

Camden Haven High School

Annual Report



2016



8280

Introduction

The Annual Report for **2016** 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.

Mrs Margaret Hutchinson

Principal

School contact details

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6556 8100

Message from the Principal

Camden Haven High School provides a welcoming, quality, inclusive educational setting for all our students. Our dynamic learning environment provides a diverse curriculum which allows students to pursue individual learning pathways and develop their potential in whatever field they pursue. The nurture and support by our teaching and non-teaching staff helps students to develop into confident, independent and successful young adults. Support and encouragement is provided in formal classroom settings, excursions and extra-curricular activities for students to achieve their personal best in academic, creative, vocational, cultural and sporting pursuits, within a positive, respectful environment where individual differences are accepted and celebrated.

We value the links we have with all our primary feeder schools in the Camden Haven Community of Schools (CHCoS) and have established a dynamic transition program that allows students to start high school with confidence. I work closely with the other Principals in the CHCoS to ensure that there are many opportunities for students from our feeder schools to participate in enrichment activities throughout the year. Our successful annual Camden Haven Arts Festival for Students (CHAFFS) is a celebration of the creative arts from all CHCoS students and the dedication, creativity and experience of the teachers at these schools who help to motivate our students to develop their self-confidence, independence and self-esteem.

All of our students benefit from learning in an environment that celebrates and rewards personal success. The school delivers highly successful support programs in response to individual learning needs across all years. We continue to strengthen our partnerships with business and community organisations who work with our staff to offer students work experience opportunities, traineeships and apprenticeships. We value the community support and encourage students to participate in and be part of community groups and organisations through volunteering, donating blood, collecting for and donating to charities and by joining sporting clubs and other organisations such as State Emergency Services (SES) and the Rotary Club of Laurieton. We strive to develop and maintain lasting partnerships between the school and our families and work cooperatively to promote positive values and develop global citizenship in preparing our students for the ever changing real world.

Our focus in 2016 continued on providing a quality education for all students in a safe environment that emphasises positive behaviour for learning and values respect, responsibility and personal best. I am proud of the achievements of our students in 2016, which are showcased throughout the year in newsletters, media releases and the school magazine and are due to our experienced and dedicated staff, and their strong commitment to student learning, success and wellbeing and the expectations of our school community for us to work together to build a culture of excellence, innovation, opportunity and success.

Mrs Margaret Hutchinson

Message from the school community

This year has continued to see the P&C partnering with the school executive, staff, students and parents.

The P&C represents the school community on the school finance team, merit selection panels, and at a regional level.

The school canteen is operated by the P&C and as well as catering for the students' daily needs, they cater for various school functions and sell book packs. The canteen is the P&C's main fundraising activity and is organised by a small group of dedicated volunteers.

Monies raised through fundraising are donated to the school and used to fund equipment and learning programs for students. Annual funding also includes the bus lease, Year 12 Careers expo and presentation awards.

At P&C meetings, attendees are updated on all school activities and provide input into school based programs. These meetings are open to all parents and carers. Everyone is most welcome to come along and be involved in your child's education.

Mrs Irene Chillcott

Message from the students

2016 was a jam packed year for the Student Representative Council (SRC). From October 2015 until September 2016 this group of students banded together to tackle the issues placed before them by the greater student body and the school community.

Term 1, saw some new leadership skills develop among us as we attended our annual training day. This was an insightful day in which the SRC members got to know each other better and we set the goals we wanted to achieve for the year. Term 1 also saw us support the swimming carnivals by holding a BBQ to feed the hungry competitors and spectators. We also held a social, the first for the year.

In Term 2 the SRC hosted its first ever "Blue Day". The day's focus was to dress in blue to raise money for Hastings Autism. \$750 was presented to this group and it was much appreciated by the President who came to the school and gratefully accepted the funds.

Every year the SRC helps fund students of all age groups to pursue their sporting and cultural goals at Regional and State levels both as individuals and teams. This year was no different and also saw the SRC sponsor students to attend the annual Luminosity Youth Summit in Port Macquarie. As an attendee of this event I can say it was a life changing experience and a definite eye opener for my future ambitions. I feel this response was befitting to all attendees and their experience at the summit. We also had former CHHS student, Shelley Watts, compete at the Rio Olympics in the women's boxing. Throughout her campaign the student body supported her by streaming supportive videos to her Facebook page and dressing up in green and gold.

Our last school social was held in August. The theme was Glitter Madness. The photo booth proved a huge hit and DJ Jimmy Laing once again put on an amazing show for everyone to enjoy. We ran RUOK? day in September. On this day we raised money for suicide prevention. We handed out prizes for the best dressed students who all dressed in bright orange or yellow. This was a busy day for us as we also held School Captain elections where the democratic voting process is undertaken in a similar way to government elections.

During November we held our annual Pink and Blue Day. All funds raised on this day are donated to cancer research. In total over \$1600 was donated towards various cancer research foundations. We held many activities and of course our traditional Teachers vs Students Futsal game. Again, the students were victorious!

Weekly SRC meetings for 2016 were jam packed with ideas to ensure that the future of CHHS is as enjoyable as possible for both the students and wider school community. We have left a legacy to the school with the placement of affirmations in all classrooms to ensure a positive outlook on education. Another feature was to make EFTPOS available for student use in the canteen. Both of these goals have assisted in improving the school for the students.

We said goodbye to some of our SRC members as they left school, and thanked those that have served as part of our group. We will also be welcoming some new SRC members and have lots in store for CHHS in the 2017 upcoming year.

Hudson Macindoe –Year 10

School background

School vision statement

We are an innovative learning community delivering excellence through diverse learning, where all members are actively engaged in achieving their personal best in a safe, respectful and supportive environment.

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. 741 students attend onsite, with 336 fulltime and 650 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.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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 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.

Staff discussed the School Excellence Framework (SEF) and its implications for informing monitoring and validating the school's strive for excellence. Executive and faculty meetings were dedicated to examine the School Plan 2015–2017 and determine the elements from the SEF that were most strongly addressed. The staff reflected on the progress of each domain and provided evidence to support their decision to determine the success of each element.

