

Annual Report 2025



WILLIAM
CAMPBELL
COLLEGE



Our School

William Campbell College is a Special Assistance School dedicated to supporting students who have experienced, or are currently experiencing, trauma and childhood adversity. This may include young people who are, or have been, in out-of-home care, those experiencing mental health challenges, and students with a range of additional disabilities. The school operates within a Christian ethos and implements a variety of evidence-based practices designed to promote not only academic achievement but also students' social and emotional wellbeing and overall quality of life.

In 2025, the college expanded its educational provision beyond the primary years by introducing Stage 4 and welcoming its first cohort of Year 7 students. Prior to this expansion, the school catered exclusively for students from Kindergarten to Year 6 on a single campus. The campus is situated on 120 acres of natural bushland, conveniently located near a neighbouring town and easily accessible via the highway.

William Campbell College is a non-denominational, co-educational school, with a slightly higher enrolment of boys than girls. Many students enrol having experienced significant disruptions to their education, often performing below expected academic levels and presenting with a history of low attendance or school refusal. Consequently, learning programs are specifically designed to re-engage students in education, address identified learning gaps, and support their individual academic, social, and emotional needs.



Contents

1. Message from the school Board
2. Outcomes and results
3. Staffing
4. Attendance
5. School policies
6. Stakeholder satisfaction
7. Financial summary

Context and message from the School Board

As the board of directors for William Campbell College, we are so excited to share this report with you, showing our growth and achievements over the last year! Our waitlist continues to grow, which means we are in the planning stages for stage 2 of the school to double our physical learning spaces and provide the much-needed additional enrollments for our community. In addition to preparing to build stage 2 of the school, we have obtained registration for Years 9 and 10 of high school. This will allow us to provide students *with* the opportunity to complete the ROSA. The school continues to grow and evolve, and we are excited to lead it into its next year. Finally, we express our appreciation to the college staff who continue to provide a safe, trauma-informed, and fun environment for students to learn.



*On Behalf of the
Board Bill
Campbell OAM
Chairman of the
Board*

Message from the Principal

Mrs. Amie Hunter

As I reflect on the past year, I do so with a deep sense of pride and gratitude for the remarkable progress our school community has achieved together. This year has been characterised by growth, change, and continuous improvement, underpinned by our unwavering commitment to providing high-quality educational experiences and support for every student.

Throughout the year, we have embraced opportunities to strengthen our systems, refine our practices, and build upon the strong foundations established in infancy years. While change can often present challenges, our staff, students, families and community partners have demonstrated resilience and adaptability, sharing a commitment to ensure positive outcomes for our students. It is this collective effort that has enabled us to navigate periods of growth while maintaining our focus on student wellbeing, learning, and engagement.

One of the most encouraging achievements this year has been the significant increase in stakeholder satisfaction across our school community. Feedback from students, families and external agencies indicates growing confidence in our model and the quality of the support provided to students. These outcomes reflect the dedication of our staff, who consistently place relationships, wellbeing and student success at the centre of their work.

At the heart of every achievement this year are our students. Their courage and perseverance with engagement in learning and personal growth continue to inspire us. Every milestone reached, every challenge overcome and every success celebrated reinforces the importance of the work we do as a specialised educational community.

As we look ahead, we do so with optimism and a clear sense of purpose. While there is always more work to be done, the progress achieved this year provides a strong platform from which to continue improving not only the educational outcomes but the prospects of our students. I extend my sincere thanks to our staff, families, the school board, partners, and community supporters for their ongoing commitment, trust, and collaboration. With significant growth planned for the next year, I look forward to the challenge this will bring and the opportunities it will provide.



Outcomes and results

2025 marked the second year of William Campbell College's participation in the National Assessment Program – Literacy and Numeracy (NAPLAN). This year saw excellent student participation and completion rates. All Year 3 and Year 7 students completed every assessment, while all Year 5 students participated, with all but one student completing the full assessment schedule. The remaining students successfully completed two of the four assessments. We also recorded our highest level of participation to date, with 12 students undertaking NAPLAN assessments.

I would like to acknowledge the dedication of our teaching staff and the support provided by families in preparing students for what can be a challenging and demanding process. Their collective efforts have contributed significantly to this year's positive outcomes.

