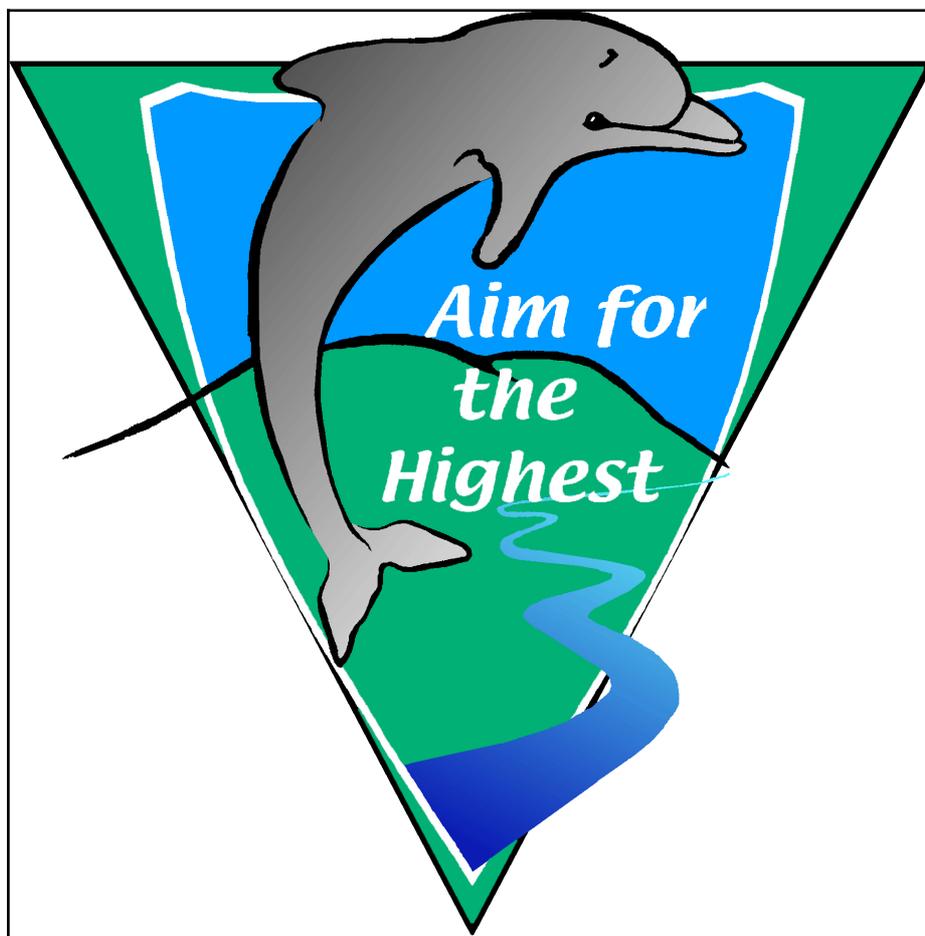


Camden Haven High School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Camden Haven High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

All members of our school community continue to explore and embrace ways of supporting student learning, engagement and wellbeing to ensure every student is known, valued and cared for. At Camden Haven High School we all work together to get the best learning experiences for all of our students. We have a diverse curriculum as well as extra-curricular activities, and the staff, both teaching and non-teaching are dedicated and professional. They are continually participating in professional learning to strengthen real time teaching and create new and exciting ways to enrich the learning of our students.

There is a sense of cohesion and purpose by staff, students, parents and the wider community which underpins all we undertake. This year we have provided numerous opportunities for the talents of all students to be developed and fostered. We are not only concerned with making good use of one's talents but also encouraging all students to seize the opportunities presented at school to develop themselves to the fullest – academically, physically, culturally, socially, and emotionally.

The importance in a large school is the contribution of parents and community organisations. The P&C is a small, but very supportive group who run the school canteen. This has been over many years the main source of funds raised which have come back to the school and are used to support student learning..

Businesses and service organisations continue to support our school by sponsoring extra-curricular activities such as chess, robotics and bridge building but also in taking on students for work experience, work placement and traineeships. This has allowed for wider and broader experience for students, providing them with the opportunity to pursue academic and/or vocational pathways, providing greater choice for their futures.

We can all be proud of the achievements of all of our students, and above all, the real sense of community and pride which is demonstrated at our school. I, with my team of Deputy Principals, take this opportunity to sincerely thank all who actively contributed to our successes during this year.

Collaboration, communication, creativity and critical thinking, all so important for allowing members of the school community to form connections, past, present and into the future.

Message from the school community

During 2019 the CHHS Parents and Citizen's Association (P&C) has continued its partnership with the school staff, executive, students and parents. P&C members participate in a range of activities including members of school teams, merit selection panels and at P&C Regional level.

The P&C operates the school canteen providing daily catering for students and staff as well as catering for school events. The monies raise are donated to the school to support students. P&C meetings are open to all parents and carers, providing updates on school activities and the opportunity for members to have input into school programs. Come along and be involved in the education of your students.

School background

School vision statement

We are an innovative learning community delivering excellence . We will;

Provide a challenging, nurturing and caring learning environment that encourages high expectations for success through quality teacher instruction.

Equip our students for the demands and opportunities of the 21st century by providing a differentiated, effective curriculum.

Strive to have our parents, teachers and community members actively involved with our student's learning. Foster leadership opportunities and devote time to supporting students to effectively transition to and beyond school.

School context

Camden Haven High School is a diverse, inclusive, flexible and safe learning environment. The school caters for students from Years 7–12 with both face to face and distance learning. 752 students attend onsite, with 432 fulltime and 540 single course students who study by distance.

Engagement in learning is ensured through the provision of rich learning experiences which are relevant and significant and planned around the capabilities of individual students and encompass universal, targeted and intensive student needs. School values are embedded in all programs, practices and relationships.

A broad academic curriculum, strong vocational program, highly experienced teaching staff, a variety of curriculum options in all stages, high quality creative and performing arts, a wide range of opportunities in cultural, debating and public speaking, leadership and sport. This is further supported by effective student wellbeing programs, personalized learning plans, transition programs, broad individualized career choice and a wide range of co-curricular programs. Parent and community support for the school is strong and the school has been recognized for its achievements, its work in quality teaching and leadership.

All students are encouraged to participate actively to enhance their learning and to develop strong connections to peers, teachers and the school. Student opportunities are further enhanced by our strong partnerships with families, the wider community, our local community of schools and all schools with distance learners across the state.