Learning

The efforts of the staff have primarily focussed on wellbeing, learning and assessment and reporting.

The Wellbeing Framework was evaluated by all staff and the positive core of our school was identified, as were areas that staff saw as requiring strengthening. As a result, staff wellbeing was a focus of the year, and numerous projects were put in place to support staff, increase their resilience and promote positive feelings of belonging, respect, value, and trust.

Our school wide focus on Positive Behaviour for Learning (PBL) has enabled us to reinforce the inextricable link between learning and wellbeing. The core business of our school is to provide students with a rich learning environment that is open, respectful, caring and safe. As a result of the implementation of a number of activities and strategies, students at CHHS engage in a positive manner with each other daily, they acknowledge individual differences and are explicitly taught our expected behaviours which are consistently applied, clearly explained and positively enforced. There have been significant observable changes in student behaviour as evidenced by more positive and respectful relationships

throughout the whole school community.

In the area of Assessment and Reporting all KLAs were involved in the evaluation and differentiation of all Stage 4 Assessment Tasks. Professional learning in differentiation was provided to staff. All assessment tasks were evaluated and new tasks designed to incorporate levels of differentiation to cater for the various levels of student learning. As a result, all assessment tasks in all courses will offer a level of differentiation in 2017.

Teaching

Our major focus in the domain of teaching was on the collaborative practice of teaching rounds. An opportunity was provided to all staff to belong to one of five operational teaching round teams within the school. A collaboration between across KLA participants allowed the team members to discuss the elements of the Quality Teaching Framework (QTF) and the impact of their teaching on the learning outcomes of students. As a result, this project provided positive growth for both the teachers and students involved. It developed an understanding of the need for a depth in the planning and delivery of high quality lessons consistently.

Leading

Executive Leadership was our major focus in this domain. All executive were engaged in focused, aligned professional learning which was conducted within the school and based on modules from the Leadership and High Performance (L&HP) Directorate. Staff were provided with access to a suite of resources which supported current and aspiring leaders at each promotional level.

Professional learning related to the School Excellence Framework (SEF), mapping the school against the learning, teaching and leading domains of the SEF and stressing the importance in understanding the 'Why' in anything we do (Simon Sinek). Executive staff evaluated the School Leadership Capabilities Framework to deepen understanding and affect practice.

Professional learning from the Leadership and High Performance Directorate included:

- Leading as a Head Teacher
- Building Teams workshop
- Operational Management
- Conversations to Change Practice workshop; and
- Communicating and Leading Change

Staff also attended a *What Works Best* workshop which brought together seven themes from the growing bank of evidence we have for what works best to improve student learning outcomes.

As a result, the executive completed a professional learning reflection guide which provided them with explicit examples of what can be done to improve student engagement and achievement and allowed them to reflect on their individual teaching strategies and evaluate their own teaching practice.

Staff were encouraged to take on leadership roles within the school and to participate in the processes and practices that promote high expectations as evidenced and in line with the PDP process. All staff engaged in setting their own goals and assisted in the development of milestones, peer observations and the collection of evidence to support professional learning.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

High expectations and enhancing the quality of student learning

Purpose

Learning practices that enable students to develop lifelong skills and become active and informed citizens.

Overall summary of progress

The school provides a positive, inclusive and safe learning environment and culture for staff and students. This is underpinned by Positive Behaviour for Learning (PBL) which is regularly reinforced each term for the whole school by the Principal. Teams across the school regularly reflect on the progress being made across the school as a whole based on our school values, the Quality Teaching Framework (QTF) and student data analysis. This provides a valuable overview to ensure our high expectations are being maintained.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students show positive movement in school based assessment tasks in all KLAs.	<ul style="list-style-type: none">* All Stage 4 assessment tasks are reviewed and evaluated* All Stage 4 assessment tasks are differentiated and prepared for implementation with students in 2017	\$18,578
All students meet or exceed state average growth in Literacy and Numeracy between Year 7 results, 2015 and Year 9 results in 2017.	<ul style="list-style-type: none">* All Internal and external data is analysed by KLAs* All KLA programs incorporate areas of need for all students as a result of the data analysis	\$4,689
All students engage in quality assessment that meet personal and cultural needs and attain expected educational outcomes.	Assessment tasks have been differentiated to cater for the identified needs of students. Study ladder, assessment task support and the Learning Edge support students to attempt and complete tasks.	\$4,877

Next Steps

- * Provide professional learning for all staff in What Works Best.
- * Evaluate the findings from the student surveys regarding the feedback they currently receive for assessment tasks.
- * Develop a plan and further explore the provision of meaningful feedback.
- * Commence research into literacy and numeracy strategies to improve student achievement in line with the minimum standards required to achieve a HSC.



Strategic Direction 2

Fostering quality teaching and leadership

Purpose

A shared learning culture with evidence based teaching and engaging learning to facilitate student and staff excellence.

Overall summary of progress

The Professional Development Plan (PDP) process engaged staff in professional dialogue with mentors and colleagues to develop personal goals. The process and hence the goals had strong links with professional standards, the school plan and DoE initiatives.

Staff participated and engaged in professional learning, workshops and professional dialogue with colleagues within the school, as well as in the Camden Haven Community of Schools (CHCoS) and Collegial Learning Networks (CLN) that was individual, appropriate and project based.

Staff have been supported in achieving Proficient Teacher status as well as completing Maintenance of Proficient Teacher status by the school establishing a Deputy Principal Professional Practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teaching staff meet or exceed the requirements of <i>Proficient</i> by the end of 2017.	All staff have a PDP which reflects individual personal learning needs and evidence required and aligns to APST. The PDP process was completed through individual meetings, faculty planning and whole school professional learning.	\$20,000
Teachers share their teaching expertise to improve student outcomes.	Teachers have increased in confidence with more staff participating in classroom rounds. Open and reflective teaching practice, the sharing of knowledge and understanding have led to collaboration to improve learning outcomes and support personalised and flexible modes of learning delivery.	\$13,359

Next Steps

- * The professional development plan process will continue with a stronger focus on the teaching continuum and the development of personalised goals to strengthen personal growth.
- * Staff who have self identified as seeking accreditation at Highly Accomplished or Lead, will be supported by the school.
- * All executive staff will undertake professional learning to be able to support teachers in understanding the APST and undertaking the professional learning required to maintain proficiency.