The 2025 results demonstrate a substantial improvement compared to 2024. Three students achieved an Exceeding proficiency level in at least one assessment area (compared to none in 2024), while six students achieved a Strong proficiency level in at least one assessment area (compared to one in 2024). One of the most significant areas of growth since 2024 has been in reading. In 2024, all but one student was assessed as requiring additional support in this area. In 2025, this number was reduced to just two students, with two students achieving an Exceeding proficiency level, three achieving a Strong proficiency level and four achieving a Developing proficiency level.

This improvement reflects the College's sustained and deliberate focus on literacy development. The implementation of a clear, explicit, whole-school approach to teaching foundational literacy skills, supported through programs such as Monster Phonics, Cars and Stars, Cleverbean and Essential Assessment, has contributed significantly to these outcomes. Equally important has been the College's emphasis on individual student growth rather than achievement alone, ensuring that students are recognised and supported to make progress from their own starting points.

As a small specialist school, analysing trends can be challenging due to our small cohort sizes and the highly individualised nature of our student population. Nevertheless, the results clearly demonstrate that, when provided with the appropriate support, encouragement, and learning environment, our students can achieve strong academic outcomes.

This is particularly evident in our Year 7 results, where one student achieved an Exceeding proficiency level across all English assessment domains. This student has attended the College since mid-2023, aside from one unsettled term spent at another school before returning. Their success highlights the positive impact of consistency, targeted support, and strong relationships on student learning outcomes. As expected within our context, there are also students who require additional academic support. These students are well known to staff, and a range of targeted literacy and numeracy interventions are in place to support their ongoing learning and development.

NAPLAN also provides valuable information that assists staff in evaluating the effectiveness of the school's teaching and learning programs and identifying areas requiring further attention. While conclusions must be drawn cautiously given the small sample size, the data indicates that some students within the Year 5 cohort require additional support in numeracy. In response, the College has refined its numeracy program to place greater emphasis on Number and Algebra, recognising these areas as foundational to broader mathematical understanding and achievement.

The data also highlighted that the same group of students consistently required additional support across assessment areas. To address this, every student has an Individual Learning Plan (ILP) that identifies specific learning goals, adjustments, and targeted teaching strategies designed to maximise their progress and engagement.

Overall, the 2025 NAPLAN results provide encouraging evidence that the College's academic programs and individualised approach to learning are having a positive impact on student achievement. While there remains work to be done, the results reinforce our belief that all students can experience academic success when provided with the right support, opportunities and expectations.

It is particularly pleasing to note that the strongest growth has occurred in reading, an area that has been a strategic focus for the College over the past two years. The results suggest that our investment in evidence-informed literacy instruction, targeted intervention programs and individualised support is beginning to deliver measurable improvements in student outcomes. As the College continues to strengthen its literacy and numeracy programs, we remain committed to ensuring that every student can achieve success and make meaningful progress in their learning.

Year 3 (3 students)

	Exceeding	Strong	Developing	Needing additional support
Reading		1	1	1
Spelling		1		2
Grammar	1			2
Numeracy		2		1

Year 5 (6 students)

	Exceeding	Strong	Developing	Needing additional support
Reading	1	1	2	1
Spelling		3	1	2
Grammar		1	2	3
Numeracy			2	3

Year 7 (3 students)

	Exceeding	Strong	Developing	Needing additional support
Reading	1	1	1	
Spelling	1	1	1	
Grammar	1	1	1	
Numeracy		1	2	

Staffing

Our staff at the school is made up of both primary and secondary-trained teachers. Teachers undergo additional specialised training to support our students. At our school we embrace all faiths and backgrounds for all our staff and students. We have staff who identify as Aboriginal or Torres Strait Islander, and we continue to encourage applications from First Nations teachers and other staff.

Level of accreditation	Number of Teachers
Conditional Teacher	2
Provisional Teacher	0
Proficient Teacher	7
Highly accomplished Teacher	0

Staff composite

Staffing	FTE
Principal	1.0
Compliance manager	0.8
AP Curriculum and classroom teacher (Primary)	1.0
AP wellbeing and classroom teacher (Secondary)	1.0
Classroom teacher (Primary)	1.0
Classroom teacher (Primary)	1.0
Classroom teacher (Primary)	1.0
Classroom teacher (Primary)	1.0
Classroom teacher (Secondary)	1.0
SLSO	1.0
SLSO	1.0
SLSO	1.0
SLSO	0.6
SLSO	0.6
Administration officer	0.8

Attendance 2025

Attendance rates for 2025 are as follows, as per the previous year the college has a rolling enrollment practice and therefore rates and student numbers change throughout the year.

