



2023 Annual Report to the Community

Charles Campbell College

Charles Campbell College number: 1028

Partnership: Campbell



School Principal:

Mr. Kevin O'Neil

Date of endorsement:

18/03/2024



Government
of South Australia
Department for Education

Context Statement

Charles Campbell College caters for students from Reception to Year 12. At the time of this report, the enrolment in 2023 is 1282. Charles Campbell College is classified as Category 5 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 4% Aboriginal students, 13% students with disabilities, 13% students with English as an additional language or dialect (EALD) funded background, 1% children/young people in care. Further information about the school is available on the school's website, including its context statement.

The College community is committed to developing every child and young person to achieve their full potential through a high quality and holistic education. We engage all of our students in diverse, futures focused learning experiences that enable them to create their own future, and to build their capacity to engage as global citizens.

Charles Campbell College enjoys the strong support of its Parents and Friends Community which is actively involved in school events and activities, including environmental projects, breakfast clubs, Sports Day, Open Night and Harmony Day events, to name a few. The College engages extensively with community organisations, including our local Rotary, Lions and Kiwanis Clubs.

The College continues its strong focus on Student Leadership, Voice and Agency to support enhanced student outcomes and wellbeing; the College appointed more than 70 Prefects and established Rotary Earlyact and Interact Clubs to support students' community service projects. Significant numbers of students are actively engaged in the extensive range of curricular and co-curricular opportunities offered at the College; these include interschool sporting competitions, story writing competitions, dance, drama and music performances, outdoor education camps, Adelaide Fringe appearances and STEM (Science, Technology, Engineering and Mathematics) initiatives, including:

- the Andy Thomas Space Challenge,
- World of Mathematics problem solving activities and
- the Formula 1 in Schools competitions at state, national and international levels.

The F1 in Schools program is a challenging, international STEM initiative that develops students' problem solving and engineering skills; these skills are highly sought after by Australian industry generally, and in defence industries in particular. In September 2023, the College's F1 in School Team, *Propulsion*, finished runner-up in the World Final in Singapore. Charles Campbell College provides opportunities for students to participate in two other high-performance programs: the Performing Arts Academy and the Australian Rules Football Academy.

Governing Council Report

In the eventful year of 2023, Charles Campbell College and its vibrant school community marked numerous achievements and cherished moments. Throughout the year, new faces joined the Governing Council while we bid fond farewells to those who had served diligently, expressing heartfelt gratitude for their invaluable contributions. The outset of the year saw earnest discussions surrounding the student mobile phone policy, a topic of significant importance to parents, teachers, and students alike. The resulting clarity and effectiveness of the policy have fostered enhanced connectivity among students, a development celebrated by all stakeholders.

Furthermore, our Governing Council dedicated time and effort to defining the essence of positive and effective group dynamics within our school community. This endeavour, marked by inclusivity and patience, ensured that every voice was heard and valued. While consensus was not always immediate, our commitment to empathetic listening and the collective welfare of our students remained unwavering. We stand united in our dedication to nurturing every child under our care.

An exploration of the zones of regulation equipped our students with invaluable tools to manage their emotions, promoting a profound sense of well-being within our school community. These discussions ignited collaborative efforts and laid the groundwork for a more engaged learning environment benefiting all students.

The invaluable contributions of our dedicated subcommittees, particularly in guiding school projects and providing insights on matters such as uniform regulations, underscored the collaborative spirit that defines our school community. Additionally, the imminent establishment of an environment committee promises further strides towards sustainability and environmental stewardship in the coming year.

The Parents and Friends Community continued to play a pivotal role in fostering parental engagement and connection, enriching the fabric of our school community with their enthusiastic participation.

Among our proudest achievements was the commendable success of the F1 in Schools team, *Propulsion*, which secured a runner-up position on the global stage. Their exemplary dedication and passion serve as a beacon of inspiration for us all, embodying the spirit of excellence that permeates our school. Moreover, we celebrated numerous academic, STEM, arts, and sporting accomplishments throughout the year, a testament to the collective efforts of our students, dedicated teachers, and supportive families.

We extend heartfelt gratitude to all Governing Council members for their tireless dedication in steering our school towards success. From our esteemed Principal, Kevin O'Neil, to the committed staff and engaged parents, each contribution has been instrumental in shaping our collective journey. Special acknowledgment is also extended to our community supporters, Vincent Tarzia MP and Councillor Anna Leombruno, for their unwavering encouragement.

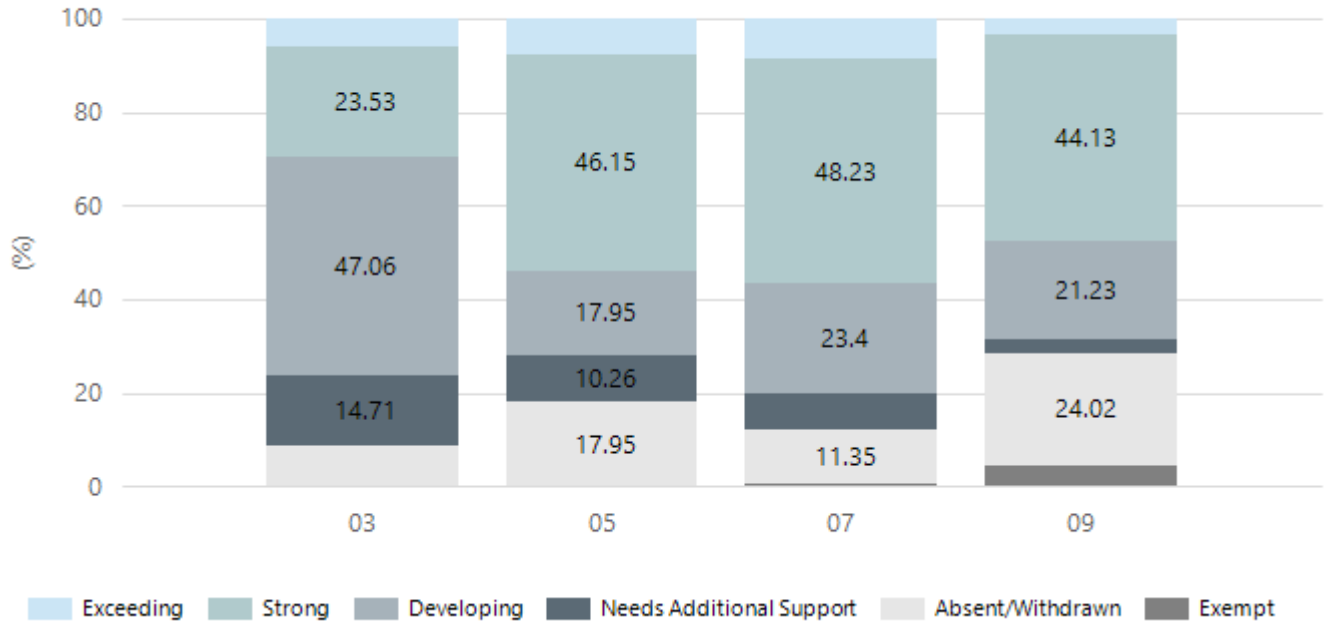
With optimism and a steadfast commitment to excellence, we eagerly anticipate the opportunities and challenges that 2024, will bring. Let us embrace the unknown with open arms, for within it lies the boundless potential for an extraordinary year ahead.

