

# Cammeraygal High School

## Annual Report



## Cammeraygal High School ~ 2018



Principal: Ms Kathy Melky

2018



8910

## Introduction

The Annual Report for **2018** 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.

### School contact details

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### Message from the Principal

Cammeraygal High School is an evolving and dynamic 7–12 comprehensive, coeducational, multi-campus high school with the two campuses being located at Pacific Highway and West Street Crows Nest. The school commenced with an initial enrolment of 93 Year 7 students in 2015 and has continued to enrol other cohorts with each ensuing year. In 2018 Years 7, 8, 9 and 10 cohorts were enrolled at the campus on the Pacific Highway site, with a student population of 506. The school will transition to become a multi campus school in 2019 with each campus catering to 3 cohorts. The second campus is undergoing a substantial refurbishment in West Street Crows Nest ready for the school's occupation in term 1 2019. Cammeraygal High School will reach its capacity across both campuses of up to 1100 students with the enrolment of Year 7 in 2020.

The school will be maintained as a coherent multi campus school catering to all students from Years 7–12. Cammeraygal High School has a highly engaged parent community that has continued to support the school's initiatives, priorities and innovative programs including personalised pedagogical practices, creative and performing arts, and the continued development of student leadership programs and student voice in the school environment.

The school continues to develop a collaboratively built school culture that provides learning opportunities for all students. Cammeraygal has an emphasis on academic excellence and differentiation with a strong reputation for delivering quality teaching and learning in an inclusive learning environment. The school develops the whole student by offering a range of experiences to extend their skills, confidence and overall wellbeing.

2018 was an outstanding year in our development as we welcomed 4 year groups into the school on the Pacific Highway campus. Student achievements in the areas of debating, sport, drama, music and robotics are indicators of the school's outstanding student cohort and of the commitment to supporting extension and enrichment by our teaching staff across the school. Many of these achievements are outlined in this 2018 annual report. Our school continues to provide opportunities for our students to excel in whatever areas they are talented or passionate in. As we continue to develop as a school we support all of our learners and their extra curricular interests. At Cammeraygal high school we pride ourselves on personalising our student learning to provide support if needed or enrichment and extension in and out of the classroom.

Our focus moving forward is stated in our school plan, student engagement, successful and seamless transition to a multi campus school and cohesion across the middle and senior school campuses. We maintain our vision for empowering our students to achieve in all stages and aspects of their learning journey, whether it is their transition to high school or supporting their transition out of school towards their HSC or alternate pathways.

As we continue our exciting evolution as a developing school we maintain our focus as, ***One school ,two spaces ,same purpose*** providing a well rounded education allowing all of our students to be ***Empowered to achieve***

Kathy Melky

Principal

## Message from the school community

### Cammeraygal High School P&C Association President's Report 2018

The Cammeraygal P&C has continued to develop and to provide great support to the school in its foundation years.

In the beginning of the year we set 6 goals:

- 1) #HeToo**– Getting more Dads and male carers involved
- 2) Harness Diversity**– Encourage participation from all parents
- 3) #KidsToo**– Getting more kids involved
- 4) Supporting our Community** – Strengthen our relationships with the Community
- 5) #Create Educational Opportunities**– Support the educational experience of the students
- 6) Host interesting meetings and events**– Create forums for parents to connect, learn and support each other

Throughout the year, the P&C sponsored a number of events and activities to achieve these goals, most of which were held for the first time.

Our Mother's and Father's Day events were a great way to get kids, Dads and Moms across all years and backgrounds involved.

We had a number of "adult only" evening events, Innovation & Ideas Night, Welcome Drinks, and An Evening with Clayton Donovan to help strengthen our parent network

We held our first major fundraiser, Trivia Night, and started to build relationships with our local community partners

We purchased supplies and educational materials to supplement our children's education

Our Wellbeing Committee brought Tomorrow Man and Madonna King to CHS to support the Wellbeing of our children, the staff and the parents.

Overall, about 75 staff, 250 students and over 900 parents participated in all of these events. I am proud of the Cammeraygal High School Community for turning up and for supporting our school.

The P&C also spent time advocating on behalf of our school and students via letters to the Minister, participating on the parent panel, applying for government grants and continuing to campaign for the best recreational and educational facilities possible for our Senior Campus.

Cammeraygal High School

Srima McQuillan

P&C Association

## Message from the students

### **Experience. Collaboration. Empowerment. Leadership. Innovation.**

2018 brought all these aspects of learning along with over 150 students in year 7 joining the growing yet established community at Cammeraygal High School. Continuing the tradition of empowering each and every one of its students across all years, 2018 saw new opportunities come to face for STEM, athletic and performing arts students alike, furthering their passions and skills. Students saw themselves on the forefront both in the classroom and the basketball court striving to better all elements of their holistic schooling careers, reflected in the vast array of achievements seen at regional, state and national levels.

One of the highlights included the First Robotics team which saw a group of STEM students build a robot from the ground up, utilising their problem solving, engineering, coding and innovative skills to take part in their very first robotics competition in collaboration with North Sydney Girls High School.

Broadening our repertoire and stepping outside our comfort zones presented as a major theme throughout the year with an excellent result at the Da Vinci Decathlon with both the year 9 and year 10 teams taking out top positions across disciplines such as drama, general knowledge, English, art and poetry! We also saw our year 7 debaters off to a fantastic start reaching the regional finals in the Premier's Debating Challenge setting the bar high for their future endeavours and reaching new feats in a very prestigious competition. On the topic of new feats, year 9 students were presented with an exciting chance to mentor year 7 students through the peer support program established at Cammeraygal High School. Developing rapport and helping with the transition for year 7 students exhibited great leadership skills and initiative, encompassing our motto of being 'empowered to achieve'.