We are committed to the pursuit of excellence and the provision of high quality educational opportunities for each and every child.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Learning

School teams have focussed on improving the learning outcomes of students by supporting their wellbeing, setting high expectations and having clear expectations of behaviour which are consistently reinforced to provide a rich learning environment that is respectful caring and safe.

Literacy and numeracy continue to be a major focus to enable all students to achieve the Band 8 Minimum Standard. Students who have not met this requirement were provided with opportunities to sit practice tests and then take the exam.

Teaching

Differentiation of learning materials and assessment tasks to cater for all students learning needs have also been a focus for staff as has providing students with timely and relevant feedback to assist students in achieving their personal best.

CANVAS is a new Learning Management System which has provided a new platform for staff to engage students in online learning. This is particularly relevant for our students who study by distance, as it provides course work, quizzes and a forum where they are able to relate to other students as well as the teacher.

Leading

All staff have identified goals in their Performance Development Plan to increase their knowledge and skills and improve teaching practice. Collegial Leadership Networks (CLNs) provide the opportunity for staff to meet with teachers from other schools both locally and across the state to share expertise and ideas.

Students are provided with leadership opportunities through the Student Representative Council (SRC), Aboriginal Leadership Team, Peer Leaders and curriculum opportunities such as work experience, transition to work and work placement.

Strategic Direction 1

GREAT LEARNING Connect, Succeed, Thrive, Learn

Purpose

To build a school culture that is creative and innovative to promote achievement and foster wellbeing for every student. All students are known, valued and cared for, becoming increasingly motivated learners with personal resources for future success and wellbeing.

Improvement Measures

- **10% increase in student engagement and wellbeing in "Tell Them From Me" student survey data**
- **All students meet or exceed state average growth in Literacy and Numeracy between Year 7 results, 2018 and Year 9 results**
- **School self evaluation against School Excellence Framework validates a growth from sustaining and growing to excelling in the areas of Learning Elements (Learning Culture and Wellbeing)**

Progress towards achieving improvement measures

Process 1: Wellbeing – Rob Schouten

A whole school consistent approach to student wellbeing and behaviour expectations ensuring optimum conditions for learning.

Evaluation	Funds Expended (Resources)
Students attended a forum on anti bullying to assist in the development of a new Camden Haven High School Antbullying Operating Guideline in the final year of the plan. All wellbeing programs were mapped and it was identified that programs which went across the whole school and involve all year groups were lacking. Activities were planned and implemented, such as National Day of Action Against Bullying and Violence, White Ribbon Day, We Care video.	Staff Wellbeing Team Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$95000.00)

Process 2: Learning Progressions (Literacy / Numeracy) – Cheryl Glover, Pru Walker

Teachers increase knowledge and implementation of learning progressions that will meet the demands of the HSC and NAPLAN minimum standards.

Evaluation	Funds Expended (Resources)
Literacy outcomes from the syllabus embedded in teaching and learning programs. PEEL scaffold incorporated into learning materials and assessment tasks. Literacy and numeracy classes continue in Year 8 with resources available for all staff to access. HSC Minimum standards practice tests scheduled each term for students in Years 10 and 11.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$75000.00)

Process 3:

Evaluation	Funds Expended (Resources)
No applicable	Nil

Strategic Direction 2

INSPIRED TEACHING Curriculum, Differentiation, Feedback and Assessment

Purpose

To enhance the capacity of all staff to identify, understand and implement the most effective explicit teaching methods, with the highest priority given to evidence based teaching strategies. Formative assessment is integrated into daily teaching practice in every classroom and teachers effectively analyse student assessment data to inform future teaching and learning.

Improvement Measures

Teaching programs are dynamic showing evidence of differentiation informed by feedback of teaching practices through lesson observations, consistent assessment and tracking of student progress

The school is able to evidence growth from sustaining and growing to excelling in the Teaching Domain element of Effective Classroom Practice and in the Learning element of Assessment.

Progress towards achieving improvement measures

Process 1: Differentiation – Di Stevens

School protocols, practices and programs further developed and implemented to support teachers in providing differentiated learning for all students.

The school encourages students to recognise and respect cultural identity and diversity.

The school has processes in place for teacher's performance and development.

Evaluation	Funds Expended (Resources)
Differentiation workshops were implemented for staff. Newsletters written and distributed to support staff. Learning materials and assessment tasks have been differentiated and there are three levels developed for students, standard, modified and significantly modified in all Key Learning Areas (KLAs).	Team Leader and HTs Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$60000.00)

Process 2: Feedback & Assessment – Michaela Clough

Development and implementation of formative and summative assessment strategies are consistent and routine

The school analyses internal and external data to monitor, track and report on student and school performance.

Evaluation	Funds Expended (Resources)
Nil	Nil Funding Sources: • NA (\$0.00)

Process 3:

Evaluation	Funds Expended (Resources)
All Assessment Tasks for Stage 5 and Year 12 Term Two developed using CHHS template (including examination template where applicable)	A&R Team and faculties A&R Team

Progress towards achieving improvement measures

DIRT being utilised in classrooms across all KLAs

Compare 2019 data with 2018 baseline data with regards to completion of assessment tasks Years 7–11

Funding Sources:

- Quality Teaching, Successful Students (QTSS) (\$35000.00)

Strategic Direction 3

EFFECTIVE CONNECTIONS Promote the school, Engage, Build Leadership

Purpose

Strive to have our parents, teachers and community members actively involved with our student's learning. Students will benefit from the school's planned and proactive engagement with parents and the broader community. Foster leadership opportunities and devote time to supporting students to effectively transition to and beyond school.

Improvement Measures

- Increased enrolment of feeder school students attending Camden Haven High School

All programs support equitable and ongoing opportunities for participation by all students in engaging in and developing collaborative relationships with community and parents/carers

- All Stage 6 students attain the schools expectations for success e.g. a credential, transition to work/further education

Progress towards achieving improvement measures

Process 1: Community Consultation – Michelle Marotte

Positive partnerships with parents and carers developed through regular meetings focused on personalised student learning.

Develop an action plan which targets a wide range of curricula and extra curricula academic, sporting, cultural and agriculture activities and the strategies to promote these within the local and wider community.

