

Camden Haven High School

Annual Report



2017



8280

Introduction

The Annual Report for **2017** 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 M Hutchinson

Principal

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Message from the Principal

Writing this for our annual school report is an enjoyable task. It provides the opportunity to reflect and pen some comments on the events, activities and achievements at Camden Haven High School over the past year. One of the best parts of my role as Principal is the collection of memories and experiences that I have from leading a school as dynamic and robust as ours. I hope that this would be the same for all our students, parents, staff and all associated with our school. Collectively we are a part of an extended family where we grow and work together and at the same time, are able to reminisce about our past together.

Camden Haven High School is a great school and a busy place involving everyone working together: co-operating to get the most memorable and best learning experiences we are able to provide for all of our students. We provide a diverse range of quality school programs and extra-curricular activities and the staff, both teaching and non-teaching, are dedicated and professional. There is a sense of cohesion and purpose by staff, students, parents, families and the wider community which underpins all we undertake. Our school does well to accomplish this high level of activity and learning in a co-ordinated and co-operative manner each day. We can be proud of all the great student achievements, quality experiences and learning, and above all a real sense of community and pride. I sincerely thank all who have actively contributed to our successes during this year.

The contribution of parents and community organisations is exceptionally important with such a large school. 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 and, and in 2017 contributed towards the costs associated with the building of a new resource centre.

Businesses in the wider community 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 both academic and/or vocational pathways, and a greater choice for their future lives.

Our focus in 2017 was in providing a quality education for all students. The Higher School Certificate (HSC) results for Year 12 2017 were the best the school has had and I am confident this trend will continue for our 2108 cohort. Our NAPLAN results also reflect improved results with all students showing positive growth and more students achieving in the higher bands. These improvements are the product of our experienced staff and their commitment to student learning for all students to achieve their personal best. It is also due to the lasting partnerships between our school and our families and the wider community in working cooperatively to promote our values and develop our students to be successful Learners, confident and creative individuals who will be active and informed citizens and will lead fulfilling, productive and responsible lives.

Message from the school community

2017 has continued to see the CHHS Parents and Citizen's Association (P&C) partnering with the school staff, executive, students and parents. We represent our school community on the school finance committee, teacher selection panels and at a Regional level.

The P&C operates the school canteen, caters for functions and provides book packs. These are our main fundraising activities and are 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 our students. Annual funding includes the school bus lease, Year 12 careers expo and presentation awards.

Our meetings, where we are updated on school activities and provide input into school based programs, are open to all parents and carers of our students. Come and be involved in your student's education.

Our canteen is managed by Mrs Christine Fajks. She is supported by Mrs Amanda Brown and a small, dedicated team of volunteers (parents, grandparents and community members) who assist in the preparation of healthy and tasty meals for our staff and students. In addition to the 'front line' service provided to students, the canteen also caters for many of the functions held at the school. These include school development days, interview panels, careers expo, staff functions, immunisations days and Year 12 graduation.

The canteen is a member of the NSW Canteen Association and supports the Healthy Canteen guidelines. We are also registered with Jobfind, a provider that assists volunteers in obtaining paid employment.

Message from the students

2017 was another great year for the Student Representative Council (SRC). We welcomed both new members and the new School Captains, Taylah Murray and Max Wilson, and Vice Captains, Emma Eggins and Jordan Frith, into their new roles ready for the year ahead tackling any issues placed before them by the greater student body and the school community.

The ball was rolling in January for Taylah and Max who represented the school at an Australia Day ceremony atop North Brother Mountain. They spoke about what it means to be Australian in the Camden Haven. Next on the school calendar saw SRC representatives host a delicious BBQ at the school swimming carnival over the two days. An information night for parents of Year 5 and 6 students looking at CHHS as their secondary school choice took place on 1st March. Parents were welcomed and escorted through the school by SRC representatives Max, Emma, Jordan, Charley, Grantly, Georgia, Sarah and Dakota who demonstrated their excellent leadership capabilities to parents and families.

The end of term saw some students from our school taking up a chance of a lifetime and head to Borneo to visit our sister school. In order to get there they needed some funds so they held a fun filled trivia night at North Haven Bowling Club. The SRC supported them in this and some of the SRC representatives not only participated in the fun but helped host the evening. On 8th March the annual International Women's Day was celebrated in our community by a breakfast at Panthers Club in Port Macquarie. With an early start, representatives from the school along with SRC members Emma, Taylah, Gerorgia, Kate and Charlotte enjoyed a lovely morning talking to local community members and listening to domestic violence advocate Rosie Batty. School captains Taylah and Max attended a leadership lunch on the 3rd April at Port City Bowling Club with Leslie Williams, fellow captains from other schools and guest speaker an ex-Rugby player who talked about how it's who you know, not what you know. With a busy Term 1 almost complete SRC representatives also helped run the School Cup Assembly.

School captains and members of the SRC participated in the ANZAC Day ceremonies at Laurieton and Kendall on the 25th April. SRC members Jordan, Hudson, Nicholas, Grantly and Charley formed the Flag Raising party while Max and Emma spoke at the Laurieton service. Taylah and Jordan spoke at the Kendall service.

