationships and resilience. Students in the Senior School are supported by counsellors, teachers and PGL activities which help students explore tertiary study and career options, work experience and driver education. Student success and achievement is celebrated through year level assemblies and year level activities.

The school has an active commitment to Year 7/8 Transition. The Middle Years team works closely with the feeder primary schools. This support is carried into the Year 8 Home Group and year level program with an annual Year 8 Picnic and Camp. At Year 8, the Home Group teacher teaches their class for at least one of their subjects studied throughout the year. This relationship is important and supports the learning achievement of students. In order to continue this support throughout the secondary years, Home Group teachers continue with the same group of students through to Year 12.

CCC Year 7 students are part of the Middle Years and have access to specialist teachers, subjects, resources and facilities and are involved in all middle school events and activities.

Course Counselling is a part of PGL. Subject selection takes place each year during Term 3 for all students in years 7 – 11 and tertiary pathways for year 12 students. Parents, students and teachers are involved in meetings about subject selection and students receive advice from subject teachers regarding best options. The Home Group teacher discusses these options with families and oversees the course selection process. Students are encouraged to make informed decisions about their future learning program.

Student Leadership

CCC has a student leadership program where students representing all year levels R-12 participate. Students are supported to improve their leadership skills through various roles within the college and other leadership opportunities in sporting teams. In the Junior Years children’s voices are developed in a committee structure where students work on areas that matter to them and their community.

Students and staff are currently working on a new model of student leadership to allow for greater opportunities for more students to develop leadership in their areas of interest.

Student Behaviour Management

CCC follows Behaviour Management policies and procedures as outlined by DECD guidelines.

Class Rules

Students will:

- Bring required equipment to class
- Listen to and follow teacher's instructions, always behaving safely
- Do their best work in the completion of set tasks
- Allow other students to do their best work
- Treat people and property with respect and consideration
- Do their best to live by the school values whilst at school, or representing the school

Yard Rules

Students will:

- Listen to and follow teachers' instructions, always behaving safely
- Treat people and property with respect and consideration
- Sit in areas of the yard easily supervised by yard duty teachers
- Sit only on the nearest edges of ovals, leaving the main ovals for sport
- Do their best to live by the school values whilst at school, or representing the school

Use of the Focused Learning Centre

A student can be exited from class or sent to the Focused Learning Centre when they engage in any level of misbehaviour that makes it extremely difficult for teaching and learning to occur. For repeated low or medium level misbehaviour it is expected that teachers will give students explicit warnings.

Senior School students utilise the FLC to complete un-submitted work.

3. Key School Policies

Charles Campbell College was accredited by the Council of International Schools in 2010. As such the school is involved in ongoing self evaluation and improvement strategies. The one year report was submitted to CIS in March 2011. The five year report was completed in 2014 with the added accreditation of the Junior School; making CCC the first state R-12 school with CIS accreditation.

Site Improvement Plan

This guides the school's priorities for development on an annual basis and we have aligned this to

1. Building a whole school culture R – 12

- Whole school protocols, policies and processes – with variations (focus) where appropriate for sub-schools
- Offices and physical spaces developed for sub-schools & learning areas
- HR Plan, roles and responsibilities for all staff (Leadership, Managers and non-teaching staff).
- 100% of staff participates in Performance Development and Appraisal processes in which feedback is a basis of enhancing their skills.

2. Quality Teaching and Learning

- NAPLAN - Increase mean scores by one proficiency band
- PAT Data (Improve literacy numeracy data)
- The pass rate (A, B, C) increases by 5% across the college
- The number of A's increases by 5% across the college.
- SACE Completion increases by 2%
- Participation and completion of VET courses at Stage 1 and 2 increases.
- Number in School Based Apprenticeships increases by 3 students.
- Percentage of Year 12 cohort gaining an ATAR increases by 5%
- Destination data collected and analysed on an annual basis.

3. Student Support Services

- Promotion rates at 100% (i.e. 100% of students with more passes than fails)
- ATSI - Increase attendance by 5%
- Increase attendance to 93% to match regional target.