Evaluation	Funds Expended (Resources)
Promotion of school events and student achievement continued to be a major focus for the promotions team. Consistent branding was identified as a need and was upgraded. Changes to school uniforms was a priority and students were provided with school jackets at no cost to families.	Community Liaison Officer employed. Funding Sources: • Socio-economic background (\$105000.00)

Process 2:

Evaluation	Funds Expended (Resources)
Nil	NIL

Process 3:

Evaluation	Funds Expended (Resources)
Nil	Nil

Process 4:

Evaluation	Funds Expended (Resources)
Nil	Nil

Key Initiatives	Resources (annual)	Impact achieved this year
Community Consultation Project	Nil	This was a focus in year one of the plan.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	543	541	535	541
Girls	461	507	506	502

Student attendance profile

School				
Year	2016	2017	2018	2019
7	91.9	89.2	86.8	91.2
8	90.5	87	85.3	87.9
9	87.4	88.9	83.1	86.8
10	86.6	83.6	81.2	84.7
11	87.1	84.9	84.4	85.8
12	88.1	89.5	87.3	87.1
All Years	88.5	87	84.5	87.5
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

The school has maintained a consistent enrolment of over 1000 for the past six years. The number of students attending face to face has declined slightly, but the anticipated enrolment in Year 7, was larger than expected with over 150 students being enrolled. The remainder of our students study by distance learning – fulltime, pathways and single course enrolments. The school sets a buffer for each year cohort attending onsite, to ensure there are places for in area students if enquiries are received for out of zone enrolments.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	2	6	6
Employment	8	81	30
TAFE entry	5	13	23
University Entry	0	0	34
Other	85	12	7
Unknown	0	2	2

In 2019 the majority of students in both Years 10 and 11 continued in fulltime education, most at Camden Haven High School, however some did go to TAFE or another educational provider.

Year 12 students undertaking vocational or trade training

23.53% of Year 12 students at Camden Haven High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

53.1% of all Year 12 students at Camden Haven High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification. There has been a trend towards an increased number of students choosing vocational education courses over the past five years.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	21
Classroom Teacher(s)	124.2
Learning and Support Teacher(s)	1.9
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	23.89
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Professional learning needs are identified in each staff member's Performance Development Plan (PDP). The professional learning undertaken supports the achievements of each individual's goals and also the Strategic Directions of the School Plan. All staff who applied for accreditation as Proficient in 2019 were successful, whilst others were able

to maintain their accreditation, with some staff continuing to work towards accreditation at Highly Accomplished and Lead Teacher. Collegial Network Meetings (CLN) both locally and with our state Distance Education colleagues, continue to be important and support the continued professional learning of staff and sharing of resources and expertise for both individuals and faculty teams.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	3,892,556
Revenue	23,043,058
Appropriation	22,665,985
Sale of Goods and Services	13,971
Grants and contributions	345,026
Investment income	11,029
Other revenue	7,048
Expenses	-21,626,964
Employee related	-19,028,881
Operating expenses	-2,598,083
Surplus / deficit for the year	1,416,095

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	594,576
Equity Total	1,031,347
Equity - Aboriginal	132,629
Equity - Socio-economic	569,641
Equity - Language	3,840
Equity - Disability	325,237
Base Total	7,801,266
Base - Per Capita	267,441
Base - Location	21,574
Base - Other	7,512,251
Other Total	12,796,822
Grand Total	22,224,010

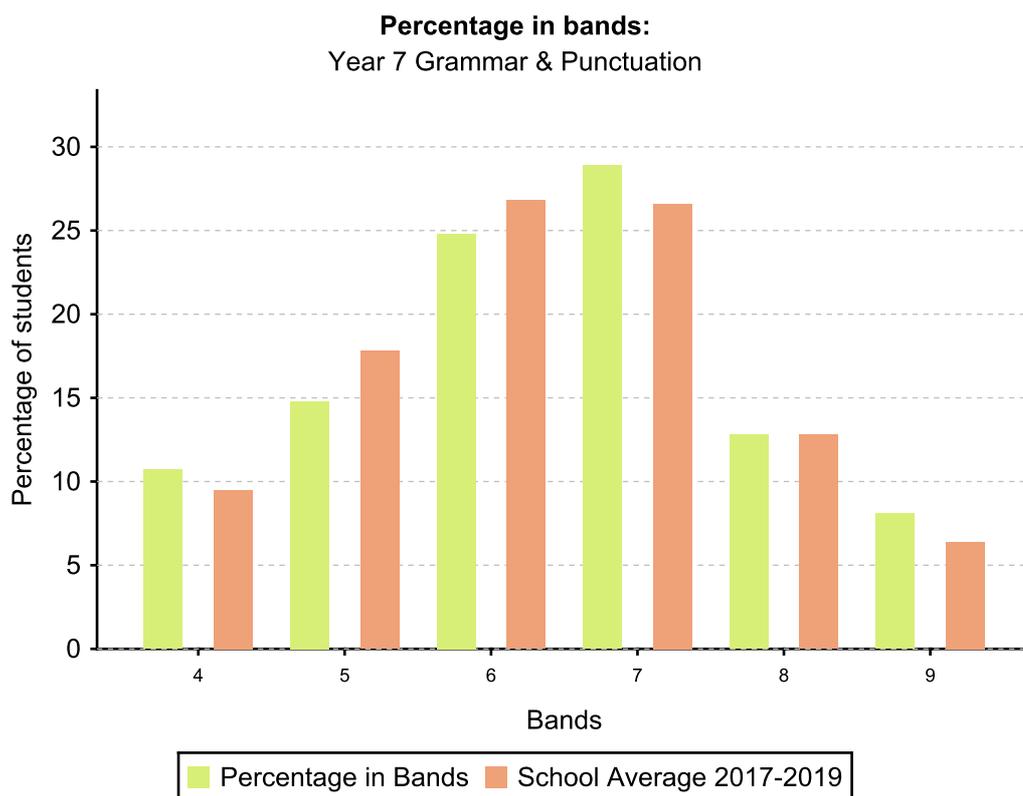
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

