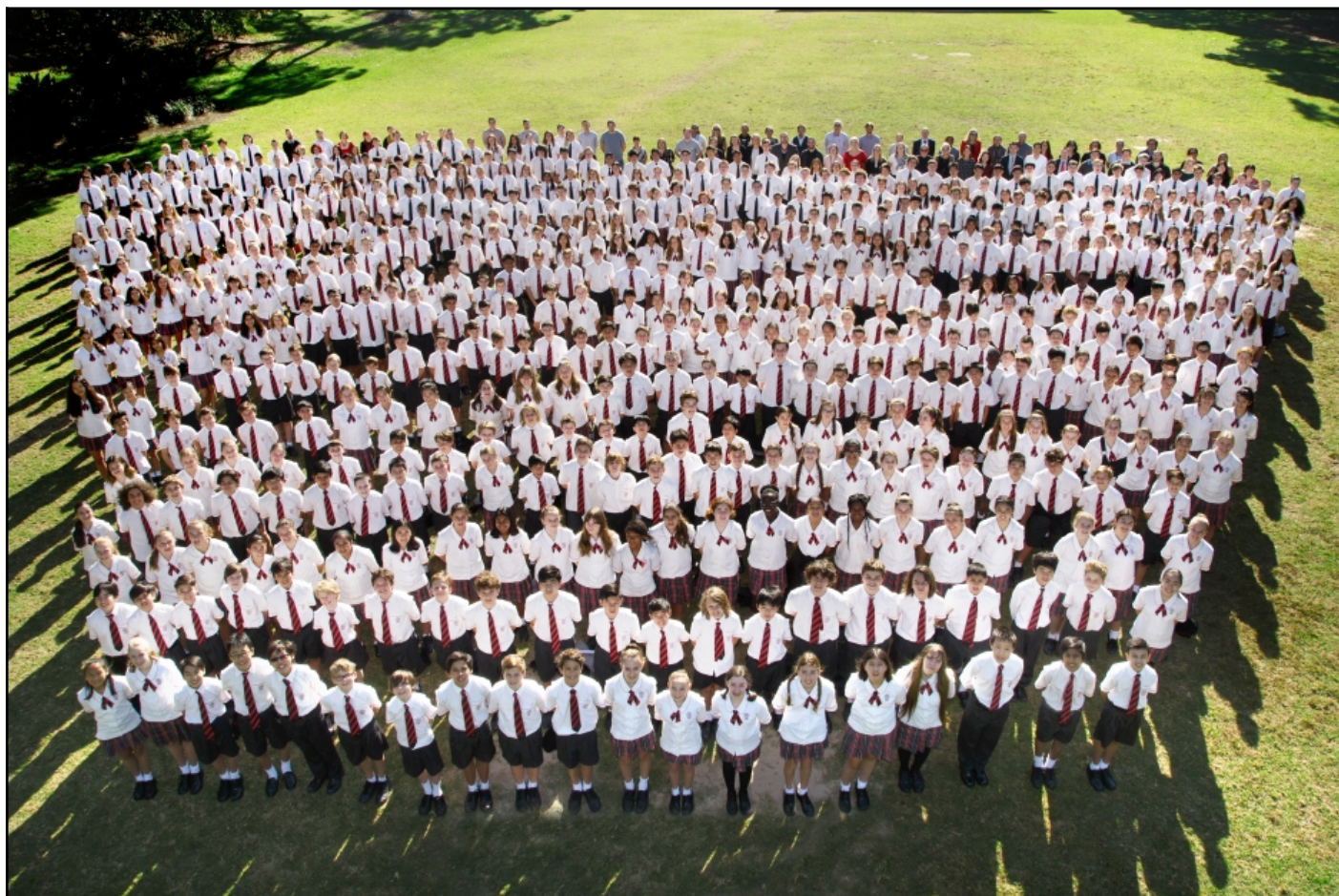


# Cammeraygal High School

## 2019 Annual Report



EMPOWERED  
TO ACHIEVE

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## Introduction

The Annual Report for 2019 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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Crows Nest, 2065  
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9954 7100

### Message from the principal

2019 saw in more significant milestones for Cammeraygal High School as we moved onto the senior campus on West Street with 220 students for Years 10–11 at the start of the year. The middle school campus was home to years 7–9 with 450 students on the Pacific Highway site. With a total of 670 students across both sites the school continued to grow and evolve into a thriving comprehensive high school that was now catering to Years 7–11.

In 2019 the school continued to develop exceptional teaching and learning programs that catered to a diverse group of learners, highlighting our commitment to differentiation as the cornerstone of our curriculum delivery since our foundation in 2015. The students that we cater to are motivated learners that thrive with explicit teaching, enrichment and learning support where it is needed.

The school remains committed to meeting the needs of our students holistically with rich and targeted wellbeing programs that catered specifically to the needs of Years 7–11. This included a focus on developing a stronger partnership with our P&C who actively collaborated with the school wellbeing teams to design the CHS Wellbeing matrix that was developed for Years 7–11. The P&C also funded a number of Wellbeing projects which also strengthened the number and quality of programme's delivered in 2019.

The P&C was also actively involved in very successful fund raising activities for the school including the Trivia night extravaganza that was hosted in our new state of the art hall on the senior campus. The event raised significant funds for the P&C that were to be used to supplement additional audio visual equipment to the value of over \$80,000.00 for the new hall. The Cammeraygal P&C also continue to grow and consolidate a thriving extra curricular sports program that attracts a large number of our students participating in a range of sports outside of school hours. The school continues to have a positive and active relationship with our P&C who have been a large part of the school's development and success since 2015.

With the completion of the senior campus the school was focussed on the transition to towards two sites, whilst remaining focused on maintaining a cohesive approach to our pedagogy and wellbeing approaches. The schools' additional mantra has become **'One School, two campuses, same purpose, empowered to achieve'** Our focus was to maintain a cohesive approach with our staffing and our educational approach whilst having the opportunity to start to develop specialised elements in our curriculum delivery that were catering to a middle and senior school context. The middle school continues to focus on learning opportunities to develop collaboration, problem solving and ethical decision making in courses such as the *Authentic Learning Program (ALP)* in Year 7 and Philosophy in Year 8. We have developed a broader range of year 8 into year 9 electives that have allowed for a much greater degree of differentiation and extension opportunities in the middle school. These have included courses such as *The Big issues in History*, *Reading Rebellion and Revolution*, *Entrepreneurial Studies* and *Marine studies*. These courses have been developed to allow students to pursue their interests in particular subject areas allowing for extension and greater depth in these focus areas. The middle school has also tailored our learning and support towards working with students on specific programs to enhance their literacy and numeracy skills in Years 7–9 preparing them for the learning challenges of the HSC.