Staff Handbook

CCC has an electronic staff handbook, accessible through Daymap, enabling easy access to current and relevant applications, information and policies including:

- CCC Leadership Structure and other organisational structures (line management, school teams etc)
- Organisational material (term calendars, phone lists, timetable structure, rosters etc)
- Email/Internet/Learnlink/DayMap access
- Human Resources/Daily Organisation/Staff Absence procedures and forms
- OHS&W & Emergency procedures and forms
- Professional Learning Community and Performance Development
- Finance
- Whole School Policies and Procedures
- Student Behaviour Management
- Student Support Services

Relevant government websites contain other policies and processes for schools.

Learner Management System

Daymap is used by all staff R-12 to record student information for –

- Attendance
- Lesson notes and resources
- Assessment tasks and marks
- Reports
- Homework

Daymap can be accessed by staff, students and parents from home.

Structure

The College operates as an R-12 school, and for student support services purposes has 3 Assistant Principals – Junior (R-6), Middle (7-9) and Senior (10-12).

The Junior Years has a focus on young children as capable learners whose intelligences are nurtured in many different contexts. We view each individual as having learning potential to embrace the complexities of their world. We are enriched by many different cultural groups. Students who have English as an additional language are supported by a specialist teacher in a small group. Approximately 10% of our students have negotiated education plans to address accommodations for differentiating the curriculum. The student support services team monitors the progress of this cohort of children.

Reception children begin school in our Reception learning space which is situated adjacent to Il Nido, a community Birth to 5 childcare and preschool. All our learning spaces are designed to enhance student learning, wellbeing and independence. Refurbished buildings have been completed for years 3-6, providing maximum light, access to kitchen and science facilities, flexible spaces and opportunities for collaboration.

The Middle Years addresses social, emotional and health needs of 11 to 15 year olds, promotes personal and group identity, and builds positive relationships. We establish high standards and promote the pursuit of excellence in all spheres, in line with the Australian Curriculum. We develop independent and collaborative learners who are able to negotiate and make decisions about their learning. We promote active citizenship through engagement with the local and wider community and support global citizenship by promoting and valuing the learning of a second language and the celebration of cultural diversity. Learning is holistic, interactive and integrated across learning areas, with connections to primary and senior school learning, and strategies which build on students' experiences and interests. Learning is delivered and assessed via a range of modes which enhance learning for all.

The Senior Years recognises our students as young adults. They are supported to develop skills in responsibility and autonomy – we encourage them to take ownership of their own learning – and they are encouraged to model the schools values of respect, learning and excellence. Our Senior Years Home Groups are located in the 'A building' along with the Head of Senior Years, Senior School Coordinator and Pathways and SACE coordinator. This creates a very real sense of community, with support for our students literally at their fingertips. Year 11 and 12 students have a flexible timetable with time set aside on Tuesday and Thursday afternoons for private study.

4. Curriculum

Junior Years (R – 6)

Our core focus is on implementing the Australian Curriculum and developing children's capabilities to question, critique, think, work in teams, be creative and self-directed lifelong learners. We have a strong focus on literacy and numeracy, and explicit teaching practices, where specialist teachers work in classes with small groups. Students learn to articulate their own learning and when supporting younger students, use the language of learning. Teachers work closely in small Professional Learning Communities to improve their practice referenced by the Teaching for Effective Learning Framework (TEfL). Assessment is ongoing and uses practices that provoke thinking and enhance individual student learning.

In the Junior Years all children have a specialist Science teacher and in Year 6 have access to the secondary Science laboratories. All students learn in a specialist Arts program covering Visual Arts, Drama, Dance and Music. They have opportunities to perform in whole college events such as the School Production, Fringe Festival and Come Out. Students in the Junior Years have opportunities to learn a musical instrument through the Instrumental Music Service and to join the Primary School Choir. Regular Learning exhibitions are times when parents/carers and families are invited to hear children share their learning at the end of an assessment cycle. Achievement assemblies are held 4 times a year.

