



CHARLES
CAMPBELL
COLLEGE

SCHOOL INFORMATION

Reception to Year 12



PRINCIPAL'S WELCOME



I am proud and privileged to be the Principal of Charles Campbell College.

A key focus of my role at the College is to nurture and shape our culture; a culture that values diversity in all of its forms and where every member of the Charles Campbell community feels welcomed and valued.

As a College, we recognise that students' strong engagement with their school and their emotional wellbeing play a pivotal role in maximising their educational outcomes.

In 2020 we sought extensive feedback from our students, and using this feedback, we have aligned our strategic focus to strengthen student engagement in lessons and in College life, and to proactively support student wellbeing.

The Reception to Year 12 nature of our College provides a wonderful opportunity to develop a strong learning culture, from children beginning junior primary school to young adults graduating from their senior secondary years.

As a school community, we encourage a strong sense of shared purpose and provide a range of ways for students, staff and families to connect with their school. We are delighted to host four ethnic schools that promote their mother-tongue languages and maintain their unique cultures. A number of sporting groups use our facilities after school hours, further embedding our College as a hub within our community. We have links with local Rotary, Lions and Kiwanis clubs, the Campbelltown Council and community organisations.

As a College, we are committed to promoting global citizenship through high quality international education and developing community service as part of our students' broader education. We have established a comprehensive range of opportunities for students from Reception to Year 12 to:

- develop their leadership in the service of others,
- ensure that students have a voice within the College, and
- promote student agency in their learning.

Our \$11m refurbishment works concluded in late 2021, and our students enjoy modern and well-appointed learning spaces throughout the College, on both the Reception to Year 6 and Years 7 to 12 campuses.

In 2022, we welcomed new music, dance and drama facilities within our Performing Arts Precinct and the rejuvenated courts and active spaces in our Sports Precinct. Our new commercial kitchen and café provide opportunities for students to cater for audiences attending our many performance evenings.

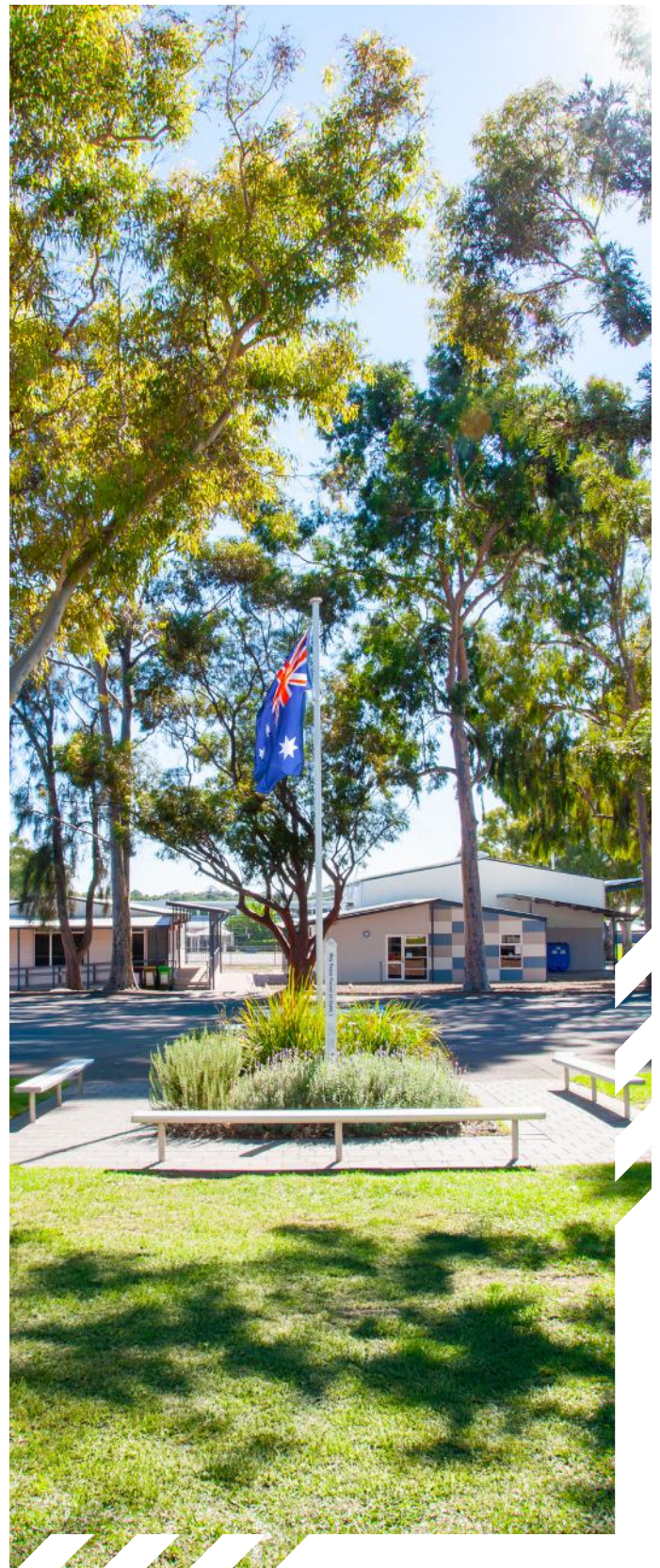
Our new Chemistry, Physics and Biology laboratories provide comfortable and engaging spaces for students to advance their understanding of the sciences.

