

Cammeraygal High School

Annual Report



2017



CAMMERAYGAL
HIGH SCHOOL

EMPOWERED
TO ACHIEVE

8910

Introduction

The Annual Report for **2017** is provided to the community of **Cammeraygal 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.

Ms Kathy Melky

Principal

School contact details

Cammeraygal High School

192 Pacific Highway

Crows Nest, 2065

www.cammeraygal-h.schools.nsw.edu.au

cammeraygal-h.school@det.nsw.edu.au

9954 7100

Message from the Principal

Cammeraygal High School is an evolving and dynamic comprehensive coeducational high school that commenced operation in 2015 with its first Year 7 cohort. The school caters to the academic, extracurricular and wellbeing needs of students in the lower North Shore of Sydney. The name Cammeraygal has come from the school community's wish to name the school as an acknowledgement of the traditional custodian clan name of the tribal groups that have historically inhabited the North Sydney area. The process of naming the school involved consultation with our local Aboriginal community who provided the school with a smoking and naming ceremony to bless the grounds and future of the school. The name Cammeraygal High School has allowed our school community to pay respect to the original custodians of this land and in turn has promoted values of egalitarianism and inclusivity for our students to live by, in a spirit of continued reconciliation for our future.

The school opened to Year 7 in 2015 and will eventually cater to Years 7–12 by 2020 across two campuses. The school offers extensive opportunities for enrichment and student leadership, and teaches our students to be informed and engaged citizens in the complex world in which they live. We offer extensive opportunities for students to develop their interests and capabilities beyond the classroom, as we foster a school environment that will allow them to take risks in their learning and hence develop their potential and holistic capabilities.

2017 was Cammeraygal High School's third year of operation catering to years 7–9 with 370 students. In 2017, the school began a process of extensive consultation with all stakeholders on the development of the senior campus to be located in West Street, Crows Nest. The school's teaching and administration staff increased substantially as the school continued to embark on an extensive professional learning program to induct staff into the vision and pedagogical approach of the school. Whole school wellbeing initiatives were introduced to address the needs of the school. 2017 also saw the introduction of the Stage 5 curriculum for the first time allowing our Year 9 cohort to embark on three elective subjects.

Cammeraygal High School offers an extensive range of extracurricular clubs, activities, and opportunities to allow students to develop their skills in all areas of their schooling. Our Student Representative Council, Sports Council, Social Justice Committee and Environment Committee offer students a variety of leadership opportunities, while many extracurricular groups offer an avenue for students to expand their interests.

The School has a highly committed and responsive teaching staff that is able to nurture the learning and wellbeing needs of each and every student fostering values of respect, integrity, responsibility and achievement. Our parent and citizen body is highly active within the school, driving our extensive extra-curricular sport and music program, and undertaking a number of fundraising initiatives. Parent and Citizen meetings are held on a monthly basis.

Cammeraygal High School is an exhilarating high school that continues to build our school culture and community collaboratively from the ground up. Our school is proactive and responsive and will continue to evolve as a high school

that caters to all-round excellence and achievement.

As our motto suggests, Cammeraygal High School has the determination of purpose to prepare our students to be 'Empowered to Achieve'.

Ms Kathy Melky

Principal

Cammeraygal High School

Message from the school community

Since Cammeraygal High School's inception in 2015, the P&C have formed a great partnership with the school. The P&C and Cammeraygal staff have held seminars to better prepare parents and students for the high school journey. The P&C have also worked together with the school to purchase supplies and equipment to enrich students learning. Additionally, the school and P&C have provided Cammeraygal students with an enormous number of extra-curricular and enrichment opportunities, which has been responded to very enthusiastically by many students. In P&C coordinated extra-curricular sport alone, Cammeraygal fielded some 22 teams across five sports in 2017 – not bad for a school of less than 400 students! In other activities, such as music and performing arts, the P&C have supported the program development through purchasing supplies and supporting enrolments.

In only three years, Cammeraygal has grown to become a vibrant school that offers local families a wonderful comprehensive, co-educational high school education. One of the strengths of the Cammeraygal community is its diversity; families come a wide range of cultural and professional backgrounds, bringing different perspectives and skills. The parent body has been highly engaged with the many decisions and activities involved in establishing a new school, and many people have been generous with their time and energy. We look forward to the next exciting phases of the school's evolution, and in particular to the addition of the second campus.

Ms Srima McQuillan

P&C President, Cammeraygal High School

Message from the students

Just after its 3rd year of operation, Cammeraygal High School continues to excel in creating, promoting and enacting a balanced student lifestyle. With the growth of our school, many new opportunities and experiences arrived in 2017. This included electives and the Peer Support program for our Year 9 cohort, representation at state and national level in numerous sporting, academic and creative endeavours, and the expansion of our leadership groups, which have encompassed Cammeraygal values and contributed towards a better community for all students and teachers.

The motto of being 'empowered to achieve' extended through to the range of extra-curricular activities, allowing students to nurture their talents and interests. From drama, debating and art to basketball, STEAM and DJ club, the amount of opportunities for students to grow as holistic learners was certainly evident across all disciplines. With some outstanding achievements in drama, debating and basketball, we really gave some other schools a run for their money!

Cammeraygal High School has also continued preparing its students for the future by instilling a strong sense of innovation, collaboration, engagement and creativity through its classroom programs such as Contemporary Philosophy and the Authentic Learning Program for Years 7 and 8. Our learning spaces and state of the art technology have helped us to maximise our learning potential and actively learn in a vibrant and diverse community.

Cammeraygal continues to cater and promote all-roundedness for its students, underpinned by its core values of respect, integrity, achievement and responsibility. These values have been embedded in every aspect of school life and motivates students and teachers alike to be 'Empowered to Achieve'.

Pratham Gupta

School Captain 2017–2018

School background

School vision statement

Cammeraygal High School's motto 'Empowered to Achieve' provides the platform for providing opportunities to develop the whole child's personal best through engagement with 21st Century learning that facilitates the development of respectful and responsible citizens, who are critical and creative thinkers.

School context

Cammeraygal High School is a growing 7–12 comprehensive coeducational multi-campus high school, located in Crows Nest. It commenced with the enrolment of Year 7 students in 2015 and has continued to enrol other cohorts with each ensuing year. In 2017, Cammeraygal High School consisted of Years 7, 8, and 9 cohorts, with a student population of 370. The school will reach its capacity across both campuses of up to 1100 students with the enrolment of Year 7 in 2020.

A highly energised and active parent community has continued to support the school's initiatives, priorities and innovative programs which include 21st Century education, creative and performing arts, technology for learning and student leadership programs. The school continues to establish a collaborative school culture that provides learning opportunities for all students.

The school has an emphasis on academic excellence and a strong reputation for delivering quality teaching and learning in an inclusive learning environment whilst fostering close links with neighbouring schools. The school develops the whole student by offering a range of experiences to extend their skills and confidence.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

In 2017, Cammeraygal High 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. 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.

Cammeraygal High School has used the School Excellence Framework (SEF) to inform, monitor and validate our progress and impact through our first three years of operation. We have continued to embark on a range of projects that allow for the establishment of evidence-based milestones that aid us to determine our future growth and development. 2017 was the third year of the strategic directions of our 2015–2017 school plan. We continued to emphasise the establishment of a school culture of high expectations, delivering strong curricular, extra-curricular and wellbeing outcomes to our emerging and growing school community. Completing the self-assessment survey in 2017 allowed us to determine our progress in the domains of Learning, Teaching and Leadership. This allowed our emerging school community to continue to reflect on the refinements that need to be made throughout the cycle of the current school plan to inform our focused priorities over the coming years.

In the domain of **Learning**, our focus has been on the establishment and refinement of high quality teaching, learning and wellbeing programs that focus on student engagement and differentiation directed to targeted groups in the Cammeraygal classroom. We continued to ensure the delivery of quality teaching and learning programmes to Years 7, 8 and 9 across all areas of the curriculum, representing Stages 4 and 5. In 2017, we introduced Stage 5 elective courses for the first time, with the diverse and broad range of elective subjects on offer significantly improving student engagement.