As a Reception to Year 12 College, students and their families in the Junior Years have many opportunities and benefits while still retaining their identity as a small primary school. Relationships with families are strengthened as children move through the school. Transition points are seamless as all staff work together on professional learning days, and leadership roles are Reception to Year 12. All our practices are underpinned by our school values of Learning, Respect and Excellence.

Middle Years (7 – 9)

Middle Years students engage in a curriculum which is designed to develop knowledge and skills across all areas of study, whilst developing specific skills of literacy, numeracy and technology. The Australian Curriculum has been fully implemented in the areas of English, Mathematics, Science and History. Within all the Learning Areas our focus has been on the ensuring that the General Capabilities and Cross Curriculum Priorities of the Australian Curriculum and evident, explicit and accessible. Teachers have been working within their Learning Areas to ensure that learning tasks are inclusive and differentiated to cater for all learners.

All CCC Middle Years students study a pattern of subjects from eight Learning Areas. There is opportunity for some choice of subjects within Learning Areas and room for negotiation of learning and assessment within each subject, to meet the individual learning needs of students. The eight Learning Areas are:

- The Arts
- Languages (Chinese & Italian)
- Design and Technology
- Mathematics
- English/English as a Second Language (ESL)
- Science
- Health and Physical Education (HPE)
- Humanities (History & Geography)

Year 7 provides a transition year between the primary and secondary settings. Each Year 7 class has a core teacher and dedicated classroom space, as they would in a primary setting. The core teacher ensures all 8 Learning Areas are taught over the year. In addition, students have the opportunity to experience secondary

aspects of the timetable, by accessing specialist teachers and facilities in areas such as The Arts, Technology, Science, Home Economics and Languages.

Students from outside our enrolment zone are able to apply to join our Selective Entry Arts program at Year 8. Along with their generalist subjects, these students study in all areas of the performing arts: music, dance and drama.

As students enter Year 9, some element of choice is introduced into the curriculum and students are able to choose the type of Technology and Arts they are most interested in and whether they would like to specialise in Physical Education or Home Economics.

Home Work

Success in learning is supported by regular homework. Homework may include completing class work, researching, practising skills, revising or working on an assignment. Homework is recorded on Daymap for both students and parents to access. Some homework can be submitted on line via Daymap. In exceptional situations, where a student is not able to complete their homework on time, parents are asked to explain the reason in a note or email to teachers. Parents assist with homework through encouragement and providing a quiet space. Teachers help by setting clear manageable tasks and giving clear instructions. Students need to develop self discipline and a routine for homework.

Senior Years (10 – 12)

As students move into the Senior Years, they are provided with more opportunities to begin to specialise their studies, based on individual interests and aspirations. Through the Course Counselling process, students are supported in making subject selections that will take advantage of their strengths and guide them towards post-schooling options.

Year 10 students study the compulsory subjects of English, Mathematics, Science, History and Health. They also begin their SACE studies with the compulsory Personal Learning Plan (PLP). All other subjects are dependant on personal choice.

South Australian Certificate of Education (SACE)

The South Australian Certificate of Education (SACE) is a qualification awarded to students who successfully complete their senior secondary education in South Australia (Years 11 and 12). The certificate is based on two stages of achievement: Stage 1 (normally undertaken in Year 11) and Stage 2 (Year 12). Students will be able to study a wide range of subjects and courses as part of the SACE.

Within the SACE, students must successfully complete two units of Stage 1 English (or ESL), one unit of Stage 1 Mathematics, the PLP and Stage 2 Research Project. Students are able to choose from the broad range of Stage 1 and 2 subjects on offer at CCC to complete the remaining requirements of the SACE.

Information and updates about the SACE will be posted on the SACE website at www.sace.sa.edu.au

Vocational Education and Training (VET)

Under the SACE students have the opportunity to undertake VET as part of their studies. VET enables students to gain tertiary, certificate based, qualifications whilst still in school. Students get to explore vocational pathways and tertiary education in a safe school environment. Qualifications gained can act as a bridge for students between school and gaining further qualifications in TAFE, the University sector or in work.

Certificate qualifications are achieved by completing the required number of competencies. Each competency has an allocated number of hours required to successfully achieve it. These nominal hours are added up and transferred into credits for achieving SACE. Seventy nominal hours of VET studies is equivalent to 10 SACE credits.