26th April was the beginning of another fantastic term! On 2nd May SRC members got to enjoy guest speaker Lorin Nicholson who is an expert in leadership and motivation. He inspired students to 'climb their own mountain'. 10th May was Term 2's out of uniform day – WOW DAY – wearing orange to raise funds for our local SES members organised by SRC member Nick. We successfully raised \$500. May also saw Taylah and Max, accompanied by their Year Adviser, Mrs Devine, visit NSW Parliament House. This excursion was a meeting with other student leaders from across NSW. Both captains enthusiastically reported back of their experiences with His Excellency General, The Honorable David Hurley, Governor of NSW. Max and Taylah posed questions on climate change and how they interact with other leaders. On 22nd June the SRC supported the music faculty and our amazing school talent at the CHHS live music night. What a great night!! The SRC ran the canteen, help promote the event and sold tickets to the students. On 27th June the SRC promoted and organised students to speak at a public speaking competition with Quota Club of North Haven. Congratulations to Charlotte Cable for taking out 1st place.

Tuesday 18th July we headed into Term 3. July 19th–21st the Annual Luminosity Youth Summit was held. The SRC sponsored eight students to attend this life changing experience. It was a definite eye opener for any future ambitions. July 27th was the Year 10 into Year 11 evening. The SRC exhibited exceptional leadership by showing parents around the school and also providing a BBQ for all the guests. To kick August off the SRC helped fund 14 students to enter and participate in the City2Surf in Sydney. August also consisted of supporting fundraising initiatives for the Junior Girls Volleyball Team to compete in the New South Wales Schools Cup Volleyball tournaments. During Term 3 the SRC managed to address issues raised amongst the student body including hooks on the back of toilet doors to stop bags getting wet and dirty on the floor. Coming to the end of the term on 6 September the current Captains and Vice Captains ran the assembly introducing all the Year 11 students running for leaders in 2018. The SRC then ran the captain elections for the student body and teachers. On the International Endangered Species Day, 7th September, we held term 3's out of uniform day. The theme was black and white(because we thought of the pandas on the World Wildlife Fund logo and also that most people would have those colours in their wardrobe!). This was well supported with all money raised went towards the Tasmanian Devil Breeding Program in Barrington Tops (Devli's Ark).

The SRC have weekly meetings on a Monday lunchtime where we discuss upcoming events and are constantly thinking of ideas on how to improve CHHS and make the school environment as enjoyable as we possibly can for students and the wider school community. The SRC also run the CHHS Facebook page which is full of reminders for students and parents and has constant updates of the excellent happenings in our school. Please be sure to *like* the page. The end of Term 3 meant we said goodbye to SRC members and the leaders of 2016/2017 as they completed their education. We also thanked those involved in the SRC for their hard work and dedication serving their school and improving their leadership skills. We also welcomed new SRC members and look forward to the upcoming events in 2017/2018.

Taylah Murray – Year 12

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

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 upcoming School Plan 2018–2020 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 student wellbeing, learning and assessment and reporting.

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 from now onwards. The Literacy Team also identified a school wide strategy to focus on vocabulary, grammar and sentence structure. PEEL was implemented in all

Teaching

Our major focus in the domain of teaching continued to be 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

Staff Leadership was our major focus in this domain. The Leadership Development Initiative was undertaken by four staff members who are developing their instructional leadership capacity.

Professional learning related to the School Excellence Framework (SEF), and mapping the school against the learning, teaching and leading domains of the SEF. Staff evaluated the School Leadership Capabilities Framework to deepen understanding and affect practice.

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. As a result of the school's focus on accreditation, there are currently five staff members working on achieving Lead Teacher accreditation, and fourteen working on attaining the Highly Accomplished level.

Our self-assessment process assisted the school in developing the 2018–2020 school plan, which will focus on literacy, numeracy, differentiation, feedback, student well-being and recognising staff and student achievement which will further lead to improvement 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/sef-evidence-guide>

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 has provided a positive, inclusive and safe learning environment and culture for staff and students. This is underpinned by Positive Behaviour for Learning (PBL) which has been regularly reinforced each term to the whole school by the Principal. Teams across the school have regularly reflected 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 has provided a valuable overview to ensure our high expectations are being maintained.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students show positive movement in school based assessment tasks in all KLAs.	\$15 500	<p>Provided professional learning for all staff in assessment task differentiation and the implementation of PEEL (a school-wide strategy to improve vocabulary, sentence structure and grammar.</p> <p>Evaluated the 2017 milestones and action plan, providing recommendations to the Learning and Support Team and other key stakeholders.</p> <p>Commenced research into a variety of literacy strategies to improve student achievement.</p>
All students meet or exceed state average growth in Literacy and Numeracy between Year 7 results, 2015 and Year 9 results in 2017.	\$5 678	<p>Whole school data analysis of student NAPLAN and HSC results, showed that all students met or exceeded the state average growth in Numeracy from Year 7 to Year 9.</p> <p>Researched a variety of strategies and procedures to support Band 7 students in moving to Band 8 and beyond.</p>
All students engage in quality assessment that meet personal and cultural needs and attain expected educational outcomes.	\$5 231	<p>Assessment tasks and learning materials were audited in line with NESA requirements to ensure they met the needs of all the students and enabled them to attain expected educational outcomes.</p>

Next Steps

2018–2020 School Plan written with input from all key stakeholders. Functioning Teams have been married to a Strategic Direction. Milestones, action plans and Australian Professional Standards are to be mapped and developed by all Teams.

Focus on Differentiation of learning materials and assessment tasks, incorporating PEEL into all teaching and learning programs and assessment tasks.

Research a variety of teaching and learning strategies to improve literacy, in particular writing.

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 supported project based learning.