2018 also signified a crucial stepping stone for our year 10 students as they were prepared for the commencement of stage 6 in 2019. Encouraging the year group to start making pivotal decisions driven by their passions, academic focus and goals after stage 5, our teachers catered for all of those by organising career expo excursions, university and TAFE visits and one-on-one interviews regarding subject choices, showing just how invested the entire community of teachers and staff at Cammeraygal are in helping us achieve our goals.

Our core values of respect, integrity, achievement and responsibility were heavily channelled through all spectrums of schooling life in 2018. Underpinned by the students' intrinsic motivation to reach new limits accompanied with the motivation and dedication of teachers to help them reach those limits, 2018 saw all students embody what it really means to be 'empowered to achieve'.

Pratham Gupta

School Captain 2018–2019



## 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 learning that facilitates the development of respectful and responsible citizens, who are critical and creative thinkers. To achieve this, we will develop a cohesive multi-campus high school where the transition and engagement of students, staff and the community is embedded into the fabric of school life.

### School context

Cammeraygal High School is a growing 7–12 comprehensive coeducational multi-campus high school, located in Crows Nest. It commenced with an initial enrolment of up to 120 Year 7 students in 2015 and has continued to enrol other cohorts with each ensuing year. In 2018 Years 7, 8, 9 and 10 cohorts are enrolled at the school, with a student population of 502. The school will reach its capacity across both campuses of up to 1100 students with the enrolment of Year 7 in 2020.

A highly engaged parent community has continued to support the school's initiatives, priorities and innovative programs which includes personalised education practices, creative and performing arts, technology for learning and student leadership programs. The school continues to develop a collaboratively built 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, confidence and overall wellbeing.

## 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.

The school continues to develop and enhance our whole school programs in the three domains the domains of Learning, Teaching, and Leading in the context of the School Excellence Framework

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

For more information about the School Excellence Framework:

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

As discussed below the school continues to be *sustaining and growing* in each of the three **Learning, Teaching and Leading** domains. This is to be expected as the school is still being established being in its 4th year of operation. Cammeraygal continues to grow substantially in its student numbers until 2020 when we will have a full compliment of students in years 7–12. The teaching, leadership and administrative staff also continues to grow each year as we move towards being a fully established school in 2020. Therefore the continual growth and evaluation of our practices in these domains is cognisant of this continual movement towards excelling in these three domains.

In the **Learning** domain Cammeraygal has been *sustaining and growing* in 2018 in the areas of, learning culture, wellbeing, curriculum and assessment. This indicates we have a strong focus on learning, the building of educational aspiration and ongoing performance development throughout the school community

The school has excelled in area of reporting that indicates clear, timely and accurate providing information that supports further progress and achievement for all students learning across the curriculum. The school is delivering n student performance measures and we continue to evaluate our NAPALN and Tell them from me data. Our use of data continues to develop our planning and thinking towards evidence based strategies and programs across the school

In the **Teaching** domain Cammeraygal High School is *sustaining and growing* towards outstanding teaching practices that identify the most effective explicit teaching methods with the highest priority given to evidence based teaching strategies, including the differentiation of the curriculum for all students learning needs and the importance of formative assessment to allow students to be profiled in a meaningful way around their learning journey. the school is delivering in data skills and use to inform student progress and reflections on improving teacher effectiveness . in the area teacher learning and development the Cammeraygal is sustaining and growing as align all professional learning towards our school plan and determine the impact of this professional learning on the quality of teaching and student learning outcomes that need to be evaluated. we as a teaching community are sustaining and growing towards crating explicit systems for collaboration and feedback to sustain our quality teaching practices

In the **Leading** domain Cammeraygal high School is also sustaining and growing as we move towards instructional leadership in the school. The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement that will result in sustained measurable whole school development and improvement

In the area of **Leading** : School planning , implementation and reporting the school was *delivering* in 2018. This at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its activities. The plan is well–conceived, effectively implemented and effects improvement.

In the **Leading** domain of: School resources the school was *sustaining and growing* in 2018 moving towards being a schools that excels with its resources being strategically used to achieve improved student outcomes and high quality service delivery. Cammeraygal High School was *sustaining and growing* in the **Leading** domain of: Management practices and processes. This means that in 2018our administrative systems, structures and processes were sustaining and growing to support ongoing school improvement and the professional effectiveness of all school members.

The school excellence framework continues to allow Cammeraygal High School to evaluate our practices in the three domains that allow us to identify areas of strength and development . The school continues to utilise this tool moving us towards excelling in all areas of the school excellence framework as we become a complete school community in 2020

## Strategic Direction 1

Engagement: engaged, resilient and motivated learners

### Purpose

To establish personalised and differentiated learning opportunities that allow all students to construct strategies that empower and challenge them to become confident and successful learners. This is aimed towards enabling students to achieve their personal best.

### Overall summary of progress

#### STRATEGIC DIRECTION 1 Engagement, engaged resilient and motivated learners

**Purpose:** To establish personalised and differentiated learning opportunities that allow all students to construct strategies that empower and challenge them to become confident and successful learners. This is aimed towards enabling students to achieve their personal best.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Formative assessment is embedded in the practice of 100% of teaching staff.	\$5,000	Professional learning through faculty programming days and assessment audit moved practices more towards Formative assessment. A staff development session was devoted to formative assessment. An teaching and learning committee had an early adopters group who embedded formative assessment practices as referenced by Dylan Williams into classroom and faculty practice
Progress of students in targeted group is in line with the progress of students across the school.	\$10,000	Focus groups were conducted with gifted and talented students to determine targeted professional learning at staff development days. This allowed sessions on catering to the needs of the gifted and talented students in our differentiation
100% of students have participated in stage-appropriate targeted wellbeing initiatives.	\$15,000	<i>Tomorrow man</i> program targeting boys wellbeing in years 9 and 10 was run in 2018. This program was very successful and was funded by the Cammeraygal P&C  Wellbeing matrix was completed for years 7–10 and published on school website. P&C were collaboratively involved in determining this matrix for each year group in the school

## Next Steps

In continuing with the strategic direction 1 until 2020 : *To establish personalised and differentiated learning opportunities that allow all students to construct strategies that empower and challenge them to become confident and successful learners.* This is aimed towards enabling students to achieve their personal best. Cammeraygal will continue to focus our professional learning and evaluations of the strategies that develop explicit teaching practices in stage 6 and on the literacy focus as our cohort moves towards the HSC exams in 2020



## Strategic Direction 2

Transition: students, staff and space

### Purpose

To develop and consolidate transitional processes and practices for students and staff across a multi-campus learning environment to enable all stakeholders to maintain focus on successful teaching and learning.