Term 1	
Year level	Attendance Rate
Year 1	92.7%
Year 2	96.67%
Year 3	96.67%
Year 4	80.4%
Year 5	89.83%
Year 6	82%
Year 7	61.67%
Term 2	
Year 1	81.33%
Year 2	92%
Year 3	89.67%
Year 4	73.60%
Year 5	87.50%
Year 6	78%
Year 7	57.33%
Term 3	
Year 1	73.33%
Year 2	96.67%
Year 3	82.67%
Year 4	73.40%
Year 5	79.17%
Year 6	81.33%
Year 7	52.75%
Term 4	
Year 1	93%
Year 2	92%
Year 3	82.67%
Year 4	65.60%
Year 5	84.50%
Year 6	79%
Year 7	81.33%

Whole school attendance for the year

Year level	Attendance
Year 1	87.50%
Year 2	94%
Year 3	88.75%
Year 4	72.17%
Year 5	85.17%
Year 6	80%
Year 7	67.80%

Whole School rates

The school focuses heavily on school attendance; therefore, we monitor this closely in accordance with our attendance policy. Should attendance become unsatisfactory, we follow procedures to work with the families and make necessary plans and procedures to support positive attendance. Absences are followed up on the day of the absence to encourage positive communication and attendance at the school. Should patterns in absences occur or parents and carers are experiencing difficulties with their children attending, the school provides the necessary assistance to support families to overcome these barriers. This past year has seen some challenges to attendance with a large amount relating to unforeseen circumstances such as disability-related illness and out-of-home care placement changes.

School policies

Child Protection:

<https://wccollege.complispaceprimary.com.au/module/4820/page/de00ffc4-3a29-4021-8bc3-f78d168da59b.md>

Bullying Prevention and Intervention:

<https://wccollege.complispaceprimary.com.au/module/51/page/6d6ac28d-09e5-4a77-a772-c21c91e2bd1e.md>

Student Welfare and Discipline Policy:

[https://www.williamcampbellcollege.nsw.edu.au/_files/ugd/da2750_d6dcbdd857934379bb85c97235cc58cb.p df](https://www.williamcampbellcollege.nsw.edu.au/_files/ugd/da2750_d6dcbdd857934379bb85c97235cc58cb.pdf)

Complaints Handling Policy:

<https://wccollege.complispaceprimary.com.au/module/49/page/6df6084e-76d6-445e-a898-8c1b27bc04d4.md>

Enrolment:

<https://wccollege.complispaceprimary.com.au/module/80/page/f55e4c19-70f6-46af-872b-314ac17ddc4e.md>

Stakeholder satisfaction

In 2025 our focus was the year of “Relationships”. Our school model is heavily scaffolded with building and maintaining positive and trusting relationships. Working collaboratively with a team around the child approach allows for a holistic and collaborative approach to supporting every student's academic, social and emotional development.

Student Survey

Students took part in a survey that explored what they felt their relationships were like with both peers and staff. Many of our students have had negative experiences with previous social interactions, making connections, and educational facilities. 21 of our students took part in the survey ranging from Year 1 -7. The students rated out of 5 stars how they felt about the following: -

My teachers listen to me when I have something important to say – 4.3 stars

I have positive relationships with my teachers – 4.05 stars

There is at least one adult at school I can talk to if I need help – 4.67 stars

I have friends at school – 4.67 stars

I feel welcome at William Campbell College – 4.62 stars

Students at this school treat each other with respect – 4 stars

This year has helped me build stronger relationships with others – 4.5 stars

These results are highly encouraging, particularly when considered in the context of the students' diverse backgrounds and complex needs. Many students are still in the early stages of their journey at William Campbell College and are continuing to develop positive relationships with both their peers and staff members. It is especially pleasing to see the number of students who report having friendships and feel confident in their ability to maintain these positive social connections. This reflects the supportive environment fostered by the college and highlights the progress students are making in their social and emotional development.

The students were also asked if there was anything else they wanted the principal to know.

A summary of student's verbal feedback is as follows: -

Thank you for the school

I feel like I have to be more respectful to my teachers

I like this school and my beautiful classroom

"I love school"

I need some more music please for the piano. I am good and happy at school

If somebody is being rude to me, I can tell a teacher if I need too.