Cammeraygal also embarked on a project involving a vertical grouping of students who worked together, to develop a high level project that was presented to a real world audience after working with experts in the field of research they

embarked upon. The broad brush of their research was the *Inspire 2040* project finding solutions to real world problems that they anticipated would or could arise in the immediate future. The group of students then presented to invited experts in the fields they researched and evaluated their solutions to some of these problems. An outstanding display of student critical and creative thinking was evident and inspired all who attended the showcase in term 3. It is a project we hope to continue next year as we evolve of GAT strategies towards greater challenge and extension.. There was also a huge array of student achievement in academic competitions, debating and sport. These achievements included a state debater in Year 11, two national swimmers in Year 10, and a student who represented the school in *The Physics Olympiad*.

Our student leadership group consists of the Student Representative Council who are elected members from years 7–11 who come together to discuss and plan student advocacy and decision making within the school. We also have elected school captains of both the senior and middle school campuses who play a role in student representation advocacy and who lead whole school events and celebrations. Student voice consists of our social justice committee, our environment committee and our Sports committee. These groups allow for additional student voice and advocacy in areas of student interest.

The staffing of the school continued to grow with over 25 teacher appointments being made to the school reflecting our growth in numbers, particularly in the middle school. Our administration staff also increased in numbers allowing us to establish two administration operations that were linked to maintaining cohesive practices across the school. Overall 2019 was another successful year of growth ,transition and cohesion. I would like to thank and congratulate all of teaching, administration staff and our wonderful students and their families for their ongoing support of Cammeraygal High School.

Ms Kathy Melky

Principal, Cammeraygal High School

### Message from the students

From beginning with 93 students in 2015 to more than 590 students, 2019 marked a significant year of growth and transformation for Cammeraygal High School; achieving milestone after milestone, and exceeding expectations with our core values of respect, integrity, achievement and responsibility. Our new year 7 students were warmly welcomed by our peer support program run by dedicated Year 9 students, gradually adjusting to the exciting new life of being in high school as our first year 11 cohort have chosen subjects they are passionate about learning and begin preparing for their HSC journey by completing their first year in stage 6.

Along with this addition of over 100 new year 7 students beginning their High School life and the introduction of the new senior campus to accommodate this growth of students, came the establishment of new and innovative open learning spaces and Cammeraygal High School's first multipurpose hall. Many of the senior students would agree that the transition to the new campus felt seamless due to the staff's incredible effort to help us students feel comfortable and confident to take on the new year.

2019, further, marked, yet, another year of amazing accomplishments within our student body, representing Cammeraygal in a whole range of extra-curricular activities. This includes students representing our school in debating, performing for the NSW state drama company, procuring astounding achievements in science olympiads, Cammeraygal's robotics team participating in the South Pacific Regional competition and the Duel Down Under competition, the success of student representative council's initiatives such as 'wear a flannel to school' mufti day to fundraise for Australian farmers affected by the drought and hosting Cammeraygal's very own Talent Quest – where students have the opportunity to perform and showcase their wide range of talents to the whole school. Not only do these achievements display the immense talent present in the students of Cammeraygal, but, also the sheer determination in our community, embracing our school motto of being "Empowered to achieve".

**Nethuli Samaranayake**

**Year 11 Vice Captain, Cammeraygal High School 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

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

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

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

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

For more information about the School Excellence Framework:

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

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## 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.

### Improvement Measures

Formative assessment is embedded in the practice of 100% of teaching staff.

Progress of students in targeted group is in line with the progress of students across the school.

100% of students have participated in stage-appropriate targeted wellbeing initiatives.

### Overall summary of progress

Cammeraygal High School continued with our strong emphasis on supporting all student learning with a personalised approach. This maintains our focus on differentiated learning for all students. The school continued our focus on GAT, LAS and EAL/D students as our targeted groups to ensure differentiation continues to be part of the school planning.

### Progress towards achieving improvement measures

**Process 1:** To implement formative assessment practices that engage all students in the classroom via the establishment of a Teaching and Learning Community drawing on the work of Dylan Wiliam.

Evaluation	Funds Expended (Resources)
Data analysis: – Observation data shows that formative assessment practices in questioning and success criteria embedded in every faculty – All Stage 6 programs have embedded formative assessment practices	Executive meeting

**Process 2:** To continue identifying targeted groups (GAT, LAS and EAL/D), explicitly codifying teaching and assessment strategies in T&L programs, using the whole school template and assessment and reporting practices.

Evaluation	Funds Expended (Resources)
By the end of 2019 some faculties were still continuing to work on the milestone of completing all program units on the Cammeraygal HS template with targeted strategies for EAL/D, GAT and LAS students. These would be completed by the start of term 1 2020. The Deputy Principals will both continue to work with the KLA Head teachers to ensure the deliverables on these targeted groups occur. Professional learning will continue to focus on the needs of these groups. Each staff meeting devoted to these groups	Each KLA received 2 faculty programming days per year. This allowed the incomplete templates to be completed with the targeted groups embedded. Stage 6 programs had not been completed due to the new and evolving nature of the school  <b>Funding Sources:</b> • Support for beginning teachers (\$7500.00)

**Process 3:** To establish a strategic and targeted program of wellbeing initiatives designed to promote resilience and develop protective factors for students.

Evaluation	Funds Expended (Resources)
The 2019 Wellbeing program was extremely successful in raising awareness	For some of these wellbeing programs



## Progress towards achieving improvement measures

for the wellbeing needs of the different year groups in the school. These programs were able to target risk taking behaviours and allowed the school focus each group and gender to their specific needs. This feedback was drawn from our wellbeing data on Sentral and the wellbeing team

the students were asked to fund the event. This included events that involved external providers for year 7. Year 8 involved a wellbeing activity organised by the school. The CHS P&C did agree to fund a program that targeted wellbeing for our older students. the Program also allowed for parents/caregivers to be involved

### **Funding Sources:**

- Low level adjustment for disability (\$10000.00)

## Next Steps

To continue to refine our wellbeing matrix for each year group to enhance our support of our students beyond their teaching and learning. In 2020 we hope to maintain the existing relationship with our P&C who have given significant input and funding into the programs that ran in 2019. The School and P&C wellbeing committee will continue to maintain these targeted programs. We will also continue to refine these programs as student needs change with each cohort



## 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.

### Improvement Measures

Demonstrated growth in student writing.

The majority of teachers have opportunities to engage with Stage 6 curriculum, pedagogy and performance standards.

Student and staff retention is high. Students, staff and parents report high levels of satisfaction.

### Overall summary of progress

The school continues to monitor improvement in NAPLAN and PAT testing in literacy which still show the need for a consistent sustained approach of literacy development in years 7–11

### Progress towards achieving improvement measures

**Process 1:** To develop the extended writing skills of all students through the explicit teaching of writing skills in each KLA.

Evaluation	Funds Expended (Resources)
Head Teachers collect and check programs and share successes with DP. What is the quality of the extended writing skills evident in programs? Literacy/T&L Team conducts an audit of Stage 6 programs to check consistency across KLAs.	Release days and faculty planning days.

**Process 2:** To develop the capacity and readiness for teachers to successfully deliver the Stage 6 curriculum in 21st Century learning spaces.