Staff have been supported in attaining Proficient Teacher status with support from the Deputy Principal Professional Practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teaching staff meet or exceed the requirements of <i>Proficient</i> by the end of 2017.	\$15 000	The professional development plan process continued with a strong focus on the teaching continuum and the development of personalised goals to strengthen personal growth. 100% met the requirements of Proficient by the end of 2017.
Teachers share their teaching expertise to improve student outcomes.	\$30 000	Staff self identified as seeking accreditation at Highly Accomplished or Lead, were supported by the school. All executive staff undertook ongoing professional learning to be able to support teachers in understanding the APST and undertaking the professional learning required to maintain proficiency. Four staff members successfully completed the Leadership Development initiative, working towards Lead Teacher level. Nine staff members identified and commenced working towards Lead Teacher level, and eight staff members identified and was working towards Highly Accomplished level.

Next Steps

2018–2020 School Plan written with input from all key stakeholders. Functioning Teams have been married to a Strategic Direction. Milestones, action plans and Australian Professional Standards are to be mapped and developed by all Teams. Focus will be on inspired teaching, the ability of all staff to differentiate learning to address the educational needs of a range of student abilities.

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 has ensured a successful approach to student wellbeing.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A 5% reduction of recorded incidents of inappropriate behaviour.	\$2 500	A reduction in the number of recorded incidents of inappropriate behaviour is evidenced on Millennium.
A 25% increase in students rewarded in our merit scheme due to greater engagement in learning and positive interaction.	\$3 350	An increase in the number of students being rewarded in the merit scheme due to greater engagement in learning and positive interaction is evidenced on Millennium.
All students attain the school's expectations for success e.g. a credential / transition to work / further education.	\$10 000	100% of Year 12 attained the school's expectations for success, attaining an HSC credential as evidenced in the 2017 Destination Survey.

Next Steps

2018–2020 School Plan written with input from all key stakeholders. Functioning Teams have been married to a Strategic Direction. Milestones, action plans and Australian Professional Standards are to be mapped and developed by all Teams. Our focus will be on strengthening connections and engagement of all stakeholders including the wider community into the life of the school.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$94 343	<p>The 2017 milestones and action plan evaluated and 2018 milestones and action plan developed.</p> <p>All individual PLASPs for ATSI students were evaluated, uploaded to Millennium/DEMS and feedback was provided to all staff</p> <p>The engagement and retention of ASTI students increased due to the programs offered by the Aboriginal Education Team.</p> <p>A variety of Aboriginal programs were evaluated for effectiveness by the Aboriginal Education Team and recommendations provided to the Principal and Senior Executive.</p> <p>Attendance and Quicksmart data was analysed and feedback was provided to the Learning and Support Team and key stakeholders.</p>
English language proficiency	\$1 260	<p>The student involved in this program is now extremely confident and feels a sense of belonging to the school and the school community</p> <p>The student is able to speak and write English confidently.</p> <p>The student is able to distinguish between a variety of cultures and can confidently identify Australian cultural experiences.</p>
Low level adjustment for disability	\$300 708 (including Learning and Support Teacher salaries)	<p>An analysis of all programs implemented by the Learning and Support Team took place and detailed evaluation was provided to key stakeholders.</p> <p>Feedback was provided to staff at staff meetings in relation to various programs and teams.</p> <p>Improved literacy and numeracy outcomes were evident for all identified students targeted in Quicksmart Literacy and Numeracy.</p> <p>The 2017 milestones and action plan were evaluated and 2018 milestones and action plan was developed and provided to the Principal.</p>
Socio-economic background	\$558 499	<p>The 2017 milestones and action plan were evaluated and the 2018 milestones and action plan were developed.</p> <p>All identified programs (GATS, Robotics, Bridge Building, Band) were evaluated and action plans for 2017 were evaluated. The 2018 action plans were developed</p> <p>Data analysis was undertaken and feedback provided to Learning and Support Team and</p>

Socio-economic background	\$558 499	/or Executive All Alternate Learning Programs were evaluated and recommendations were provided to the Learning and Support Team and key stakeholders. The 2018 action plan for all programs was developed.
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Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	541	554	543	541
Girls	467	470	461	507

The school has maintained a consistent enrolment of over 1000 students over the past five years. The number of students attending face to face was maintained at 740 with the remaining enrolment being students who study by distance learning – fulltime, pathways and single course. The school receives, on average, over 30 non-local enrolment requests annually, however, it 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	2014	2015	2016	2017
7	92	91.5	91.9	89.2
8	89.5	89	90.5	87
9	86.6	86.1	87.4	88.9
10	84.4	84.6	86.6	83.6
11	83.4	86.4	87.1	84.9
12	88.1	87.4	88.1	89.5
All Years	87.3	87.5	88.5	87
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

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. HSLO referrals are made when student non-attendance is consistent.