Strategic Direction 3

A school community that is dynamic, informed and engaged

Purpose

A school community which is collaborative and sustainable based on embedded core school values for 21st century learning.

Overall summary of progress

Our continued school-wide focus on Positive Behaviour for Learning (PBL) has enabled us to achieve significant progress in this strategic direction. PBL has ensured there is a consistent approach to teaching and the learning of appropriate behaviours and this ensures a successful approach to student wellbeing.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
A 5% reduction of recorded incidents of inappropriate behaviour.	Through a consistent approach and reinforcement of expected behaviours across all classroom and non-classroom settings by staff, the incidence of inappropriate behaviours has declined significantly.	
A 25% increase in students rewarded in our merit scheme due to greater engagement in learning and positive interaction.	Students are more engaged in learning as reflected in the Tell Them From Me surveys and the number of students receiving awards at our School Cup Assemblies each term.	\$3390
All students attain the school's expectations for success e.g. a credential / transition to work / further education.	Transition Advisors, Job Coach and Skills for Living have provided students with the skills needed to attain life goals.	\$8932

Next Steps

- * Teachers undertake training to deliver FSK to both face to face and distance learners in Years 10, 11 and 12.
- * Students will attain a recognised vocational credential which is transferable to work or further education.
- * An action plan for PBL is developed and the team develop tools / resources for staff to use to ensure we continue to implement PBL consistently and that the wider school community become more familiar with our PBL expectations.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<ul style="list-style-type: none"> * The 2017 milestones and action plan are developed * All individual PLASPs for ATSI students are evaluated, uploaded to Millennium and feedback is provided to all staff * Engagement and retention of ASTI students is increased * Attendance and Quicksmart data is analysed and feedback is provided to the Learning and Support Team and key stakeholders 	\$62,498
English language proficiency	<ul style="list-style-type: none"> * Student is confident and feels a sense of belonging to the school and the school community * Student is able to speak and write English confidently * Student is able to distinguish between a variety of cultures and can confidently identify Australian cultural experiences 	\$5,214
Low level adjustment for disability	<ul style="list-style-type: none"> * Analysis of all programs implemented by the Learning and Support Team * Feedback provided to staff at staff meetings in relation to various programs and teams * Improved literacy and numeracy outcomes for identified students targeted in Quicksmart * Milestones and action plan developed and provided to the Principal 	\$76,988
Socio-economic background	<ul style="list-style-type: none"> * The 2017 milestones and action plan are developed * All identified programs (GATS, Robotics, Bridge Building, Chess, ASPECT ...) are evaluated and action plans for 2017 are developed * Data analysis is undertaken and feedback provided to Learning and Support Team and / or Executive * Alternate Learning Programs are ready for implementation in 2017 	\$386,430



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	548	545	560	545
Girls	515	479	477	470

The school has maintained a consistent enrolment of over 1000 students over the past four years. The number of students attending face to face was 735 with the remaining enrolment being students who study by distance learning – fulltime, pathways and single course. The school receives, on average, over 25 non-local enrolment requests annually. The school strictly adheres to DoE policy so that sufficient room is left in each cohort to cater for in-area students.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	90	92	91.5	91.9
8	86.4	89.5	89	90.5
9	85.6	86.6	86.1	87.4
10	82.8	84.4	84.6	86.6
11	84.1	83.4	86.4	87.1
12	84.3	88.1	87.4	88.1
All Years	85.7	87.3	87.5	88.5
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

Student attendance is recorded using swipe cards before lessons commence for the day. A check is made daily during the first period and at other random times during the week to confirm the accuracy of student swiping. Parents of students who are absent on a daily basis are notified by SMS texts generated automatically from the student database (Millennium).

Teachers mark and store their class rolls each period on Millennium. Roll marking is monitored by the HT responsible for attendance.

Absences are monitored weekly with follow up phone calls and letters to parents to address attendance rates below 85% as well as any absences without an explanation.

Students with 100% attendance are rewarded each term with a congratulatory letter and an acknowledgement special event.

Retention Year 10 to Year 12

The retention of students from Year 10 into Year 11 is extremely high. There were only sixteen students who left the school throughout the year, and many of them transferred to other schools or educational facilities. Thirty-three students transferred out of CHHS during Year 11. Half of these transferred to another school, either in NSW or interstate.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	10	15
Employment	51	30	32
TAFE entry	7	10	15
University Entry	0	0	36
Other	42	50	1
Unknown	0	0	1

In 2016, 36% of HSC students gained entrance to a university, with 20% of these students deferring their start date in favour of a gap year. The majority of students in both Years 10 and 11 continued in fulltime education, most at CHHS, but some chose to attend TAFE or enrolled with another educational provider. Some students withdrew from their studies upon reaching 17 years and having completed their Year 10 RoSA. Many of the families of the students who left CHHS in Years 10 and 11 during 2016 moved locations and they enrolled in another school either within NSW or interstate. This accounts for the large percentage of students in the 'other' and 'unknown' categories.

Year 12 students undertaking vocational or trade training

There has been a trend at CHHS over a number of

years for students to include a vocational education and training (VET) course in their selection of subjects. Of the 95 students who completed their Higher School Certificate (HSC) in 2016, 60% of students undertook the study of one, or more, VET courses.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2016, 100% of students gained the HSC award and those enrolled in a VET course received a Certificate II qualification.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	5
Head Teacher(s)	21
Classroom Teacher(s)	108.8
Learning and Support Teacher(s)	2.5
Teacher Librarian	1
School Counsellor	0.6
School Administration & Support Staff	21.66
Other Positions	2.3

*Full Time Equivalent

Camden Haven High School has one member of staff who identifies as Aboriginal.