Evaluation	Funds Expended (Resources)
Overall the double marking exercise did allow the school to evaluate some student performance indicators and allowed us as a school to focus on areas of development for the delivery of stage 6 programs. This evaluation has led to targeted professional learning of the literacy and other skills required for some subjects	Beginning teacher funding was utilised to facilitate professional learning workshops and double marking  casual relief was also provided to facilitate the professional learning on site and off site for workshops  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Support for beginning teachers (\$20000.00)</li></ul>

**Process 3:** To develop a second campus to meet the evolving needs of the school, involving an exploration of alternative educational models to facilitate and maximise student opportunity.

Evaluation	Funds Expended (Resources)
Successful opening of the senior campus in 2019 with Years 10 and 11 on site at start of school term. 220 students in total  Timetable allowed for movement of all KLA Head teachers across the sites regularly.	Time and professional learning for timetable committee.  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• school funded (\$1000.00)</li></ul>

## Next Steps

PL to empower teachers to utilise future focused learning spaces

PBL to add to holistic approach and cohesion across both middle school and senior sites.

Continued PL for KLA Head teachers to assist in movement between the sites and maintain and support a cohesive approach to one school two spaces same process





### 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.

#### Improvement Measures

**PEDAGOGY:** The majority of staff are engaged in teaching Stages 4, 5, and 6, and involved in professional learning by 2020.

**PEDAGOGY:** All staff across the two campuses participate in whole-school and faculty meetings and events.

**COMMUNITY:** Stakeholders have a high level of understanding of wellbeing policy, processes, projects, and personnel in the two campuses.

**COMMUNITY:** High levels of student participation in whole-school activities.

#### Overall summary of progress

The school has successfully moved to two campuses with a common approach to maintaining cohesion across the sites in the teaching and learning and wellbeing approaches within the school. This was successfully achieved in 2019 with students having whole school assemblies and celebration of student achievement in 2019. These included, the official opening of the school hall with Trent Zimmerman MP and Felicity Wilson MP attending, as well as the Cammeraygal elder Dr Dennis Foley. Anzac Day and Presentation days were also presented on the senior campus hall allowing the whole school to come together on each occasion. The school also embarked on a whole school photo for fifth time which was coordinated in St Leonards, snapshotting the ongoing growth of the school. (see cover photo of 2019 Annual report.)

The school also embarked on a Positive Behaviour for learning (PBL) to train our teachers to take on a whole school approach to wellbeing approached across the two campuses Park

The school continues to combine whole school professional learning on all occasions to facilitate the professional development of all teachers in stages 4, 5 and 6 learning

#### Progress towards achieving improvement measures

**Process 1:** **CULTURE:** To devise and implement a project to develop respectful relationships among all members of the school community: student to student, student to staff, staff to student, staff to staff, parent to staff, staff to parent. To determine systems and practices that ensure continuity in pedagogy and approaches to wellbeing across all school years on two campuses.

Evaluation	Funds Expended (Resources)
Training was successful and needs to be implemented across the school in 2020–2021	causal relief was given to the PBL team to receive three day training. This allowed a team of teachers and the HT wellbeing to coordinate the introduction of the PBL program across both sites over a two year timeframe.  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• school funded (\$15000.00)</li></ul>

**Process 2:** **PEDAGOGY:** To develop and implement faculty handbooks with consistent procedures, to ensure consistent teaching practices and processes across the whole school.

Evaluation	Funds Expended (Resources)
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## Progress towards achieving improvement measures

All faculty handbooks for each KLA were completed and published by the end of 2019 bringing about more successful cohesion and induction of new staff members to the school

All HTs met with the two DPs in 2019 to develop these common procedures and templates

### Funding Sources:

- school funded (\$6000.00)

**Process 3:** COMMUNITY: To investigate opportunities for whole school interactions, include weekly staff and faculty meetings, and cultural events including Presentation Days, assemblies, and school carnivals.

## Evaluation

All of these occasions were highly successful to facilitate the building of a cohesive school culture throughout 2019. The cultural outcome was the building of one school, two spaces, same purpose.

## Funds Expended (Resources)

## Next Steps

The school will continue to build on these processes throughout 2020 allowing these cohesive approaches to communication to become embedded into practices across the school in 2020 looking for other avenues to facilitate whole school meetings and events



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Funding received in SBAR for Indigenous students</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$1 000.00)</li> </ul>	<p>Raised awareness of the cultural significance of these events and the acknowledgement of country and our school name. These initiatives continue to be published at all opportunities as part of the ethos of the school</p>
<b>English language proficiency</b>	<p>Our staffing allocates 0.6 staffing towards a EAL/D teacher . The school has employed an EAL/D expert who travels across both sites to support these students and the teaching staff.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• English language proficiency (\$5 000.00)</li> </ul>	<p>In 2019 the school has raised the profile of the EAL/d teacher who continues to work across the school to provide strategies and support to staff and students. The two campuses did make it necessary to allocate an additional teacher to work on the senior campus to support our EAL/D students</p>
<b>Low level adjustment for disability</b>	<p>in 2019 An additional 0.6 Learning and Support teacher was employed and was school funded to add additional teaching time to the role of Learning and Support specialist teacher in the school</p> <p>In 2019 Additional four SLSOs employed that were school funded and not part of CHS integration funding</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$120 000.00)</li> </ul>	<p>The Learning and support team was even more effective in 2019 due to the additional funding by the school to support the additional teacher to be fulltime as a supplement to our school allocation. This has proven to be highly successful as the teacher is specialised and has support our students in a highly effective way</p>
<b>Support for beginning teachers</b>	<p>Beginning teacher funding received in 2019</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$100 000.00)</li> </ul>	<p>The beginning teacher mentor has been extremely successful at supporting our beginning teachers and as a result they have been more confident in their approaches to teaching and learning. This continues to a school created position to provide targeted support for our beginning teachers.</p>
<b>Talented sports program</b>	<p>Teachers were given casual relief to support these programs</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• School funded (\$2 000.00)</li> </ul>	<p>CHS did facilitate ongoing support to our talented sports program. Highlighting our talented athletes and celebrating their achievements as regional state or national representatives of the school</p>
<b>Differentiated programming stages 4,5 and 6</b>	<p>0.6 FTE school funded for GAT coordinator</p> <p>0.5 FTE school funded for Learning and support teacher</p> <p>5 SLSOs school funded</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• school funded (\$150 000.00)</li> </ul>	<p>enhanced support for students requiring enrichment and extension.</p> <p>Also additional support for students requiring additional support. Outcomes for these students have improved in all areas of their school.</p>



## Transition stages 4 and 6

in 2019 transition funding was allocated within our school budget for casual relief for visits and welcome packs for students in year 7 2019

### Funding Sources:

- School funded (\$10 000.00)

Highly successful in our evaluation of the transition program as feedback from other schools and parents



## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	116	206	285	354
Girls	91	164	220	281

### Student attendance profile

School				
Year	2016	2017	2018	2019
7	95.7	94.3	94.6	94.5
8	92.8	93.1	93	91
9		90.3	89.8	91.9
10			88.2	87.5
11				88.3
All Years	94.2	92.7	91.6	90.9
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9		89.1	87.7	87.2
10			86.1	85.5
11				86.6
All Years	91.6	90.8	88.7	87.9

### Management of non-attendance

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

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

## Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	1	N/A
Employment	0	1	N/A
TAFE entry	3	5	N/A
University Entry	0	0	N/A
Other	0	1	N/A
Unknown	0	0	N/A

The school currently only enrolled students up to Year 11 in 2019.