The College has invested in its technology facilities and enhancing its design technology focus by creating designated design spaces and embedding the use of laser cutters into the curriculum.

The College enjoys ongoing investment in grounds beautification works for the enjoyment of our students and the wider community.

I am excited about the opportunity to work with you, and thank you for entrusting your child's education to us.

Kevin O'Neil
PRINCIPAL



SCHOOL CONTEXT

Charles Campbell College is a Reception to Year 12 school, situated in the eastern suburbs of Adelaide, South Australia.

We engage all of our students in a high quality, internationally focused education; our students are enrolled from surrounding suburbs and from overseas.

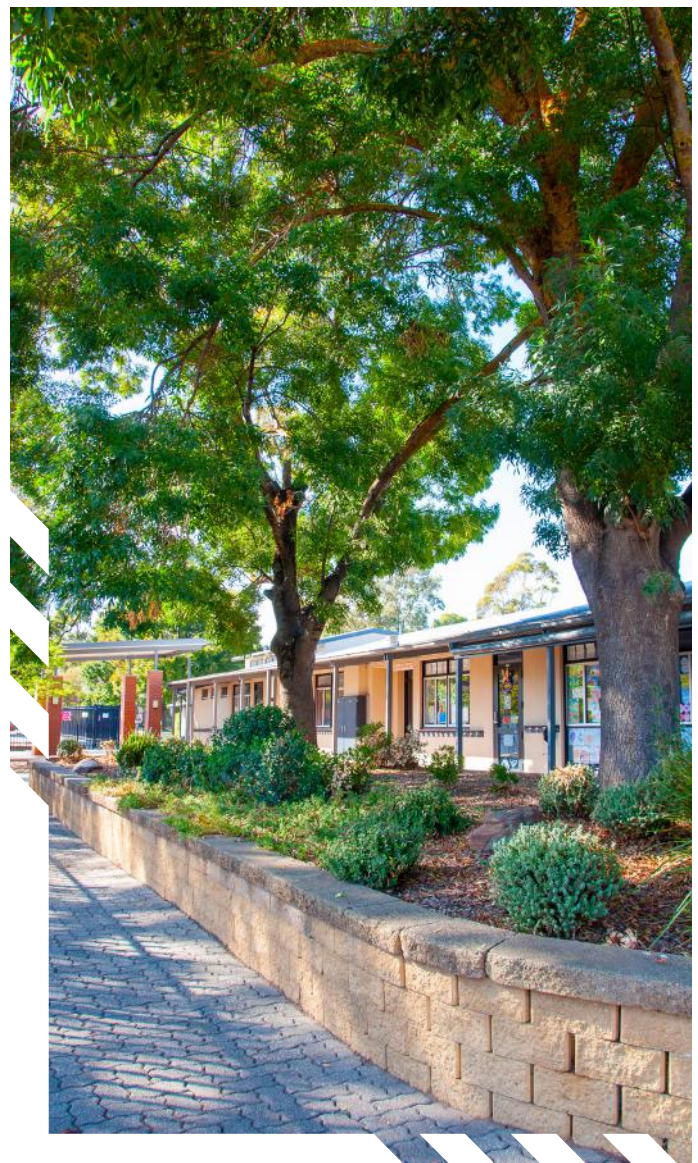
The College completed its \$11m refurbishment works in late 2021, and our students enjoy modern classrooms across the entire College. Charles Campbell College is designed to accommodate up to 1700 students (Reception to Year 12). The College resumed its intake of international students in 2022.