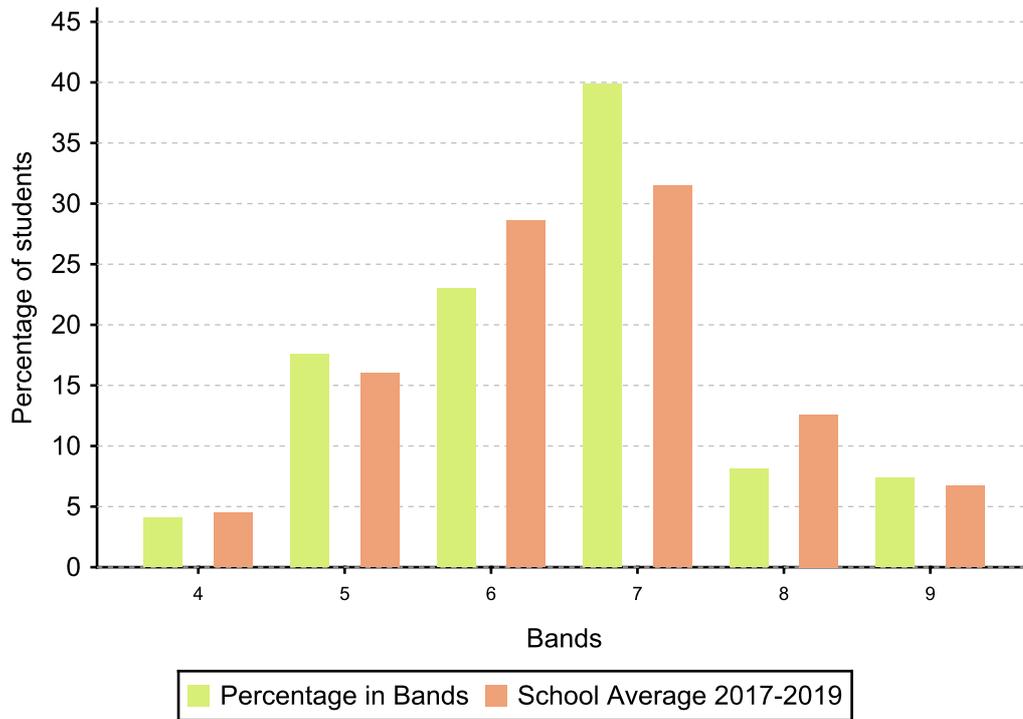
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



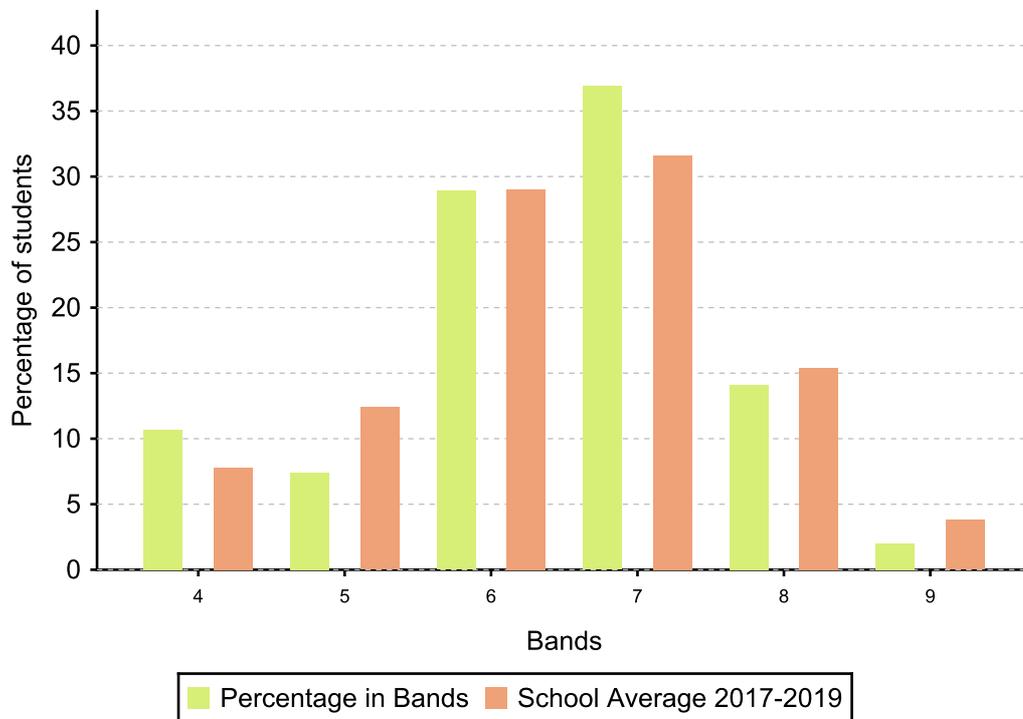
Band	4	5	6	7	8	9
Percentage of students	10.7	14.8	24.8	28.9	12.8	8.1
School avg 2017-2019	9.5	17.8	26.8	26.6	12.8	6.4

Percentage in bands:
Year 7 Reading



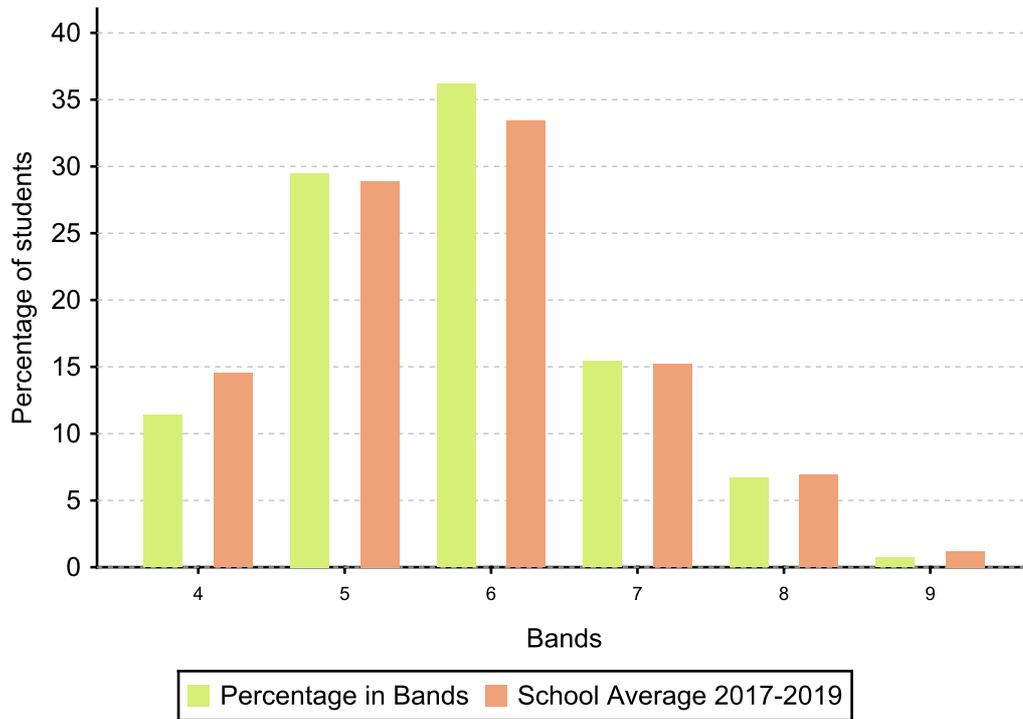
Band	4	5	6	7	8	9
Percentage of students	4.1	17.6	23.0	39.9	8.1	7.4
School avg 2017-2019	4.5	16	28.6	31.5	12.6	6.7