## Year 12 students undertaking vocational or trade training

0% of Year 12 students at Cammeraygal High School undertook vocational education and training in 2019.

## Year 12 students attaining HSC or equivalent vocational education qualification

The school currently only enrolled students up to Year 11 in 2019.

The school currently only enrolled students up to Year 11 in 2019.





## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	7
Classroom Teacher(s)	43.2
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
Teacher ESL	0.6
School Counsellor	1
School Administration and Support Staff	12.28
Other Positions	1

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

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

### Workforce ATSI

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

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

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

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

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



## Financial information

### Financial summary

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

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,976,405
<b>Revenue</b>	9,081,224
Appropriation	8,210,257
Sale of Goods and Services	45,742
Grants and contributions	804,262
Investment income	10,014
Other revenue	10,950
<b>Expenses</b>	-9,051,783
Employee related	-7,743,267
Operating expenses	-1,308,516
<b>Surplus / deficit for the year</b>	29,441

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

## Financial summary - Equity loadings

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

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	73,028
<b>Equity Total</b>	205,344
Equity - Aboriginal	1,337
Equity - Socio-economic	6,616
Equity - Language	109,449
Equity - Disability	87,942
<b>Base Total</b>	6,794,028
Base - Per Capita	118,492
Base - Location	0
Base - Other	6,675,535
<b>Other Total</b>	930,059
<b>Grand Total</b>	8,002,458

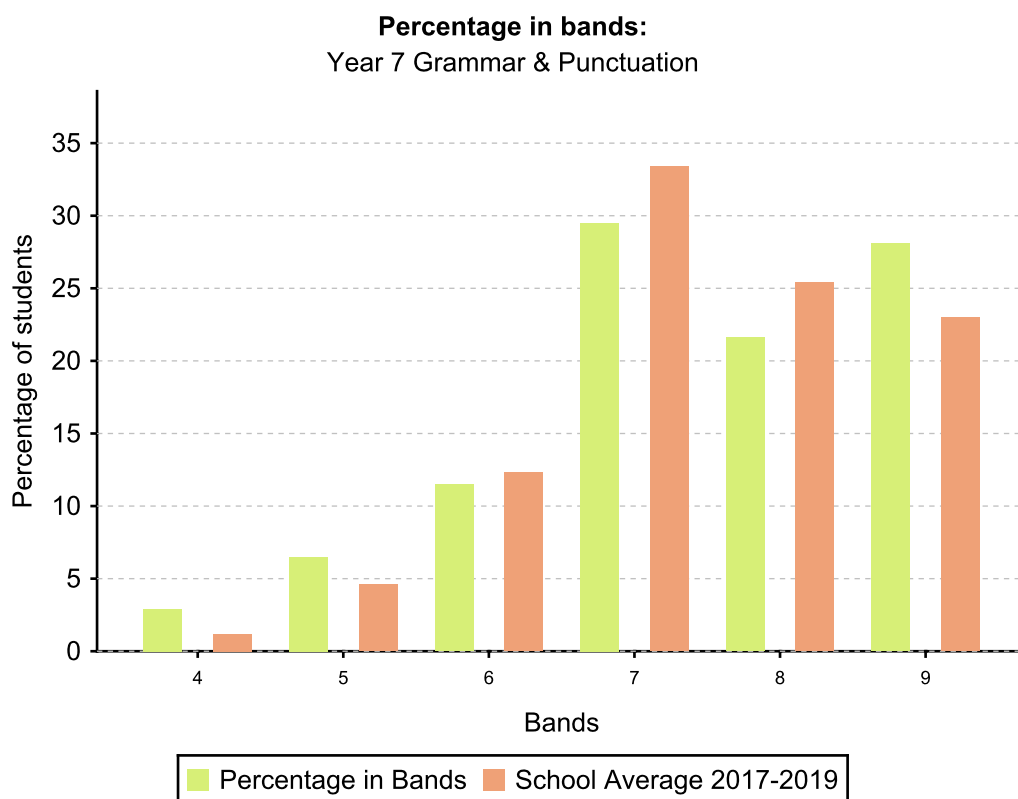
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

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

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

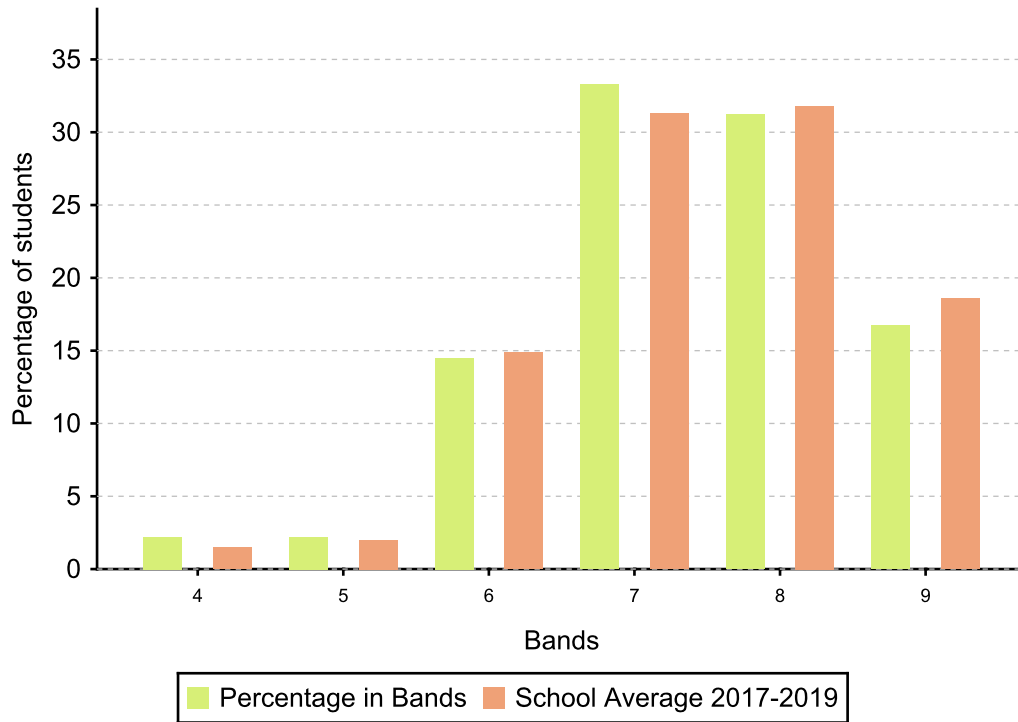
### Literacy and Numeracy Graphs



Band	4	5	6	7	8	9
Percentage of students	2.9	6.5	11.5	29.5	21.6	28.1
School avg 2017-2019	1.2	4.6	12.3	33.4	25.4	23