We are committed to guiding every child and young person to achieve their full potential; we offer comprehensive, rigorous and engaging curricular and co-curricular programs. A strong focus of our work is on preparing our students for the dynamic and interconnected world of the future, where intercultural understanding and global citizenship are critical ingredients to success.

At Year 7 and 8, students study all eight learning areas. In Years 9 and 10, students have the opportunity to select subjects from within learning areas and develop a pathway to facilitate success in their South Australian Certificate of Education (SACE). At Years 11 and 12, students select SACE and/or Vocational Education and Training (VET) subjects aligned to their interests and career or employment aspirations.

We value the partnership between our teachers and students and encourage students to develop their leadership, have a voice within the College community, and exercise agency in their learning.

A classroom free of distraction is an important element of our strategies to effectively engage students in their learning. To this end, students are not permitted to use a mobile phone whilst on school grounds.



JUNIOR SCHOOL

RECEPTION TO YEAR 6

Our Junior Years program focuses on young learners, whose intelligences are nurtured through varied experiences in a range of contexts.

We work with students and families to realise every child's potential to enthusiastically understand and embrace the complexities of their world.

Our curriculum is aligned to the Australian Curriculum and is enriched by the intentional development of students' capabilities. Our young people experience international perspectives as we weave the tapestry of intercultural understanding; we value the various cultures that make up our diverse community.

We believe that learning a language other than English is an important element in an international education; our students study Italian from Reception and are able to continue their studies through to Year 12. By participating in the Stephanie Alexander Kitchen Garden program our students plant, grow and harvest their own food, developing skills and an appreciation of sustainability.

We care about our students' wellbeing. Our friendly Mentor Group teachers welcome students at the beginning of every day, establish a safe and nurturing classroom and take an active interest in them as learners and young people.

Specialist teachers provide intensive support to develop our students' literacy and numeracy capabilities.



MIDDLE YEARS



YEARS 7 TO 9

As a Reception to Year 12 College, our Year 7 students have worked in a secondary school setting since 2012.

We are experienced at providing Year 7 students with effective transitions, peer support and engaging learning experiences. We recognise that Year 7 students are ready for high school and enjoy the differences between primary and secondary education.

Mentor Group teachers are the first point of contact between parents and the College; these teachers provide pastoral support and teach our Mentor Group and Child Protection programs. Mentor Group teachers establish strong working relationships with students and their families

and these relationships are enhanced as the teacher stays with the same Mentor Group as they progress from one year level to the next. We offer a range of contemporary curriculum choices, specialised subjects and programs that provide strong foundations for senior school options and future pathways. Our expectations for student conduct and academic rigour are high, and we guide our students to rise to the challenge, supported by teachers to achieve their personal best.

We know that many Year 7 students were leaders within their primary schools, and have systems in place to harness their commitment and experience to enhance all students' connections with the College and their community – to become effective and engaged citizens who will make meaningful contributions to society.

SENIOR SCHOOL

YEARS 10 TO 12

At Charles Campbell College, we have developed a broad-based senior curriculum that is designed to meet the needs of students in the 21st Century – providing traditional specialist subjects and contemporary vocational opportunities.

Our senior school curriculum includes choices such as Specialist Mathematics, Physics, Chemistry, Psychology, Food and Hospitality, Outdoor Education, Legal Studies, History, Language (Italian), Dance, Drama, Music, Automotive Technology, Furniture, Metalwork and Computer Aided Design ... and many others.

Assessments of student learning are available to parents via Daymap (learner management program) from Years 7 to 12. The Senior Team closely monitor each senior student's academic performance, and discuss their progress with them and their families to identify any opportunities for academic stretch.

Mentor Group teachers work with students to guide them through the Course Counselling process. The work undertaken by Year 10 students in the compulsory SACE Stage 1 subject Personal Learning Plan has a strong careers and futures planning focus.

Throughout the Middle Years and early Senior Years, our responsible young adults acquire the dispositions and skills they need to meet the challenges of the SACE.

We provide supervised study lessons, held in our Resource Centre, and have designed appropriate learning spaces for students, whether they want to work silently or collaborate quietly with other students.

