

# Curriculum Statement for Campbell High

Campbell High is a comprehensive Years 7-10 government school which is committed to providing an inclusive, accessible and rigorous curriculum for our community. We work in partnership with parents to build the knowledge and skills of our students to become creative and confident global citizens.

Our rigorous courses are aligned with the Australian Curriculum to develop the skills and particular needs of each student. Rich cross-curricular programs and pedagogical practices create an innovative and engaging twenty-first century learning environment. Our GAFE policy (Google Apps for Education) means we are at the forefront of embedding new technology into our classrooms. Access to this new, online learning environment is facilitated through a BYOD (Bring Your Own Device) policy, which enables students to access GAFE at school or home. We embed cross-curricular priorities into our curriculum including sustainability, Indigenous studies, a focus on Asia and an international student program.

## **Student Well-Being**

The well-being of students is of paramount importance to us and we have programs that focus on a positive outlook on life, student happiness and well-being. We understand that happy students learn better. Restorative practices are used to help our young people progress positively through the teenage years. We have specialist services including a school psychologist, chaplain, youth worker, Defence Transition Mentor, Indigenous youth worker, school nurse and the Student Services team.

## **Pedagogical Philosophy**

Teachers at Campbell High have high expectations of students and continually improve our own teaching through collaborative and reflective practices. Innovation and inquiry are encouraged and interventions are used for high impact on student learning. All teachers are members of Communities of Practice and meet regularly to appraise and strengthen each other's teaching for maximum impact on student outcomes. Teachers have access to trained professional coaches to refine their methodology.

Learning is differentiated for students to develop their individual capacities and ambitious targets are set for each student to believe in his or her own ability to succeed. Specialised programs exist to support students with their literacy and numeracy, and to extend high-performing students in all subjects. Gifted and talented students are further mentored through the cross-curricular 'Enlighten' program. Other programs such as Challenge, ESL, CLASS, CLASSIC, the Talented Sports Program and immersion language classes are embedded across the curriculum.

## **Assessment**

Formative assessment is given in most subjects to gauge student readiness for learning. This is followed by directed class work to develop skills necessary to gain deep understanding. Common assessment tasks are devised so that teachers are consistent in their delivery of curriculum and students receive a consistent message about assessment across the school. Assignments are given to be completed both in class and at home. Campbell High has a late submission policy for year 10 students to prepare them for the strictures of college. Assessment items are used to test a broad range of skills and acquisition of knowledge. Teachers have ambitious goals for students and want every student to exceed expectations. Students with special needs are catered for, as are students who require flexibility of assignments or reasonable adjustments to be made for them, such as if they experience personal illness, family illness, misadventure or perhaps might be part of an elite sporting body.