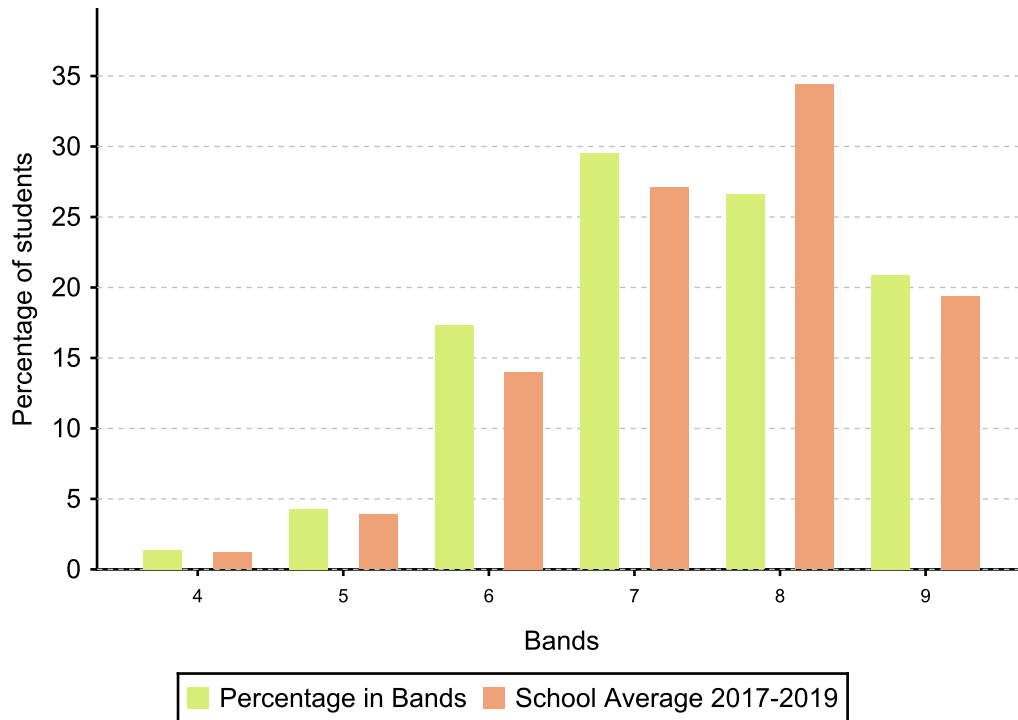


**Percentage in bands:**  
Year 7 Reading



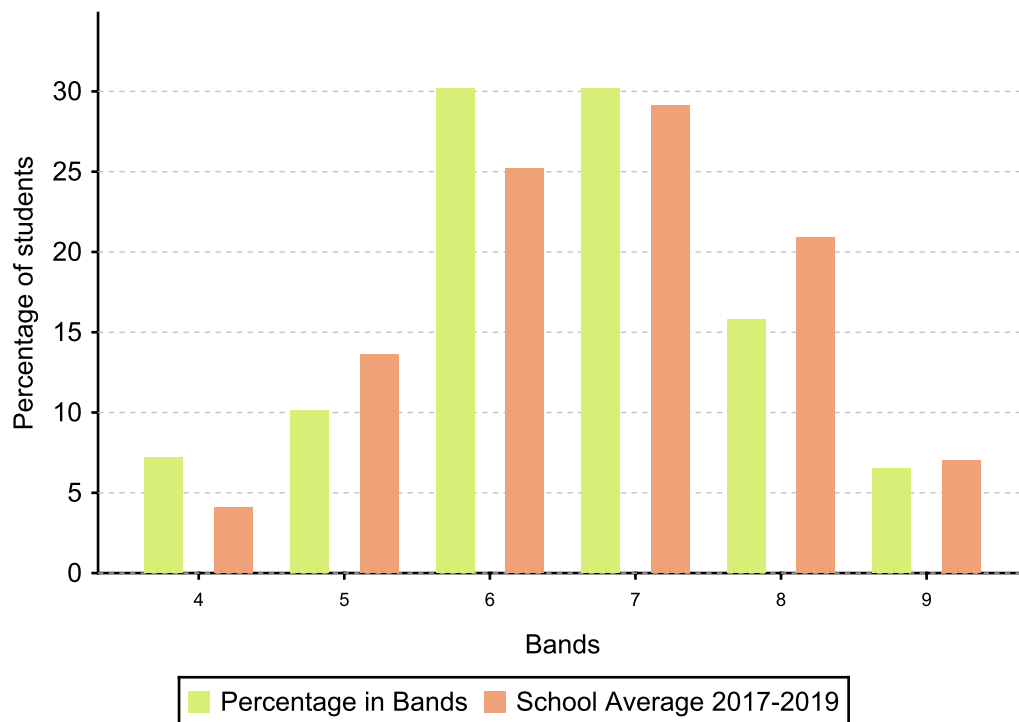
Band	4	5	6	7	8	9
Percentage of students	2.2	2.2	14.5	33.3	31.2	16.7
School avg 2017-2019	1.5	2	14.9	31.3	31.8	18.6

**Percentage in bands:**  
Year 7 Spelling



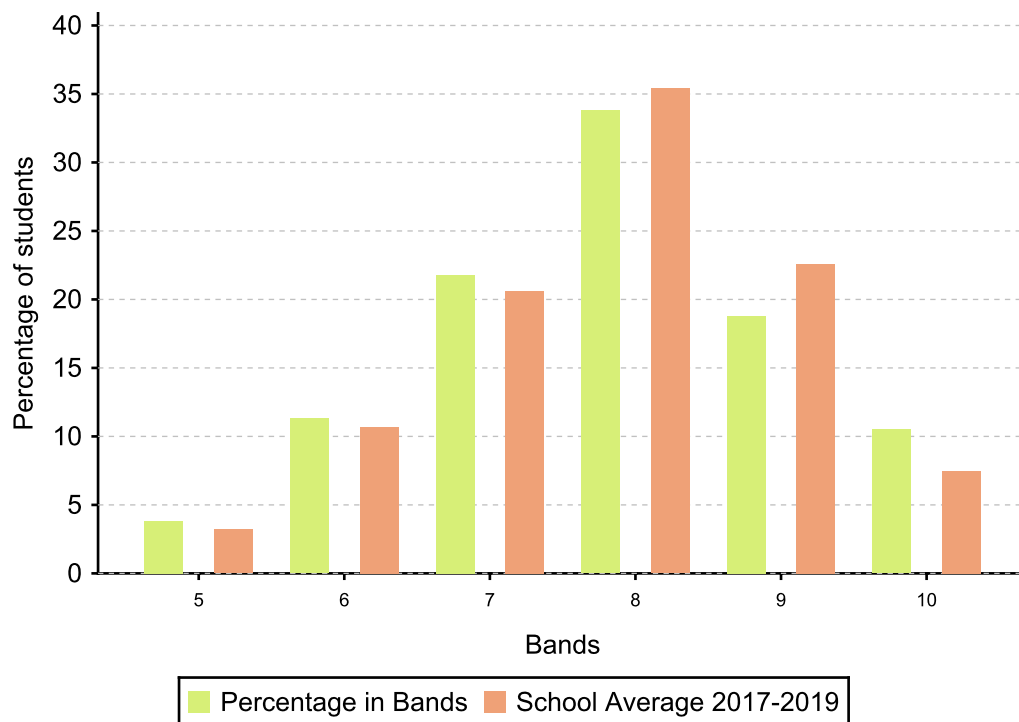
Band	4	5	6	7	8	9
Percentage of students	1.4	4.3	17.3	29.5	26.6	20.9
School avg 2017-2019	1.2	3.9	14	27.1	34.4	19.4