Staff survey

The recent staff survey focused on relationships and wellbeing provided valuable insights into the experiences of our team. The results highlighted the importance of positive workplace relationships, collaboration, and a supportive culture in promoting staff wellbeing. Feedback indicated that staff generally feel valued and connected, while also identifying opportunities to further strengthen communication, teamwork, and wellbeing initiatives. The survey findings will help guide future actions to ensure a positive, inclusive, and supportive environment where all staff can thrive both personally and professionally.

Staff were asked the following questions: -

How do you feel about your overall wellbeing?

How do you feel about your relationships with other staff?

Do you feel you hold positive relationships with students?

What has been the highlight of working at William Campbell College?

How has the year of relationships positively impacted students, staff or the school community?

What is one thing William Campbell College does particularly well?

What is one area where the school could improve?

Staff commented that their health and wellbeing is generally positive, but there is recognition that there are occasions that can impact this.

100% of staff feel that they hold positive relationships with their peers and leadership.

100% of staff feel they hold positive relationships with students and comment on their pride in doing so.

Comments on the highlights of working at the college are as follows: -

"Moving into new areas, I like building on myself and learning new things"

"Seeing the children grow and achieve their goals, seeing a young person getting to meet biological family for the first time"

"Watching a child participate in an excursion without a parent present"

"There are a few. The people I work with, the breakthroughs we have with the students, opportunities to use my creativity in designing programs"

"Fostering student relationships and assisting in learning and character development"

"Developing new strategies for positive learning environments"

"The opportunity to work in a dynamic space that to support students"

Staff have commented that the year of Relationships has definitely seen a positive impact on our students. Some staff have commented that it has identified areas they wish or need to work on. Whilst others have said focusing on relationships has strengthened a sense of belonging between all areas (students, staff, community and families).

Looking at what William Campbell College is doing particularly well; staff have commented on the following: -

"Listen"

"Help children, no one else can work with"

"Collaborative problem solving"

"It's the magic we create with our students"

"WCC is really strong in our ability to handle stressful situations whilst remaining calm and open minded"

"A personalised learning approach"

"Inclusion"

"Supporting each other"

Looking at what we need to improve, staff commented, they would like to see further curriculum support, increased staff wellbeing opportunities, more professional learning opportunities, and increased communication as the school grows.

Parent survey

We asked parents and carers to take part in a survey to share feedback as to how they felt their child/children's relationships and social skills were progressing. Parents and carers were asked the following questions; -

- How confident does your child appear in social situations?
- Does your child speak positively about their relationships with classmates and teachers?
- Have you observed your child demonstrating empathy, kindness, or inclusion towards others?
- Have school experiences last year supported your child's social and emotional development? If so, how?
- Are there any areas where you feel your child would benefit from additional support in developing relationships or social skills?
- Is there anything else you would like to share regarding your child's social wellbeing and relationships?

100% of parents and carers acknowledged that their child or children are not fully confident in social situations, with 17% that they are not at all confident.

67% of parents and carers commented said they have observed their child demonstrating empathy, kindness or inclusion towards others with the remaining 33% stating sometimes.

When parents and carers were asked how have school experiences supported their child / children's social and emotional development they commented on the following: -

"The staff has helped my child with strategies for emotional regulation and building confidence with her independence in all areas"

"Yes, I can see my child has developed emotional regulation, particularly in stressful situations. They now wish to participate in some form of activity outside of school"

"Yes, my child is becoming more confident in approaching other children to play in community settings such as play centers and playgrounds"

“Yes, he has become more positive interacting with others”

“Yes, William Campbell College has helped our children to learn to self-regulate and use strategies when in emotional dysregulation”

“Yes, by being guided by staff with peer relationships”

When parents and carers were asked what areas, they feel their child / children would benefit from the feedback was, continued confidence building, maintaining friendships with flexibility, and ongoing peer support.

When parents and carers were asked if there was anything further, they would like to share the feedback was:-

“Since being at WCC my child has grown leaps and bounds, particularly this year, she has made so much progress both with confidence academically and also confidence socially and willing to participate in group activities and sports.”