### Overall summary of progress

#### STRATEGIC DIRECTION 2: Transition, students, staff and space

**Purpose:** To develop and consolidate transitional processes and practices for students and staff across a multi-campus learning environment to enable all stakeholders to maintain focus on successful teaching and learning.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Demonstrated growth in student writing.	\$5,000	Year 10 Students in all KLAS underwent an examination block in 2018. All KLAS backward mapped literacy HSC requirements and explicitly taught these skills to their core and elective classes. years 7–9 have additional literacy tasks in their assessment schedules in 2018. Formative assessment included sustained writing in 2020
The majority of teachers have opportunities to engage with Stage 6 curriculum, pedagogy and performance standards.	\$10,000	All professional learning opportunities for stage 6 were accessible by all teaching staff including : stage 6 professional learning external to the school, or stage 6 network meetings of other schools. Stage 6 faculty programing days were resourced and provided to all KLAS
Student and staff retention is high. Students, staff and parents report high levels of satisfaction.	\$6,000	Student numbers in year 7 and year 10 10 moving into 11 were monitored and various programs were undertaken to embed confidence in our school community in the movement towards the HSC. This included work experience, and HSC experience days in 2018 for al year 10 students



## Next Steps

Student engagement and feedback from TTFM data will be monitored and evaluated to maintain retention of students at the school. Targeted information nights for transition in stages 4 , 5 and 6 will be presented to the school community. These information sessions will be utilised to communicate school programs and achievements in 2019. In 2019 the school will monitor the movement of staff and students between the two campuses to ensure all programs remain uninterrupted. We will continue to find opportunities to bring the two sites together. Transition will also include the resourcing of the senior site including the library, and other specialist learning spaces.



### Strategic Direction 3

Cohesion: culture, pedagogy, community

#### Purpose

To continue to engage all stakeholders in establishing a cohesive, multi-campus school that shares a common vision for applying a holistic approach to providing excellence in comprehensive secondary education. To continue to embed the CHS values of respect, integrity, achievement, and responsibility.

#### Overall summary of progress

##### STRATEGICDIRECTION 3; Cohesion Culture, , pedagogy, community

**Purpose:** To continue to engage all stakeholders in establishing cohesive, multi-campus school that shares a common vision for applying a holistic approach to providing excellence in comprehensive secondary education. To continue to embed the CHS values of respect, integrity, achievement, and responsibility.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
PEDAGOGY: The majority of staff are engaged in teaching Stages 4, 5, and 6, and involved in professional learning by 2020.	\$20,000	Professional learning was directed towards all staff having opportunities to embark on stage 6 course workshops and faculty planning days. Staffing allocation for 2018 allowed for teaching staff to attend network meetings in all KLAs across the NSEC (Northern Sydney Entente Cordiale–community of schools) that facilitated whole day collaboration across 8 schools to develop and enhance teaching networks and resources development
PEDAGOGY: All staff across the two campuses participate in whole-school and faculty meetings and events.	\$10,000	This was established as an expectation in planning in 2018. Rationale is given around continued cohesion of the school's purpose despite the mulita campus environment. Timetabling of classes for 2019 will include this travel concession in teaching loads to facilitate movement across the sites to maintain the cohesive culture of Cammeraygal High School
COMMUNITY: Stakeholders have a high level of understanding of wellbeing policy, processes, projects, and personnel in the two campuses.	\$15,000	P&C meetings were utilised to communicate the whole school perspectives in our common purpose across the multi campus environment in 2019. This vision was extensively communicated and consulted with our parent body in 2018
COMMUNITY: High levels of student participation in whole-school activities.	\$2,000	Extra curricular sport and clubs were monitored to increase student participation in our music ensembles, clubs and P&C extra curricular sports. This will increase student awareness of whole school opportunities and enhance school identify .

## Next Steps

In 2019 and 2020 the next steps will include continued strategies towards the building of a cohesive school culture across the two campuses of CHS. This will include maintaining and improving all of the above strategies that will establish our focus on, *One school, two spaces same purpose*. This will involve evaluating the movement across the sites and finding opportunities for whole school events and celebration. P&C meetings will alternate between the campuses each term and whole school staff meetings will ensure cohesion in staff information and pedagogical approach.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$ 1,313	<p>Raised awareness of the school community to indigenous issues and awareness of significance on school context</p> <p>Continued emphasis of celebration and acknowledgement of custodian land and significance of Cammeraygal clan</p> <p>Celebration of NADOC week through whole school events</p>
<b>English language proficiency</b>	\$67,863	EALD teacher provided ongoing support for students identified with EALD needs through testing and transition from the IEC
<b>Low level adjustment for disability</b>	\$75,423	This funding was used for learning and support students identified through transition program, PAT testing and LAS team. Strategies and PL given to all staff to support students with learning support needs. This included SLSO support for students with LaS needs
<b>Support for beginning teachers</b>	\$41,278	LNCOS (Lower North Shore Community of Schools) Beginning teachers programme and workshops to provide networking and PL opportunities for CHS Beginning and early career teachers to attend once per term
<b>Talented sports program</b>	\$5,000	Promotion of <i>Talented sports person</i> program by CHS Sports coordinator. Involvement in state representation and sporting opportunities and achievements are acknowledged and supported by school funding.
<b>Differentiated programming stages 4,5 and 6</b>	\$10,500	Casual relief for ongoing differentiated programming days for faculties and KLAs. To support continued focus on differentiation and the development of emerging stage 6 programs.
<b>Transition stages 4 and 6</b>	\$3,500	Transition program conducted to feeder schools and tours for students to orientate themselves to CHS. Communication between CHS and feeder schools has been reported on as exemplary based on the quality of the transition program being provided each year..