Percentage in bands:
Year 7 Spelling



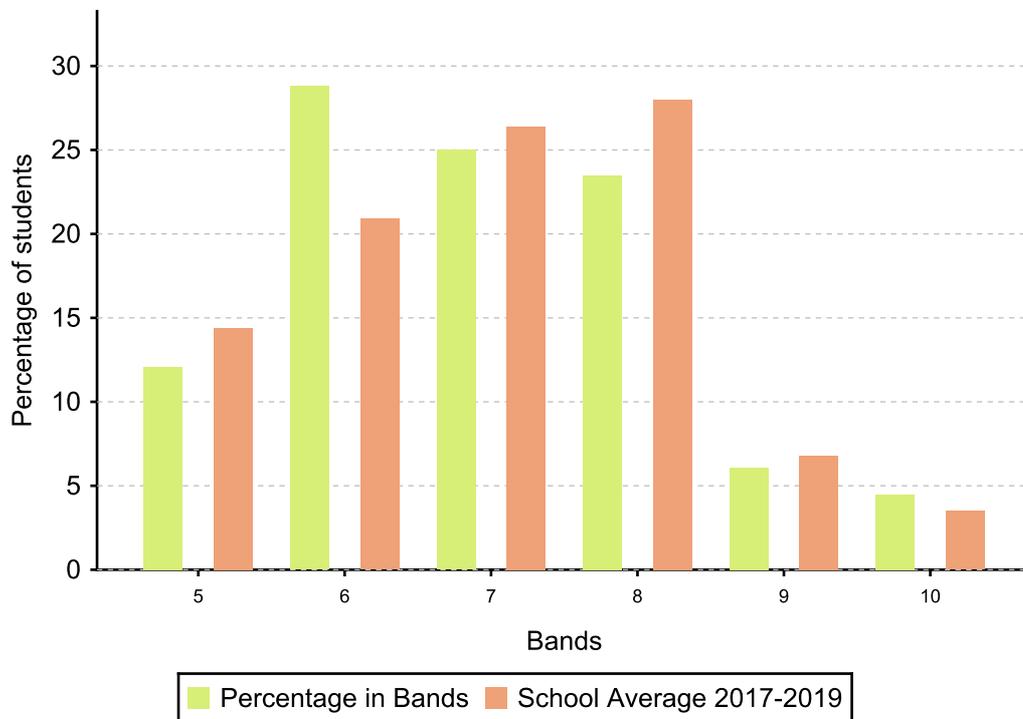
Band	4	5	6	7	8	9
Percentage of students	10.7	7.4	28.9	36.9	14.1	2.0
School avg 2017-2019	7.8	12.4	29	31.6	15.4	3.8

Percentage in bands:
Year 7 Writing



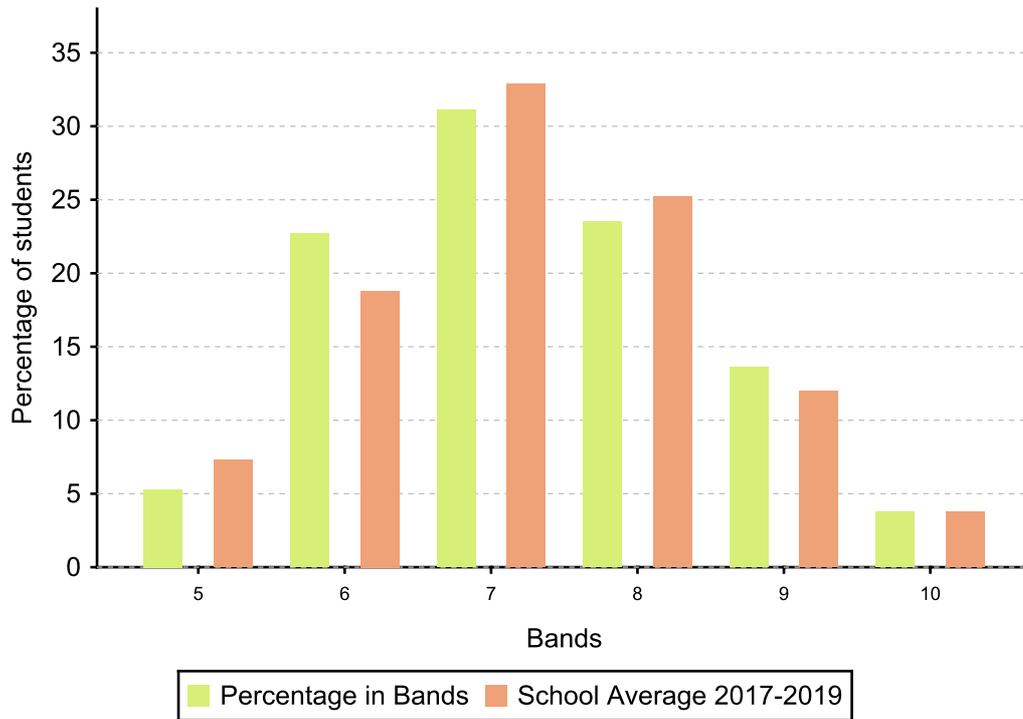
Band	4	5	6	7	8	9
Percentage of students	11.4	29.5	36.2	15.4	6.7	0.7
School avg 2017-2019	14.5	28.9	33.4	15.2	6.9	1.2