**Percentage in bands:**  
Year 7 Writing



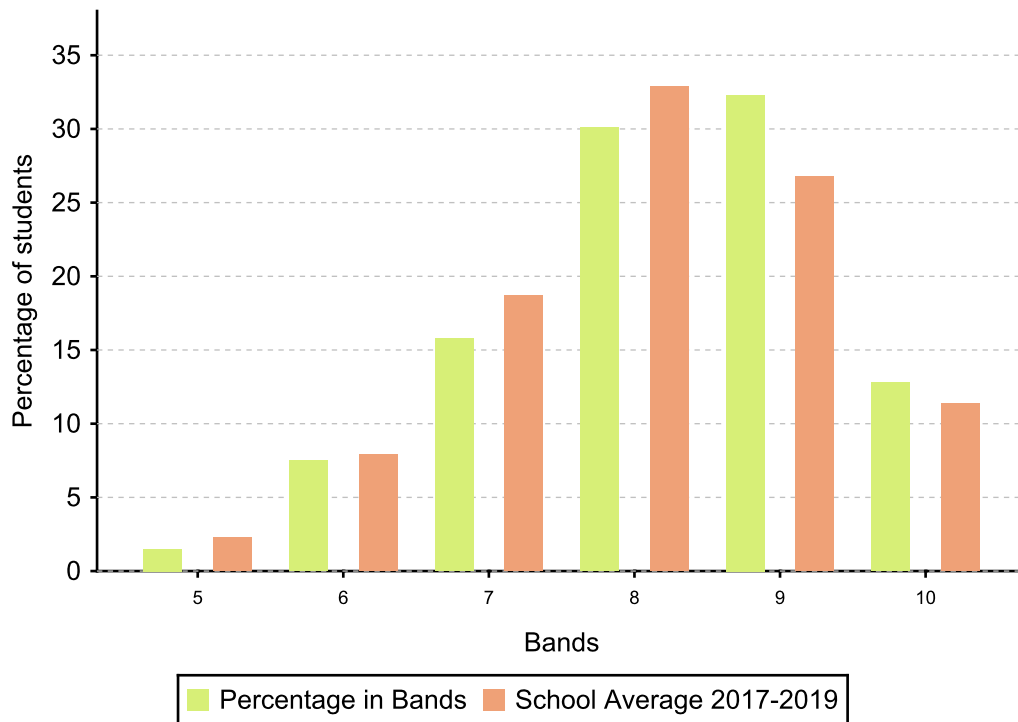
Band	4	5	6	7	8	9
Percentage of students	7.2	10.1	30.2	30.2	15.8	6.5
School avg 2017-2019	4.1	13.6	25.2	29.1	20.9	7

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



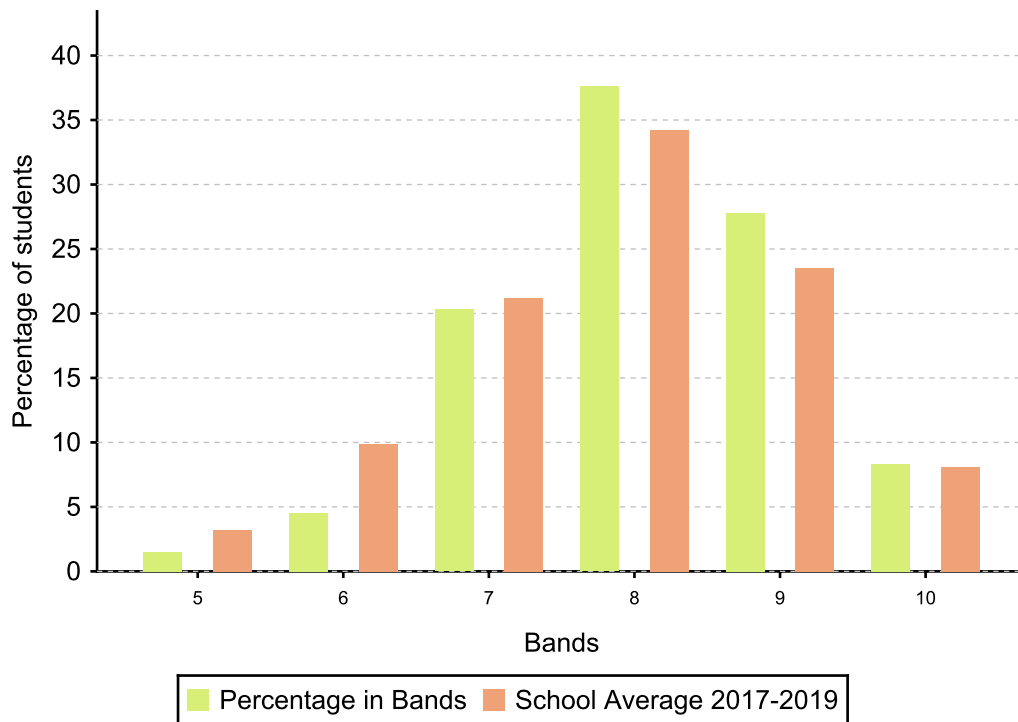
Band	5	6	7	8	9	10
Percentage of students	3.8	11.3	21.8	33.8	18.8	10.5
School avg 2017-2019	3.2	10.7	20.6	35.4	22.6	7.5