One Deputy Principal position is currently working as the DP PBL across the state.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	90
Postgraduate degree	10

Professional learning and teacher accreditation

All teachers developed a performance and

Development Plan (PDP) inline with the DoE Performance Development Framework (PDF) process. Staff deconstructed the Australian Professional Standards for Teachers (APST) and how they informed the planning process. Plans were centrally collated and used to inform whole school professional learning activities, to address the identified areas of need for staff.

Professional learning focussed on lesson observations. A Variety of templates were developed, shared and discussed. An external consultant provided professional learning to a number of members of the executive. All staff were encouraged to share classroom experiences including the executive who invited colleagues into their classrooms for lesson observations and subsequent feedback.

Teachers attended a variety of professional learning workshops to gain knowledge and information about the accreditation process; at Proficient, Highly Accomplished and Lead. As a result, four executive staff were successful in joining the Leadership Development Initiative (LDI) which is providing support to them to attain accreditation at Lead. Five staff members expressed an interest in and commenced accreditation at Highly Accomplished. All newly appointed teachers achieved Proficient Teacher status within the required time frame. There are 45 staff members who completed a report and provided evidence of professional learning and were successful in maintaining accreditation at Proficient Teacher.

Head Teachers and staff participated in Collegial Learning Networks (CLNs) with schools in the local area. CHHS staff also met with teachers across the state to discuss curriculum needs, assessment task differentiation and learning materials development for distance education students.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30 November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

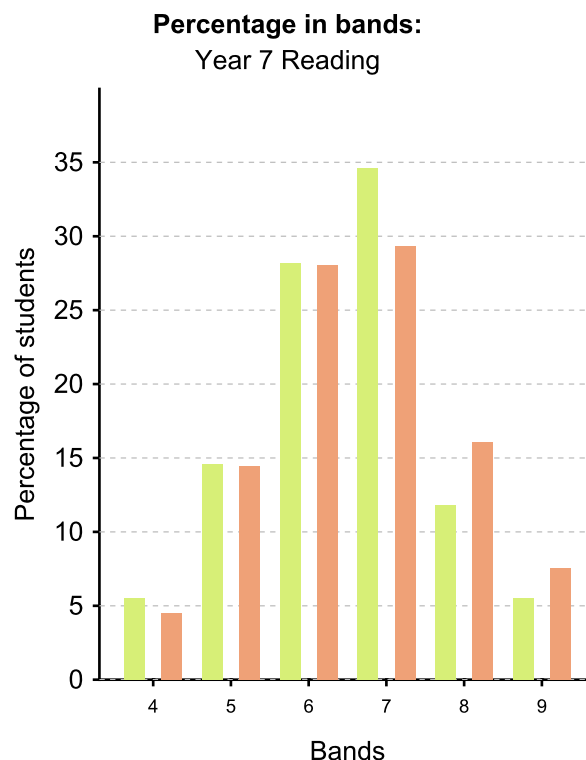
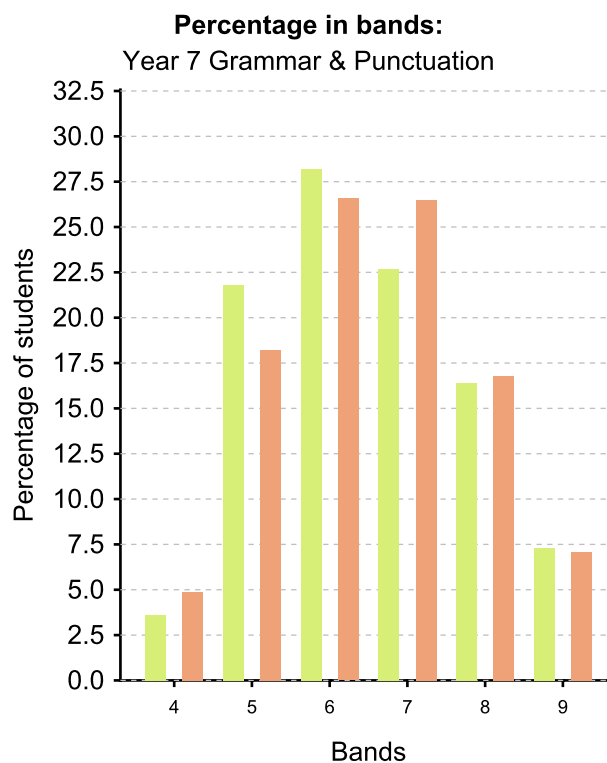
Income	\$
Balance brought forward	947 469.00
Global funds	1 538 212.00
Tied funds	1 130 771.00
School & community sources	384 993.00
Interest	24 880.00
Trust receipts	248 988.00
Canteen	0.00
Total income	4 275 313.00
Expenditure	
Teaching & learning	
Key learning areas	183 410.00
Excursions	199 703.00
Extracurricular dissections	317 605.00
Library	19 719.00
Training & development	3 290.00
Tied funds	1 144 463.00
Short term relief	88 939.00
Administration & office	595 858.00
School-operated canteen	0.00
Utilities	152 215.00
Maintenance	179 001.00
Trust accounts	313 383.00
Capital programs	410 053.00
Total expenditure	3 607 639.00
Balance carried forward	667 674.00

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

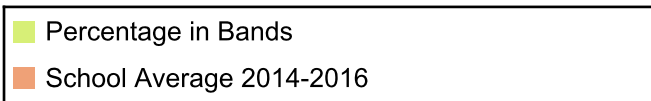
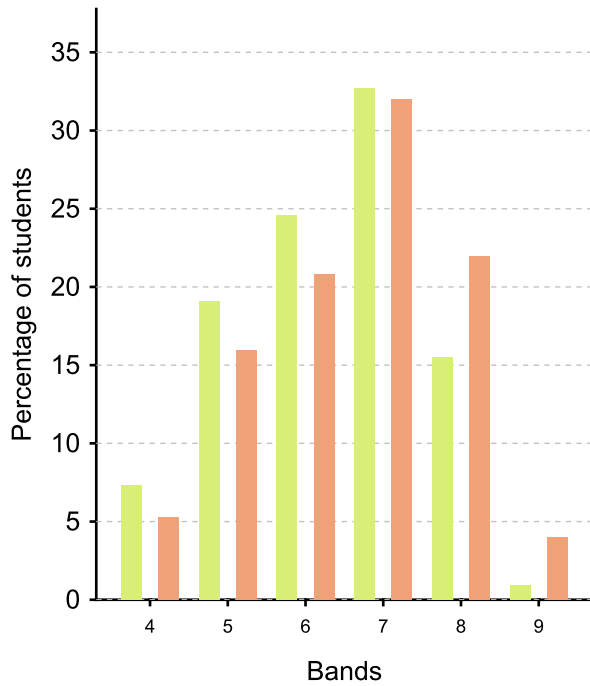
School performance