Retention Year 10 to Year 12

The retention of students from Year 10 into Year 11 is extremely high. There were only twelve students who did not return to CHHS at the commencement of their senior studies. A total of 53 students left throughout Year 11, all bar three left for employment, TaFE or transferred to other schools due to family relocation.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	5	12
Employment	10	75	28
TAFE entry	0	7	18
University Entry	0	0	38
Other	90	10	3
Unknown	0	2	1

In 2017, 38% 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 2017 relocated and they enrolled in another school either within NSW or interstate. This accounts for the 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 90 students who completed their Higher School

Certificate (HSC) in 2017, 60% of students undertook the study of one, or more, VET courses.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2017, 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)	4
Assistant Principal(s)	0
Head Teacher(s)	21
Classroom Teacher(s)	105.1
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	2.5
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1.6
School Administration & Support Staff	20.84
Other Positions	1

*Full Time Equivalent

Camden Haven High School has two members of staff who identify as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

All teachers developed a performance and Development Plan (PDP) in line 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 focused 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 successfully completed the Leadership Development Initiative (LDI) which provided support in attaining accreditation at Lead. Five staff members expressed an interest in and commenced accreditation at Lead level, and eight staff members commenced their Highly Accomplished accreditation. All 15 newly appointed teachers achieved Proficient Teacher status within the required time frame. There were 31 staff members who completed a report, provided evidence of professional learning and were successful in maintaining accreditation at Proficient Teacher level.

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 both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	667,671
Global funds	1,193,549
Tied funds	1,692,325
School & community sources	419,120
Interest	12,132
Trust receipts	110,509
Canteen	0
Total Receipts	3,427,635
Payments	
Teaching & learning	
Key Learning Areas	94,905
Excursions	175,582
Extracurricular dissections	143,626
Library	8,617
Training & Development	0
Tied Funds Payments	781,342
Short Term Relief	101,836
Administration & Office	444,437
Canteen Payments	0
Utilities	106,012
Maintenance	153,051
Trust Payments	50,918
Capital Programs	82,360
Total Payments	2,142,685
Balance carried forward	1,952,621

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	2,297,880
Appropriation	2,023,660
Sale of Goods and Services	5,128
Grants and Contributions	268,566
Gain and Loss	0
Other Revenue	0
Investment Income	526
Expenses	-1,118,744
Recurrent Expenses	-1,118,744
Employee Related	-377,074
Operating Expenses	-741,669
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	1,179,136
Balance Carried Forward	1,179,136

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	7,549,988
Base Per Capita	155,320
Base Location	19,843
Other Base	7,374,826
Equity Total	954,811
Equity Aboriginal	94,343
Equity Socio economic	558,499
Equity Language	1,260
Equity Disability	300,708
Targeted Total	409,780
Other Total	9,586,146
Grand Total	18,500,726

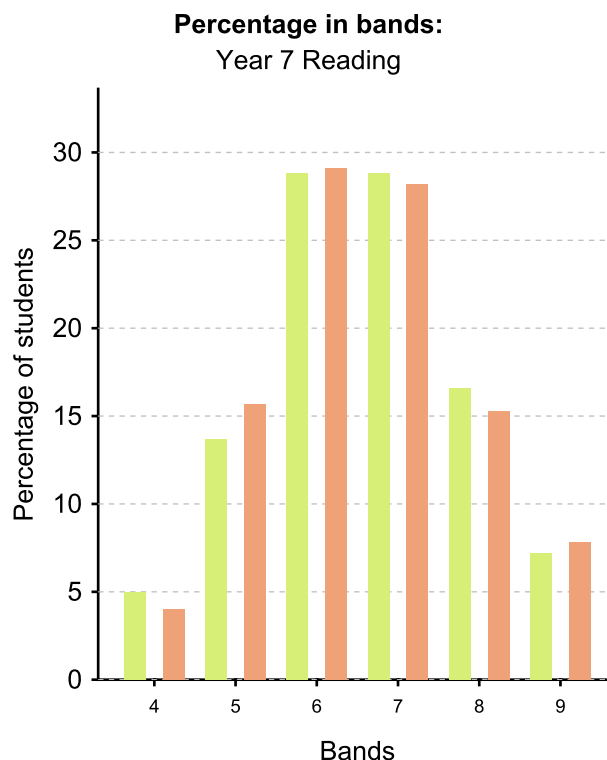
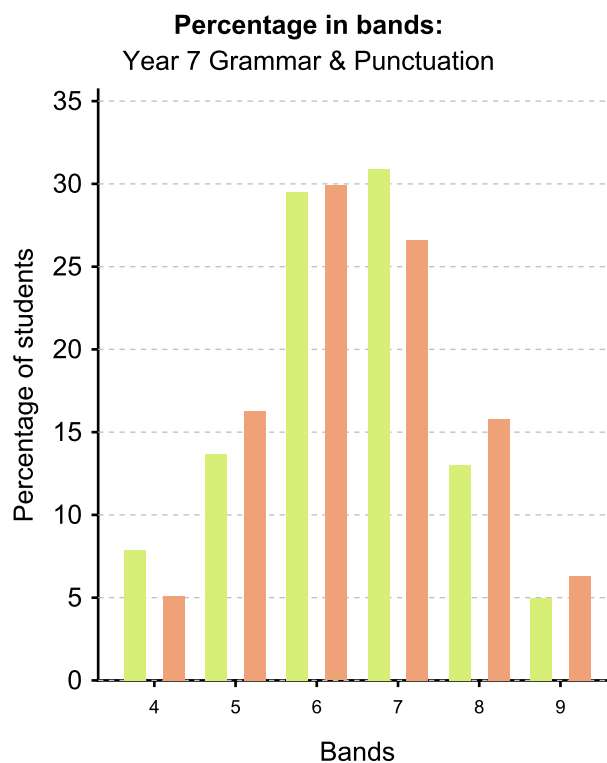
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