Percentage in bands:
Year 9 Grammar & Punctuation



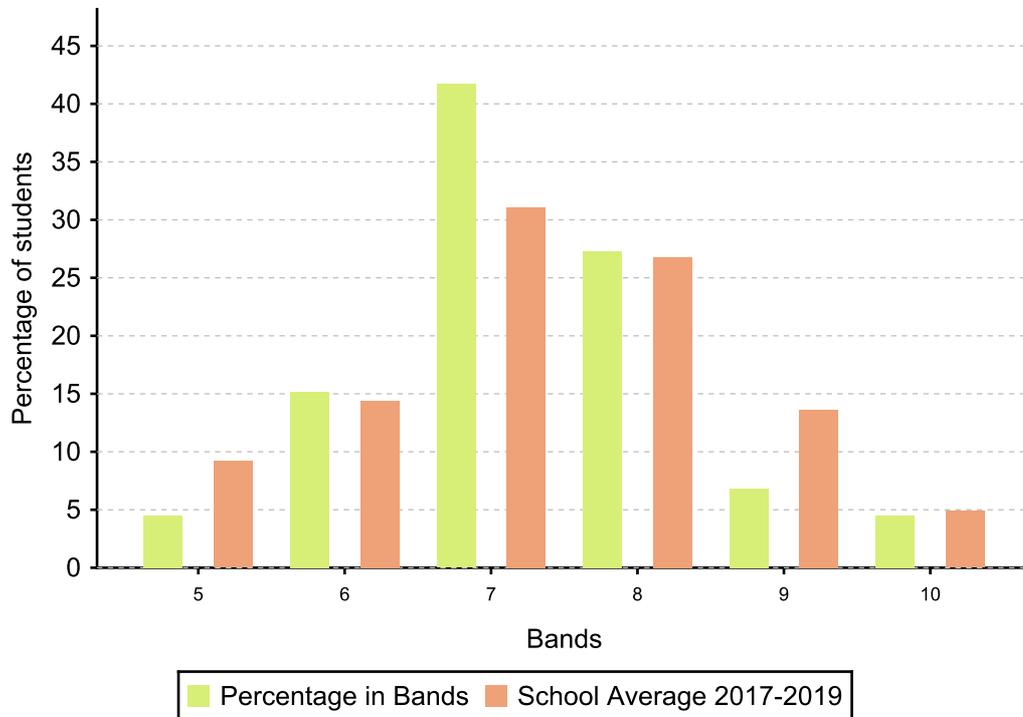
Band	5	6	7	8	9	10
Percentage of students	12.1	28.8	25.0	23.5	6.1	4.5
School avg 2017-2019	14.4	20.9	26.4	28	6.8	3.5

**Percentage in bands:
Year 9 Reading**



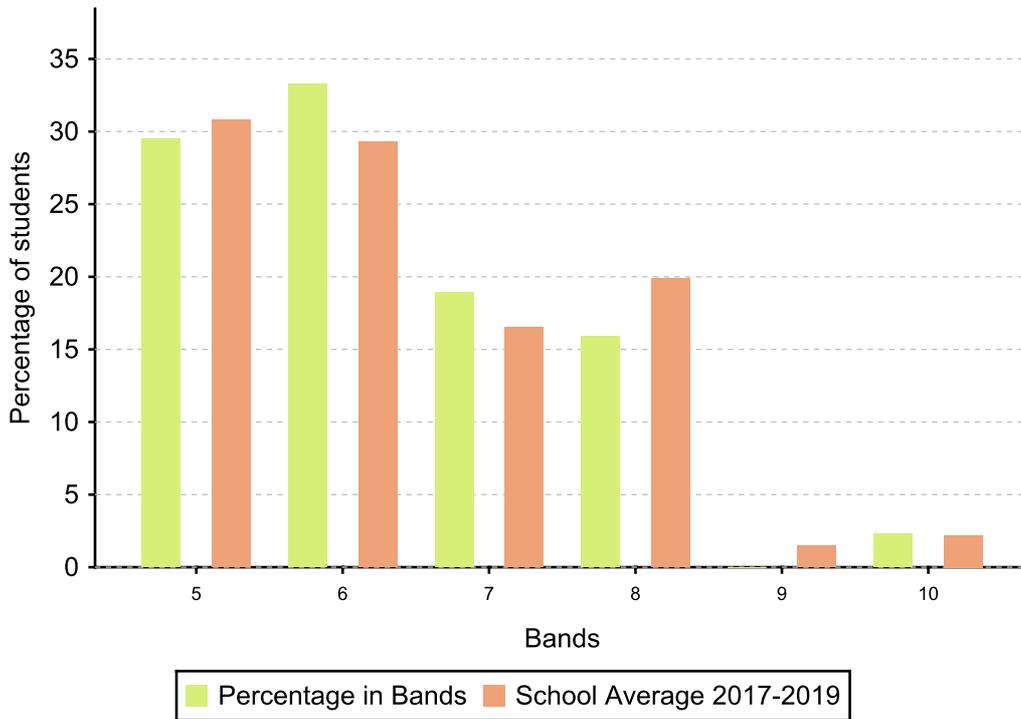
Band	5	6	7	8	9	10
Percentage of students	5.3	22.7	31.1	23.5	13.6	3.8
School avg 2017-2019	7.3	18.8	32.9	25.2	12	3.8

**Percentage in bands:
Year 9 Spelling**



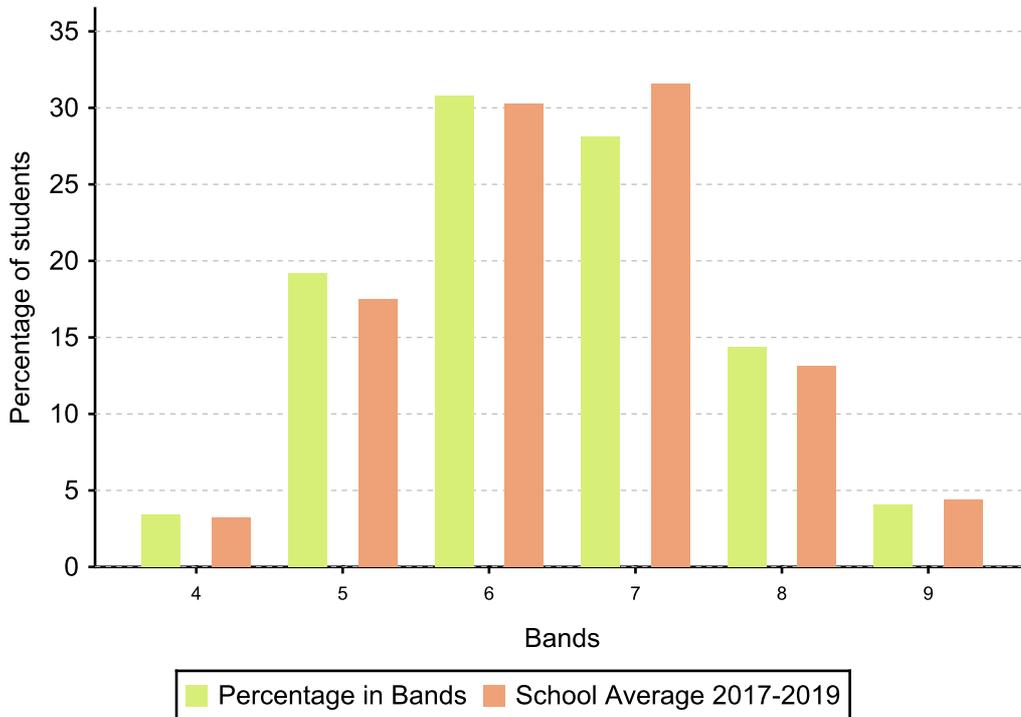
Band	5	6	7	8	9	10
Percentage of students	4.5	15.2	41.7	27.3	6.8	4.5
School avg 2017-2019	9.2	14.4	31.1	26.8	13.6	4.9