NAPLAN

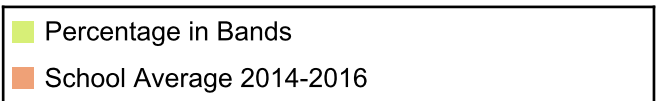
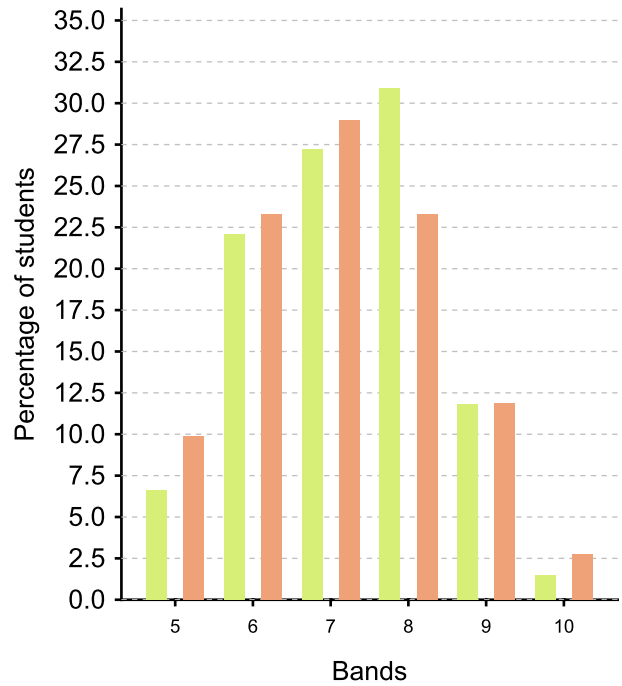
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



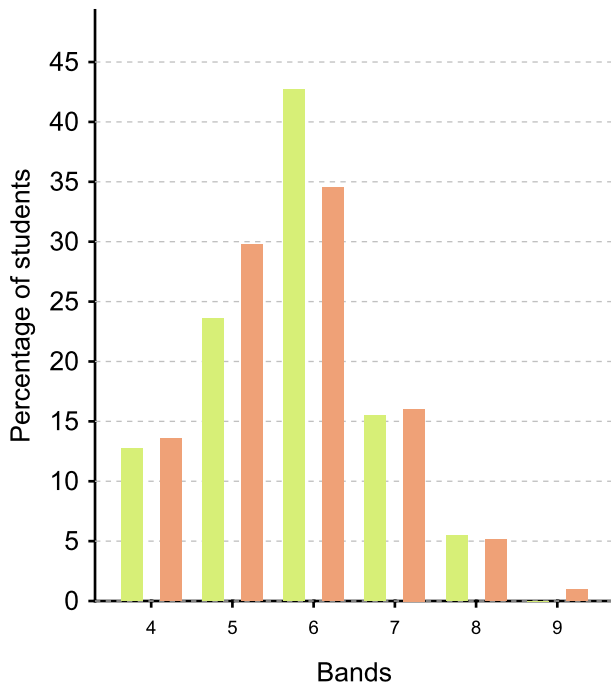
Percentage in bands:
Year 7 Spelling



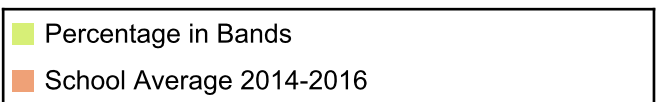
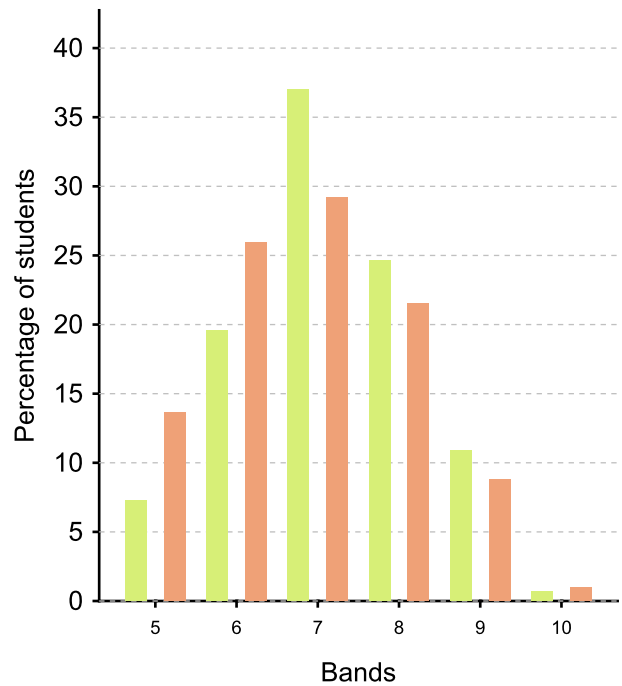
Percentage in bands:
Year 9 Reading