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	59	116	206	285
Girls	39	91	164	220

The school has been in operation for 4 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 on the two campuses. Years 7–9 will be based on the Pacific Highway campus and Years 10–12 will be based on the senior campus on West Street. In 2018 the total enrolments were 505 students from years 7–10

### Student attendance profile

School				
Year	2015	2016	2017	2018
7	95.8	95.7	94.3	94.6
8		92.8	93.1	93
9			90.3	89.8
10				88.2
All Years	95.8	94.2	92.7	91.6
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8		90.5	90.5	89.3
9			89.1	87.7
10				86.1
All Years	92.7	91.6	90.8	88.7

### Management of non-attendance

Student attendance continued to be extremely high in 2018. 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.

### Year 12 students undertaking vocational or trade training

Cammeraygal High School is an evolving high school that increases by one cohort each year. In 2018, the school comprised of students from Years 7–10 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 2018, the school comprised of students from Years 7–10 only.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	6
Classroom Teacher(s)	23.2
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	8.28
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 2018, the school was allocated \$37,960 for professional learning. The school expended an additional \$20,000 to support the professional learning of teachers in 2018.

All existing and new teachers to the school have been inducted into the NESA 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 2018 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

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	216,939
<b>Revenue</b>	7,693,567
Appropriation	6,938,584
Sale of Goods and Services	69,336
Grants and Contributions	677,278
Gain and Loss	0
Other Revenue	1,825
Investment Income	6,544
<b>Expenses</b>	-5,934,102
Recurrent Expenses	-5,934,102
Employee Related	-5,092,389
Operating Expenses	-841,713
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	1,759,465
<b>Balance Carried Forward</b>	1,976,405

In 2018, 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 2018, Stage 5 mandatory and elective courses were taught for the second time and required expenditure for practical and other resources, and professional learning and development of teaching staff. This resourcing was funded by mandatory student contributions to the Year 9 and 10 elective courses they had chosen, and contributed to the purchase of consumable items, teacher references and professional learning and training, and student resources. The library continues to grow and be resourced to meet the changing needs of the school. In 2018, another expenditure priority was in the ongoing professional learning of teachers and administration staff. The school funded 3 full-time SLSOs and 3 part-time SLSOs. Some funding for SLSOs was provided by DoE access funding for students who were eligible for this funding.

Cammeraygal High School transitioned successfully to SAP in 2018 accordance with DoE policy. The School Administration team were trained and given release time to continue the transition to SAP. By the end of 2018, 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.

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	4,534,929
Base Per Capita	71,547
Base Location	0
Other Base	4,463,382
<b>Equity Total</b>	149,868
Equity Aboriginal	1,313
Equity Socio economic	5,269
Equity Language	67,863
Equity Disability	75,423
<b>Targeted Total</b>	60,999
<b>Other Total</b>	414,287
<b>Grand Total</b>	5,160,083

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

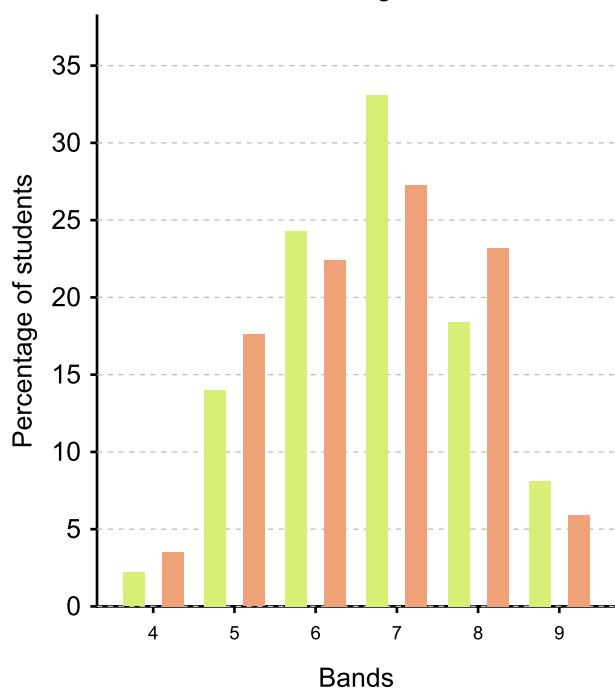
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Our 2018 NAPLAN English results have seen improvement across all areas assessed and demonstrated success for individual students and our students' collectively. Our Year 7 cohort have achieved above expected growth in all areas of English, including Writing, Spelling, Grammar and Punctuation, and Reading. Most notably, our 92% of our Year 7 cohort demonstrated improvement in the spelling component of the tests.

Our Year 9 cohort was above the state average in all four components of their NAPLAN and, when compared with similar schools across the country, our students' results were above the expected level of growth in all four categories. 89% of our students demonstrated improvement in Spelling; 86% of our students improved their Reading results, 75% of students improved in extended Writing and 75% of our Year 9 cohort improved upon their results in Grammar and Punctuation. In addition to the success of our Year 9 cohort as a whole, a good proportion of our students experienced individual growth and improvement in English. While we do not directly compare individual year groups, given the changing nature of the testing, it is significant to note that our current Year 9 cohort improved upon our overall results in 2017 in Reading, Grammar and Punctuation and Spelling.

In our programming we have placed an even greater emphasis on extended writing and conventions of grammar as a means of developing these areas across the school. Additionally, we have undertaken an item analysis to explore the types of questions students found challenging and have incorporated a greater focus of these areas in our teaching and learning programs for all cohorts.