Performance Summary

NAPLAN Proficiency

In 2023, the Australian Curriculum, Assessment and Reporting Authority (ACARA) - a Commonwealth Independent statutory authority - announced changes to NAPLAN performance reporting. This new way of reporting by ACARA that NAPLAN results from 2023 will not be comparable to previous years. The new approach replaces the previous numerical NAPLAN bands and the national minimum standard.

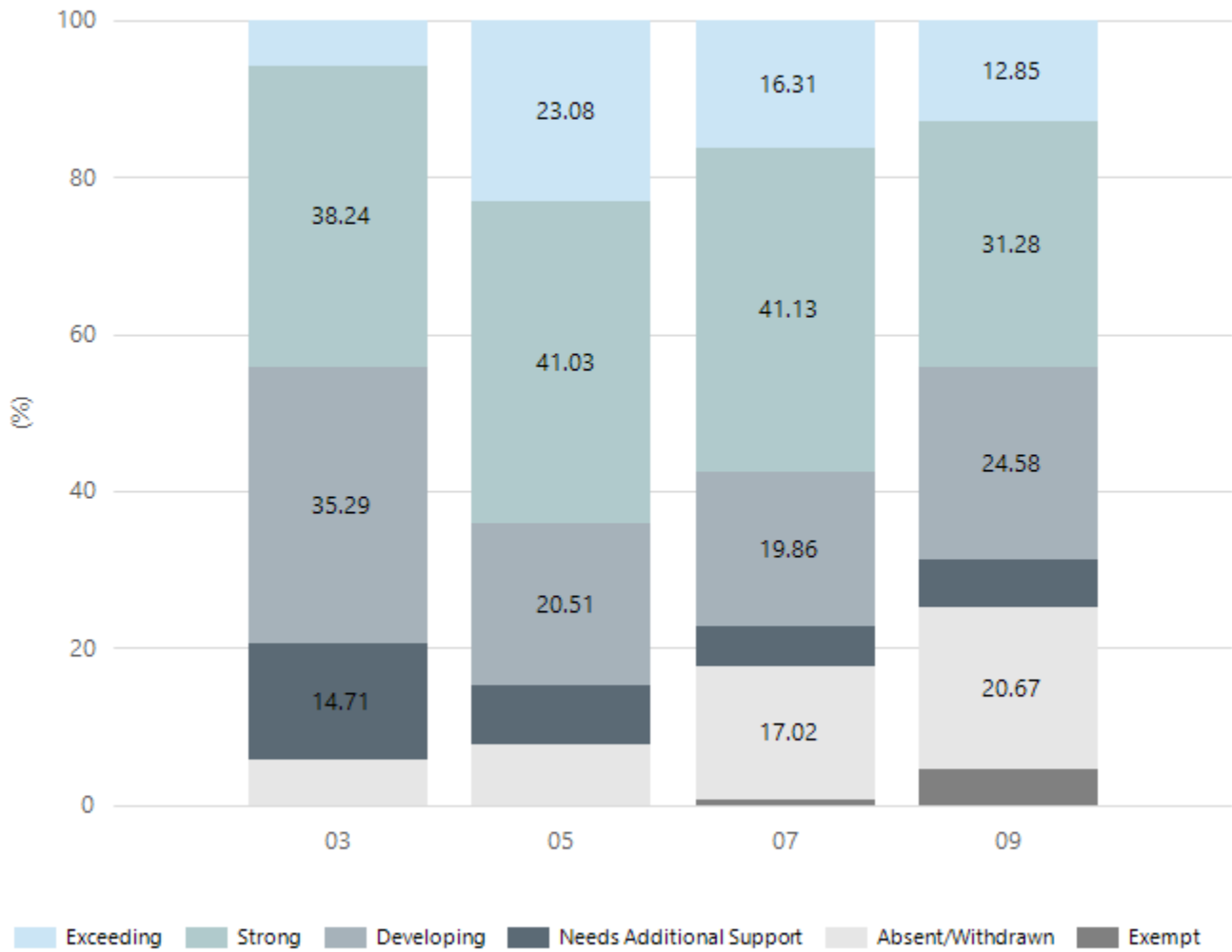
Numeracy



| Year Level | 03 | 05 | 07 | 09 |
|--------------------------|-----------|-----------|------------|------------|
| Exceeding | 2 | 3 | 12 | 6 |
| Strong | 8 | 18 | 68 | 79 |
| Developing | 16 | 7 | 33 | 38 |
| Needs Additional Support | 5 | 4 | 11 | 5 |
| Absent/Withdrawn | 3 | 7 | 16 | 43 |
| Exempt | | | 1 | 8 |
| Total | 34 | 39 | 141 | 179 |

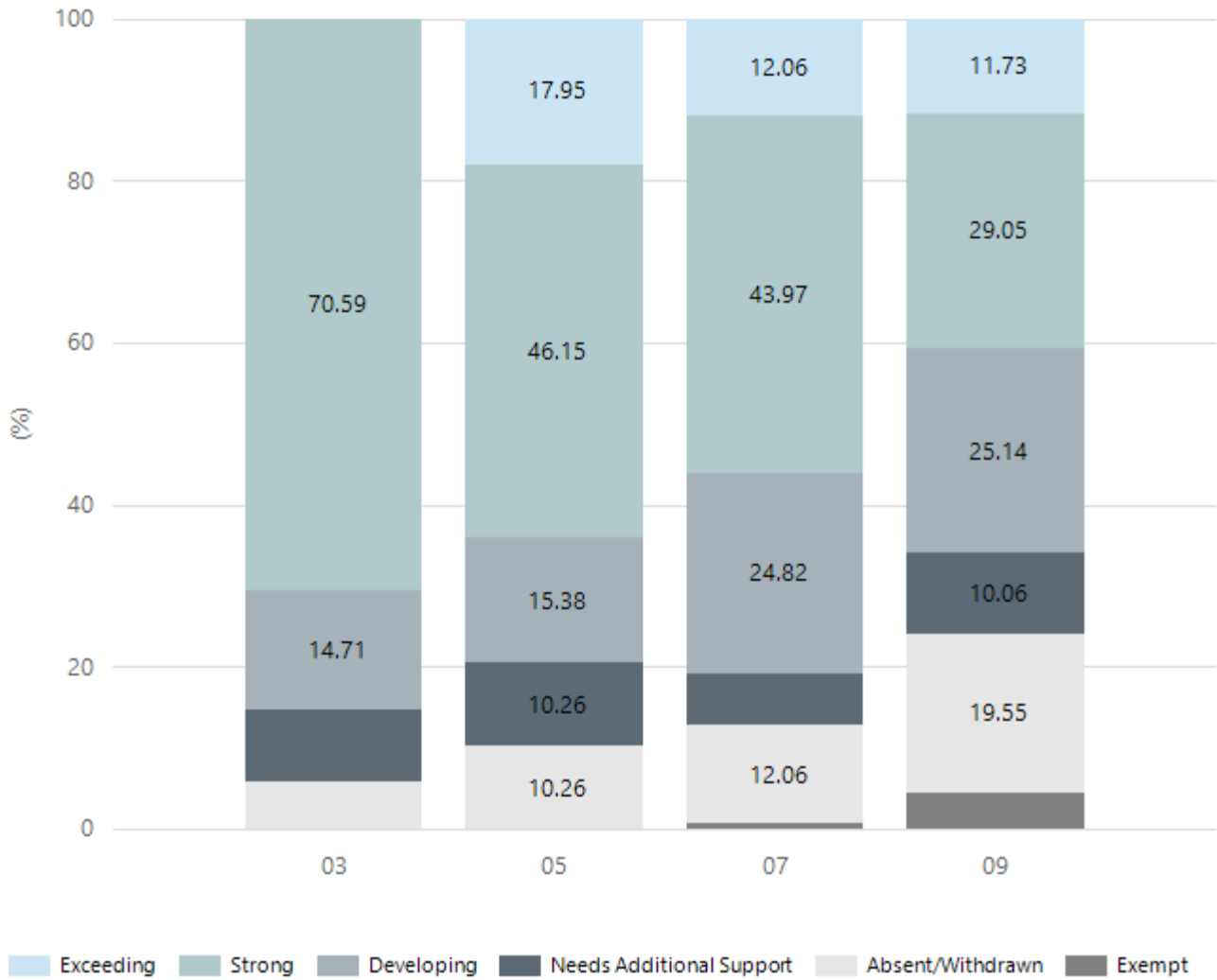
Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