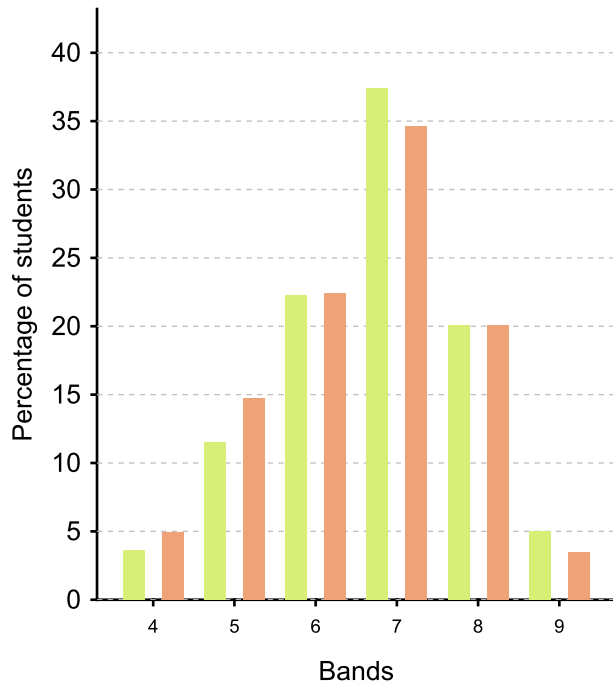
School performance

NAPLAN

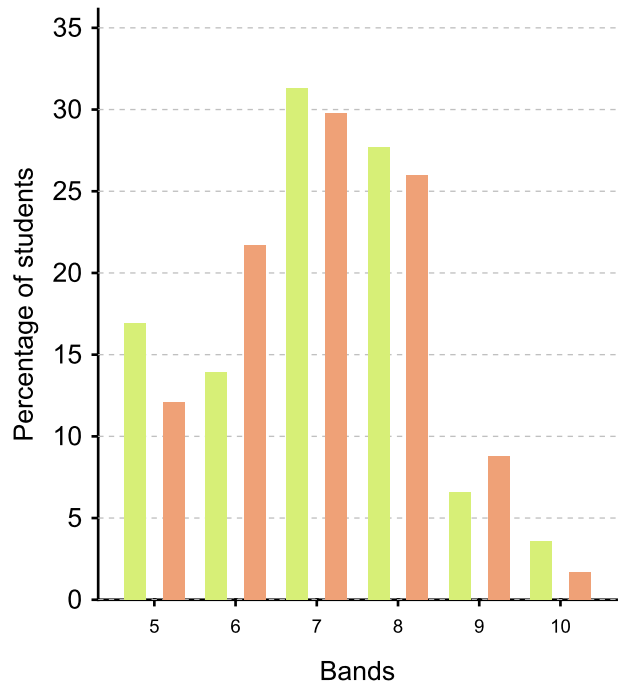
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



Percentage in bands:
Year 7 Spelling



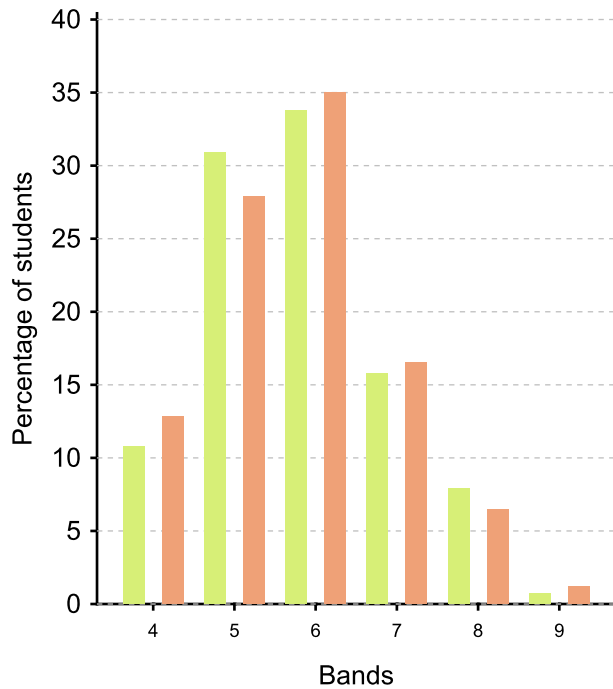
Percentage in bands:
Year 9 Grammar & Punctuation



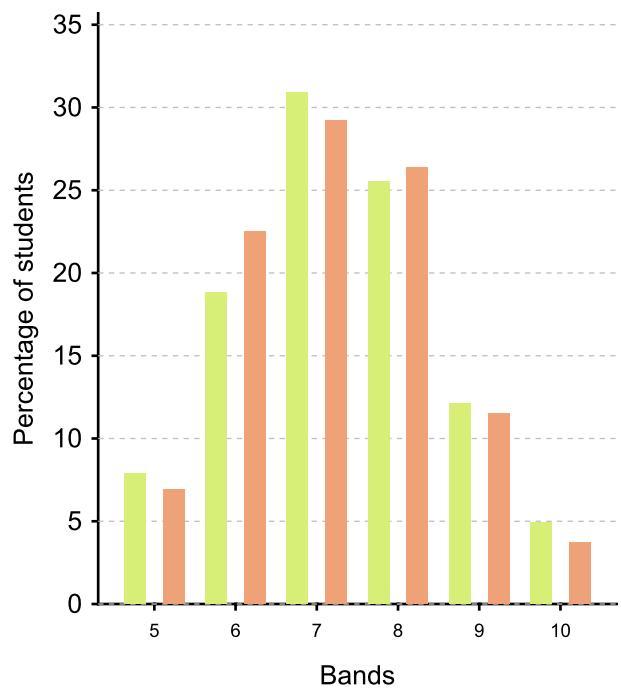
Percentage in Bands
School Average 2015-2017

Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 7 Writing



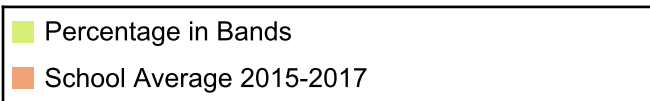
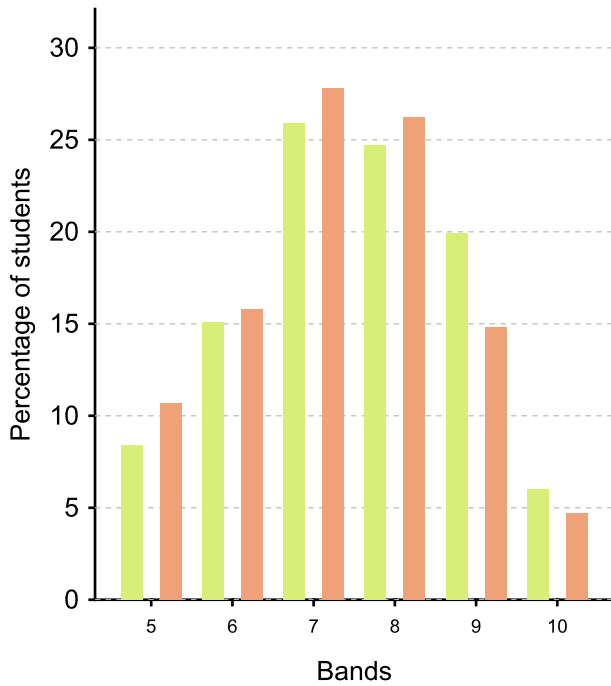
Percentage in bands:
Year 9 Reading



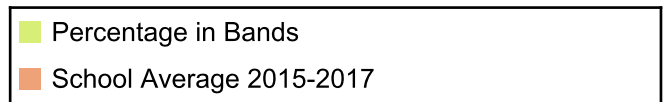
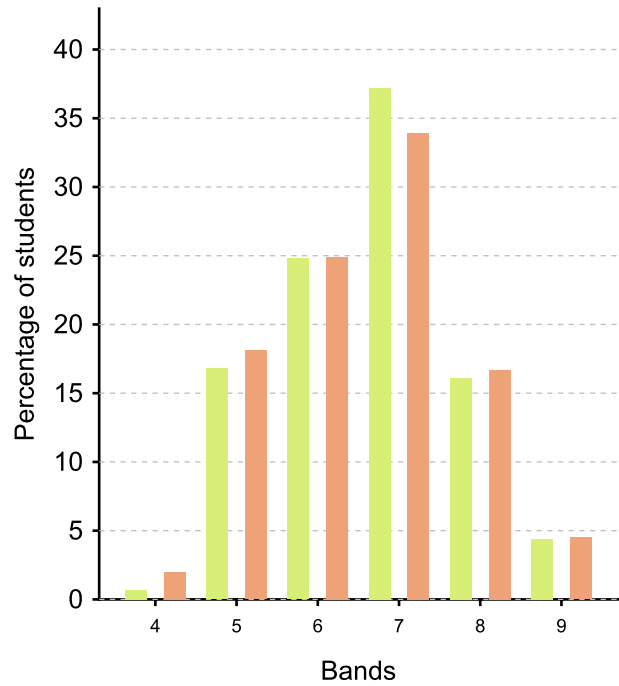
Percentage in Bands
School Average 2015-2017