Mentor Group teachers establish a safe and nurturing classroom and take an active interest in them as learners and as young people.

Specialist teachers provide intensive support to develop our students' literacy and numeracy capabilities.



SPECIALIST PROGRAMS

AUSTRALIAN RULES FOOTBALL ACADEMY (ARFA)

The Australian Rules Football Academy is a selective entry program for boys and girls, offering a comprehensive sports-based program of physical fitness, football related training, teamwork and personal growth.



AUSTRALIAN RULES FOOTBALL ACADEMY

Students who are selected are either skilled young footballers or talented young athletes keen to learn the game. We aim for our ARFA graduates to become accomplished players, and to develop their academic and sporting abilities and sense of community.



STEM RACING ACADEMY

The STEM Racing Academy replicates the world of a Formula One team, where groups of students follow a pathway of engineering and manufacturing disciplines: design, analyse, test, make and race. The miniature Formula 1 cars are propelled by a CO₂ canister down a straight 20-metre-long track, generating speeds of up to 80km/h.



This program aims to develop skills in problem solving, project management, communication, presentation, teamwork, innovation, self-promotion, collaboration, marketing and entrepreneurialism which is in demand by industries all over the world.

Since 2018, Charles Campbell College has been the most successful school in South Australia. We have had a team win the State Finals in all of the divisions and qualify for the National Finals. In 2023, our first team (Team Propulsion) represented our College and Australia at the World Finals after placing 2nd at the National Finals in the Professional Class. Team Propulsion finished World Champion Runners Up and won the Best Engineered Car award.



SPECIALIST PROGRAMS

INTERNATIONAL

Trusted by families around the world, Charles Campbell College is one of the largest international schools in South Australia. Our dedicated International Team provide our newly arrived international students with Intensive Secondary English Courses (ISEC); these courses fast-track our students' acquisition of English and enable them to complete their schooling whilst in Australia.

We value the ethnic and cultural diversity which is evident in our local community and welcome opportunities to engage with students from around the world. Our staff are committed to providing an inclusive education that enables our students to flourish.

International students contribute greatly to the cultural experiences of all of us in many ways – through friendships forged, cultural perspectives shared and world-views challenged.

Our international students are engaged in our College leadership programs and improve the quality of the experiences of other students by exercising student agency to design elements of their learning.

In addition to hosting our international students, we welcome groups of students and teachers from many countries to be part of our community through numerous cultural study tours.



SOUTH AUSTRALIAN SCHOOL FOR VISION IMPAIRED (SASSVI)

Charles Campbell College is pleased to enrol secondary school students who are visually impaired, with most having been supported by SASSVI either at the SASSVI school or via the state-wide service. A dedicated team of professionals at the College supports vision impaired students to access the breadth of curriculum within mainstream classes and enjoy all aspects of school life, including sporting, cultural and academic pursuits.



STUDENT LIFE

UNDERSTANDING THEMSELVES AND OTHERS

At our College, students, parents and teachers work in partnership in the education of our young people. We believe that to be fully engaged in learning, students need to exercise their voice and influence their learning. Student leadership is actively encouraged and our links with international service organisations open our students' eyes to opportunities to make our world a better place for all.

We value all of our students and believe that we can play a positive role in equipping them with the attributes needed to be healthy and successful adults. From Reception to Year 12, our students are immersed in our Mentor Group program, tailored to support the growth of an international mindset and support students to become well-rounded citizens. Our purposefully designed program fosters students' intercultural understanding, provides information and guidance about careers, and facilitates our responsibility to deliver the Child Protection Curriculum.

We pride ourselves on creating opportunities for students to shine, whether it be through Instrumental Music, Dance, Drama, Formula One in Schools, school sports, service learning or our student-led clubs. We encourage our students to work collaboratively for their personal enrichment and bringing joy to others.

In all of our work, we focus on building students' personal and social capabilities, and guide them to make ethical choices and grow their intercultural understanding. Through our student-life initiatives, each student has the opportunity to contribute, be valued and enrich the lives of others.

Our students participate in a wide range of lunch time and afterschool clubs and projects including Table Top Gaming, Chess, Environment Committee, Fundraising Committee, Writers Club, STEM Racing, Wild Maths, Italian Club, Amnesty International, International Student Club, Student News, Arts Club, various sports clubs and much more.