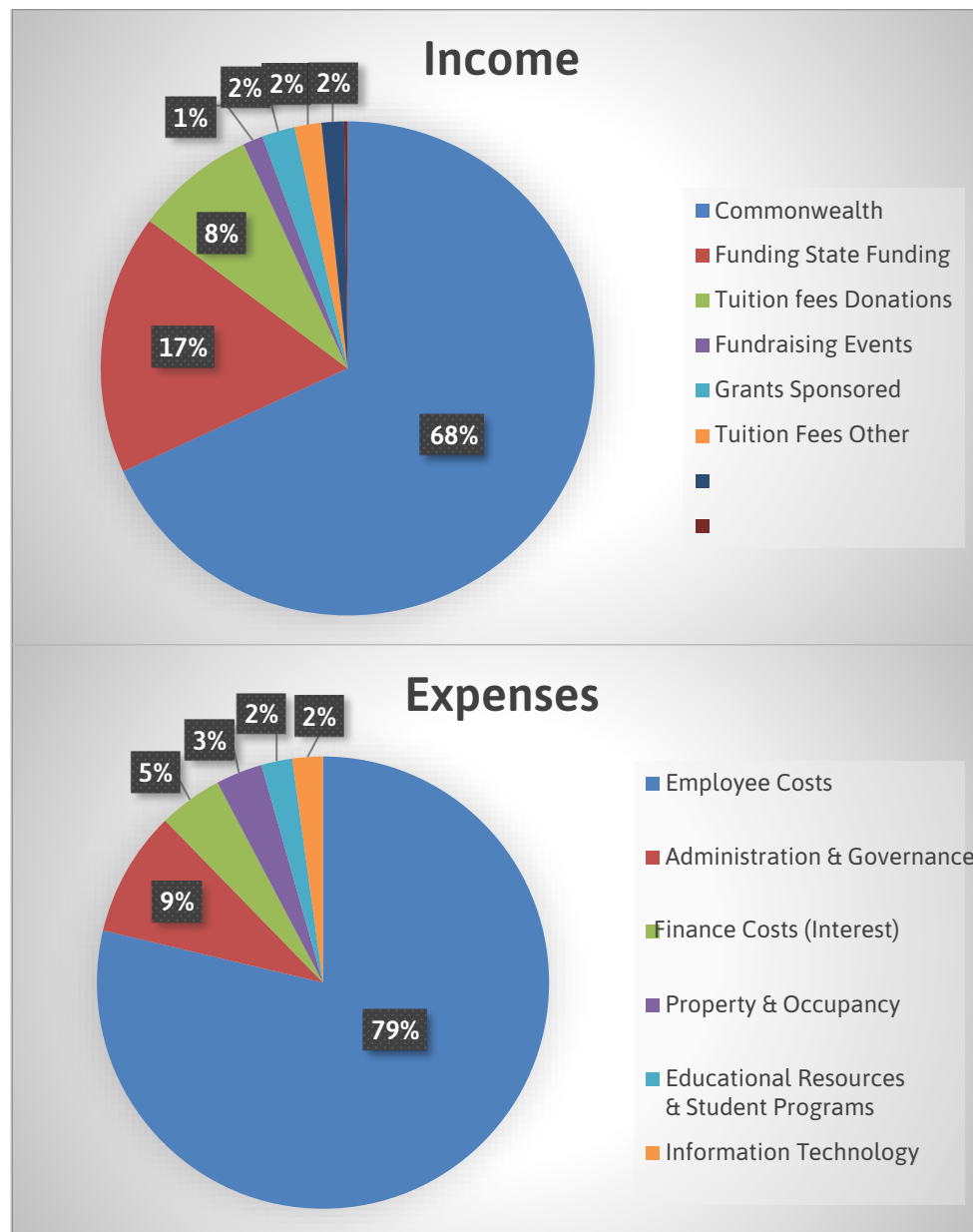
“My child has developed more understanding and empathy towards others, thank you for all of your support and the work you do.”

“They are benefiting for patient, inclusive social environments whilst they are building positive relationships at their own pace”

Financial Report 2025

The financial data in this Annual Report is sourced from the audited financial statements of William Campbell Foundation, the Approved Authority for William Campbell College (WCC), for the year ended 31 December 2025. The financial report has been prepared in accordance with the *Australian Charities and Not-for-profits Commission Act 2012* and relevant Australian Accounting Standards. The independent audit conducted by WSC Group confirmed that the financial statements present a true and fair view of the organisation's financial position and performance as at 31 December 2025.

In its third year of operation, WCC reported a positive result of \$200,087. This outcome reflects the College's continued progress towards financial sustainability while continuing to support quality educational outcomes for students and families.





**AUDITOR'S INDEPENDENCE DECLARATION TO THE RESPONSIBLE PERSONS OF
WILLIAM CAMPBELL FOUNDATION**

I declare that, to the best of my knowledge and belief, during the year ended 31 December 2025, there have been:

- (i) no contraventions of the auditor independence requirements as set out in section 60-40 of the *Australian Charities and Not-for-Profits Commission Act 2012* in relation to the audit; and
- (ii) no contraventions of any applicable code of professional conduct in relation to the audit.