Percentage in Bands
School Average 2015-2017

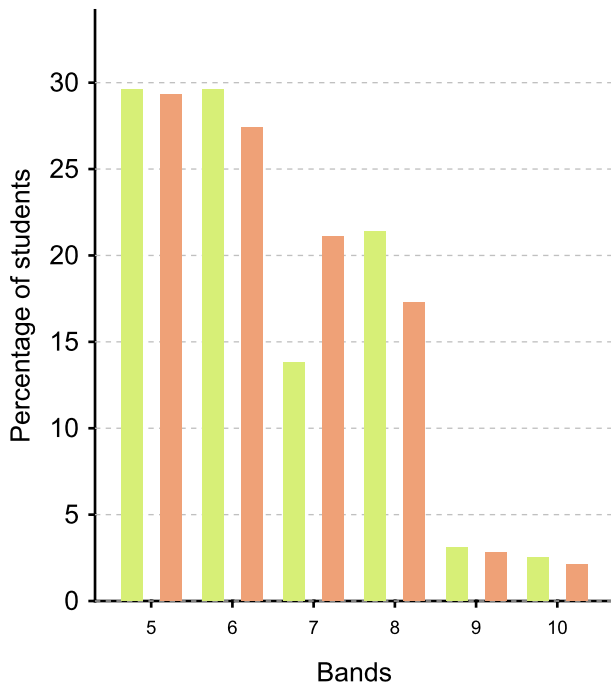
Percentage in bands:
Year 9 Spelling



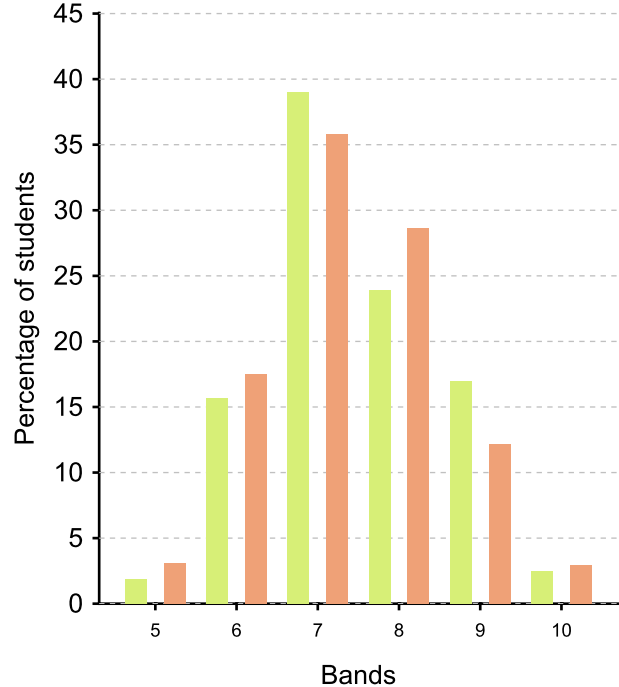
Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Writing



Percentage in bands:
Year 9 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Higher School Certificate (HSC)

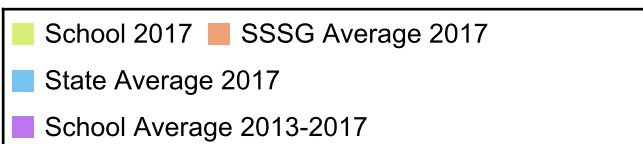
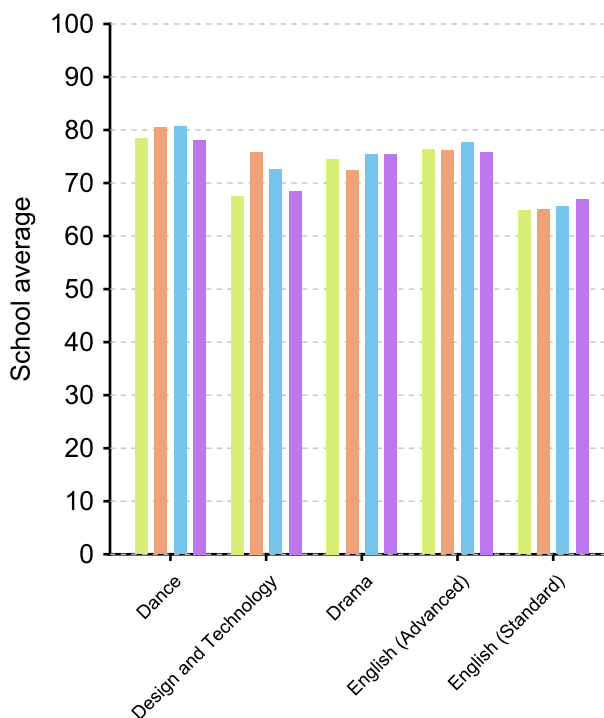
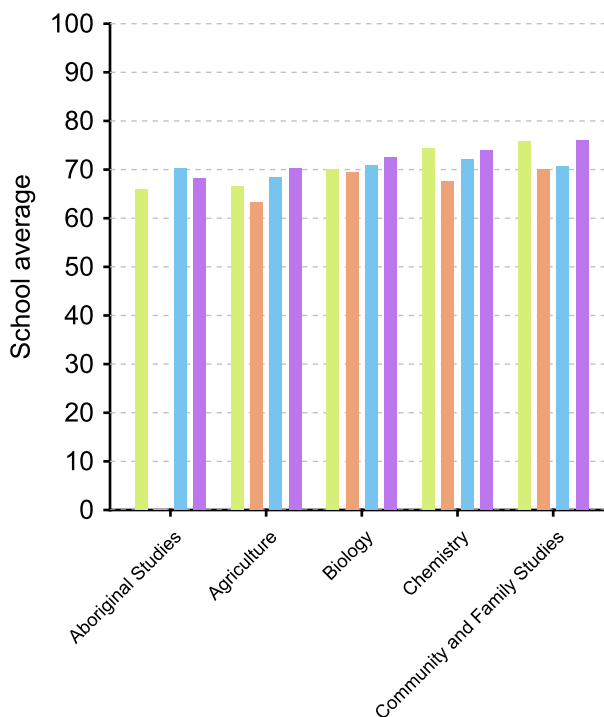
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