Reading



Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

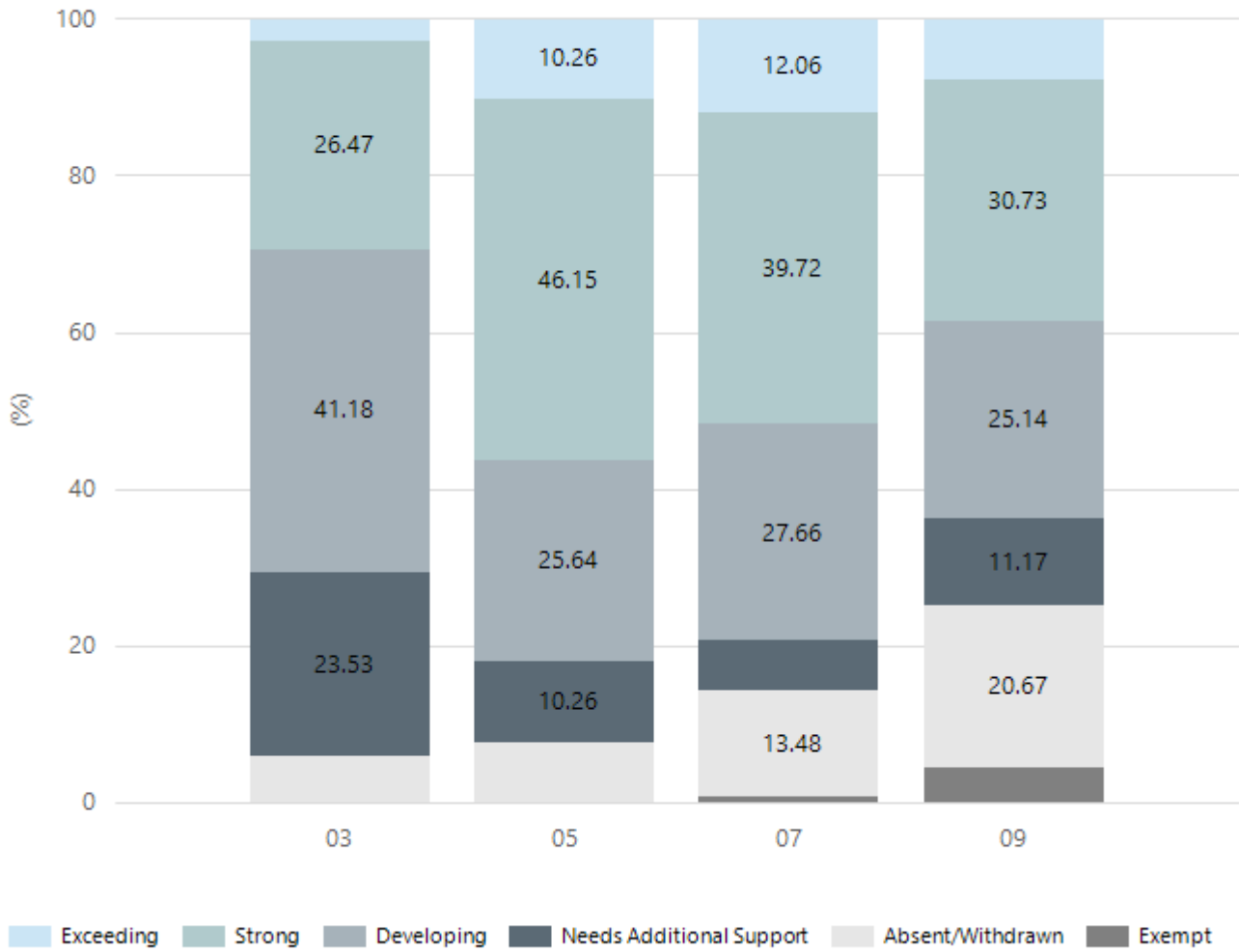
Writing



| Year Level | 03 | 05 | 07 | 09 |
|---------------------------------|----|----|-----|-----|
| Exceeding | | 7 | 17 | 21 |
| Strong | 24 | 18 | 62 | 52 |
| Developing | 5 | 6 | 35 | 45 |
| Needs Additional Support | 3 | 4 | 9 | 18 |
| Absent/Withdrawn | 2 | 4 | 17 | 35 |
| Exempt | | | 1 | 8 |
| Total | 34 | 39 | 141 | 179 |