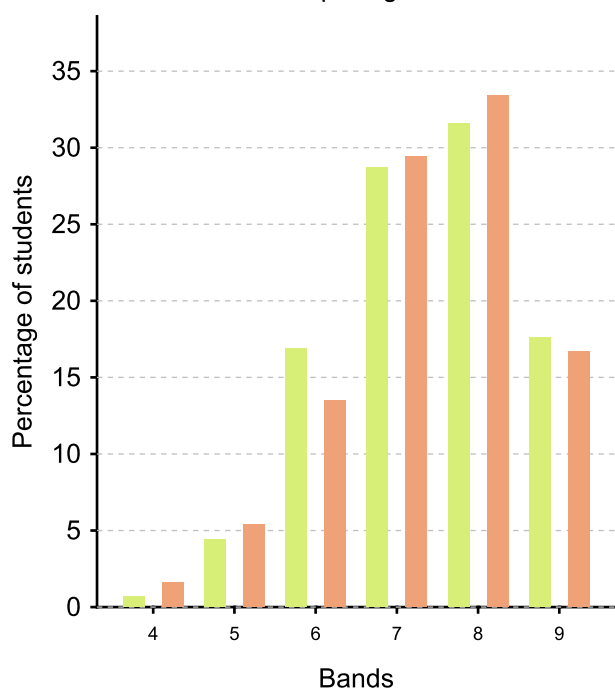
**Percentage in bands:**  
Year 7 Writing



Percentage in Bands  
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	2.2	14.0	24.3	33.1	18.4	8.1
School avg 2016-2018	3.5	17.6	22.4	27.3	23.2	5.9

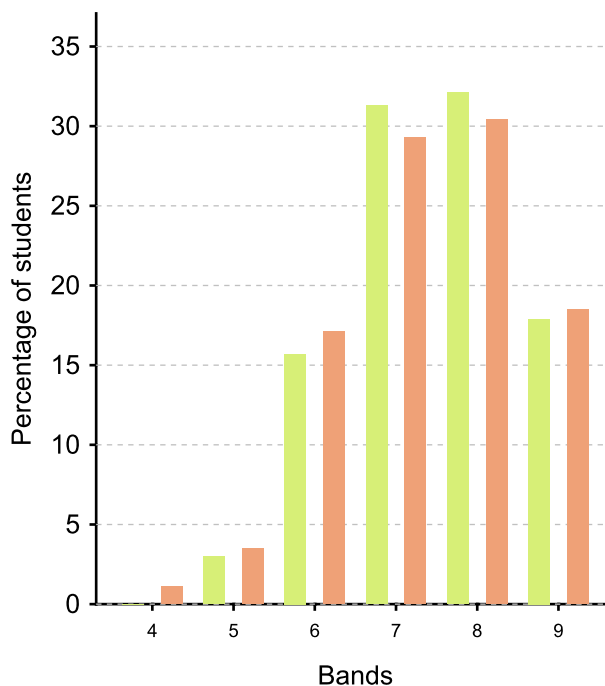
**Percentage in bands:**  
Year 7 Spelling



Percentage in Bands  
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	0.7	4.4	16.9	28.7	31.6	17.6
School avg 2016-2018	1.6	5.4	13.5	29.4	33.4	16.7

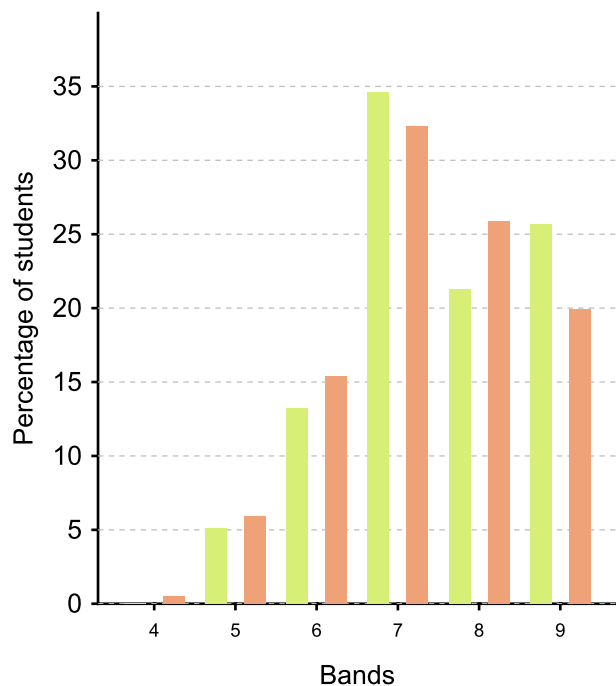
**Percentage in bands:**  
Year 7 Reading



Percentage in Bands  
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	0.0	3.0	15.7	31.3	32.1	17.9
School avg 2016-2018	1.1	3.5	17.1	29.3	30.4	18.5

**Percentage in bands:**  
Year 7 Grammar & Punctuation

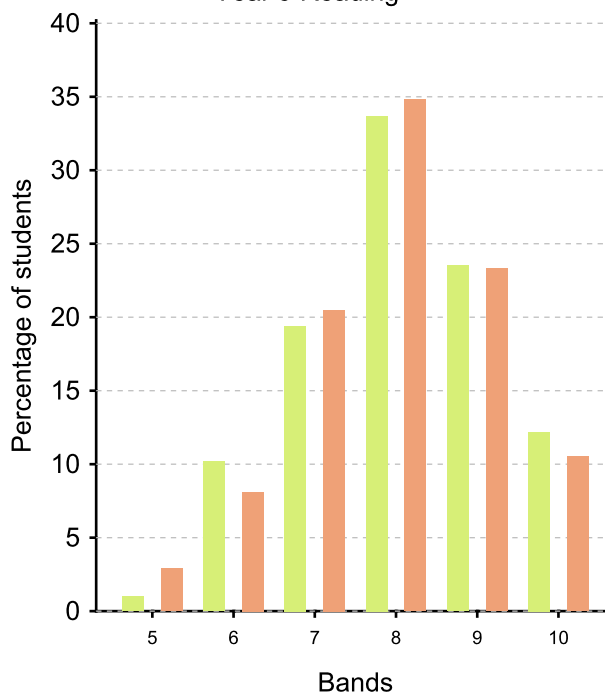


Percentage in Bands  
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	0.0	5.1	13.2	34.6	21.3	25.7
School avg 2016-2018	0.5	5.9	15.4	32.3	25.9	19.9