STUDENT VOICE AND AGENCY

At Charles Campbell College we believe that student leadership, voice and agency is integral to student engagement and learning success.

We encourage a growing network of student leadership across the College, from Reception to Year 12.

Students are encouraged to embrace leadership opportunities across all year levels. We have in excess of 70 formal student leadership roles across the College including:

- Elected student members of Governing Council
- Head Prefects and Deputy Prefects: Seniors (Years 10 to 12)
- Rotary EarlyAct Club: President and Vice-President, and five board members (Reception to Year 6)
- Rotary InterAct Club: President and Vice-President, and five other board members (Years 7 to 12)
- House Prefects: Senior (Years 10 to 12), Deputy (Years 7 to 9) and Junior (Reception to Year 6)
- Learning Area Prefects: English, English as an Additional Language, Mathematics, Science, Language (Italian), Health and Physical Education, Technology, Arts, Literacy and Numeracy (Reception to Year 6 and Years 7 to 12)
- Program Prefects: Australian Rules Football Academy, Interschool Sports and International (Years 7 to 12).

Students engage with staff at varying levels to co-design learning tasks across the college.

Student Prefects are appointed to every learning area and provide a conduit between teachers and students for all subjects. Learning Area Prefects may be involved in coaching and mentoring other students, as well as leading events, workshops and activities.

Our students are trained in collaborative styles of leadership, designed to engage and include as many students as possible in working together to make our world a better place.



STUDENT WELLBEING

STUDENT WELLBEING, MENTAL HEALTH AND BEHAVIOUR

Charles Campbell College's approach to behaviour management is based on Positive Behaviour for Learning (PBL). This is built on the principles that positive behaviour can be learnt. Environments can also be changed to support effective teaching and learning for every child. PBL involves a range of systems and practical elements applied at whole school, year/cohort, class, small group and individual levels. Whole school programs (such as Zones of Regulation) and small group interventions (such as Seasons for Growth, anxiety workshops and restorative mediations) play a key role in upskilling students in life long self-regulation skills.

Students at Charles Campbell College are supported by the wellbeing team, which includes:

- the Assistant Principal – Student Wellbeing and College Culture
- three Student Wellbeing Leaders
- Year Level Leaders for Years R-6, Years 7-9 and Years 10-12
- three part-time Aboriginal Education Teachers and a full-time Aboriginal Cultural Education Officer
- Inclusive Education Leader and Differentiation Coach
- several School Support Officers working with students with disabilities, and
- a Vocational Education and Training (VET)/ Pathways Leader.

The Student Wellbeing Team consists of qualified teachers and SSOs who have additional skills in promoting and supporting student learning and wellbeing.

The wellbeing team offers:

- Help to manage relationships with family, teachers and peers
- Facilitation of restorative justice conversations which are aimed at fixing or resolving any harm caused (to people or property)
- Information about, and referrals to, external support agencies
- Support to encourage attendance and learning at school
- Support to manage issues of concern
- Course and career guidance.

A common way the team can assist is by supporting students to safely and proactively share their concerns with others, such as teachers, friends or parents.

Outside of school it's important for young people and their families to monitor their diet, sleep and exercise in order to support their wellbeing for learning. The school has access to a range of useful resources that students and families can use to monitor and improve mental health and wellbeing.

PARENT AND CARER PARTNERSHIP



At Charles Campbell College, we believe that the participation of parents/carers is vital to the success of every student and the school.

This partnership between school and home helps to support every child's learning and their enthusiasm for schooling.

Parent/carers involvement is encouraged and welcomed at many levels including Governing Council, Parents and Friends, and various clubs, events and workshops. Parents may also be involved in literacy and numeracy programs at the school.

Opportunities for parental involvement include participation as a coach in one or more of our after-school sport programs. Parents may volunteer in one of our associations, as a guest speaker, or support extra curricula programs or activities. Parents may also act as a host for international and interstate visitors.

Communication with parents/carers is welcomed and encouraged through the use of email, phone calls, interviews and informal meetings, as required. Daymap (learner management program), our website and other electronic methods are also appropriate ways to communicate with the College.



Department for Education
T/A South Australian
Government Schools
CRICOS provider number 00018A



Government of South Australia
Department for Education



Parents are invited to contact the College
for additional information.

All information current as of June 2025

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