This required an ongoing focus on a learning culture of differentiation ensuring that all students have a range of learning opportunities available to them based on their learning needs. Cammeraygal continued to place a strong emphasis on individualised learning for all students, integrating their individual and collective wellbeing needs in Stages 4 and 5 of their learning journey. We remain focused on meeting the learning needs of all students by creating programs that address our targeted groups, and by extending and modifying our curriculum to allow all students to be challenged, engaged and successful as learners.

Curriculum: In schools that excel, an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students. The school's on-balance judgement for this element is: Sustaining and Growing in 2017.

The wellbeing needs of Cammeraygal High School students were fostered through whole school programmes, including White Ribbon training for all boys in the school in 2016. Since then, we have become an acknowledged White Ribbon school, fostering our core value of respect in all interactions. Our wellbeing and fair discipline policy allowed us to continue to integrate our school values of respect, integrity, responsibility and achievement as an intrinsic feature of student learning and student wellbeing. It fulfilled the purpose of defining and clarifying whole school expectations in the domain of Learning as we constructed a school culture that contained explicitly defined learning initiatives and wellbeing strategies.

Learning Culture: In schools that excel, the school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community. The school's on-balance judgement for this element is: Sustaining and Growing in 2017.

Cammeraygal High School's focus in the domain of **Teaching** has been on creating collaborative practices that facilitate the development of quality teaching and curriculum planning, alongside effective delivery of the curriculum to meet all students' needs. We have established assessment practices that provide opportunities for assessment for learning, directing feedback for areas of improvement. All faculties completed a Cammeraygal programming template, allowing for a strategic focus and the successful delivery of quality curriculum. Baseline data has continued to inform our decision-making, as we place an emphasis on both our targeted differentiation and on literacy and numeracy targets within the school.

Teaching: In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. The school's on-balance judgement for this element is: Sustaining and Growing in 2017.

In the domain of **Leading**, our priorities have been to establish leadership and management systems across the school community to lay the foundation of clear expectations and a collective vision in the school's third year of operation. Our strategic direction that focuses on school **Leading** establishes the branding and identity of the school through the promotion of our vision as an emerging school culture. Leadership development has been a central focus, as we build the capacity of our staff, students and parent body to have an active and informed voice in our decision making. The development of these leadership frameworks and capabilities within the key stakeholders of the school is central to the development of excellence in our teaching, learning and wellbeing practices. The school leadership team that expanded in 2017 has been responsible for the creation and effective delivery of all of the initiatives mentioned throughout this report. In 2017, the school continued to fund a Head Teacher of Differentiation to support our strategic directions around the creation and delivery of differentiated teaching, learning and assessment programs. We will continue building the capacity of our school leaders to support the delivery of a dynamic and responsive school culture that values, respect, integrity, responsibility and achievement.

Leading: In schools that excel, the principal is the primary instructional leader in the school. The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement. The school's on-balance judgement for this element is: Sustaining and Growing in 2017.

The SEF assessment survey has allowed the school to develop our strategic directions for 2018–2020 including placing a greater emphasis on student engagement, resilience and motivation. The school will also continue to plan towards the transition towards a multi campus school with the continued transition towards teaching Stage 6 for the first time in 2019.

In 2017 as a growing school, the SEF has allowed us to develop in the areas of learning and teaching, and leading identifying areas that need greater emphasis and professional learning as a growing school with increasing student and staff numbers each year. This survey allowed us to identify different systems in our administration which require greater systematic improvement.

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-and-accountability/sef-evidence>

Strategic Direction 1

Creative and engaged learners who are empowered to achieve.

Purpose

To establish learning opportunities that facilitate the development of skills that allow students to construct strategies that empower them to become successful learners. This is aimed towards enabling students to achieve their personal best.

Overall summary of progress

NAPLAN student gain from years 7 to 9, 'Tell Them From Me' (TTFM) survey data, and Andrew Martin Motivation and Engagement Survey (MES) data were some indicators of our success in Strategic Direction 1. Another focus within this strategic direction was the emphasis on programming using the CHS template. This ensured our continued emphasis on literacy and strategies for differentiation. The progress made in 2017 was very successful, as all faculties transferred all Years 7–9 programs onto the CHS template. NAPLAN data continued to provide insight into our student increases as well as our continued emphasis on the explicit teaching of literacy strategies. The data highlighted our need as a school to target specific styles of literacy to be taught across the curriculum, including an emphasis on extended writing skills in preparation for Stage 6.

Funds expended on Strategic Direction 1 included casual release days to allow each KLA to plan for, and implement, teaching and learning practices. In 2017, each KLA received one planning day per term, to facilitate the development of programs on our CHS template, and to plan for extension and modifications for our targeted groups. Together, the school funded 16 release days for programming. The school also funded subject network meetings, and professional development days for the development of subject expertise.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|---|--|
| NAPLAN – student gain from Year 7 to Year 9 is equal or greater than gain from schools at the same starting point in reading, writing and numeracy. | Funds expended on Strategic Direction 1 include casual release days to allow each KLA to plan for, and implement, teaching and learning practices for their respective subjects. In 2017, each KLA received one planning day per term to facilitate the development of programs on the CHS template, including the planning of extensions and modifications for our targeted groups. The school funded 16 release days for programming, subject network meetings, and professional development days for the development of subject expertise. | <p>Reading: 67% of Year 9 students achieved 'greater than or equal to expected growth'. They also achieved higher than the 'average scaled score growth' of the state.</p> <p>Writing: 67.3% of Year 9 students achieved 'greater than or equal to expected growth'. They also achieved higher than the 'average scaled score growth' of the state.</p> <p>Numeracy: 63.9% of Year 9 students achieved 'greater than or equal to expected growth'. They achieved lower than the 'average scaled score growth' of the state.</p> <p>Targeted professional learning has continued across the school to improve the teaching of literacy in all subjects and maximise engagement for all learners.</p> |
| <p>'Tell Them From Me' Survey – 5% reduction in the number of students lacking confidence in their skills and finding English, Maths and Science challenging.</p> <p>3% reduction in the number of students who were confident in the skills but did not find classes challenging.</p> | Funds expended were on the release time needed to deliver the TTFM survey and to analyse the results. The GAT, LAS, EAL/D, and Wellbeing teams were able to identify the areas for development as revealed through the survey. They were provided with release time to facilitate this | <p>The 2017 TTFM Survey results showed a 6% reduction in the number of students lacking confidence in their skills and finding English, Maths and Science challenging since last year.</p> <p>GAT, LAS, and EAL/D teams developed and reviewed detailed Personal Learning Plans to support all identified students and have continued to work with staff through professional learning and one on one support to ensure that learning outcomes are accessible for all and with</p> |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|---|---|
| <p>'Tell Them From Me' Survey – 5% reduction in the number of students lacking confidence in their skills and finding English, Maths and Science challenging.</p> <p>3% reduction in the number of students who were confident in the skills but did not find classes challenging.</p> | <p>process occurring.</p> | <p>appropriate levels of challenge.</p> |
| <p>Andrew Martin Survey on motivation and engagement shows reduction in guzzler and muffler behaviours in individual students from year 7 into year 9.</p> <p>Increased number of co-curricular clubs/opportunities and increased participation to 40% of students in a co-curricular program.</p> | <p>Funds expended were on release time needed to administer the Andrew Martin MES and to analyse the results. Release time was also used to facilitate the Learning Coach interviews with students to discuss their results individually.</p> | <p>The MES results showed that, in particular, the measures of 'planning' and 'persistence' were above norms in year 7, and grew from year 8 into year 9. The results showed a need for greater work with students in the areas of anxiety and failure avoidance, which is being considered by the Wellbeing Team in preparation of targeted wellbeing strategies for each year group.</p> <p>By the end of 2017, 42% of students participated in a co-curricular program. This was 19% higher than the norm across NSW government schools.</p> |
| <p>Programming template with embedded literacy and differentiation strategies are being used across the school in all years.</p> | <p>16 release days were funded across 2017, with each KLA receiving one programming planning day per term. Subject network meetings, and Professional development days for the development of subject expertise in stage 5 was also funded by the school. Our staff development days were also used to facilitate the successful implementation of programming template across each KLA</p> | <p>The school has successfully continued to implement a standardised programming template that is used by all staff and clearly embeds differentiation strategies. Literacy strategies are identified in all programming.</p> <p>A program review was conducted to ensure that all KLAs were effectively using the school programming template.</p> <p>The development of the Literacy and Numeracy Skills document enabled staff and students to access a common and explicit approach to literacy and numeracy across the school.</p> |

Next Steps

Strategic Direction 1 has been evaluated as being successful in the cycle of the 2015–2017 school plan. It has also informed our planning and emphasis for the 2018–2020 cycle of school planning. The continued emphasis on programming using the CHS template is a critical means of embedding effective teaching practices, as the school continues to grow and expand to include Stage 6 for the first time in 2019.