Each year, senior students at CCC can participate in a range of VET courses which are offered as part of our school's curriculum or through the East Adelaide Schools Cluster (EASC).

At Charles Campbell College we offer:

Certificate I – Automotive

Certificate III – Community Services (Children's Services)

Certificate II – Health Support Services
Certificate III – Allied Health Assistance
Certificate I – Vocational Education (Employment Skills)

Through the East Adelaide Schools Cluster, students have a range of VET options including:

Animal Care	Hospitality
Business	Information Technology
Building Construction	Multimedia
Electrotechnology	Pharmacy
Enterprise & Entrepreneurship	Photography
Entertainment & Theatre Technology	Real Estate
Engineering	Tourism
Fashion Design	Visual Arts
Hair & Beauty	

Assessment and Reporting

At Charles Campbell College we believe assessment should encourage, assist and enhance the learning of all students. Therefore, we provide:

- Assessment activities that are part of a planned program of work with clear assessment tasks, so students know what is to be taught, what is to be assessed and how it will be assessed
- Allowance for individuals within the group
- Allowance for student experimentation before summative assessment
- Credit for what the student can do, highlighting their successes.

Assessment Plans

All Learning Areas R-10 use a common Learning and Assessment Plan to document the teaching that will occur and the various forms and timing of assessment. These Learning and Assessment Plans are available on Daymap to all students and their families. All students studying SACE subjects receive a copy via Daymap of their Assessment Plan for each subject at the beginning of the semester.

Learning and Assessment Plans include:

- Main topics covered in the course and Learning Outcomes (according to the Australian Curriculum)
- The Learning Resources to be accessed
- The Assessment Tasks to be undertaken and the timeline by which these will occur.

Reporting to Parents

Parents receive four formal reports of student progress each year. In Term 1, we invite parents to attend Report Night. Families in the Junior Years meet with the classroom teacher to discuss the learning development of their children. Families in the Middle and Senior Schools collect their child's written report and meet with subject teachers to discuss their child's learning progress. In Term 3, Report Day takes a similar format, but for Middle and Senior School students also incorporates Course Counselling. Written reports are posted home for all students at the end of Terms 2 and 4.

5. Sporting Activities

CCC maintains commitment to sport and personal development as part of the curriculum and the wider education program. Students are actively involved in athletics and aquatics programs, Vista Sport and Knockout competitions in a range of traditional and non - traditional sports. Sports include AFL, netball, soccer, rock climbing and mountain biking.

6. Other Co-Curricular Activities

General Programs are outlined in Section 4 above.

Students have many and varied opportunities to participate in the life of the school. These activities vary from year to year and may include programs involving:

- Student Voice, school and regional

- Outdoor Education
- Camps and Excursions
- Whole School Production (alternate years)
- Dance Productions, Drama, Music Performances
- Lunchtime and after school sport (Vista & Knockout)
- Various academic and sporting competitions
- Study Tour to Japan
- Home Stay and Buddy partners for international study tour students
- Community Service and Involvement
- Chess club
- World Challenge overseas trips alternate years
- Ski trip

Home group and year level celebrations including guest speakers, BBQ's, Picnics and outings.

7. Staff (and their welfare)

Staff profile, numbers vary slightly annually.

87 teaching staff (76.0FTE), 22 SSOs and 6 HPI staff.

Leadership Structure

Principal

The Principal works closely with the School Council and staff to set the directions for future development of the school including the establishment of the new R-12 school, refurbishment of buildings, development of the Trade School for the Future and the Trade Training Centre and the growth of the selective entry Arts program.

The Executive Leadership Team comprises:

The Principal, 6 Senior Leaders (part B) and the Business Manager

The whole school leadership team comprises Coordinators and managers:

13 Coordinators, including:

- 3 Student Counsellors
 - 6 Learning Area Coordinators
 - Vision Support Program Coordinator (employed by SASVI)
 - VET/Pathways/SACE
 - Junior / Middle / Senior Years Coordinators
- Managers for the areas of Instrumental Music, Home Economics, and International (SSO).