**Percentage in bands:**  
Year 9 Reading



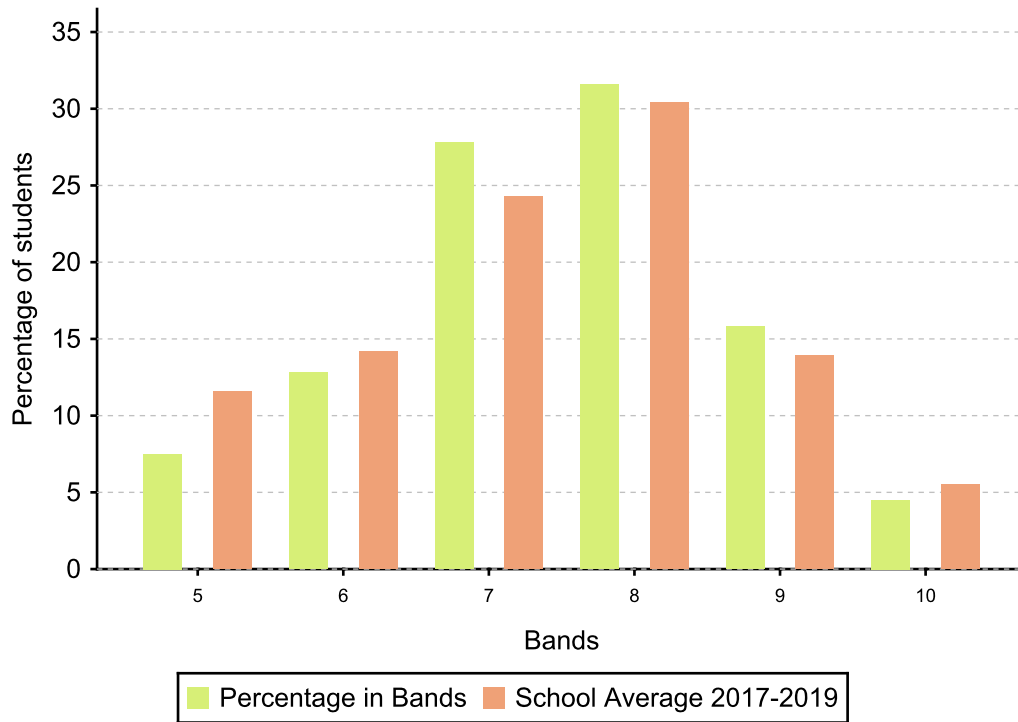
Band	5	6	7	8	9	10
Percentage of students	1.5	7.5	15.8	30.1	32.3	12.8
School avg 2017-2019	2.3	7.9	18.7	32.9	26.8	11.4

**Percentage in bands:**  
Year 9 Spelling



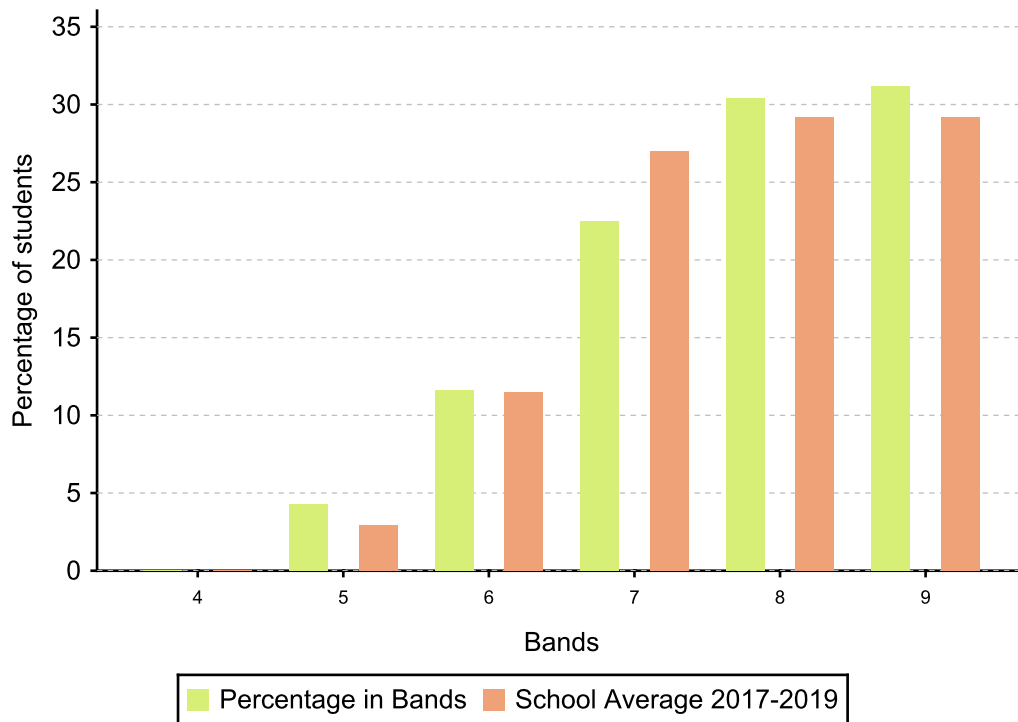
Band	5	6	7	8	9	10
Percentage of students	1.5	4.5	20.3	37.6	27.8	8.3
School avg 2017-2019	3.2	9.9	21.2	34.2	23.5	8.1

**Percentage in bands:**  
Year 9 Writing



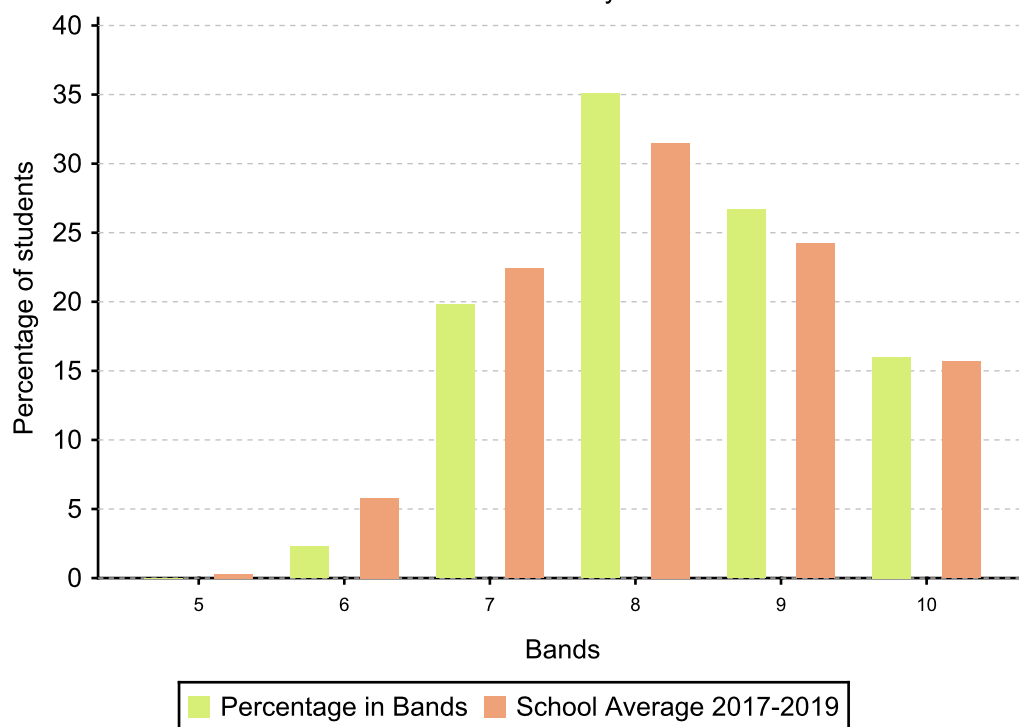
Band	5	6	7	8	9	10
Percentage of students	7.5	12.8	27.8	31.6	15.8	4.5
School avg 2017-2019	11.6	14.2	24.3	30.4	13.9	5.5

**Percentage in bands:**  
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	0.0	4.3	11.6	22.5	30.4	31.2
School avg 2017-2019	0	2.9	11.5	27	29.2	29.2

**Percentage in bands:**  
Year 9 Numeracy



Band	5	6	7	8	9	10
Percentage of students	0.0	2.3	19.8	35.1	26.7	16.0
School avg 2017-2019	0.3	5.8	22.4	31.5	24.2	15.7

Cammeraygal High School continues to work with students on developing reading, writing and numeracy. it form a large part of our school plan and we continue to evaluate our strategies in these areas.