Band	5	6	7	8	9	10
Percentage of students	0.0	12.1	16.2	35.4	30.3	6.1
School avg 2016-2018	2.8	10.4	19.8	36.3	25	5.7

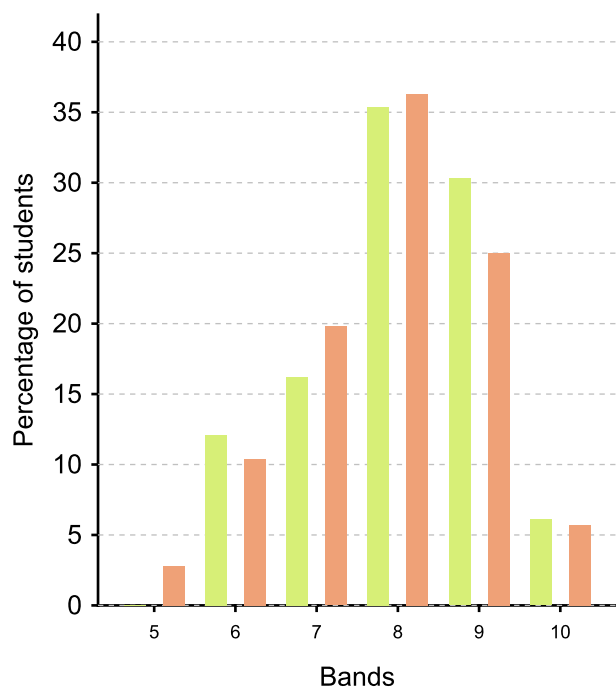
**Percentage in bands:**  
Year 9 Reading



Percentage in Bands  
School Average 2016-2018

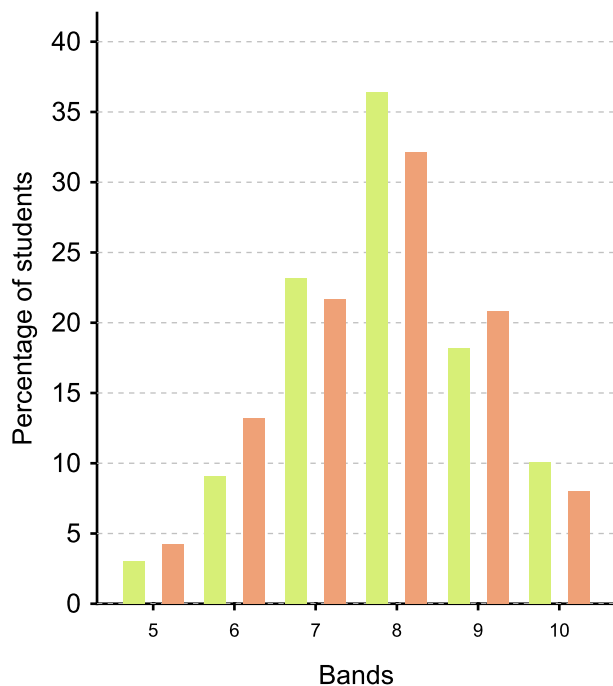
Band	5	6	7	8	9	10
Percentage of students	1.0	10.2	19.4	33.7	23.5	12.2
School avg 2016-2018	2.9	8.1	20.5	34.8	23.3	10.5

**Percentage in bands:**  
Year 9 Grammar & Punctuation



Percentage in Bands  
School Average 2016-2018

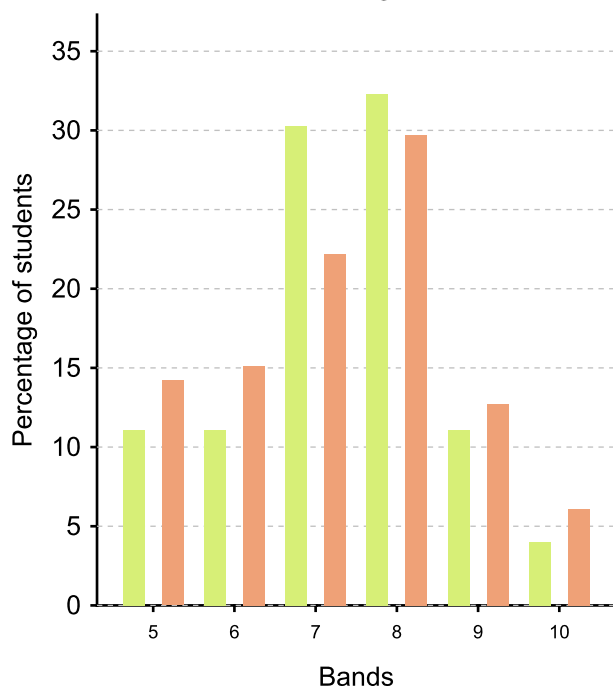
**Percentage in bands:**  
Year 9 Spelling



Percentage in Bands  
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	3.0	9.1	23.2	36.4	18.2	10.1
School avg 2016-2018	4.2	13.2	21.7	32.1	20.8	8

**Percentage in bands:**  
Year 9 Writing



Percentage in Bands  
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	11.1	11.1	30.3	32.3	11.1	4.0
School avg 2016-2018	14.2	15.1	22.2	29.7	12.7	6.1

Congratulations are due to our Year 9 students in 2018 for their strong performance on the Numeracy elements of their NAPLAN tests.

Though some media reports focus simply on the number of students who have met the standard already across NSW, what students, teachers and families at Cammeraygal should focus on is the level of progress each student has made between Year 7 and Year 9. This is what tells us whether we are moving in the right direction to ensure that all students cross the Band 8 line before leaving us in Year 12.