- The CHS programming template will allow for continued transition and movement towards a cohesive multi campus school by 2019, and a then a 7–12 school across two sites by 2020. All programs will be centralised on our teacher portal. This will facilitate access for new teaching staff.
- NAPLAN will continue to be an external measure for some aspects of literacy and numeracy. It will allow us to measure student gains in literacy which has been a key focus area in 2017. Internal data will be used to measure improvements in literacy, including student achievement grades and teacher identification of student gains. Student feedback will also be used to identify improvement in literacy and numeracy.
- The Andrew Martin MES data allowed us to measure some aspects of boosters and inhibitors to student learning. TTFM data and Andrew Martin data revealed areas which required consideration within student wellbeing. This informed our appointment of a Wellbeing Coordinator in 2017. The whole school wellbeing focus will allow the school to develop more proactive approaches, according to age–appropriate needs and identified areas for support.



Strategic Direction 2

Teachers who engage, challenge, and nurture all learners holistically.

Purpose

To establish a quality teaching and learning culture that is responsive to student voice and that establishes and embeds practices of differentiation and learning opportunities for all staff and students.

Overall summary of progress

Strategic Direction 2 has been evaluated as successful at the end of the 2015–2017 school plan cycle. In 2017, the school employed 9 additional teachers who were inducted into the school's teaching and learning practices and into our CHS Wellbeing framework.

Results from Andrew Martin MES surveys, the TTFM survey, and feedback from students also highlighted the need to appoint a Wellbeing Coordinator, who developed a more cohesive wellbeing policy and strategies across the school. The CHS wellbeing team, which included Year Advisors and Grade Head Teachers, assisted in the development of a whole school wellbeing matrix, the development of our wellbeing policy, and our targeted strategies for Years 7–9.

The school has a high proportion of beginning and early career teachers, which has informed our continued focus on maintaining quality teaching, learning and wellbeing programs that support our students and our teachers. Beginning teachers were supported with release time to undertake professional development, and develop their understanding of faculty or whole school priorities. These teachers were also given opportunities each term to take part in LNSCOS (Lower North Shore Community of Schools) beginning teacher network meetings. These meetings provide a platform for the sharing of experiences, strategies and resources across five schools in the local area. The network also allows for mentoring across schools, in faculty areas, and by the principal who coordinates the program.

CHS increased our funding of Student Learning Support Officers (SLSOs) in 2017, to employ 3 full-time SLSOs and 2 part-time SLSOs. This facilitated the implementation of individual learning and wellbeing plans to meet individual student needs. The outcome has been very successful in improving student engagement and resilience and supporting holistic learning for students at the school. The SLSOs continue to support the teachers in the classroom with modified learning tasks and continue to support students in the playground who need support in social interactions and other wellbeing matters.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|---|--|
| <p>Andrew Martin Data– reduction in levels of student anxiety across all years</p> <p>'Tell Them From Me' Data – A 3% reduction in the number of students reporting moderate to high feelings of anxiety and a 2% reduction in the number of students reporting moderate to high feelings of depression.</p> | <p>Funds expended were on the release time needed to deliver the TTFM and Andrew Martin surveys and to analyse the results. The GAT, LAS, EAL/D, and wellbeing teams were able to identify the areas for development in these areas of the survey and were provided with release time to facilitate this process occurring.</p> | <p>The Andrew Martin MES revealed that anxiety levels are below the norm for all CHS boys and all Year 7 students. Rates of reported anxiety are slightly higher than the average for girls in Years 8 and 9, although not at a statistically significant level.</p> <p>The TTFM data for this improvement measure can't be used as the survey no longer includes questions relating to anxiety or depression. The survey now asks questions relating to levels of 'happiness'. For this new question, our students report having a higher level of 'medium levels of happiness' compared with the norms across NSW schools.</p> <p>The CHS Wellbeing Team has continued to work over the course of 2017 to implement a range of whole-school wellbeing strategies that focus on developing resilience and promote protective factors in young people.</p> |
| <p>More students are able to respond to a variety of text types in appropriate ways.</p> | <p>Funds expended were for teacher release time to develop and train staff on</p> | <p>The Literacy Team produced and distributed the CHS Literacy Guide in 2017. In addition, they provided professional learning to staff in the</p> |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|--|---|
| More students are able to respond to a variety of text types in appropriate ways. | the CHS literacy guide, developed and launched in 2017. Staff development time was also used to develop a whole school approach to teaching of literacy. | effective and explicit teaching of literacy across all KLAs. This process supported the foundation knowledge already established through the introduction and ongoing use of the Literacy Continuum. |
| PAT testing demonstrates gradual improvements in literacy capabilities across each year. | <p>Funds expended were on the release time needed to deliver the PAT testing and to analyse the results. The GAT, LAS, EAL/D, and wellbeing teams were able to identify the areas for development in these areas of the PAT testing and were provided with release time to facilitate this process occurring.</p> <p>Funding was also given for Student Learning Support Officers (SLSOs), to facilitate the successful implementation of individual learning and wellbeing plans to meet individual student learning and wellbeing needs.</p> | <p>From 2015 to 2017, PAT data indicates the median literacy (reading) level of our establishment cohort has moved from the state average, to above the state average, showing gradual improvement over time.</p> <p>Improvements in literacy of subsequent cohorts have also improved over time relative to national norms.</p> |
| NAPLAN – student gain from Year 7 to Year 9 is equal or greater than gain from schools at the same starting point in reading and writing. | Student Learning Support Officers (SLSOs) time was funded by the school to facilitate the successful implementation of individual learning and wellbeing plans to meet individual student learning and wellbeing needs. | <p>Reading: 67% of Year 9 students achieved 'greater than or equal to expected growth'. They also achieved higher than the 'average scaled score growth' of the state.</p> <p>Writing: 67.3% of Year 9 students achieved 'greater than or equal to expected growth'. They also achieved higher than the 'average scaled score growth' of the state.</p> |

Next Steps

Our whole school professional learning plan will continue to maintain an emphasis on quality teaching and learning, that is reflected by our student achievement in NAPLAN, in internal school performance and engagement.

- The professional development of our teachers will continue to focus on the sharing of best practice, as we move towards our next school plan cycle for 2018–2020. The continued emphasis on engagement and resilience is reflected in our focus on differentiation and formative assessment.
- Another focus of professional development of all teaching staff is on the teaching of Stage 6 for the first time in 2019. This professional learning will also plan for the teaching of necessary skills to our Stage 5 learners, as they progress into Stage 6. A major focus of this transition has been the explicit teaching of extended literacy skills across each faculty.
- The school leadership team will be expanded to build capacity, as we become a multi-campus school in 2019. This includes the addition of a second Deputy Principal, a Head Teacher Technology and Applied Studies (TAS), a Head Teacher Science, and a Head Teacher Wellbeing in 2018. We have also created a school-funded role of Beginning Teacher Coordinator, to support and mentor our beginning teachers, providing critical classroom observation and feedback.



Strategic Direction 3

A culture of excellence, opportunity and inclusivity.

Purpose

To engage all stakeholders in the continued establishment of the school's identity as a successful, high school of outstanding achievements in the lower North Shore of Sydney enhancing the development of the CHS values of respect, integrity, achievement, and responsibility.

Overall summary of progress

Strategic Direction 3 has been successful as we complete the 2015–2017 school plan cycle. We judge this success on high numbers of student enrolments and retention rates, which have seen the school with a majority of local enrolments from our feeder schools in 2017. Year 7 2017 was our largest cohort so far, with 145 local enrolments. A negligible number of students have left Cammeraygal High School to attend other local high schools, with student leavers predominantly leaving to relocate interstate or overseas.

The school has also continued to offer a large number of extra-curricular activities that allowed for opportunities and enrichment across different areas, including the expansion of our music ensembles, extra-curricular debating, drama, theatre sports, sporting, and special interest clubs operating out of school hours. High student participation in these opportunities has also been an indicator of their ongoing success at holistic developing of our students' interests and the pursuit of excellence in these areas.