Percentage in bands:
Year 9 Writing



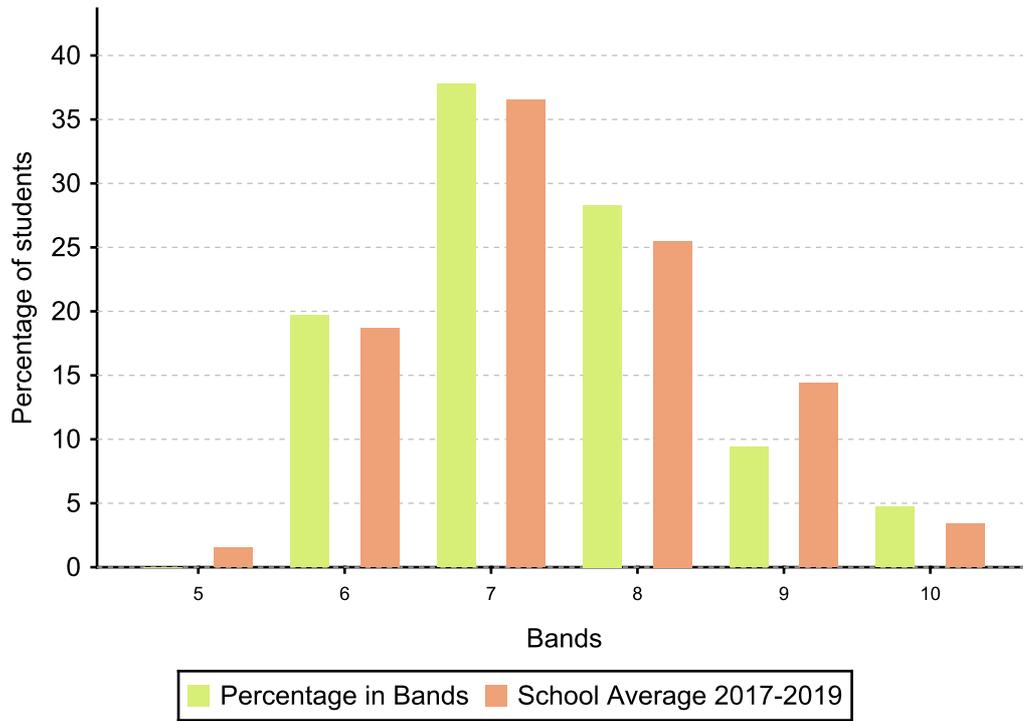
Band	5	6	7	8	9	10
Percentage of students	29.5	33.3	18.9	15.9	0.0	2.3
School avg 2017-2019	30.8	29.3	16.5	19.9	1.5	2.2

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	3.4	19.2	30.8	28.1	14.4	4.1
School avg 2017-2019	3.2	17.5	30.3	31.6	13.1	4.4