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

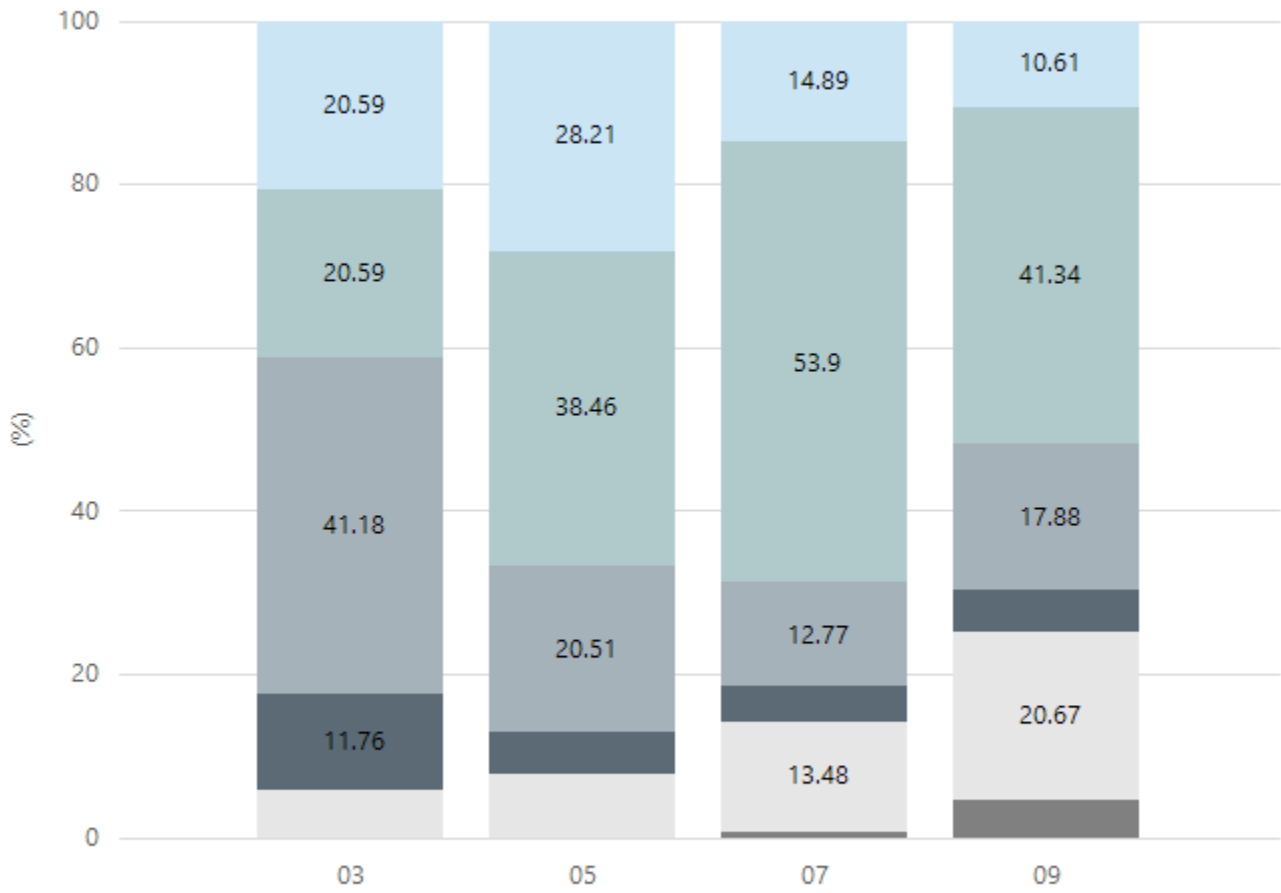
Grammar



| Year Level | 03 | 05 | 07 | 09 |
|--------------------------|-----------|-----------|------------|------------|
| Exceeding | 1 | 4 | 17 | 14 |
| Strong | 9 | 18 | 56 | 55 |
| Developing | 14 | 10 | 39 | 45 |
| Needs Additional Support | 8 | 4 | 9 | 20 |
| Absent/Withdrawn | 2 | 3 | 19 | 37 |
| Exempt | | | 1 | 8 |
| Total | 34 | 39 | 141 | 179 |

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

Spelling



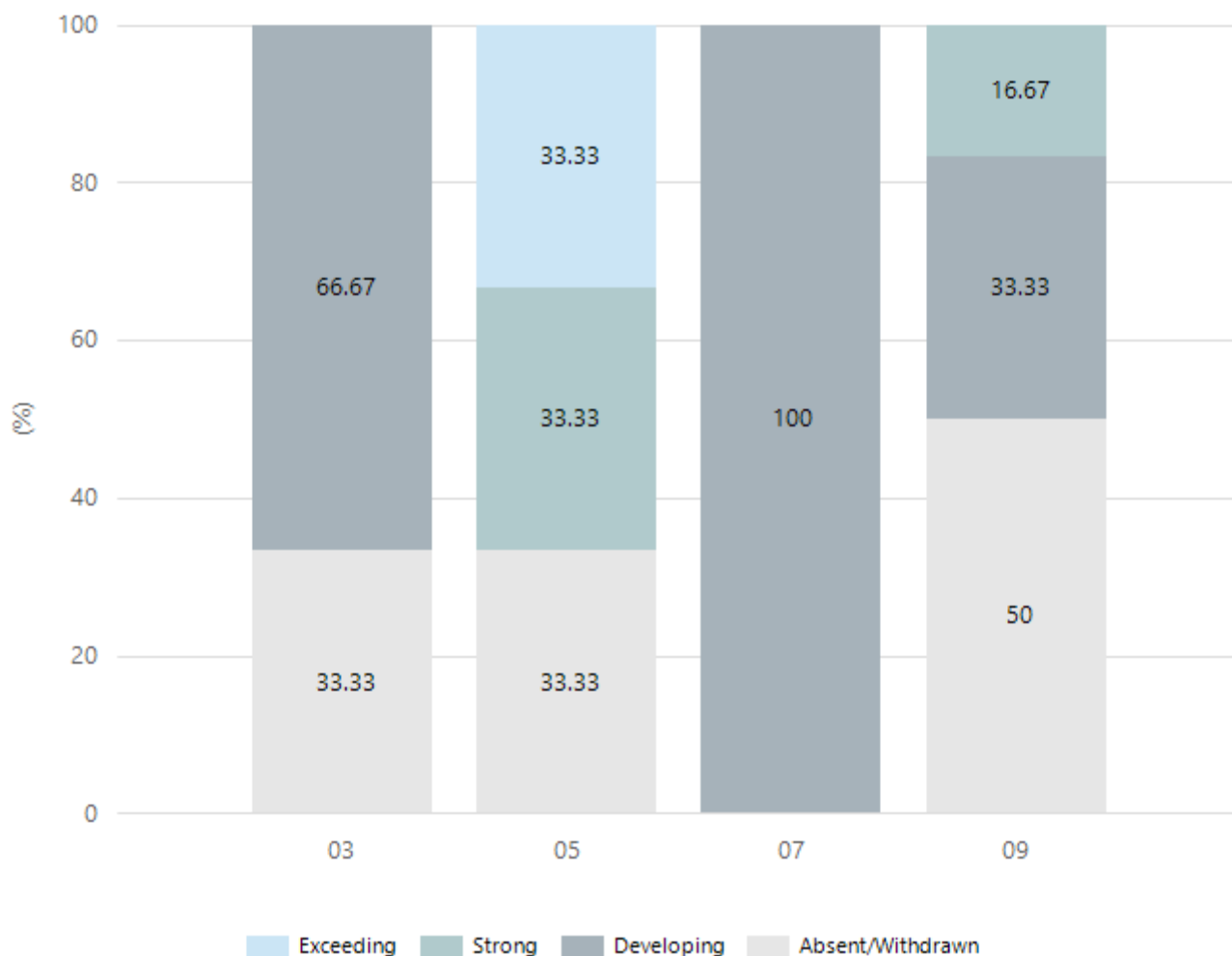
Exceeding Strong Developing Needs Additional Support Absent/Withdrawn Exempt

| Year Level | 03 | 05 | 07 | 09 |
|--------------------------|-----------|-----------|------------|------------|
| Exceeding | 7 | 11 | 21 | 19 |
| Strong | 7 | 15 | 76 | 74 |
| Developing | 14 | 8 | 18 | 32 |
| Needs Additional Support | 4 | 2 | 6 | 9 |
| Absent/Withdrawn | 2 | 3 | 19 | 37 |
| Exempt | | | 1 | 8 |
| Total | 34 | 39 | 141 | 179 |