On this, we are very pleased to report that 90 % of our students have shown growth in their Numeracy with 81% achieving significant growth.

Of course, many students will also want to know if they have crossed the line and met the Band 8 standard for Numeracy. Those more able Cammeraygal students who would be expected to do this on their first attempt have exceeded expectations.

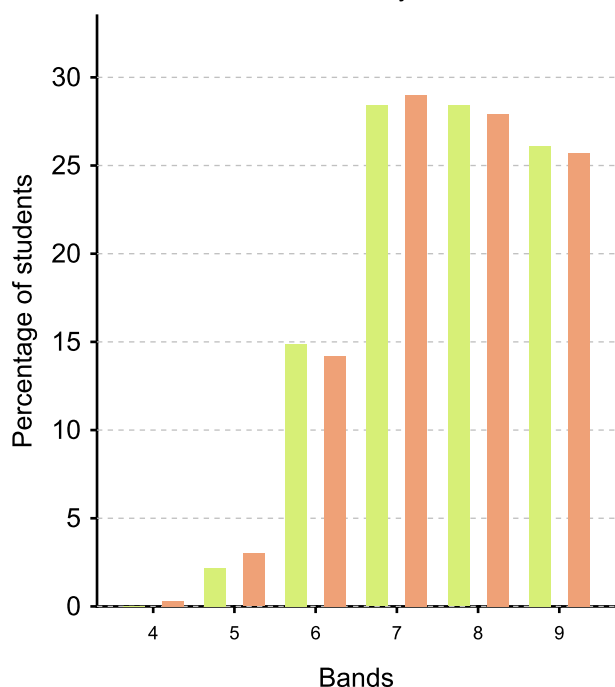
Prior performance would have projected that 60% of our students would have achieved at least Band 8 in Numeracy – our actual result was 65%.

Across New South Wales only 32% of students have met the Band 8 standards in both Literacy and Numeracy in Year 9 – so please assure your child who has not done so this time that they have not 'failed' if they are one of the majority who did not yet reach the standard.

We are very confident that our students will continue to make good progress in Numeracy and families, students and teacher together will decide when it is right for each individual to sit the new online tests in future years.



**Percentage in bands:**  
Year 7 Numeracy



Percentage in Bands  
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	0.0	2.2	14.9	28.4	28.4	26.1
School avg 2016-2018	0.3	3	14.2	29	27.9	25.7

Cammeraygal High School has met all state requirements in NAPLAN targets

## ROSA

The Record of School Achievement (ROSA) is a cumulative credential which records academic achievement for courses undertaken from year 10 up to the date a student leaves school. The ROSA records an A to E achievement grade for all Stage 5 (Year 10) courses that the student has satisfactorily completed. The grades are based on school assessment and submitted to NESA in term 4.

In 2018, 113 students satisfied the requirements for the Stage 5 ROSA. The results were pleasing with all subjects having a significantly greater percentage of A and B grades compared to the state.

- English: 25% A grades, 46% B grades compared with 12% A grades and 28% B grades in the state
- Mathematics: 18% A grades, 32% B grades compared with 15% A grades and 23% B grades in the state
- Science: 23% A grades and 29% B grades compared with 13% A grades and 25% B grades in the state
- Geography: 33% A grades and 33% B grades compared with 14% A grades and 27% B grades in the state

in the state

- History: 31% A grades and 38% B grades compared with 14% A grades and 27% B grades in the state
- PDHPE: 22% A grades and 35% B grades compared with 17% A grades and 35% B grades in the state

As our oldest cohort was in year 10 in 2018 we do not yet have Preliminary Stage 6 (Year 11) or HSC (Year 12) ROSA results to report.

## Parent/caregiver, student, teacher satisfaction

The feedback from our school community in 2018 continues to be 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. 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 the these national competitions.

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

- Participation in Sports (12% above)
- Participation in Extracurricular Activities (15% above)
- Valuing School Outcomes (4% above)
- Effective Learning Time
- Positive Teacher–Student Relations

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 a 'positive sense of belonging' in Year 9 is lower than Years 7, 8 and 10, and also 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 embracing 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*.

Cammeraygal High School continues raise to awareness of the school community to indigenous issues and awareness of significance on school context. This was achieved in 2018 with a continued emphasis of celebration and acknowledgement of custodian land and significance of Cammeraygal clan

2018 saw our Student Representative council organise a Celebration of NADOC week through whole school events such as guest speakers. This event was successful in raising student awareness of issues relevant to indigenous communities. It created advocacy amongst our student body to continue to support these issues

### 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 505 students in 2018, 150 students spoke a language other than English at home, representing 49 different linguistic or cultural groups.

In 2018, we celebrated Harmony Day for the second 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. In 2018 Cammeraygal High School continued to utilise our appointed ARCO officer who regularly speaks at assemblies to promote awareness of the need for racial and cultural respect of difference in our school community.

### Other school programs

In 2018 Cammeraygal High School continued to promote programs across the school that provided enrichment and extension opportunities in the following areas. These programs were hugely successful in providing our students opportunities to thrive and develop their skills in these areas. These student achievements are celebrated and acknowledged by the school.

### Outstanding student sporting achievements in 2018

in 2018 Cammeraygal students were well represented in range of sports within the Sydney North Sporting Association. One student represented NSW at the

National u15s Girls AFL championships and was elected the Most Valuable Player in the team. Another student achieved three gold medals and two silver medals at a National level in the Australian School Sport Swimming Championships. Students represented Sydney North at a state level in Tennis, Rowing, Swimming & Athletics. Ten students competed at the Regional Swimming Championships, four students competed at the NSW CHS Swimming Championships, one student competed at the NSW All Schools and Australian School Sport Swimming Championships. Six students competed at the Regional Cross Country Championships. Finally, nine students competed at the Regional Athletics Championships and two students competed at the NSW Athletics Championships.