Percentage in bands:
Year 9 Numeracy

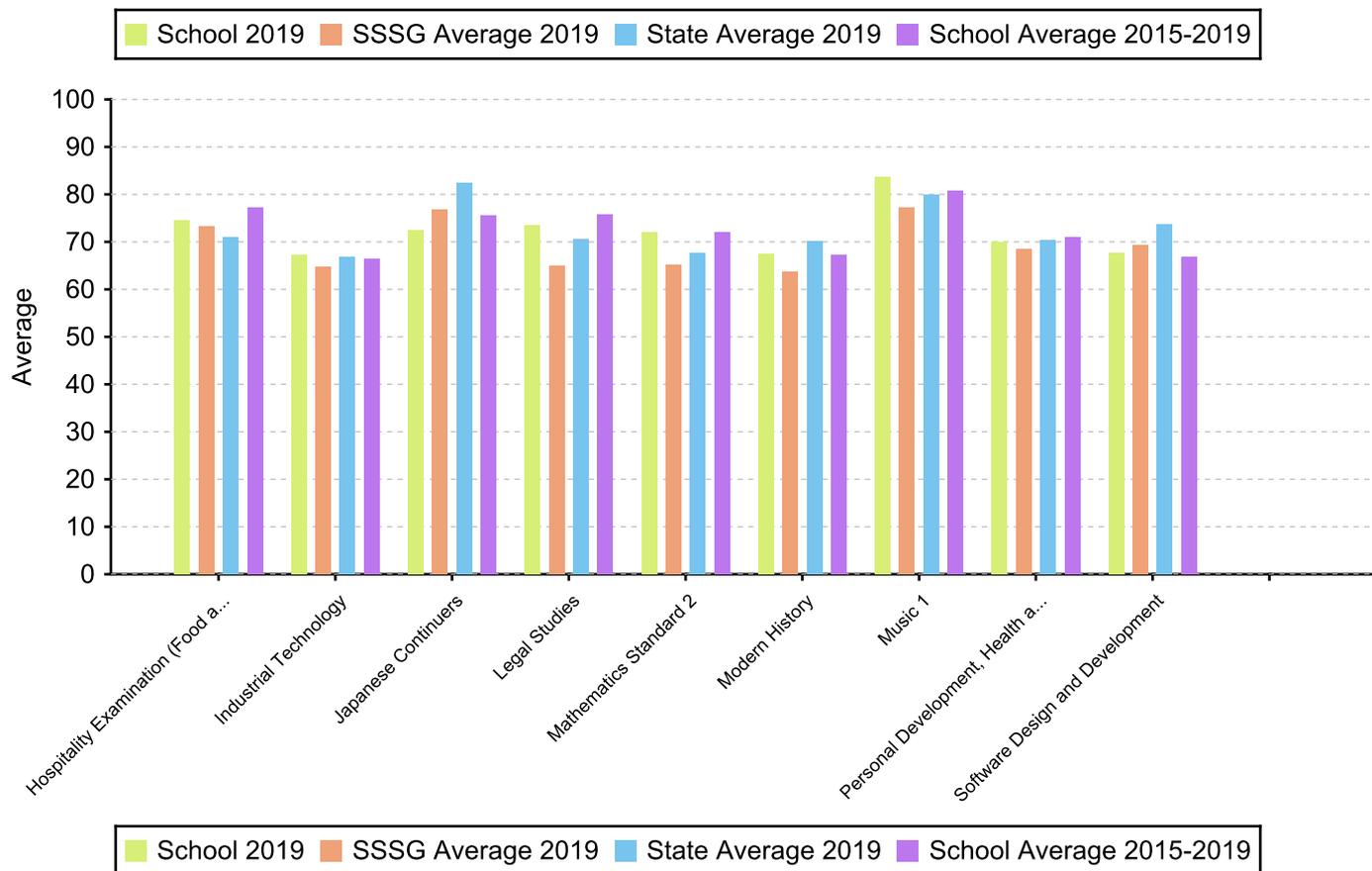
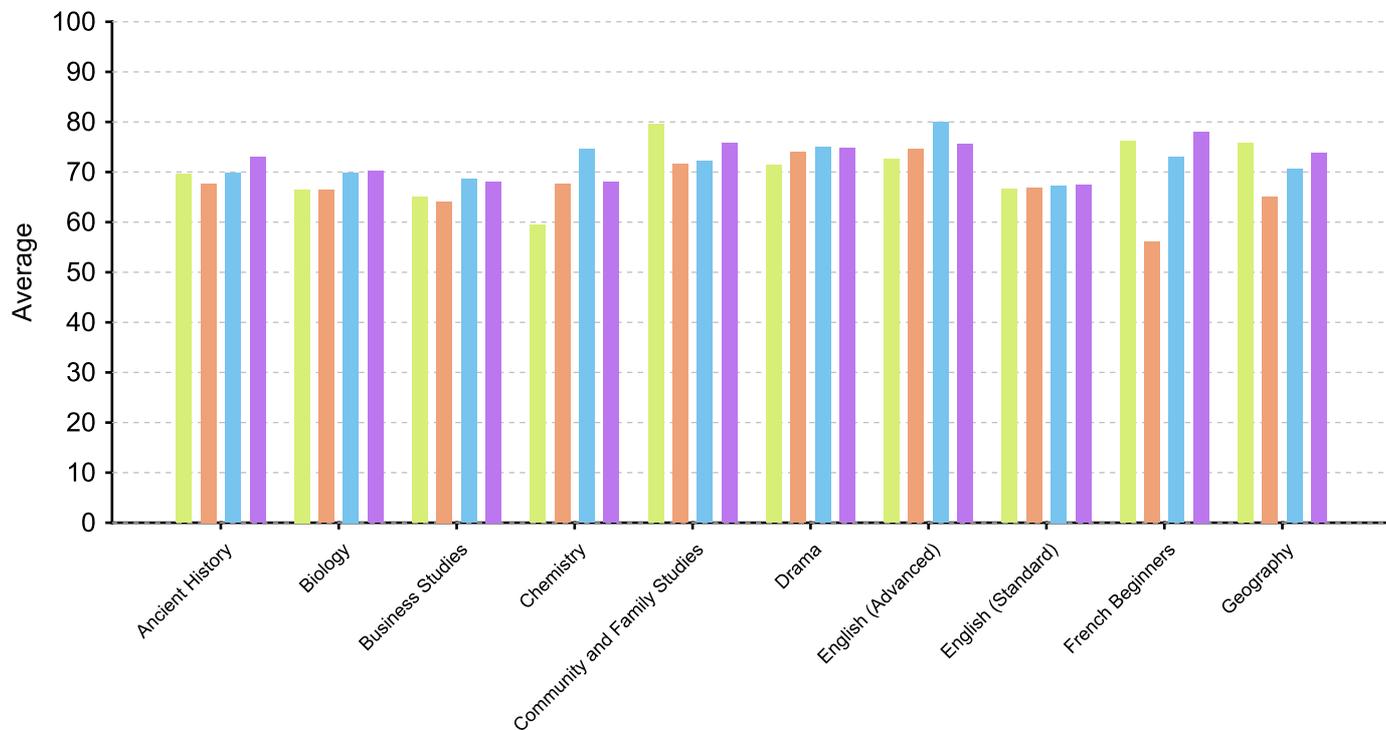


Band	5	6	7	8	9	10
Percentage of students	0.0	19.7	37.8	28.3	9.4	4.7
School avg 2017-2019	1.5	18.7	36.5	25.5	14.4	3.4

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Ancient History	69.6	67.7	69.9	73.0
Biology	66.5	66.5	69.9	70.2
Business Studies	65.0	64.1	68.6	68.1
Chemistry	59.4	67.5	74.7	68.0
Community and Family Studies	79.6	71.6	72.2	75.7
Drama	71.4	74.0	75.0	74.8
English (Advanced)	72.6	74.6	80.0	75.5
English (Standard)	66.6	66.8	67.3	67.4
French Beginners	76.1	56.0	72.9	78.1
Geography	75.8	65.1	70.6	73.8
Hospitality Examination (Food and Beverage)	74.6	73.2	71.1	77.2
Industrial Technology	67.3	64.7	66.8	66.5
Japanese Continuers	72.4	76.8	82.5	75.6
Legal Studies	73.4	65.0	70.6	75.7
Mathematics Standard 2	72.0	65.2	67.7	72.0
Modern History	67.5	63.7	70.2	67.2
Music 1	83.7	77.2	79.9	80.7
Personal Development, Health and Physical Education	69.9	68.5	70.5	70.9
Software Design and Development	67.7	69.4	73.8	66.8

Parent/caregiver, student, teacher satisfaction

The school sought the opinions of parents, students and teachers utilising the data from the "Tell Them From Me" surveys. The data indicates that students have high expectations of being successful, developing positive relationships at school with peers as well as staff, and make an effort to achieve their personal best in all they undertake.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.