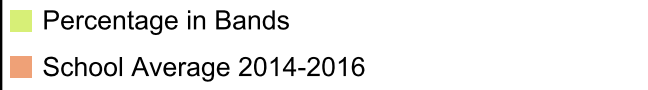
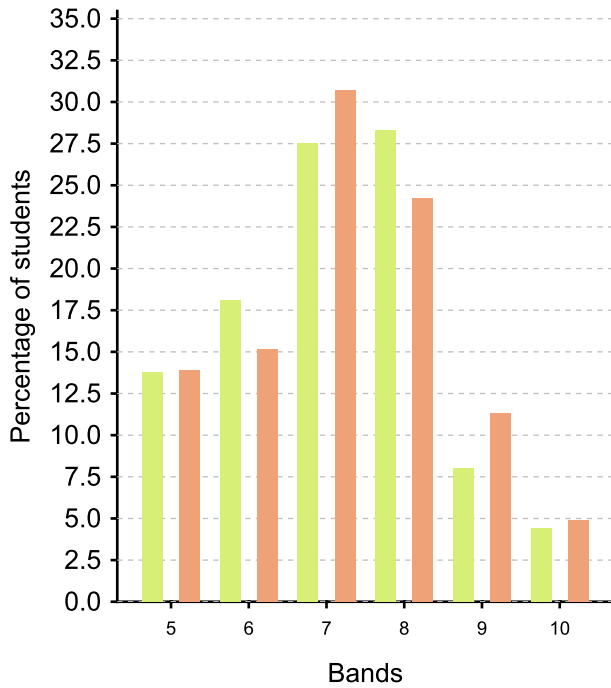
Percentage in bands:
Year 7 Writing



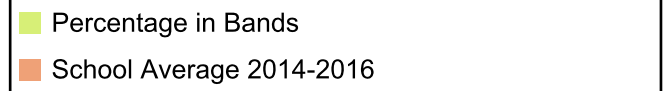
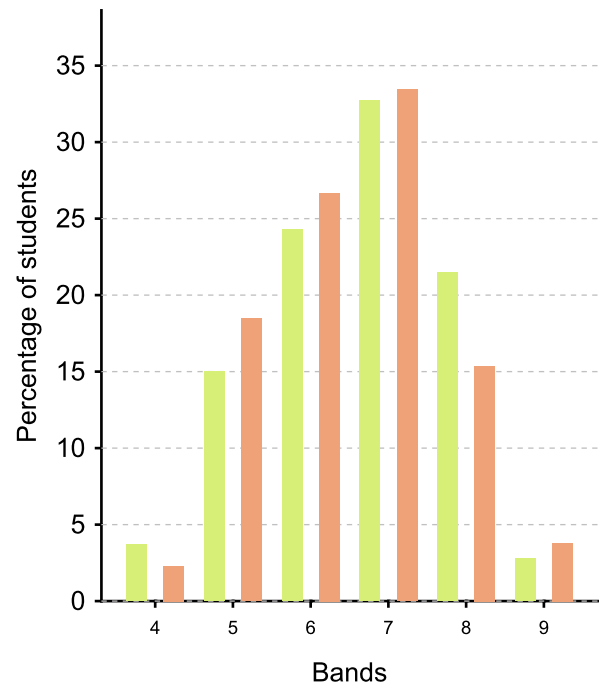
Percentage in bands:
Year 9 Grammar & Punctuation



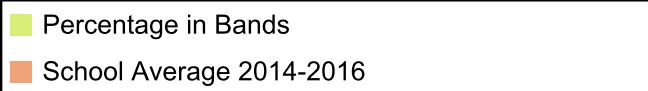
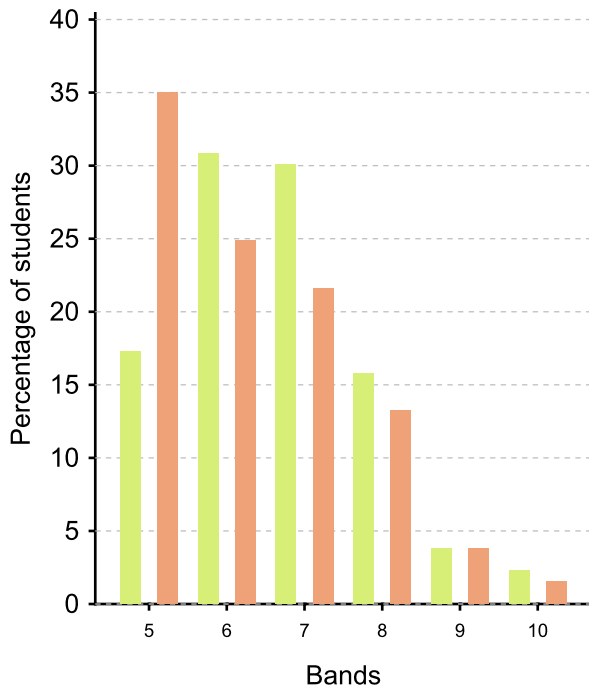
Percentage in bands:
Year 9 Spelling



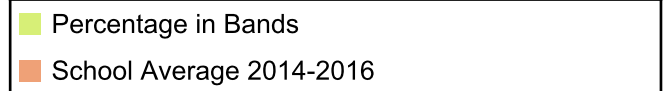
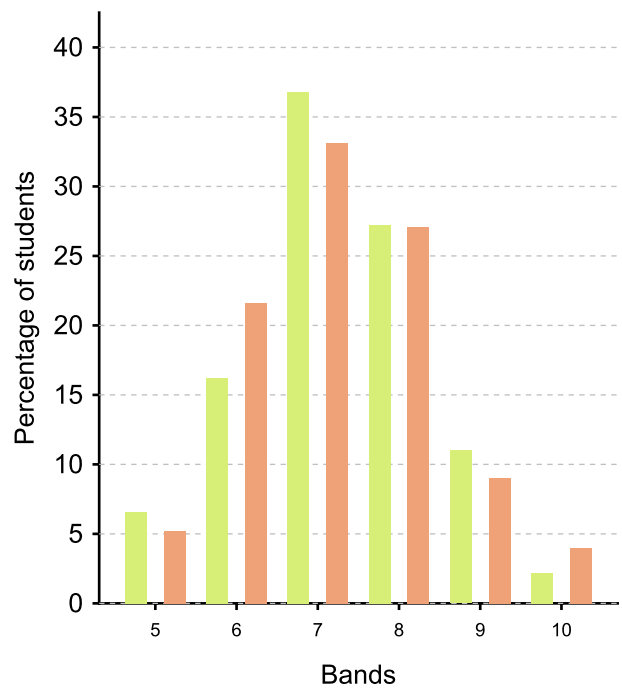
Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Writing