WSC GROUP – AUDIT PTY LTD

A F Gilbert, CA
Director
Authorised Audit Company No. 527749

21 / 04 / 2026



BRANCHES AT:
SYDNEY SOUTH SYDNEY CBD BRISBANE
NEWCASTLE MELBOURNE GOLD COAST
info@wscgroup.com.au
ABN 88 660 087 418





INDEPENDENT AUDIT REPORT TO THE MEMBERS OF
WILLIAM CAMPBELL FOUNDATION

Report on the Audit of the Financial Report

We have audited the financial report of William Campbell Foundation, which comprises the statement of financial position as at 31 December 2025, the statement of profit or loss and other comprehensive income, the statement of changes in equity and the statement of cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies, and responsible persons' declaration.

In our opinion, the financial report of William Campbell Foundation has been prepared in accordance with Division 60 of the *Australian Charities and Not-for-profits Commission Act 2012*, including:

- (i) giving a true and fair view of the Registered Entity's financial position as at 31 December 2025 and of its financial performance for the year ended; and
- (ii) complying with Australian Accounting Standards and Division 60 of the *Australian Charities and Not-for-profits Commission Regulation 2013*.

Basis for Opinion

We conducted our audit in accordance with Australian Auditing Standards. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Report* section of our report. We are independent of the Registered Entity in accordance with the auditor independence requirements of the *Australian Charities and Not-for-profits Commission Act 2012* (ACNC Act) and the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 *Code of Ethics for Professional Accountants* (the Code) that are relevant to our audit of the financial report in Australia. We have also fulfilled our other ethical responsibilities in accordance with the Code.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our report on the requirements of the NSW Charitable Fundraising Act 1991 and NSW Charitable Fundraising Regulations 2008.

Responsibilities of Responsible Entities For the Financial Report

The responsible entities of the Registered Entity are responsible for the preparation and fair presentation of the financial report in accordance with Australian Accounting Standards and the ACNC Act, and for such internal control as the responsible entities determine is necessary to enable the preparation of the financial report that is free from material misstatement, whether due to fraud or error.

In preparing the financial report, the responsible entities are responsible for assessing the Registered Entity's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the responsible entities either intends to liquidate the Registered Entity or to cease operations, or has no realistic alternative but to do so.



BRANCHES AT:

SYDNEY SOUTH SYDNEY CBD BRISBANE
NEWCASTLE MELBOURNE GOLD COAST
info@wscgroup.com.au
ABN 88 660 087 418





INDEPENDENT AUDIT REPORT TO THE MEMBERS OF
WILLIAM CAMPBELL FOUNDATION
(CONT'D)

Those charged with governance are responsible for overseeing the Registered Entity's financial reporting process.

Auditor's Responsibilities for the Audit of the Financial Report

Our objectives are to obtain reasonable assurance about whether the financial report as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial report.

Report on the requirements of the NSW Charitable Fundraising Act 1991 and NSW Charitable Fundraising Regulations 2008

We have audited the financial report as required by Section 24(2) of the *NSW Charitable Fundraising Act 1991*. The directors are responsible for the preparation and presentation of the financial report in accordance with the *NSW Charitable Fundraising Act 1991* and the *NSW Charitable Fundraising Regulations 2008*. Our responsibility is to express an opinion on the financial report based on our audit.

Auditor's Opinion

In our opinion:

- (a) the financial report has been properly drawn up and associated records have been properly kept, during the financial year ended 31 December 2025 in accordance with:
 - (i) sections 20(1), 22(13) of the *NSW Charitable Fundraising Act 1991*; and,
 - (ii) section 7, 9(6) and 10 of the *NSW Charitable Fundraising Regulations 2008*.
- (b) The money received as a result of fundraising appeals conducted by the Registered Entity during the financial year ended 31 December 2025 has been properly accounted for and applied in accordance with the abovementioned Act and Regulations.

WSC Group - Audit Pty Ltd

A F Gilbert CA
Director

Dated this 21st day of April 2026



BRANCHES AT:
SYDNEY SOUTH SYDNEY CBD BRISBANE
NEWCASTLE MELBOURNE GOLD COAST
info@wscgroup.com.au
ABN 88 660 087 418