### **Debating at Cammeraygal**

2018 was a phenomenal year for the debating programme at Cammeraygal High School. Over forty students have taken part in the Masters Academy Program, who meet on Monday afternoons to hone their skills and improve their overall performance in debating.

This year we entered two Stage 4 teams and two Stage 5 teams into the Premier's Debating Challenge. All of our teams performed capably and admirably in the early rounds of the competition. Our Year 7 team, Jared Atherton, Gourisankar Balaji, Madeleine Blayney, James Edwards and Alexia Rigoni made it through to the Inter-Zone Final of the competition.

Our debaters have taken part in the Lower North Shore Schools Social Debating Challenge. This competition is made up of North Sydney Boys, North Sydney Girls and Cammeraygal High School and, even though it has the word 'social' in the title, the competition is fierce. Chrisovalanti C was awarded 'Best Debater' for the Year 10 cohort, a title that he also won in the previous year of competition. This program gives our students an opportunity to debate with and against our neighbouring schools and give them further opportunities to continually improve as debaters.

This year we have been incredibly fortunate to go along to the IQ2 Debates, hosted by the Ethics Centre. A number of our students have had the opportunity to pose insightful questions to debate participants during Q&A sessions.

### **IQ2 Debate Participants**

These debates have provided our debaters and a number of our Gifted and Talented students to watch and interact with challenging and complex debates.

Our debating program has enjoyed great success and we are looking to capitalise on this success by taking part in a number of competitions and by broadening the experiences and opportunities of our students by participating in Public Speaking competitions.

### **Robotics at Cammeraygal**

In 2018 Cammeraygal High School established their own FIRST robotics team "Crobotics" in conjunction

with North Sydney Girls High School. The team consists of over 30 students that take part in weekly robotics workshops on Wednesday afternoons to develop, fabricate, construct and program large robots to compete in a range of challenges.

This year the Crobotics team designed and built their first competition robot to compete in the 2018 offseason Dual Down Under (DDU) event hosted at Macquarie University. Our students' passion for robotics, ingenuity and determination saw the team construct a robot from the ground up within 2 weeks to take part in the DDU event, where the team made it to the semi-finals.

In addition to designing and constructing robots, the team has worked tirelessly to secure funding for the 2019 "Deep Space" competition. In 2018 we were successful in applying and securing multiple international and corporate grants from companies including HP and the Argosy Foundation. Using the funding the team secured, we have been successful in designing, prototyping and constructing our first international competition robot "Stairway to heaven" to compete in the 2019 South Pacific Regional competition.

This robotics program has created a community across both schools where students can experience the world of mechatronics. Students have challenged themselves with complex design ideas, construction hurdles and developed their ability to work collegially to overcome a range of critical problems.

The development and implementation of the Cammeraygal High School cross school robotics program in 2018 has been incredibly successful. The team is now looking forward and excited to compete in their first international regional competition in 2019. Additionally, in 2019 the team mentors are looking to further develop the robotics program to ensure more students across both schools are provided with the opportunity to take part in the schools robotics program.

### **State Drama**

The school continues to thrive in the area of performing and creative arts. In 2018 Cammeraygal High School saw four students represent the school at State drama ensembles throughout the year. These students were Pratham Gupta, Abby Bobkowski and Charlie Warren in year 10 and Isabella Johnston in year 9.

### **Ensembles Program**

2018 has been another exciting year for the Ensembles Program. This year students have had opportunities to mature and develop their musical prowess with the establishment of a wider range of ensembles and even more performance opportunities.

Students have been able to explore different genres and instrument structures through the Concert Band, Jazz Ensemble, Combined Vocal Ensemble, Junior Percussion Ensemble, Senior Percussion Ensemble, Saxophone Ensemble, Guitar Ensemble, String Ensemble and various other student run groups. Some of our performances have included Music Camp, Open

Day, Sydney Eisteddfod, Open Night, Royal North Shore Hospital Festival of Music, Crows Nest Festival, Combined Band Workshop Day with Northbridge Public School and Soiree. A couple of our students have also gone on to participate in other performance opportunities including State Band Camp, Arts Unit Ensembles and the Schools Spectacular. At Cammeraygal our students continue to excel both in and out of the classroom.

As well as participating in the various Ensembles offered through the school Ensemble Program there were two particular Year 8 students who continued to push themselves to achieve excellence in other ensembles. Thomas Dodd was select to participate in the Schools Spectacular Choir accompanied by an 80-piece symphony orchestra, a world-class stage band and a huge number of outstanding solo performers. Chloe Tazawa-Lim maintained her involvement in the NSW Public Schools Symphony Orchestra, one of the most prestigious orchestras offered by the Arts Unit. This orchestra undertakes numerous performances throughout the year, performing in the Secondary Choral Festival and In Concert at Sydney Town Hall. Chloe also performed as piano accompanist for St Mary's Concert Choir at the Sydney Eisteddfod.

### **Cammeraygal High School *Gold* Soiree 2018**

On Thursday the 13th of September Cammeraygal held its 4th annual Creative and Performing Arts Soiree. This year our theme was 'Gold', a concept that was more than the colour and sparkle as it encultured the amazing student achievements in the short 4 year history of the school.

There were a range of activated spaces around the school grounds ranging from the Visual Arts Exhibition curated in the Library to the musical performances across the campus, all accompanied the wide variety of canapés prepared by the Year 9 Food Technology students.

Students then blew us away with their stellar performances in the Evening Concert. For the first time the show was run by the Year 9 and 10 Music Elective students who coordinated the most professional production of Drama, Dance and Music acts.

Highlights of the show included the Percussion Ensemble showcasing their amazing skills, an opening and closing act by Year 7 choir and performances by Year 9 Elective Dance and Junior and Senior Drama Ensembles.

Our matinee performance for local primary school students gave future Cammeraygal students an insight into what opportunities high school will entail in the creative and performing arts.

Soiree has become the annual highlight event of the