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

NAPLAN Proficiency - Aboriginal Learners

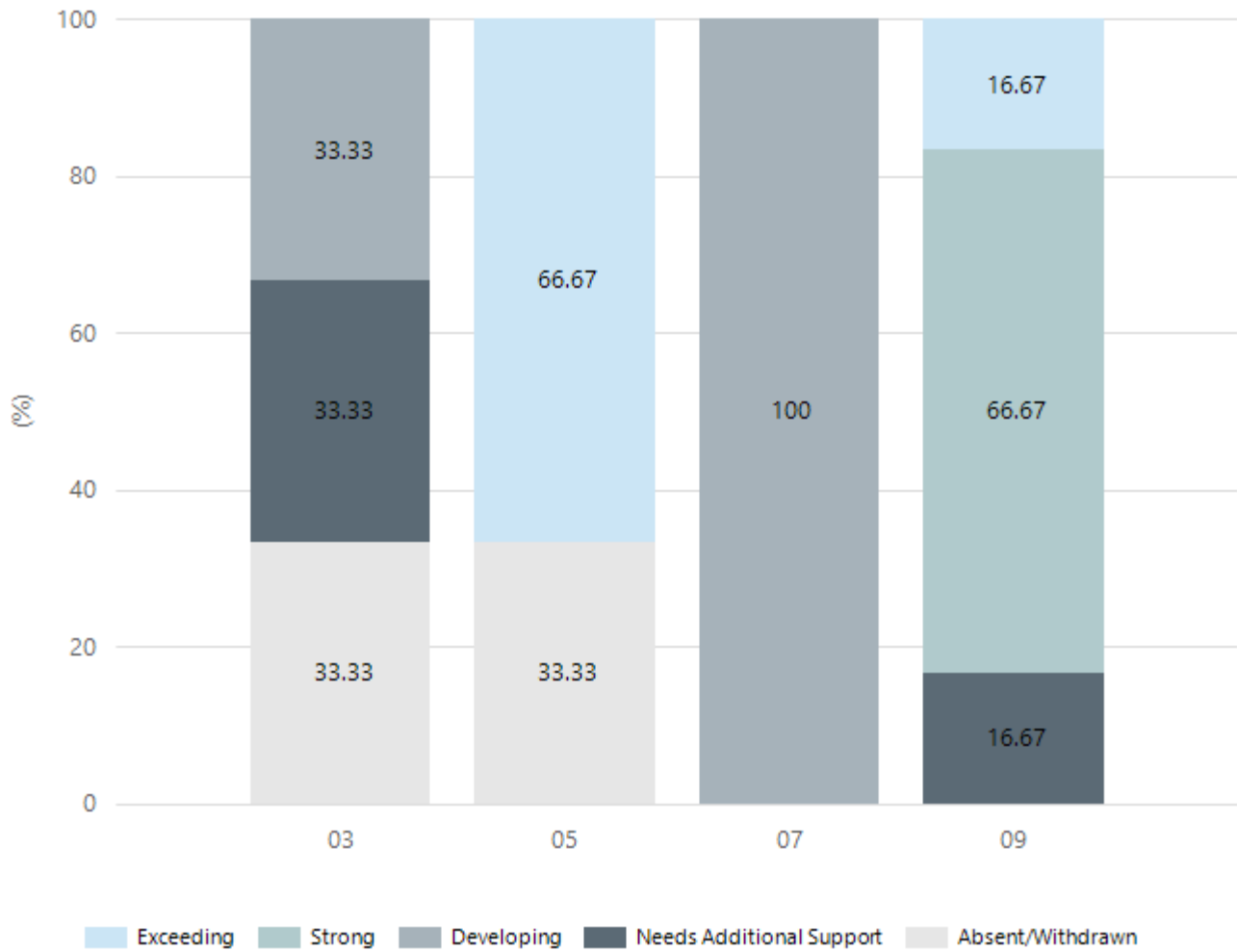
Numeracy



| Year Level | 03 | 05 | 07 | 09 |
|------------------|----------|----------|----------|----------|
| Exceeding | | 1 | | |
| Strong | | 1 | | 1 |
| Developing | 2 | | 1 | 2 |
| Absent/Withdrawn | 1 | 1 | | 3 |
| Total | 3 | 3 | 1 | 6 |