## School performance - HSC

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

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

The school only enrolled students up to to Year 11 in 2019

## Parent/caregiver, student, teacher satisfaction

Stakeholders in our community regularly provide solicited and unsolicited feedback on curricular and extra-curricular activities on an ongoing basis. It is overwhelmingly positive and constructive and reflects very high levels of community satisfaction and support.

### Parents

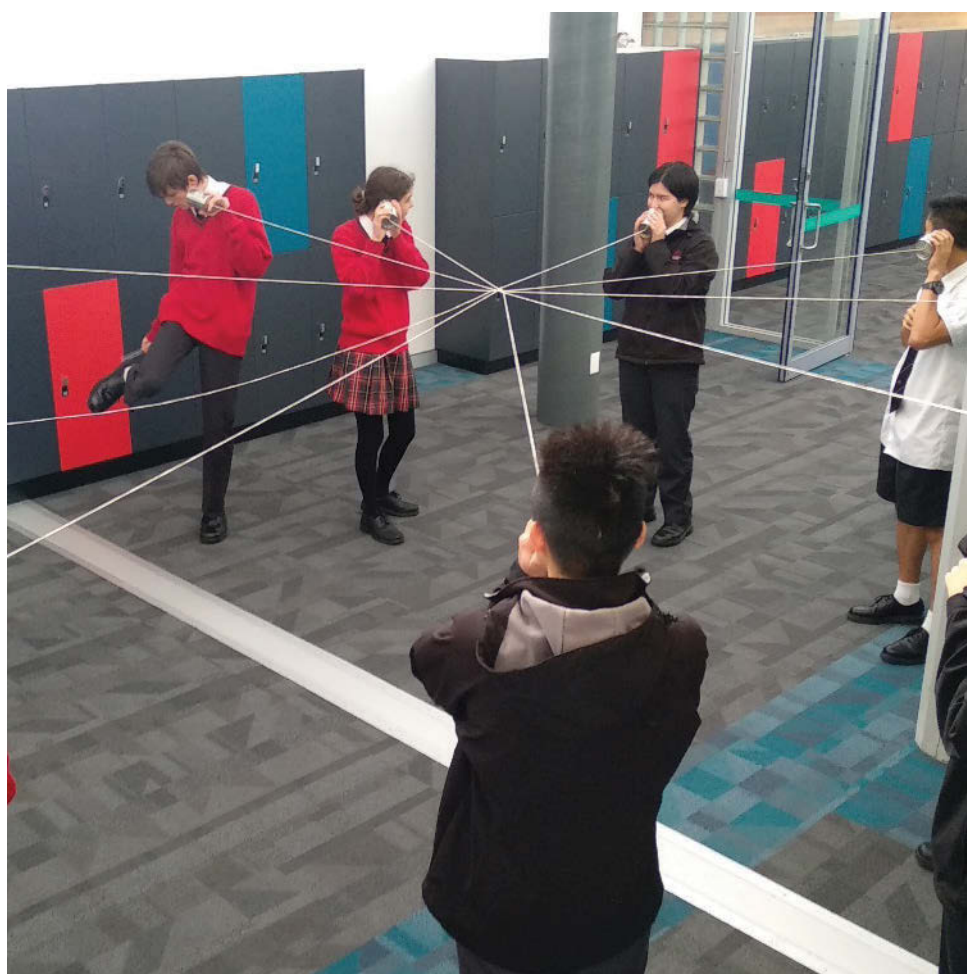
Cammeraygal High School enjoys a very invested and active parent body who have continued to passionately contribute to the development of the school. P&C meetings, information evenings, parent teacher nights, fundraisers and social events have been very well attended by parents and have been positively commented on. High local enrollments and a very large number of out of area applications reflects the very good reputation of Cammeraygal High School that has been established in our region.

### Students

Students have reported a high degree of satisfaction with their experiences at school throughout the year. Tell Them From Me (TTFM) Survey data revealed very high levels of participation and positive engagement with school sport and extra curricular activities compared with the DoE Government norms. The survey also highlighted that students across all years felt that class time was used efficiently and that students have positive relationships with their teachers. Areas for improvement identified through the TTFM student data included increasing the 'challenge' of work for some students, and also increasing 'engagement' levels of lower SES students.

### Teachers

Teachers have reported a strong culture of collaboration and cohesion within the new multi-campus context. They have commented on the strength of the established processes within the school and high expectations of teaching and learning. Teacher retention rates have remained extremely high and staff have reported strong satisfaction in their roles.









# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

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

2019 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. The school also acknowledged Sorry day and Reconciliation week across both sites in 2019

## Anti-Racism Policy

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

Cammeraygal High School continues to supervise our students to be safe in all situations whilst at school. Our Anti Racism policy was published on both site assemblies by the ARCO and Deputy principals on regular occasions in 2019. the few Incidents of racism were resolved through mediation and other aspects of our wellbeing and fair discipline policy that were applied within the school. The school experiences a minimal number of issues around racism and awareness is constantly raised to inform our student body on these matters. This is within the curriculum and elective choices as wellbeing as directed explanations about our policy and the need to maintain social and cultural tolerance at all times.

## Multicultural Education Policy

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

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 670 students in 2019, 150 students spoke a language other than English at home, representing 49 different linguistic or cultural groups.



In 2019, we continued to celebrate 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 (optional)**

#### **The inspire 2014 project 2019**

Cammeraygal also embarked on a project where 30 vertical groupings of students worked together being withdrawn from class to develop a high level project that was presented to a real world audience after working with experts in the field of research they embarked upon. The broad brush of their research was the Inspire 2040 project finding solutions to real world problems anticipated to arise in the immediate future. The group of students then presented to invited experts in the fields they researched and evaluated their solutions to some of these problems. An outstanding display of student critical and creative thinking was evident. It is a project we hope to continue next year

#### **Robotics at Cammeraygal**

In 2019 Cammeraygal High School continued 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 2019 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.

#### **Ensembles Program**

2019 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.