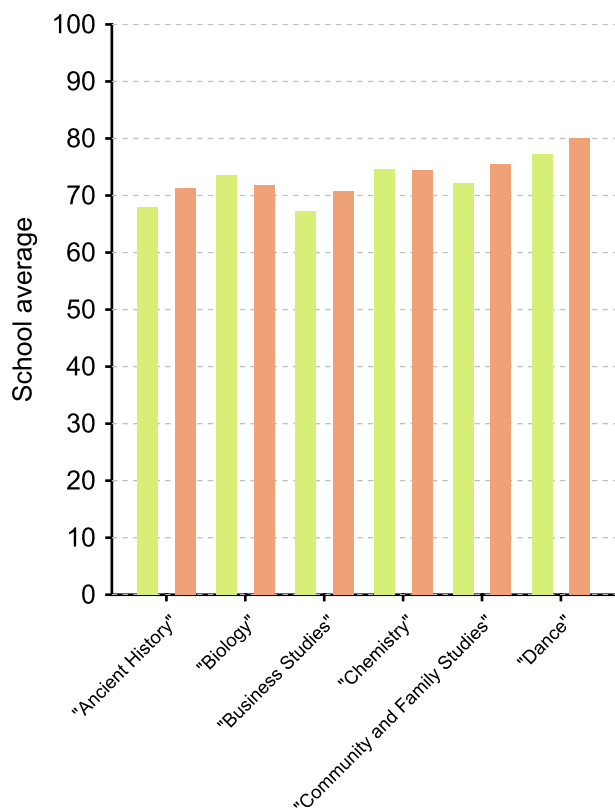


Percentage in bands:
Year 9 Numeracy

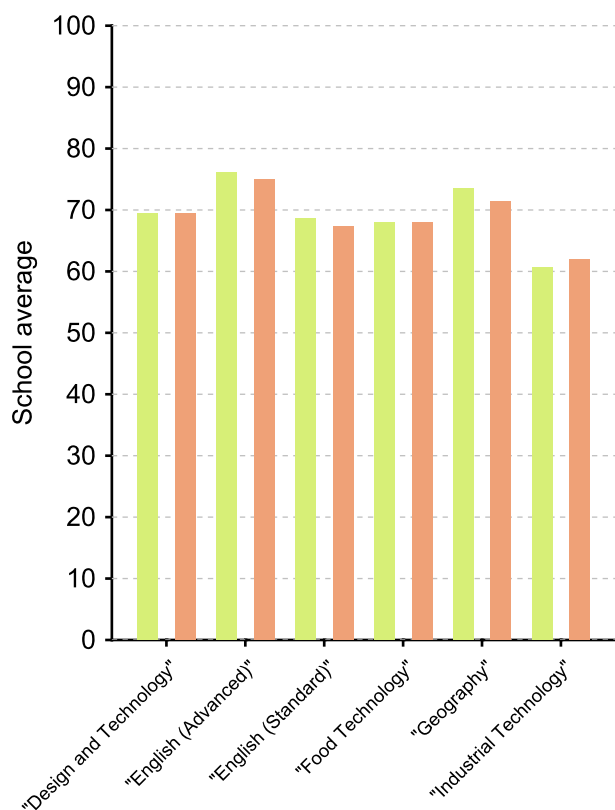


Higher School Certificate (HSC)

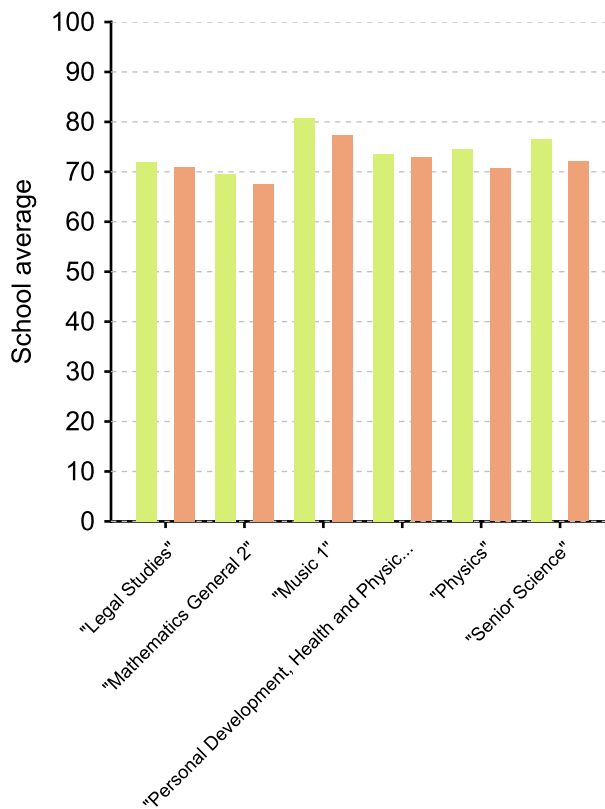
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