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

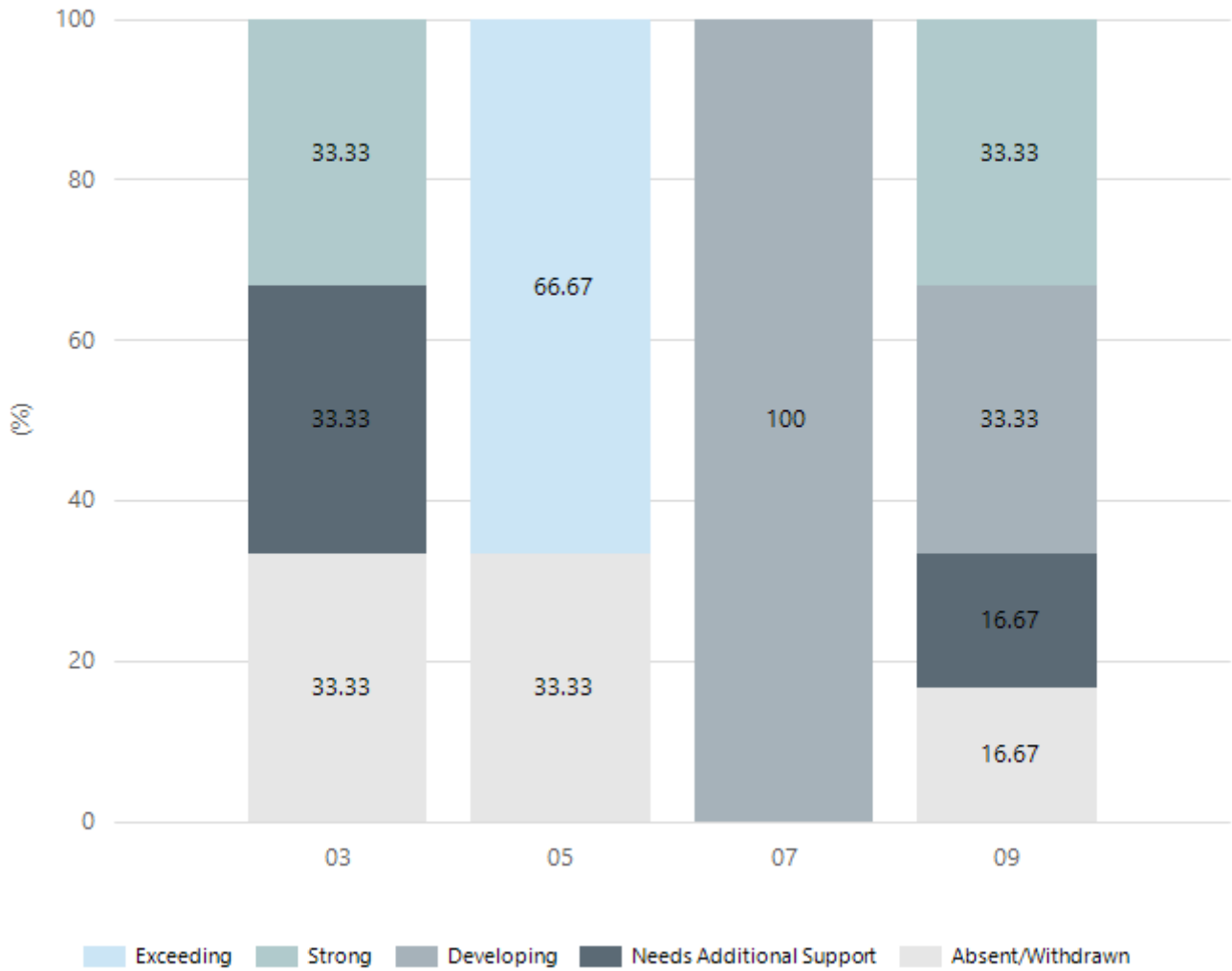
Reading



| Year Level | 03 | 05 | 07 | 09 |
|--------------------------|----------|----------|----------|----------|
| Exceeding | | 2 | | 1 |
| Strong | | | | 4 |
| Developing | 1 | | 1 | |
| Needs Additional Support | 1 | | | 1 |
| Absent/Withdrawn | 1 | 1 | | |
| Total | 3 | 3 | 1 | 6 |

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

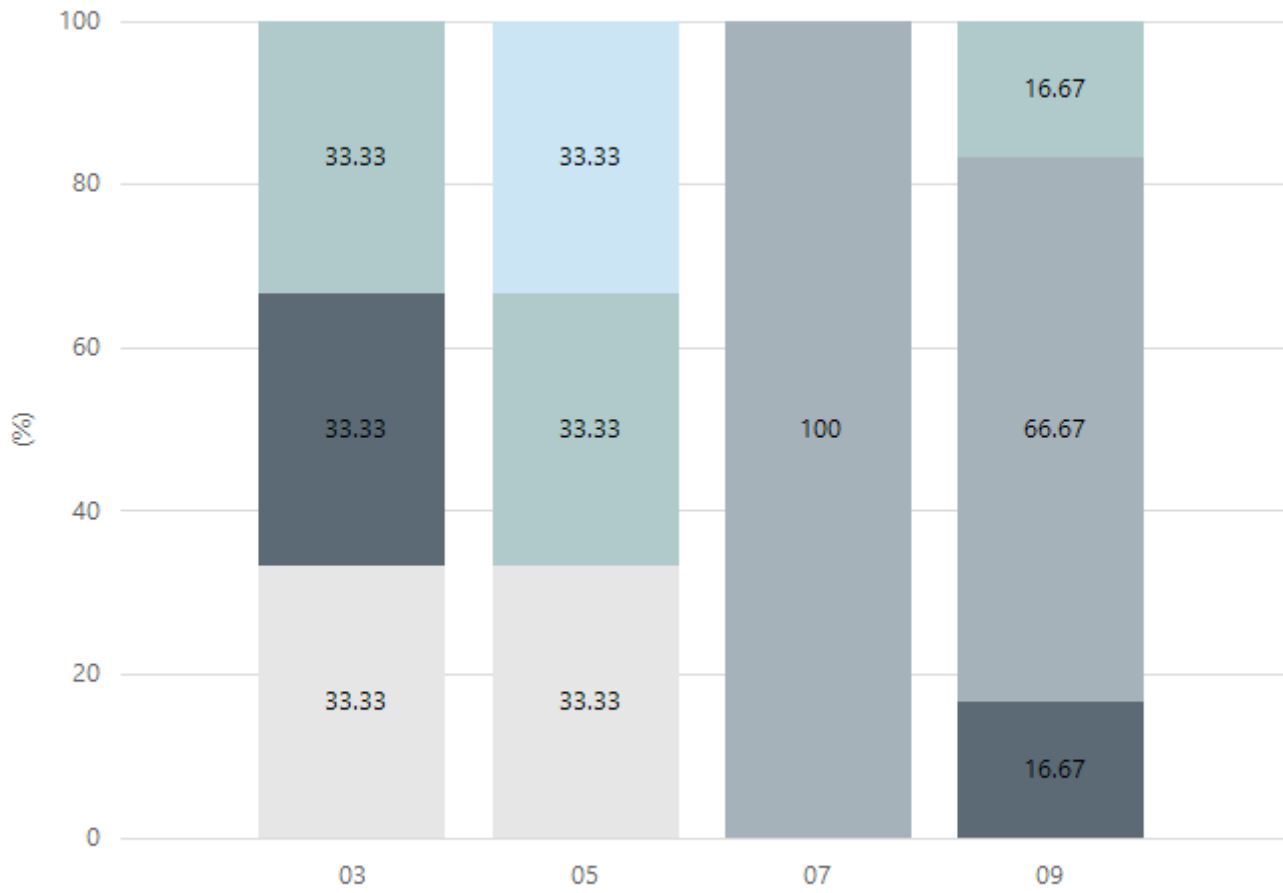
Writing



| Year Level | 03 | 05 | 07 | 09 |
|--------------------------|----------|----------|----------|----------|
| Exceeding | | 2 | | |
| Strong | 1 | | | 2 |
| Developing | | | 1 | 2 |
| Needs Additional Support | 1 | | | 1 |
| Absent/Withdrawn | 1 | 1 | | 1 |
| Total | 3 | 3 | 1 | 6 |