Student achievement in the area of debating was a particular indicator of excellence. The Year 9 debating team reached the regional finals of the Premier's Debating Challenge, after entering the competition for the first time with students who had not debated before. This success has resulted in higher numbers of students engaged in debating as an extra-curricular activity.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|---|--|
| Increase in first choice enrolments for local area students to 75% by the end of 2017. | | Of local area students who chose to attend a public high school, 75% of local area enrolments chose Cammeraygal as their first choice. |
| Andrew Martin data – new Year 7 students at the end of Term 1 are engaged and motivated and settling into the challenges of school life well. | Funds expended in this area were spent on release time to allow for the administration of the Andrew Martin MES and to analyse the results. Funds were also used to provide release time to facilitate learning coach interviews to discuss results with individual students. | Andrew Martin MES results showed a very positive start to high school for year 7 students. Year 7 students ranked above normative values for their age group on all positive measures, and lower than normative values for their age group on all negative measures. In particular, results were extremely positive in relation to confidence around planning and persistence, and coping with change. Our Year 7 girls also reported significantly high levels of engagement with school and lessons. |
| Increased interaction and acceptance between social groups from different feeder schools in Semester 1 of Year 7, as evidenced through counsellor referrals and Sentral incidents (increase in positive and decrease in negative). | | Counsellor referrals for Year 7 students in Term 1 decreased between 2016 and 2017. Sentral incidents have increased over the past 3 years, however this can be attributed to more diligent reporting by staff through Sentral over that period of time. |

Next Steps

The school needs to maintain a focus on a culture of excellence, opportunity and inclusivity, continuing the progress made in the previous school plan. The next steps will include planning towards the establishment of a cohesive school across two campuses in 2019. Some evaluation measures will include:

- Maintaining our high level of student enrolments from the local catchment area.
- Maximising student retention up to 2020 with few students leaving the school in the senior years at CHS.
- Maintaining the high number of student clubs and opportunities for extension and enrichment across the school. These opportunities will continue to expand and maintain the culture of opportunity across our multi-campus school. These opportunities will include the strengthening of student voice and student leadership across the two sites as we create a model of opportunity and excellence across the school.
- Appointing a Head Teacher Wellbeing, to facilitate the whole school focus on inclusivity, engagement and resilience for the next cycle of the school plan.



| Key Initiatives | Resources (annual) | Impact achieved this year |
|--|--------------------|---|
| Aboriginal background loading | \$1,308 | This funding is provided for two Aboriginal students in the school. It has allowed for them to be supported in their learning when needed. Both students have personal learning plans (PLPs) and have been given opportunities to attend a an Indigenous youth camp in 2017, as well as other activities that may enhance cultural awareness and identity for these students. |
| English language proficiency | \$63,202 | <p>The funds were used to employ an EAL/D teacher at 0.4 FTE. The teacher provided ongoing support to students identified as needing varying levels of support in the classroom. Students requiring EAL/D support were identified and prioritised based on their access levels to English. These students were either withdrawn from class fortnightly or the EAL/D teacher would work with classroom teachers to modify classwork and assessment tasks.</p> <p>The funds have also been utilised to provide some SLSO support in the classroom. These student learning support officers are available to students who need support with language or support with learning.</p> |
| Low level adjustment for disability | \$59,565 | <p>These funds have been used to support students that need learning and support in their classwork and in their wellbeing. It has partially funded additional learning and support staffing. In 2017, the school was given 0.5 FTE for a Learning and Support Teacher (LaST). The school additionally funded 0.2 FTE for an additional LaST teacher allocation. The school also funded 3 full-time SLSOs and 2 part-time SLSOs, utilising the low level disability funding.</p> <p>This amount was also used to fund a whole day workshop on strategies to support students with autism. This workshop was extremely useful for supporting teachers to manage students with additional learning and social needs</p> |
| Socio-economic background | \$3,187 | In 2017 these funds were used to support identified student needs that required assistance with uniform, school resources and excursions. In some cases students were identified as needing learning and support in their classes and funding was used to release the learning and support teacher to assist these students. This funding allowed these students to fully participate in all areas of the curriculum. |
| Support for beginning teachers | \$57,592 | Many of our teaching staff in 2017 were beginning teachers, who were supported with initiatives within the school and outside of the school. Their participation in the local beginning teacher networks (LNSCOS – the Lower North Shore Community of Schools) allowed for external mentors, and quality professional learning and networking across |

| | | |
|---|---|---|
| <p>Support for beginning teachers</p> | <p>\$57,592</p> | <p>the five schools in our local area.</p> <p>Beginning teachers were also given release time on a weekly basis and were all provided with teacher mentors within the school. They were often provided with SLSO support in most classrooms and on the playground to assist with students with special needs.</p> |
| <p>Differentiation coaching for classroom teachers</p> | <p>School funded – programming days for faculties to develop strategies for differentiation.</p> <p>\$40,000 for casual relief for faculty planning days.</p> | <p>Differentiation was the central focus of the school-based professional learning conducted in 2017. The staff development days across the year supported teachers to undertake effective differentiation, with the aim of further enhancing quality teaching practices and support the learning of all students.</p> |
| <p>Cammeraygal High School Student Leadership and Extracurricular Student Groups</p> | <p>School funded \$5,000</p> | <p>Student voice and extra-curricular opportunities continue to be an area of distinction within the school. Our new student leadership team, comprised of School Captains and Vice-Captains, were elected for the 2017–2018 school years, and represented our school at a number of regional events. Our Social Justice Committee, Environment Council, and Sports Council completed the student leadership body, planning and leading a number of initiatives.</p> <p>Public speaking and debating, drama, sport, and music programs continued to strengthen, with several students representing the school in these areas at regional and state level. Two students reached an international level for sport, in swimming and golf respectively.</p> |



Student information

Student enrolment profile

| Students | Enrolments | | |
|----------|------------|------|------|
| | 2015 | 2016 | 2017 |
| Boys | 59 | 116 | 206 |
| Girls | 39 | 91 | 164 |

The school has been in operation for 3 years and total enrolments continue to grow as we add an additional cohort each year. Cammeraygal High School will have a complete Years 7–12 cohort in 2020.

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2014 | 2015 | 2016 | 2017 |
| 7 | | 95.8 | 95.7 | 94.3 |
| 8 | | | 92.8 | 93.1 |
| 9 | | | | 90.3 |
| All Years | | 95.8 | 94.2 | 92.7 |
| State DoE | | | | |
| Year | 2014 | 2015 | 2016 | 2017 |
| 7 | | 92.7 | 92.8 | 92.7 |
| 8 | | | 90.5 | 90.5 |
| 9 | | | | 89.1 |
| All Years | | 92.7 | 91.6 | 90.8 |

Management of non-attendance

Student attendance continues to be extremely high in 2017. As detailed above, the school has maintained over 90% attendance rates and have strategies in place to address absenteeism and lateness. Fractional truancy has not been an issue for the school and the attendance systems (through the Sentral portal) monitor attendance period by period. The school has a roll call at the start of the day for attendance marking as well as pastoral care. Our attendance policy includes parents being notified by SMS if their child is not at school, as well as letters requesting parent explanation for absences if they do not notify the school. The Year Advisor communicates with parents/caregivers each week if there are 3 day absences that have not been notified to the school. Teachers are given a list of absentees twice per day to help monitor attendance in each lesson.

The school have also issued consequences if the student is late consistently to school. Cammeraygal High School has managed serious attendance issues by utilising parent interviews with the Year Advisor,

Principal and School Counsellor, or through referrals to the Home School Liaison Officer (HSLO).

The school have also made referrals to other schools and have shared enrolments for students with additional needs around attendance.

Structure of classes

In 2017 the classes were structured as core, mixed ability classes for the mandatory subjects in Years 7–9. Subjects undertaken in these core classes were English, Maths, Science, History, Geography, PDHPE, and Languages (for Years 7 and 8).

Year 9 students each selected three elective subjects. Year 9 students were also grouped into Maths classes based on their completion of the 5.1, 5.2, or 5.3 Mathematics courses.