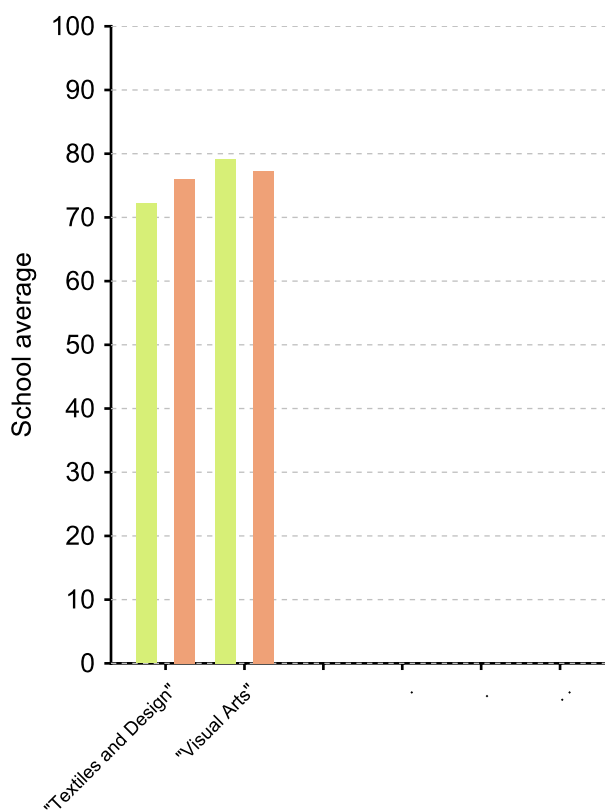
■ School 2016 ■ School Average 2014-2016



■ School 2016 ■ School Average 2014-2016



■ School 2016 ■ School Average 2014-2016



■ School 2016 ■ School Average 2014-2016

There were outstanding results from many students following the HSC examinations. In 2016 there was a positive movement to higher bands in all subject areas. Twenty nine of our students were included in the HSC Distinguished Achievers List, which recognises students who achieve a result in the highest band in one or more courses.

The Dux for 2016 is Bruce Cable, receiving an ATAR of 97.55 and scoring a Band 6 in Extension 1 and 2 Mathematics and Band 5 in all other subjects. The competition for Dux was close, with Patrick Moulds achieving outstanding results in all subjects particularly Physics and Extension 2 Mathematics with an ATAR of 97.3. The most consistent and high performing student throughout the year was our School Captain, Daisy Skerritt with an ATAR of 96.9, resulting from her achieving Band 6 in Community and Family Studies, Extension 1 English, Legal Studies, General Mathematics and PDHPE and a high Band 5 in Advanced English.

Elena Fellows, who is studying by distance learning is an accelerated student. Elena has completed her HSC at the age of 15 years. Her ATAR was 92.6 and she achieved a Band 6 in Extension 2 Mathematics and Software Design and Development. Alexander Medd received a Band 6 in English Extension 2 with the outstanding result of 48 out of 50. Other stand out results include French Beginners with four Band 6s, with Olivia Payne achieving 99 out of 100. German Continuers, Society and Culture, Mathematics General 2, Mathematics Extension 1 and 2, Agriculture and Primary Industries saw a number of students within each course attain a Band 6 result.

The additional funding received by schools in the form of RAM funding has enabled us to consolidate the work of staff in supporting students in the senior study by establishing the Learning Edge Program for students in Stage 6. This involves intensive support for all students with BOSTES information, assessment tasks, health and wellbeing. This cohort of students is the first to have participated in this program for two years with their natural abilities and talents being nurtured. The HSC results are evidence of the success of this program and the commitment of the students to their studies.

Parent/caregiver, student, teacher satisfaction

In 2016, the school sought the opinions of parents, students and teachers about the school. The focus areas for the parent, student and teacher surveys were related to assessment and reporting and positive behaviour for learning (PBL). The school sought the opinions of all sectors of the community, both about effectiveness of our current practice and also seeking suggestions for future directions.

Year 7 students were surveyed about their feelings of security and connectedness to the school community and the effectiveness of the explicit teaching of expected behaviours relating to classroom and non-classroom settings.

The school also received a significant amount of correspondence reflecting a high degree of student and parent appreciation and satisfaction. Feedback from students and parents by phone, emails, letters and in person are regularly received by teachers and shared with all staff.

Additionally, Parent/Teacher evenings as well as mini school and camp for distance learners were held to give parents the opportunity to discuss the progress of their children. Parents also confirmed that teachers provide a great deal of support to students and they encourage and support their children to engage fully in the educational experiences provided by the school, within the formal curriculum and extra curricular activities.



Policy requirements

Aboriginal education

CHHS is committed to closing the achievement gap for Aboriginal students. We provide opportunities for students to learn about, nurture and value the cultural identity of our Aboriginal students in order to assist them to be successful learners. The weekly attendance of our Aboriginal Mentors is a wellbeing program which has been instrumental in engaging students in the school and broader community.

Our school's Junior Aboriginal Consultative Education Group (AECG) continues to plan and organise events which reinforce the cultural identity of students. The group has also encouraged the development of leadership skills, with senior students mentoring the junior students.

A variety of University, Technical and Further Education (TAFE) and other trainee programs have been accessed to promote pathways to postschool options. Engagement with the local Aboriginal community has been fostered through our Aboriginal Education Coordinator and by participating in cultural events and celebrations.

Personalised learning plans for all students were reviewed and updated. Additional staff were employed and trained to deliver Quicksmart literacy and numeracy with very high levels of improvement evident in all students who participated. The employment of an Aboriginal Education Officer and the establishment of a Resource Centre have provided additional support for students. A yarning circle and a bush tucker garden have been established in the school outdoor learning area with plans to build on expand the number of cultural experiences being provide for students in the future.

Multicultural and anti-racism education

Students are encouraged to understand and appreciate the similarities and differences that contribute to the richness of our diverse country.

The school places significant emphasis on the delivery of programs which promote tolerance between races and ethnic groups. This is linked directly to the school core value of respect.

All students are encouraged to show respect for different cultures and customs by developing an understanding of global issues and an appreciation of the experiences of other people in circumstances different from their own. Perspectives of multicultural education are embedded into teaching and learning programs. The school has a very inclusive culture and events held throughout the year foster an awareness of social justice and the importance of global citizenship. School procedures and guidelines ensure that staff and students are able to work in an environment free from discrimination and racism.

Other school programs

As well as the diverse curriculum that is available to students, there are a wide variety of other programs on offer and these are showcased in newsletters, school magazines, in media releases and on our website. These include student leadership, vocational education, the Learning Edge, robotics, the cattle team, bridge building, chess, merit and rewards, volunteering, work experience and work placement, community programs, support centres and the arts, including the school band, musicals and individual performers and sporting activities for individuals and team events.