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

Grammar

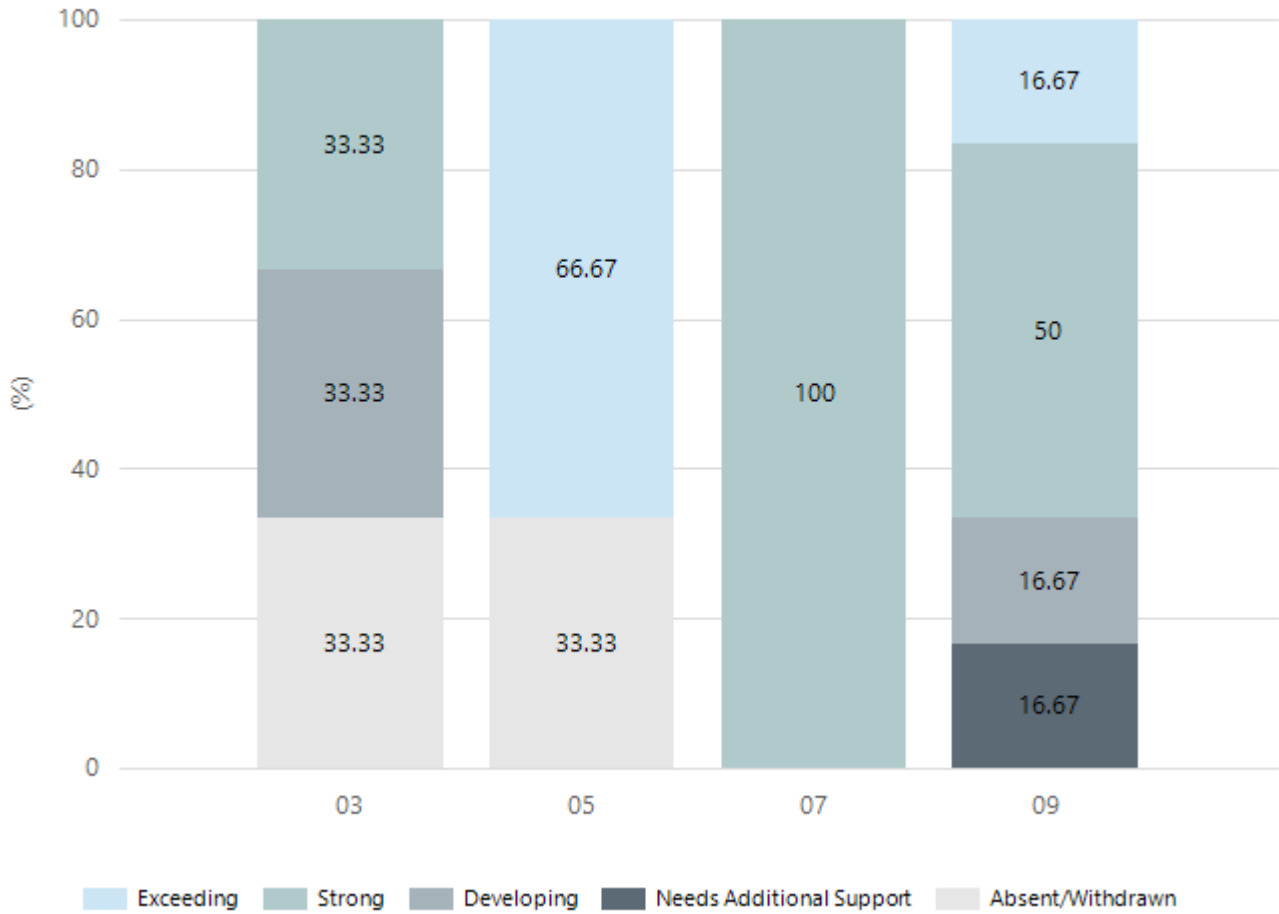


■ Exceeding
 ■ Strong
 ■ Developing
 ■ Needs Additional Support
 ■ Absent/Withdrawn

| Year Level | 03 | 05 | 07 | 09 |
|---------------------------------|----|----|----|----|
| Exceeding | | 1 | | |
| Strong | 1 | 1 | | 1 |
| Developing | | | 1 | 4 |
| Needs Additional Support | 1 | | | 1 |
| Absent/Withdrawn | 1 | 1 | | |
| Total | 3 | 3 | 1 | 6 |

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

Spelling



| Year Level | 03 | 05 | 07 | 09 |
|---------------------------------|----|----|----|----|
| Exceeding | | 2 | | 1 |
| Strong | 1 | | 1 | 3 |
| Developing | 1 | | | 1 |
| Needs Additional Support | | | | 1 |
| Absent/Withdrawn | 1 | 1 | | |
| Total | 3 | 3 | 1 | 6 |

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

South Australian Certificate of Education - SACE

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

| 2020 | 2021 | 2022 | 2023 |
|------|------|------|------|
| 99% | 95% | 99% | 99% |

Data Source: SACE School Data Reports, as of February 2023 for 2020-2022. 2023 SACE results are School supplied data. When there are less than six students, no data is supplied. Due to rounding of percentages, total results may not add up to 100%.

SACE Stage 2 Grade Distribution

| Grade | 2020 | 2021 | 2022 | 2023 |
|-------|------|------|------|------|
| A+ | 1% | 2% | | |
| A | 6% | 5% | 4% | 5% |
| A- | 11% | 7% | 9% | 11% |
| B+ | 14% | 12% | 14% | 15% |
| B | 18% | 16% | 13% | 13% |
| B- | 12% | 15% | 18% | 18% |
| C+ | 13% | 16% | 18% | 18% |
| C | 18% | 15% | 14% | 15% |
| C- | 6% | 7% | 11% | 3% |
| D+ | 0% | 3% | 1% | 1% |
| D | 0% | 1% | 0% | 0% |
| D- | 0% | 1% | 0% | 0% |
| E | 0% | 0% | 0% | 0% |

Data Source: SACE School Data Reports, as of February 2023 for 2020-2022. 2023 SACE results are School supplied data. When there are less than six students, no data is supplied. Due to rounding of percentages, total results 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

| 2020 | 2021 | 2022 | 2023 |
|------|------|------|------|
| 99% | 99% | 100% | 99% |

Data Source: SACE School Data Reports, as of February 2023 for 2020-2022. 2023 SACE results are School supplied data. When there are less than six students, no data is supplied. Due to rounding of percentages, total results may not add up to 100%.

Year 12 Students undertaking Vocational or Trade Training (VET)

| | 2021 | 2022 | 2023 |
|--|------|------|------|
| Percentage of Year 12 students undertaking Vocational Training or Trade Training | 36% | 38% | 50% |
| Percentage of Year 12 students attaining a Year 12 certificate or equivalent VET qualification | 6% | 14% | 14% |

Data Source: School supplied data

School Attendance

| Year Level | 2021 | 2022 | 2023 |
|-----------------|--------------|--------------|--------------|
| Reception | 88.5% | 88.1% | 84.6% |
| Year 01 | 89.3% | 88.6% | 84.9% |
| Year 02 | 91.1% | 87.5% | 87.1% |
| Year 03 | 91.3% | 88.8% | 86.3% |
| Year 04 | 93.3% | 87.9% | 86.8% |
| Year 05 | 90.9% | 87.8% | 84.7% |
| Year 06 | 92.5% | 89.8% | 89.5% |
| Year 07 | 87.6% | 87.7% | 89.7% |
| Year 08 | 88.4% | 82.7% | 86.6% |
| Year 09 | 84.8% | 83.4% | 84.3% |
| Year 10 | 87.6% | 84.3% | 85.5% |
| Year 11 | 90.4% | 86.6% | 89.3% |
| Year 12 | 93.0% | 91.5% | 89.8% |
| Primary Other | | | 64.2% |
| Secondary Other | | 100.0% | |
| Total | 89.9% | 88.2% | 85.2% |