Post-school destinations

| Proportion of students moving into post-school education, training or employment | Year 10% | Year 11% | Year 12% |
|--|----------|----------|----------|
| Seeking Employment | 0 | 0 | 0 |
| Employment | 0 | 0 | 0 |
| TAFE entry | 0 | 0 | 0 |
| University Entry | 0 | 0 | 0 |
| Other | 0 | 0 | 0 |
| Unknown | 0 | 0 | 0 |

Cammeraygal High School is an evolving high school that increases by one cohort each year. In 2017, the school comprised of students from Years 7–9 only.

Year 12 students undertaking vocational or trade training

Cammeraygal High School is an evolving high school that increases by one cohort each year. In 2017, the school comprised of students from Years 7–9 only.

Year 12 students attaining HSC or equivalent vocational education qualification

Cammeraygal High School is an evolving high school that increases by one cohort each year. In 2017, the school comprised of students from Years 7–9 only.

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|------|
| Principal | 1 |
| Deputy Principal(s) | 1 |
| Assistant Principal(s) | 0 |
| Head Teacher(s) | 4 |
| Classroom Teacher(s) | 19.5 |
| Teacher of Reading Recovery | 0 |
| Learning & Support Teacher(s) | 0.5 |
| Teacher Librarian | 1 |
| Teacher of ESL | 0.4 |
| School Counsellor | 1 |
| School Administration & Support Staff | 6.58 |
| Other Positions | 1 |

*Full Time Equivalent

Cammeraygal High School has one Aboriginal staff member. The school has established a collaborative partnership with the Northern Region Aboriginal Educational Consultative Group (AECG), who were strongly involved with the naming and opening of the school in 2015. We continue an ongoing partnership with this group.

Teacher qualifications

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

Teacher qualifications

| Qualifications | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 99 |
| Postgraduate degree | 1 |

Professional learning and teacher accreditation

In 2017, the school was allocated \$29,071 for professional learning. The school expended an additional \$10,000 to support the professional learning of teachers in 2017.

All teachers in the school have been inducted into the NESAs Teacher Accreditation process and have had accreditation reports submitted when they are eligible and have completed their own submissions. The

school appointed a teacher as mentor to support this accreditation process for the beginning teachers in the school. They have been provided additional support and mentoring as a beginning teacher and given the appropriate release time.

All staff have undergone an extensive professional learning program in 2017 that linked to our school priorities and strategic directions and the Australian teaching standards. Additionally, teachers have been given specific targeted professional learning based on their faculty specialties and needs. Teachers have attended network meetings, facilitating additional support and mentoring. School-based professional development days have provided mandatory training and updates. They have also targeted the specific needs of our school including differentiation and strategies to enhance engagement across all year levels.

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.

In 2017, Cammeraygal High School was able to increase student voluntary contributions as student numbers increased and the school undertook greater efficiency in collecting student contributions. The school continues to expend funds on the ongoing resourcing of the school to accommodate an additional cohort each year. In 2017, Stage 5 mandatory and elective courses were taught for the first time and required expenditure for practical and other resources. This resourcing was funded by mandatory student contributions to the Year 9 elective courses they had chosen, and contributed to the purchase of consumable items, teacher references and training, and student resources. The library continues to grow and be resourced to meet the changing needs of the school. In 2017, another expenditure priority was in the ongoing professional learning of teachers and administration staff. The school funded 3 full-time SLSOs and 2 part-time SLSOs.

| Receipts | \$ |
|--------------------------------|----------------|
| Balance brought forward | 414,674 |
| Global funds | 167,361 |
| Tied funds | 86,320 |
| School & community sources | 314,534 |
| Interest | 3,302 |
| Trust receipts | 471 |
| Canteen | 0 |
| Total Receipts | 571,988 |
| Payments | |
| Teaching & learning | |
| Key Learning Areas | 149,731 |
| Excursions | 77,573 |
| Extracurricular dissections | 64,843 |
| Library | 13,539 |
| Training & Development | 0 |
| Tied Funds Payments | 67,459 |
| Short Term Relief | 15,365 |
| Administration & Office | 102,891 |
| Canteen Payments | 0 |
| Utilities | 28,514 |
| Maintenance | 45,295 |
| Trust Payments | 1,074 |
| Capital Programs | 11,348 |
| Total Payments | 577,634 |
| Balance carried forward | 409,028 |

| | 2017 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 0 |
| Revenue | 936,621 |
| Appropriation | 611,413 |
| Sale of Goods and Services | 10,595 |
| Grants and Contributions | 313,523 |
| Gain and Loss | 0 |
| Other Revenue | 0 |
| Investment Income | 1,089 |
| Expenses | -719,682 |
| Recurrent Expenses | -705,782 |
| Employee Related | -281,451 |
| Operating Expenses | -424,330 |
| Capital Expenses | -13,900 |
| Employee Related | 0 |
| Operating Expenses | -13,900 |
| SURPLUS / DEFICIT FOR THE YEAR | 216,939 |
| Balance Carried Forward | 216,939 |

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.

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.

Cammeraygal High School used the OASIS system until May 2017. The school then transitioned towards the SAP finance system in accordance with DoE policy. The School Administration team were trained and given release time to transition the new system across to SAP. By the end of 2017, all school financial operations were fully transitioned to the LMBR systems. The SAP system has been used and allows for parents to make payments online. The school also used the P-Cards to assist in expenditure. All of our financial management systems adhere to DoE processes and governance. The ordering of resources and casual staffing is overseen by the Principal, who has supervision of all financial management in the school.

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 | 3,753,035 |
| Base Per Capita | 31,635 |
| Base Location | 0 |
| Other Base | 3,721,400 |
| Equity Total | 127,261 |
| Equity Aboriginal | 1,308 |
| Equity Socio economic | 3,187 |
| Equity Language | 63,202 |
| Equity Disability | 59,565 |
| Targeted Total | 29,780 |
| Other Total | 113,811 |
| Grand Total | 4,023,887 |

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

School-based assessment

Extensive professional learning has been conducted with all teaching staff to ensure a common, growth-based approach to assessment at CHS. All staff are provided with an explicit template which all assessment tasks are developed on, ensuring that essential components – including syllabus outcomes, deadlines and due dates, marking guidelines and rubrics and clear guidelines for success – are clear for students. Several whole-school reviews of assessment tasks have been undertaken, to ensure that all faculties are using the template with consistency and clarity. Areas for further development have been communicated back to staff. Students are provided with grades but not numerical marks in the earlier years. All students are given extensive written, personal feedback and required to reflect on how they can improve for their next task.

NAPLAN

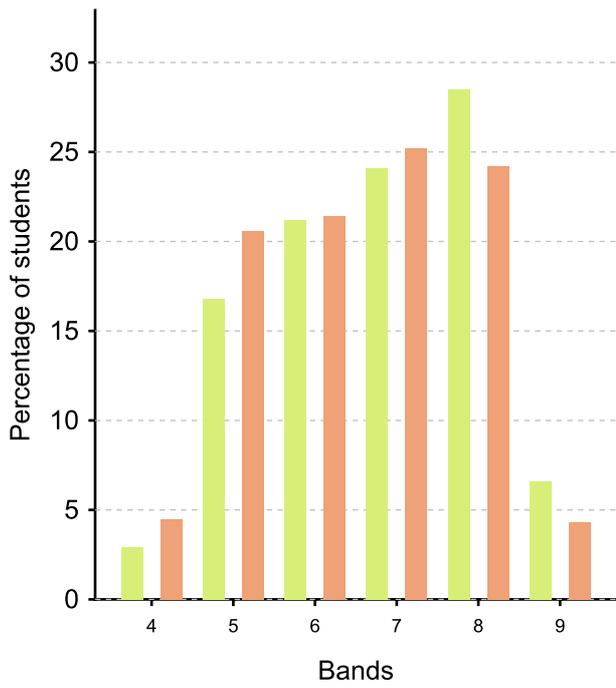
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Students have performed well in Reading, Spelling, and Grammar and Punctuation, relative to the state. Reading was particularly strong with 72.4% of Year 9 students achieving 'greater than or equal to expected growth'. Writing remains an area for development, relative to numeracy and the other literacy skills. Despite this, the majority of students achieved equal to or greater than their expected growth in Writing.