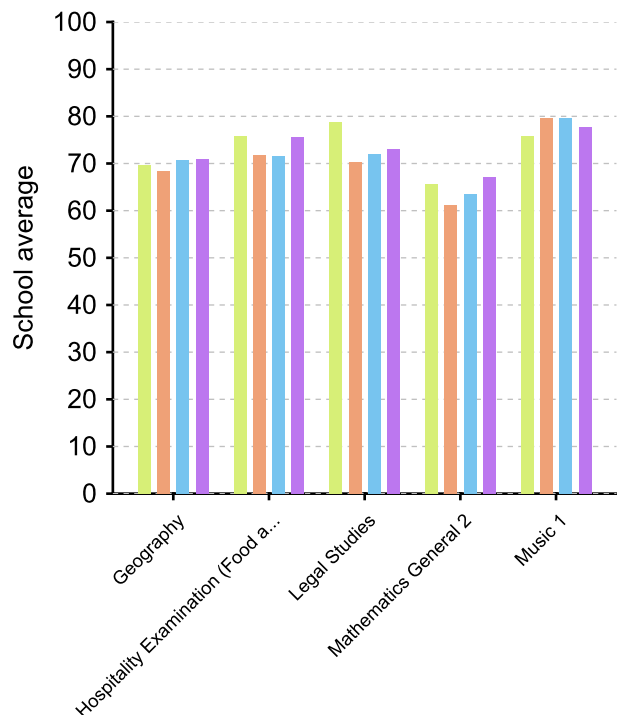
There were outstanding results from many students following the HSC examinations. In 2017 there was a positive movement to higher bands in most subject areas. The highest ATAR achieved by a face to face student was 97.10, attained by School Captain, Max Wilson. Notable mention also goes to Matthew Sheppard who earned himself and ATAR of 92.35, Aaron Johnson 87.6 and Casey Thornton–Collins 81.7.

Five of our face–to–face 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. Lillian Barry (Senior Science), Aaron Bruggemann (Mathematics General 2), Aaron Johnson (Music 1), Casey Thornton–Collins (Mathematics) and Max Wilson (Biology, Chemistry and Mathematics Extension 2).

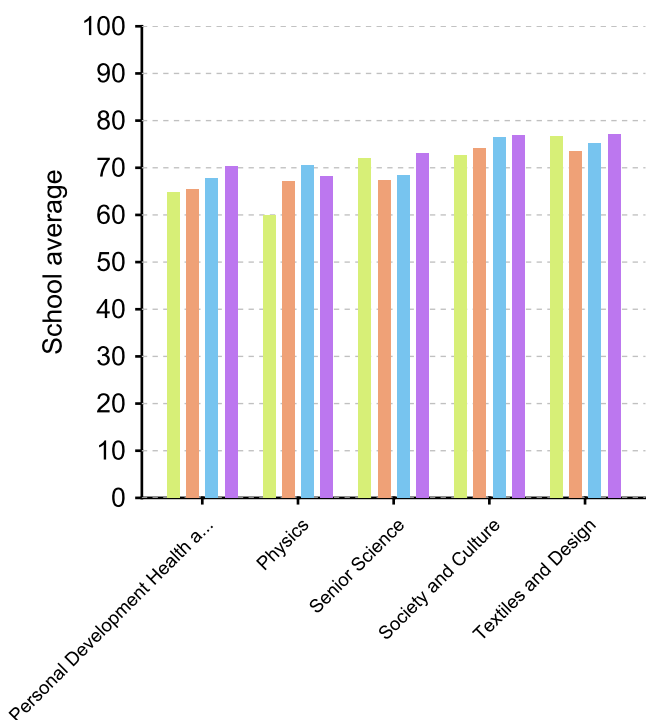
A number of distance education students also made this year's merit list. Top Achievers were Zara Bendit–Rosser (German Beginners), Georgina Clarke (Indonesian Beginners) and Bridget Brosi (Textiles and Design). Zara and Georgina both came fifth in the state in their respective subjects. Distinguished Achievers were Emily Gray (Ancient History and PDHPE) and Moala Mackenzie (French Beginners). Congratulations to Emily, who attained an ATAR of 88.25, and was named Distance Education's most outstanding fulltime student.

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 continuing the Learning Edge Program for students in Stage 6. This involved intensive support for all students with BOSTES information, assessment tasks, health and wellbeing. The HSC results are evidence of the success of this program and the commitment of the students to their studies.





■ School 2017
 ■ SSSG Average 2017
 ■ State Average 2017
 ■ School Average 2013-2017



■ School 2017
 ■ SSSG Average 2017
 ■ State Average 2017
 ■ School Average 2013-2017

Subject	School 2017	SSSG	State	School Average 2013-2017
Aboriginal Studies	66.0	0.0	70.2	68.2

Agriculture	66.6	63.2	68.3	70.2
Biology	70.0	69.4	70.9	72.5
Chemistry	74.4	67.5	72.1	74.0
Community and Family Studies	75.8	70.1	70.7	75.9
Dance	78.4	80.5	80.7	78.2
Design and Technology	67.6	75.8	72.6	68.5
Drama	74.5	72.3	75.5	75.4
English (Advanced)	76.3	76.2	77.6	75.9
English (Standard)	64.8	65.0	65.6	66.9
Geography	69.7	68.3	70.7	70.8
Hospitality Examination (Food and Beverage)	75.7	71.8	71.5	75.7
Legal Studies	78.8	70.3	72.1	73.1
Mathematics General 2	65.6	61.2	63.6	67.1
Music 1	75.9	79.6	79.7	77.8
Personal Development Health and Physical Education	64.7	65.5	67.7	70.3
Physics	60.0	67.1	70.4	68.2
Senior Science	71.9	67.4	68.3	73.1
Society and Culture	72.7	74.1	76.4	76.9
Textiles and Design	76.6	73.5	75.2	77.2

Parent/caregiver, student, teacher satisfaction

In 2017, 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.

A variety of University, Technical and Further Education (TAFE) and other trainee programs have been accessed to promote pathways to post school 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 growth 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 and expand the number of cultural experiences being provided 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 our students, there are a wide variety of other programs on offer and these are showcased in newsletters, the school magazine, 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, learning hubs and the arts, including the school band, musicals and individual performers and sporting activities for individuals and team events.