Staff support systems

- All teaching staff belong to a Year Level Team and to a Learning Area whilst all support staff belong to the support staff team. Staff work in Learning Areas and in project teams according to their roles. Staff are encouraged to participate in networks and work groups outside the school eg SACE, subject support groups and a number take on leadership roles in subject associations, moderation and other areas related to their work at school.
- CCC has a commitment to developing a Professional Learning Community through performance development for all staff. The professional development for staff occurs through learning area meetings, staff meetings and dedicated PD sessions on Pupil Free Days. Considerable curriculum development connected to the Australian Curriculum and student learning occurred from 2012 - 2014, and teaching staff have been made familiar with the National Professional Standards for Teachers. In 2011 staff were involved in an in depth consideration of Teaching for Effective Learning. Staff continued to apply this learning in 2012 - 2015. The school pursues relevant knowledge and input to ensure staff learning reflects current research and scientific knowledge about teaching and learning.

- Staff participates in regular performance management meetings with their line managers, at which professional development plans are submitted and reviewed.

Staff utilisation policies

- CCC continues its commitment to equitable loads for all staff. The Personnel Advisory Committee (PAC) assists the Principal in the deployment of staff. PAC advises the Principal regarding equitable staff loads and interpretation of policies and allocations of “other duties”. Staff load calculations are transparent and accessible by all staff.

Access to Special Staff

- Staff access advice from the Eastern Regional Office
- The East regional interagency student behaviour management personnel offers considerable support for students and families in need
- SASVI provide CCC with the VI staff, teachers and support staff including specialist staff

8. Incentives, support and award conditions for Staff

- Performance Development Program and Performance Management program
- Staff induction programs for teachers and support staff
- Staff contribute to decision making across the key leadership groups and using the published Decision Making process
- The online Staff Handbook provides ready access to all policies and procedures
- Staff are supported through the Step 9 process
- Staff are encouraged to pursue promotion positions both internally and externally.

9. School Facilities

Buildings and grounds

The College is set on extensive grounds and playing fields (12 hectares). The 17 Buildings on the site include specialist areas such as the Gymnasium, Activity Hall, Drama, Music, Dance, Art, Science, Home Economics and Technical Studies.

Recent building developments include BER library and science centres, Trade School for the Future building, and Eastern Area Trade Training Centre – Automotive Facility.

Building works commenced in 2013 to refurbish and modernise the Senior Primary unit and the main Administration building. This building houses a new R – 12 Library, Student Services Hub and central staff facilities, including meeting rooms, and is now fully operational.

The refurbishment of the 2 storey Middle School building – including improved disability access, and the relocation of Senior Years administration areas. These works are Education Works funded project to support the transition to one R – 12 campus.

All students R – 12 have access to these specialist facilities.

All areas of the school have heating and ventilation.

Future works will bring the entire College to the benchmark set by the Education Works project over the next 3 to 5 years.

Other Facilities:

- Outsourced Canteen operated by Rory’s Canteen Management
- Out of School Hours Care service
- Staff hub and tea room in 7 – 12 Campus, plus Learning Area offices.
- 20 seater mini bus
- Wireless IT network throughout the college
- Staff office space is provided with access to IT programs. Each staff member is issued with a personal laptop for school use
- Access for staff and students with disabilities

- Staff and students mobility needs are catered for with a lift in the three storey building, two storey building and accommodations are made where required.
- We plan and implement cyclical maintenance program that includes urgent and minor works and an annual safety/risk management audit. We develop and maintain grounds maintenance schedule, maintain school's asset management system and maintain assets priority schedule.

Specialist facilities

- Information Technology facilities including 6 computer rooms including media suites.
- Refurbishment of Performing Arts Centre (PAC) 2017

10. School Operations

School Ethos

Parents and staff have met and determined the following issues to be essential features of leadership in this school.