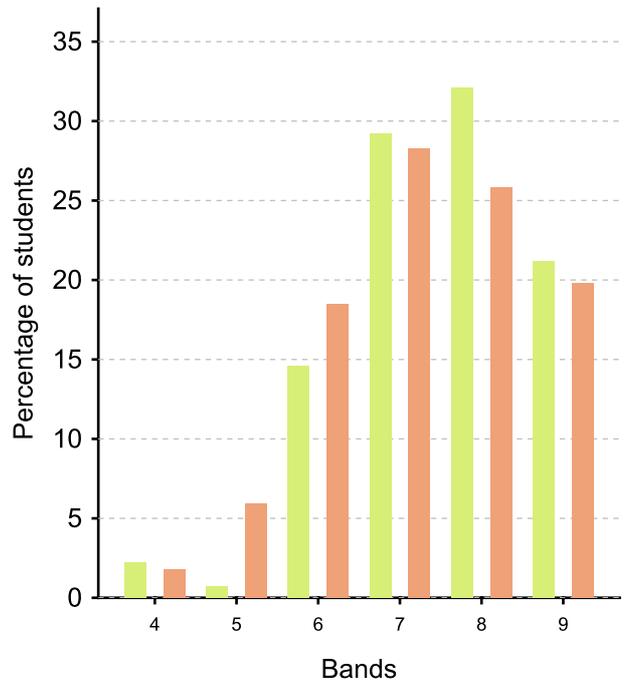
Year 7 had 22% more students 'at proficiency (top two bands) for Reading than the state. Furthermore, they had 14% more students 'at proficiency' for Writing than the state.

Please note that the data represented in the Year 9 'School Average 2015–2017' graphs is inaccurate, as 2017 saw the enrolment of Cammeraygal High School's first Year 9 cohort.

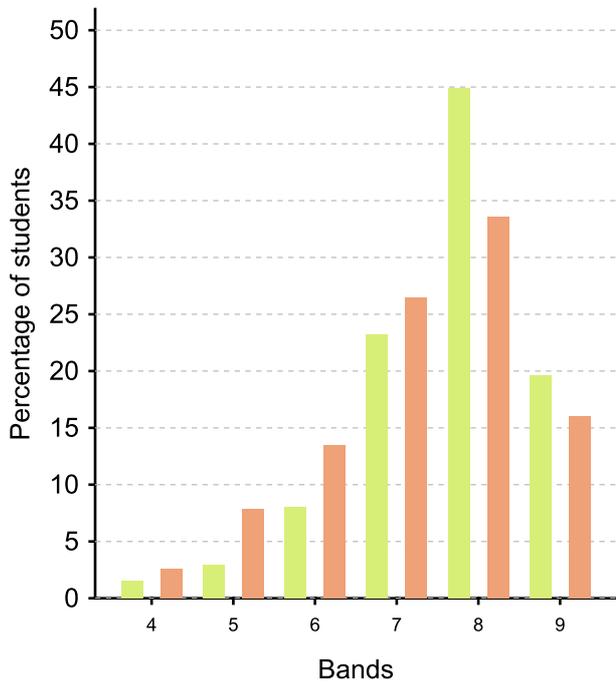
Percentage in bands:
Year 7 Writing



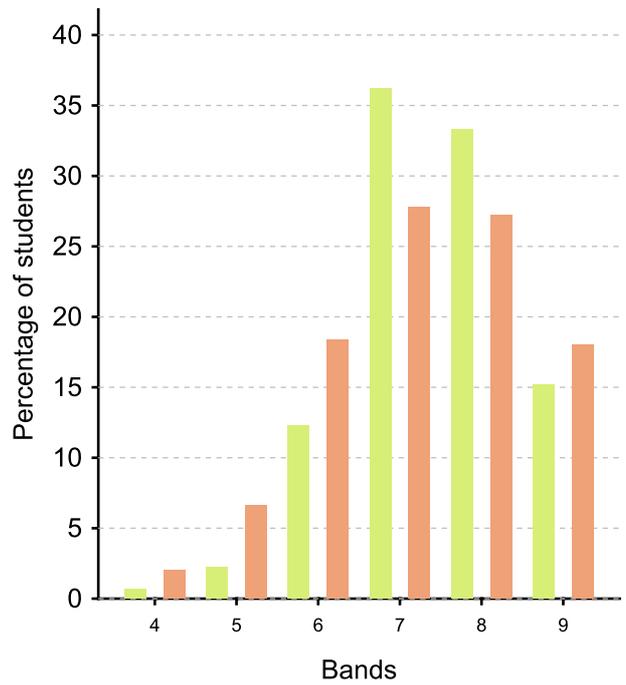
Percentage in bands:
Year 7 Reading



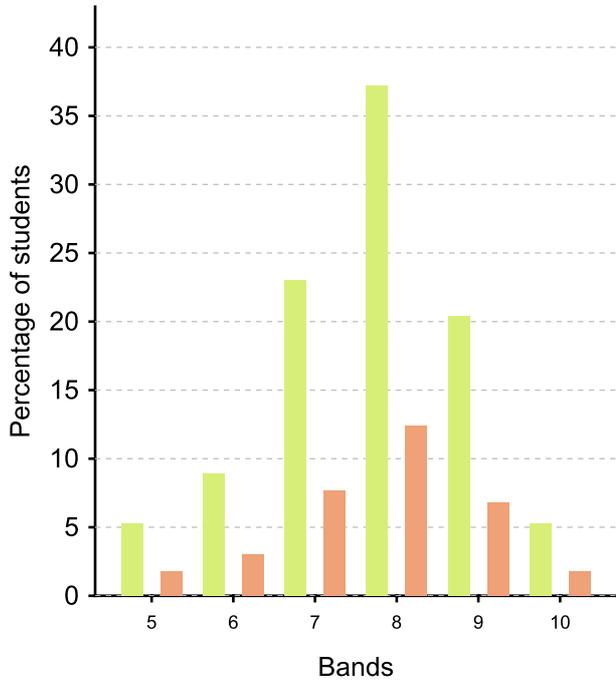
Percentage in bands:
Year 7 Spelling



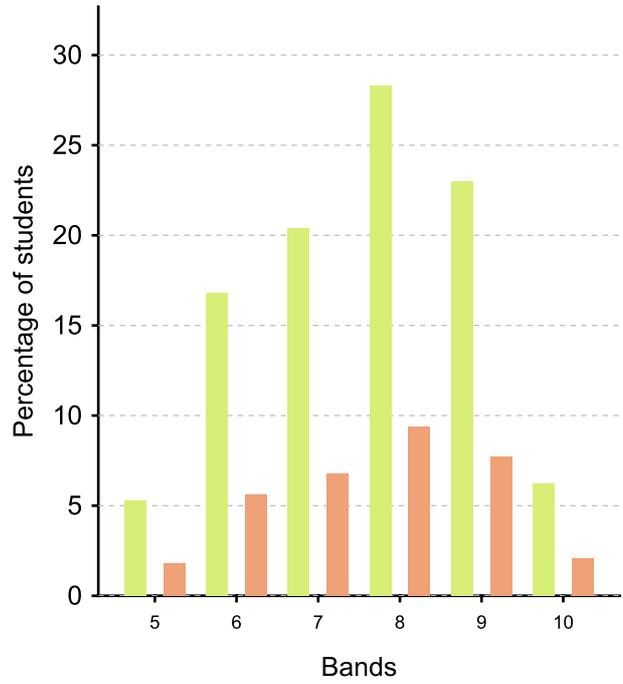
Percentage in bands:
Year 7 Grammar & Punctuation



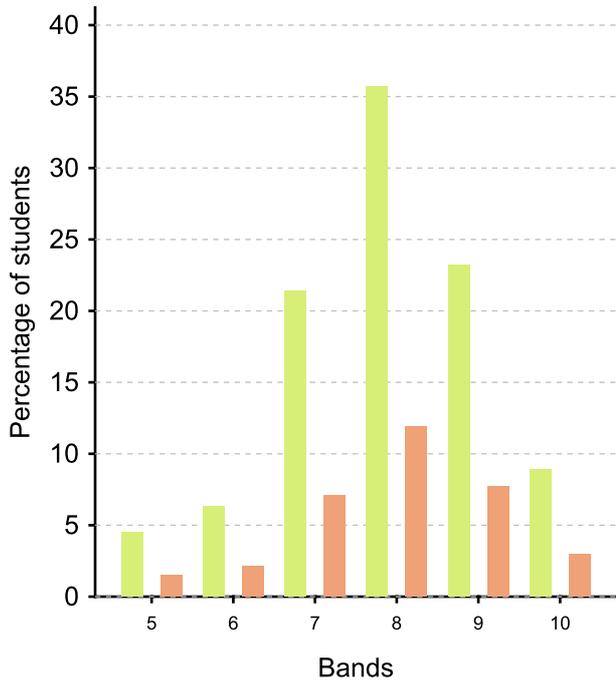
Percentage in bands:
Year 9 Grammar & Punctuation



