

Strategic Improvement Plan 2021-2024

Campbell House School 5735



School vision and context

School vision statement

Campbell House School strives for students to become engaged and successful learners through the provision of diverse learning and wellbeing opportunities. All school staff are supported to build their capacity to target learning at individual students points of need through engaging in professional learning linked to school priorities and to the Australian Professional Standards. The school practices and embeds trauma informed learning and strengths based language through positive education to enable students to flourish in all aspects of their lives. We consistently encourage our students to respect themselves and others. We acknowledge and celebrate the diversity of all people and strive to build an accepting and tolerant community. We promote social intelligence, gratitude, leadership, forgiveness, perspective, perseverance, self regulation and the development of strategies to support wellbeing. We are committed to building and maintaining positive relationships with students, staff, parents/carers and the wider community.

School context

Campbell House School is a school for specific purposes that supports the learning and welfare needs of sixty three students years seven to twelve. The school is situated in Glenfield and services students from areas of South West Sydney, all students are from low socio-economic backgrounds, 23% of our student population are Indigenous and 16% are Out of Home Care.

Campbell House staff are committed to providing a quality education for all students and provide an inclusive learning and teaching environment for students who have emotional and behavioural disorders with normal cognitive ability.

Our core business is to improve the academic, social, vocational and behavioural outcomes with a focus on wellbeing for all students. The aim is to bridge gaps in literacy and numeracy, supporting the mental health needs of our school community and building pathways to further education, employment, or transition to post school options. All students are presented with opportunities to achieve their High School Certificate or Record of School Achievement.

At Campbell House we value the identity, culture, heritage and languages of our Aboriginal and Torres Strait Islander students and their families. Staff connect with Aboriginal students and their families to support aspirational goals.

The Campbell House School motto is: *Building Positive Relationships in a Learning Community* and this forms the basis on which all learning programs are created. Students attending Campbell House School have experienced significant disruption to their schooling as a result of their diagnosed disabilities, as such the school adopts trauma informed and restorative practices to support all learning.

Wellbeing practices are embedded throughout all aspects of the school curriculum, this can be seen in the delivery of positive education and character strengths development alongside trauma informed practices. Wellbeing is fundamental to our staff and wider school community where we focus on the continuance of positive emotions, engaging relationships and effective communication.

As a result of the situational analysis our School Improvement Plan has been formulated on areas of growth and the strengthening of areas of excellence which are a priority for our school community.

Strategic Direction 1: Student growth and attainment

Purpose

To provide students with opportunities to develop strong foundations in literacy and numeracy. A student focused approach where individual learning goals will be determined and revised to ensure a continuum of growth as per Personalised Learning and Support Plans.

Improvement measures

Target year: 2024

An increase in the proportion of students demonstrating expected growth in literacy and numeracy.

All students literacy and numeracy data analysed and annotated to inform learning goals. Teachers embed the practice of data collation to inform student growth into daily practice.

SEF element 'Data Skills in Use '- sustaining and growing

SEF element 'Student Performance Measures'-Delivering

SEF element 'Assessment'- sustaining and growing

Target year: 2024

All students have developed individual attainment goals and are actively supported to achieve these.

Initiatives

Data skills and use

Improve effective assessment practice with a focus on National Literacy and numeracy Learning Progressions across Glenfield Park School, Ajuga School and Campbell House School.

- Facilitate professional learning with English and mathematics curriculum leaders.
 - Develop targeted and ongoing staff professional learning to continually build teacher capacity to use the progressions effectively in their practice.
 - Develop a systematic approach to moderation of consistent teacher judgement.
 - Professional learning opportunities for teachers and SLSOs to improve their ability to differentiate teaching approaches based in enhanced knowledge of the literacy and numeracy progressions.
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Attainment Goals

Develop a process to create, review and implement goals through the Personalised Learning and Support Plan.

Success criteria for this strategic direction

Staff utilise data to inform learning and attainment goals

The implementation of whole school practices to monitor data through the development of data tracking systems and processes.