The maintenance and continual development of:

- the promotion of a school vision which is clearly articulated by staff, students, parents and the community.
- a strong student behaviour management policy which is demonstrated and modelled by active personal involvement within the process.
- a commitment to improving learning outcomes for all students from Reception to 12
- a firm commitment to the support of teaching staff in all aspects of their professional lives with a particular emphasis on training and development.
- the participation of all staff members, teachers and school service officers, in performance management as an essential aspect of their personal and professional development.
- a strict school uniform which reflects the pride with which students regard their school and the support given to it by the school community.
- the emphasis in the curriculum on explicit teaching methodology including the issuing of assessment plans by each learning area to all students.
- the close working relationship with parents and students in all aspects of school life.

Decision making structures

Committees include:

- Executive Leadership Team, Whole school Leadership team, Teaching and Learning Leadership team, Technology, Environment and Resources Leadership Team, Student Wellbeing Team, Staff, Professional Development team, Facilities, Finance, Uniform, School Council.
- Student Leadership Group contribute ideas and responses to school issues.
- Regular publications: School Newsletter, website, curriculum handbooks, staff handbook, CCC Facebook page.
- Other communication: Letters home regarding specific issues and events
- School financial position: Managed by the Finance Advisory Committee and audited annually

11. Local Community

General characteristics

The Charles Campbell College wider community comprises a diverse range of people including; staff, students, parents, care-givers, members of the local business sector, district organisations and local residents.

In providing the highest quality education which meets the needs of students, Charles Campbell College relies on close partnerships with community members to:

- support school rules, codes of practice, programs and decisions made by the school
- provide access for students to local resources which enhance their learning experiences
- provide support for school activities
- obtain appropriate feedback and advice on school programs

Wherever access is obtained to community resources, CCC will ensure that:

- all members of the community are welcomed at the school and treated with respect,

- demands placed on resources are not excessive.
- rights of community members will be respected and confidentiality guaranteed
- appropriate protocols are established

CCC will keep the community informed of its activities and achievements through:

- the school newsletter – available on website
- school Facebook page
- regular communication through press releases to the local media, businesses and other organisations
- holding regular meetings with parents, parent club and school council
- publishing school council annual reports on the school performance in terms of the school charter
- encouraging an 'open door' approach to the community and establishing clear points of contact with the school
- developing appropriate 'open day' and 'presentation night' programs Charles Campbell College will obtain the community's views on its performance by:
- seeking and including community responses in the evaluation of school goals and programs by way of appropriate opinion surveys

Parent and community involvement

- Formal involvement is through school council and committees such as Arts.
- Informal involvement through – acquaintance night, information meetings, parent student teacher interviews, career planning meetings
- Individual family meetings are arranged on a needs basis
- The Arts and sporting events are widely supported by the whole school and local community
- Volunteers support through the Home Stay program, Work experience and traineeship programs
- Formal partnerships with industry partners support the schools activities and curriculum
- Local businesses are very generous with donations for fundraising and events

Feeder schools

- Students come from over 35 feeder schools

Other local care and educational facilities

- il nido children's centre

Shopping facilities

- Newton shopping village - across the road from the school

Local Government body

- Campbelltown City Council

12. Further Comments

International Program:

Charles Campbell College provides for International Students a study program which meets individual needs. Fees are paid to International Education Services and cover administration costs as well as enrolment at CCC. Students need to bring their own wifi capable laptop.

Charles Campbell College (CCC) provides:

- Access to wide curriculum including SACE subject English as a Second Language at Years 11 & 12
- A standard stationery pack for each school year of enrolment
- A personalized induction and orientation program, including course and career counselling
- A student identification card
- Access to the school intranet and internet, through wireless broadband.
- A meeting once a term with the Assistant Principal and daily meeting with the home group teacher for support, social integration, course and career counselling.
- English language support for students who have identified English language difficulties.
- Additional tutoring as required.
- The loan of equipment and text books as necessary to meet student needs
- Additional assessment and reporting documentation as required.
- Regular review of academic and social progress.

Home Stay:

All students who study at CCC are accommodated in home stay arrangements approved and managed by International Education Services.

Enrolment Procedures include:

- Passport / visa (e-visa)
- Home stay details
- Enrolment form
- Uniform purchase
- Review of previous school reports
- Letter of offer

Visa Conditions apply for all international students