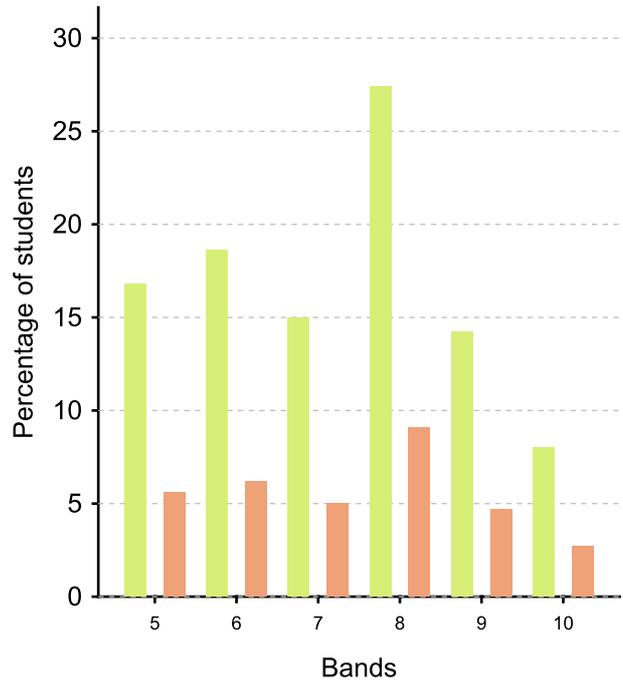
Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 9 Reading



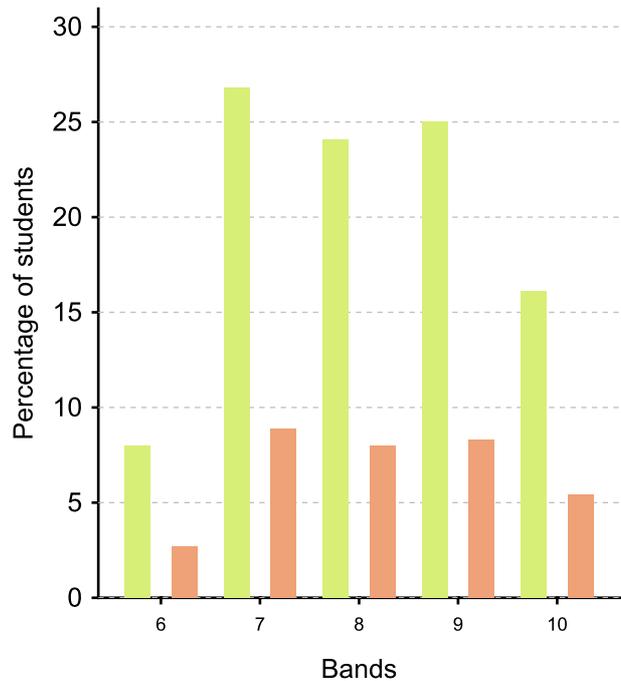
Percentage in bands:
Year 9 Writing



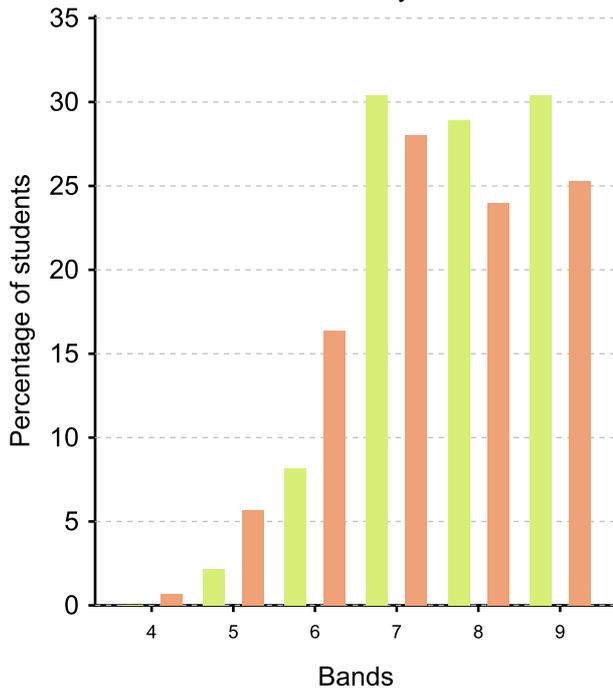
Numeracy remains a strength of students at Cammeraygal with 69% of Year 9 students achieving 'greater than or equal to expected growth'. Year 7 had 24% more students 'at proficiency' for Numeracy than the state, with 59.3% in the top two bands. There has been a trend of increasing strength of progressive Year 7 cohorts in both Numeracy and Literacy since 2015.

Please note that the data represented in the Year 9 'School Average 2015–2017' graphs is inaccurate, as 2017 saw the enrolment of Cammeraygal High School's first Year 9 cohort.

Percentage in bands:
Year 9 Numeracy



Percentage in bands:
Year 7 Numeracy



Higher School Certificate (HSC)

Cammeraygal High School is an evolving high school that increases by one cohort each year. In 2017, the school comprised of students from Years 7–9 only. There were no year 12 students at the school, therefore we do not have HSC data for 2017.

Parent/caregiver, student, teacher satisfaction

The feedback from our school community is extremely positive and reflects the culture of excellence, inclusivity, and opportunity created by the school over the past three years.

Parents

The Cammeraygal High School Parent/Caregiver feedback has been consistently positive. This is reflected by the ongoing partnerships between the school and the Cammeraygal P&C Committee. Attendance at P&C meetings, information evenings, parent teacher evenings and fundraising events remains extremely high. These events are positively commented on by our whole school community. Parents/caregivers did have the opportunity to participate in our Tell Them From Me (TTFM) survey, which provided feedback on areas for improvement. Increased enrolments and enquiries from out of area parents, as well as local enrolments from other schools, further reflects the trust and credibility the school has in

the local area and region.

Students

Cammeraygal High School students report high levels of satisfaction with their teachers and classroom experiences and the extracurricular opportunities available to them. This is reflected in the high rates of student participation in the extensive range of events and opportunities available within the school and externally. These have included STEM and Drama clubs, as well as the extensive debating and public speaking program at the school. In 2017, the Year 9 debating team reached the regional finals of the Premier's Debating Challenge. This reflected a high level of engagement with this external program and the teacher mentor who was leading it. Students also performed at state level in Drama and Music.

Students comment positively on sporting opportunities available to them at the school, with a wide range of recreational and grade sports offered each Wednesday afternoon. There is a strong level of participation in P&C extra-curricular sports including basketball, netball and soccer. Student engagement and participation in school athletics, swimming and cross country carnivals has remained high, with some students achievement at exceptional levels in a number of sports including swimming, athletics, AFL, and golf.

A wide range of external competitions, including ICAS and CAT, were also offered as an enrichment activity for students. Some students received High Distinctions in these national competitions.

Participation in extra-curricular activities continues to be a strength with an *increase on last year* to be over double the state average:

- 50% of students in this school had a high rate of participation in extra-curricular activities. The average across NSW government schools is 23%.
- Participation in school sport continues to be higher than the state average, with girls' participation being 16% higher than the state average.

The 'Tell Them From Me' survey results indicated that Cammeraygal was above the state averages for:

- Positive sense of belonging (7% above);
- Positive relationships (4% above);
- Positive homework behaviours (10% above);
- Positive behaviour (8% above);
- Intellectual engagement (9% above);
- Interested and motivated (3% above);
- High levels of 'academic self-concept' (6% above).

TTFM data further indicated that Cammeraygal students considered the teaching environment supported their achievement of student outcomes, through offering opportunities and activities of relevance, rigour, with high expectations and a positive learning environment. However, students' reported interest and motivation in their learning in Year 8 is lower than Years 7 and 9, and also marginally lower than the state average.