All students tested in summative assessment bi-yearly.

A streamlined process to access data through an accessible student centred platform where data is collated, analysis and annotated.

Students will be actively engaged in goal setting activities based on data and explicit feedback to set individual learning goals.

Evaluation plan for this strategic direction

The following data will be analysed to determine the effectiveness of the initiatives:

Attendance data

PAT, MacqLit and PROBE data

Student progress mapped to literacy and numeracy progressions

Student work samples

Personalised learning and Support Plans

Student, parent/carers and teacher feedback and surveys

Strategic Direction 2: Wellbeing framework and practices

Purpose

The school supports all students to flourish and thrive in all aspects of their lives. To ensure all students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school wellbeing processes that support high levels of wellbeing and engagement.

Improvement measures

Target year: 2024

Increase in the level of intervention and support offered within classroom practice and through school based initiatives.

100% of classrooms utilising trauma informed learning practices to support wellbeing.

SEF element 'Wellbeing'- excelling

Target year: 2024

Initiatives

Holistic wellbeing approach

Review current wellbeing programs and adjust practice to create a streamlined evidence driven approach to enhance wellbeing initiatives.

Create and embed the schools wellbeing framework into the school culture through ongoing professional learning in effective wellbeing practices including Berry St, PERMA(H), and trauma informed learning.

Consistent collation of wellbeing data is analysed and mapped to students profiles and wellbeing plans to track and monitor students wellbeing to provide interventions and additional support networks.

Success criteria for this strategic direction

The school community works together to support consistent and systematic processes to provide interventions and support.

Wellbeing practices are visible and embedded into daily practice.

Teachers demonstrate shared language when supporting, managing and when educating students

Planning for learning is informed by sound holistic information about each students wellbeing involving consultation with parent/carers and key stakeholders.

Evaluation plan for this strategic direction

The following data will be analysed to determine its effectiveness against the initiatives:

Survey data

Wellbeing data

Suspension data

Individual students profiles

Classroom observations and teacher practice

Strategic Direction 3: Quality classroom practices

Purpose

Increase staff capacity to maximise learning outcomes through the provision of quality teaching and learning programs and opportunities.

Improvement measures

Target year: 2024

An increase in the proportion of students demonstrating expected growth as defined in their individual learning goals.

Embedded practice of learning intentions and success criteria exhibited in all classrooms with students engaging in self-assessment and feedback conversations.

Target year: 2024

'Assessment' and 'Curriculum' elements of the School Excellence Framework are assessed as sustaining and growing.

Embedded system to track, evaluate and annotate all teaching and learning programs.

Target year: 2024

Increase in the capacity of staff to utilise technology.

Increase the proportion of students reporting through TTFM engagement in learning through innovative technology practices.

Initiatives

Personalised student centred learning

A school wide approach to using formative assessment strategies including Learning Intentions and Success Criteria to set goals and provide timely feedback on student performance.

Technology to enhance learning

Build teacher capacity to use technology as a tool to engage and enhance learning.

Implementing the use of technology to enhance teaching and learning practices.

Quality teaching and learning

Review current teaching and learning programs and implement a whole school approach to developing, monitoring, analysing and evaluating effectiveness of programs and lessons.

Success criteria for this strategic direction

Learning intentions, success criteria and feedback processes are embedded practice in all learning spaces.

System to monitor and review programs with annotation of student learning and lesson evaluations.

Evidence of differentiated learning with student centered goals within teaching practice and recorded evidence through programming and student profiles.

All teachers utilising formative assessment and explicit teaching strategies to consistently and reliably gather data to track and monitor student performance.

Effective and explicit feedback processes scheduled within classroom practice.

Technology is utilised within the classroom to engage students and enhance learning experiences.

Evaluation plan for this strategic direction

Teaching programs show evidence of differentiation, annotation and data informing classroom practice

Student work samples demonstrate personalised success criteria

Feedback and surveys

Assessment and data tracking

Teacher observations and feedback cycles