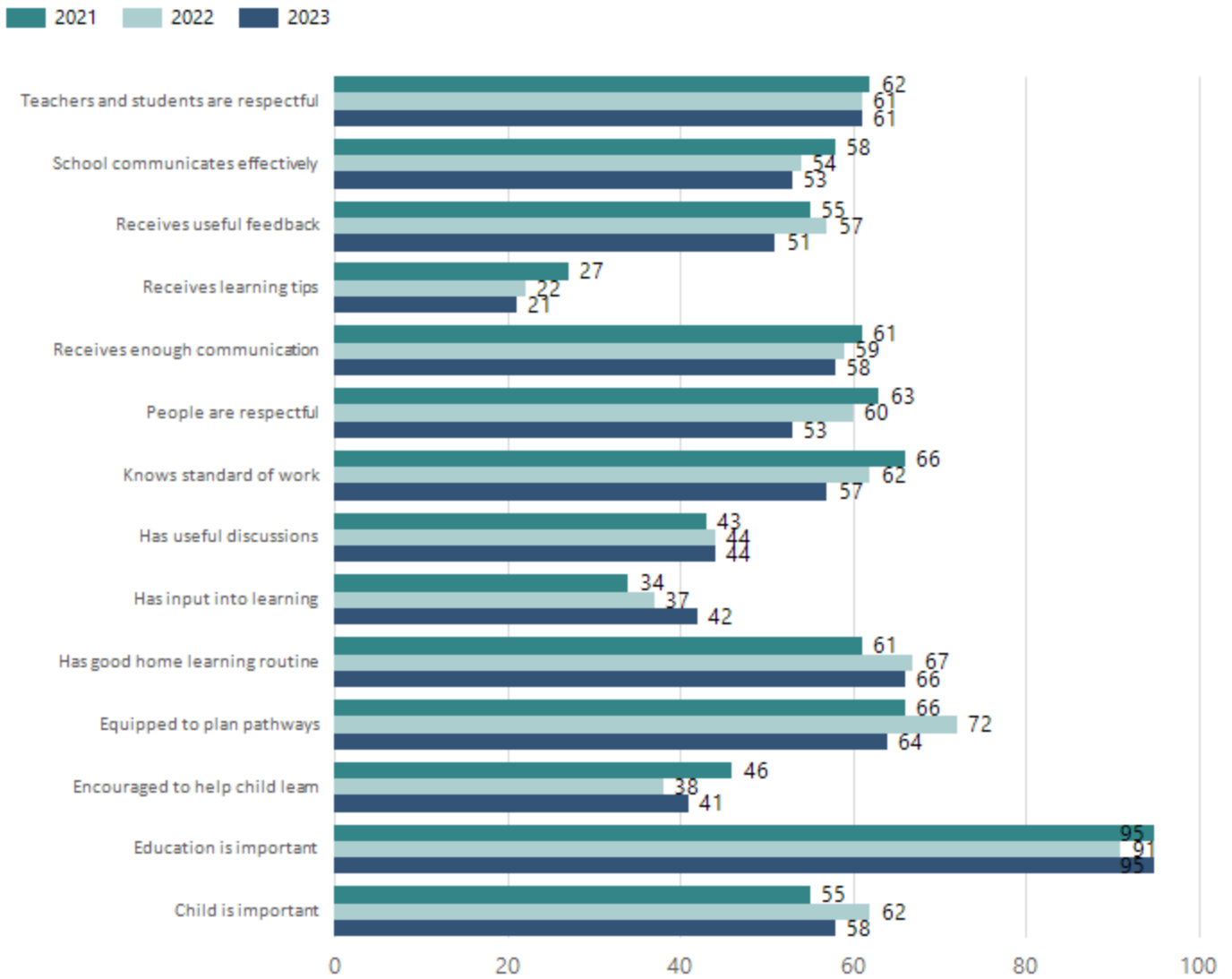
Data Source: Department for Education Attendance Data, Semester 1 Report 2023. A blank cell indicates there were no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected to undertake further study at Year 12.

Attendance Comment

In South Australia, all children and young people must be in school from 6 years to 16 years old. They must attend a government or non-government school full time. From age 16 to 17 however, young people must attend school or an approved learning program (such as an apprenticeship, traineeship, accredited course or university). Schools and parents must encourage and support students to come to school every day. Parents and caregivers must make sure their child is enrolled in a school, and attends school all day and everyday it is open, unless a child is sick or has an approved exemption. Teachers and leaders actively follow up when a student misses school, including recording all absences and non-attendance. All schools in South Australia have local attendance procedures governed under the Education and Children's Services Regulations 2020.

Parent Opinion Survey Results

Proportion of agree/strongly agree response(%)



Data Source: 2023 Department for Education Parent Opinions Survey, Term 3 2023.

Intended Destination

| Leave Reason | Number | % |
|--|--------|-------|
| NG - ATTENDING NON-GOV SCHOOL IN SA | 11 | 8.0% |
| OV - LEFT SA FOR OVERSEAS | 48 | 34.0% |
| PE - PAID EMPLOYMENT IN SA | 8 | 6.0% |
| TG - TRANSFERRED TO SA GOVERNMENT SCHOOL | 50 | 36.0% |
| U - UNKNOWN | 7 | 5.0% |

Data Source: Department for Education Destination Data Report, 2023. Data extract term 3 2023. Data shows recorded destinations for students that left the school in the previous year. Data is uploaded by schools in term 3 and may not reflect final or total figures at time of report creation.

Highest Qualifications held by the teaching workforce and workforce composition

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

| Qualification Level | Number of Qualifications |
|--------------------------------|--------------------------|
| Bachelor's degrees or Diplomas | 49 |
| Postgraduate Qualifications | 50 |

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2023. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

Workforce composition including indigenous staff

| | Teaching Staff | | Non-Teaching Staff | |
|-----------------------|----------------|----------------|--------------------|----------------|
| | Indigenous | Non-Indigenous | Indigenous | Non-Indigenous |
| Full-Time Equivalents | 0.8 | 94.3 | 1.0 | 30.4 |
| Persons | 1.0 | 98.0 | 1.0 | 40.0 |

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2023.

Please note: Data includes staff who are actively employed and on extended paid leave. "Indigenous category" is self-reported by staff in the system.

Financial Statement

| Funding Source | Amount |
|----------------------|--------------|
| Grants: State | \$16,097,302 |
| Grants: Commonwealth | \$20,300 |
| Parent Contributions | \$853,885 |
| Fund Raising | \$77,883 |
| Other | \$1,832,913 |
| Total | \$18,882,283 |

Data Source: School supplied data.