Teachers

Teachers have repeatedly commented on the positive collegial nature of the school. Beginning teachers report a high level of support and mentoring whilst teaching staff feel supported by the executive structures and systems across the school. Teachers make positive comments about the high quality of systems and professional learning that is in place. Teacher retention rates have remain extremely high and new staff report high levels of satisfaction.



Policy requirements

Aboriginal education

Cammeraygal High School was named utilising the traditional custodian name of the local indigenous Cammeraygal clan who are part of the Guringai nation. The school has maintained a close working relationship with the local Aboriginal Educational Consultancy Group who meet on our school grounds regularly. As a staff, we have undertaken training in the Eight Ways of Learning framework. The school received funding for two Aboriginal students, who both have Personal Learning Plans.

Students engage with various case studies of Indigenous culture, history, art, and identity as part of the Cammeraygal High School curriculum. Teachers continue to find opportunities to engage our students in enhancing their understanding and knowledge of Indigenous cultures and history.

Our Social Justice Committee and Sports Council were involved in awareness and fundraising initiatives for *Close the Gap* and the *Cathy Freeman Foundation*.



Multicultural and anti-racism education

Cammeraygal High School supports cultural diversity and is a school that celebrates inclusivity, diversity, and equality for all cultural and religious groups. Across our school population of 370 students in 2017, 150 students spoke a language other than English at home, representing 49 different linguistic or cultural groups.

In 2017, we celebrated Harmony Day for the first time as a school community, with students encouraged to dress in national dress and celebrate our rich cultural diversity. The day included a special assembly, and this excellent initiative will now become a part of our annual calendar of events.

Other school programs

In 2017, Cammeraygal High School continued to maintain and create opportunities and programs for enrichment, challenge, and support, to meet the learning and wellbeing needs of all students in the school. Programs were innovative and targeted students' special interests, with some groups requested by our student body. These programs will be maintained and added to as the school continues to grow and evolve.

CAPA/TAS Soirée – 2017's CHS Soirée was the most spectacular yet with the theme of GLOW! It celebrated students' achievements in Art, Music, Drama, English, and TAS, and culminated in exhibitions of student work and performances that were truly outstanding. The Soirée has become a definitive annual event that captures the essence of all things Cammeraygal.

Coonamble Exchange – Cammeraygal continued its partnership with a rural and remote high school, Coonamble High. This program was designed to create opportunities for staff and students to collaborate with people from very different contexts, through sharing and participating in mutually beneficial initiatives, built around social and academic outcomes. This included online collaboration using Google Apps for Education, demonstrating that physical distance isn't a barrier in providing curricular and extra-curricular opportunities. The program involved visits to both schools, including cultural activities such as farm visits, Aboriginal language lessons, and visits to the Warrumbungles and Pilliga Bore Baths.

Debating – In 2017, Cammeraygal High School engaged Masters Academy as specialist debating coaches, coordinating their participation in interschool debating competitions and providing enrichment opportunities for our gifted and talented students. The Year 9 debating team reached the regional finals of the Premier's Debating Challenge. One Year 9 student was selected in the Northern Sydney Regional team, competing at the NSW Junior State Debating Championships. The teacher mentor who led the program was able to engage large numbers of targeted students in this enrichment opportunity.

Duke of Edinburgh Award – In 2017, the Duke of Edinburgh Award was introduced and offered for the first time to Year 9 students. The Duke of Edinburgh Award Scheme is a youth development program, empowering students to explore their full potential by learning a skill, improving their physical wellbeing, volunteering in their community and experiencing a team adventure in a new environment. All participants were supported by a network of adult Award Leaders, Assessors, Supervisors and mentors.

External Competitions – Cammeraygal High School offered the opportunity for students to enter the following competitions to allow for enrichment and extension of our gifted and talented students: the Australian Mathematics Trust, the Computational Algorithmic Thinking Competition, the Australian Maths Competition, the Mathematical Challenge for Young

Australians, and the ICAS Science, Writing, English and Mathematics Competitions. A number of students achieved at High Distinction level.

Goal Monitoring for Targeted Students – This provided a mentoring and goal monitoring opportunity for students disengaged from their learning. The goal monitoring and the mentoring relationship were extremely successful in increasing student engagement in Years 8 and 9. This program targeted students who reported levels of disengagement in some areas of their school life. It often resulted in improved outcomes in attendance, assessment task submission and positive behaviours in class and on the playground.

Interschool STEM club – STEM has continued to be a successful part of the school's special interest programs. The club runs after school and has allowed students to develop real-world projects in a collaborative setting, with teacher guidance. Students learn invaluable skills of project management, problem solving, and collaboration, working within the areas of Science, Technology, Engineering and Mathematics. In 2017, the STEM club at CHS expanded its borders to incorporate local schools in the area, to run a number of cross-school STEM challenges. Students at CHS worked in teams with other local schools to develop and construct a range of catapults to inform their design process so they could build an optimal catapult that met their design brief. These teams competed in inter-school challenges where CHS members were ranked as the most successful STEM team. As a result, Cammeraygal has led the start of a interschool STEM club with North Sydney Girls High School, Mosman High School, Willoughby Girls High School and North Sydney Boys High School. The STEM program reflects the innovative approach and opportunities offered at Cammeraygal.

Learning Coach Interviews – All students from Years 7–9 were involved in a learning coach interview with their allocated mentor throughout the year. The aim of these interviews was to develop goal setting with a growth mindset. Andrew Martin MES data assisted the coaches to identify *boosters* and *guzzlers* to student performance and their valuing of school.

Odyssey Academy – In 2017, Cammeraygal High School offered the opportunity for a small number of targeted students who were disengaged in some aspects of their schooling to attend the Odyssey Academy. This outdoor education camp allowed students to reflect on their goal setting and created physical challenges in a team building environment.

P&C Extra-Curricular Sport – The Cammeraygal P&C continued to support our extensive extra-curricular sporting program. The sustained growth of the program has been an indicator of student and parent engagement. In 2017, the P&C extra-curricular sports included 10 basketball teams, 2 netball teams, 6 futsal teams, 3 soccer teams, and 1 competition tennis team. All teams have been managed by external coaches and parents/caregivers and operate out of school hours at various facilities in the local area. All teams compete as members of Cammeraygal High School.

P&C Extra-Curricular Music – The P&C extra-curricular music program continued to be a successful engagement and enrichment program for our talented music students. Since its inception in 2015, the extra-curricular music program has been positively commented on by our school community. The program is coordinated by a staff member, who continues to find opportunities for these students to participate and develop their performance skills. Some ensembles are run by our music teacher, while others have been outsourced to conductors who work with students outside of school hours. Most rehearsals occur before or after school. Over 60 students were involved in 2017 in the range of ensembles, including Concert Band, Percussion Ensemble, Guitar Ensemble, Vocal Ensemble, String Ensemble, and Jazz Ensemble.

Rock and Water – Cammeraygal High School commenced the Rock and Water program in 2017: a school-funded course delivered over a number of lessons to Year 8 and 9 students. A series of exercises and games are practised to develop confidence and self-reflection. The games are martial arts based, and students learn to block, hit strike shields, stand strong, negotiate using “rock” or “water” verbal approaches, walk away from a fight, consider alternatives to aggression, and develop understandings about who they are, their intuitive feelings and their personal direction. 3 teachers and 2 SLSOs were trained in the Rock and Water program, with a large number of students participating across the school. The program was initiated to increase student resilience. Excellent outcomes were reported by the staff and students involved.

Sydney University GaT Entry Exam– The Science Faculty organised and ran the Sydney University Gifted and Talented Discovery Program and Qualifying Exam, for students interested in enriching their high school science experience. Three students from CHS were selected and permitted entry into the Sydney University Gifted and Talented program based on their performance in the discovery program. Students selected in this program are able to attend a number of real-world science workshops at Sydney University throughout 2018 to extend their passion for science.

The Arts Unit State Drama Ensemble – A Year 9 student was just one of 24 students across NSW schools selected for the State Drama Ensemble. He performed collaboratively with the other members of the ensemble, including performances at the Seymour Centre as part of the State Drama Festival.

The Arts Unit State Music Ensemble – A number of students were selected to perform in the junior and senior state ensembles for music. The students performed at several concerts throughout the year, reflecting the high level of musical achievement of our students.