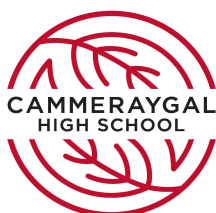
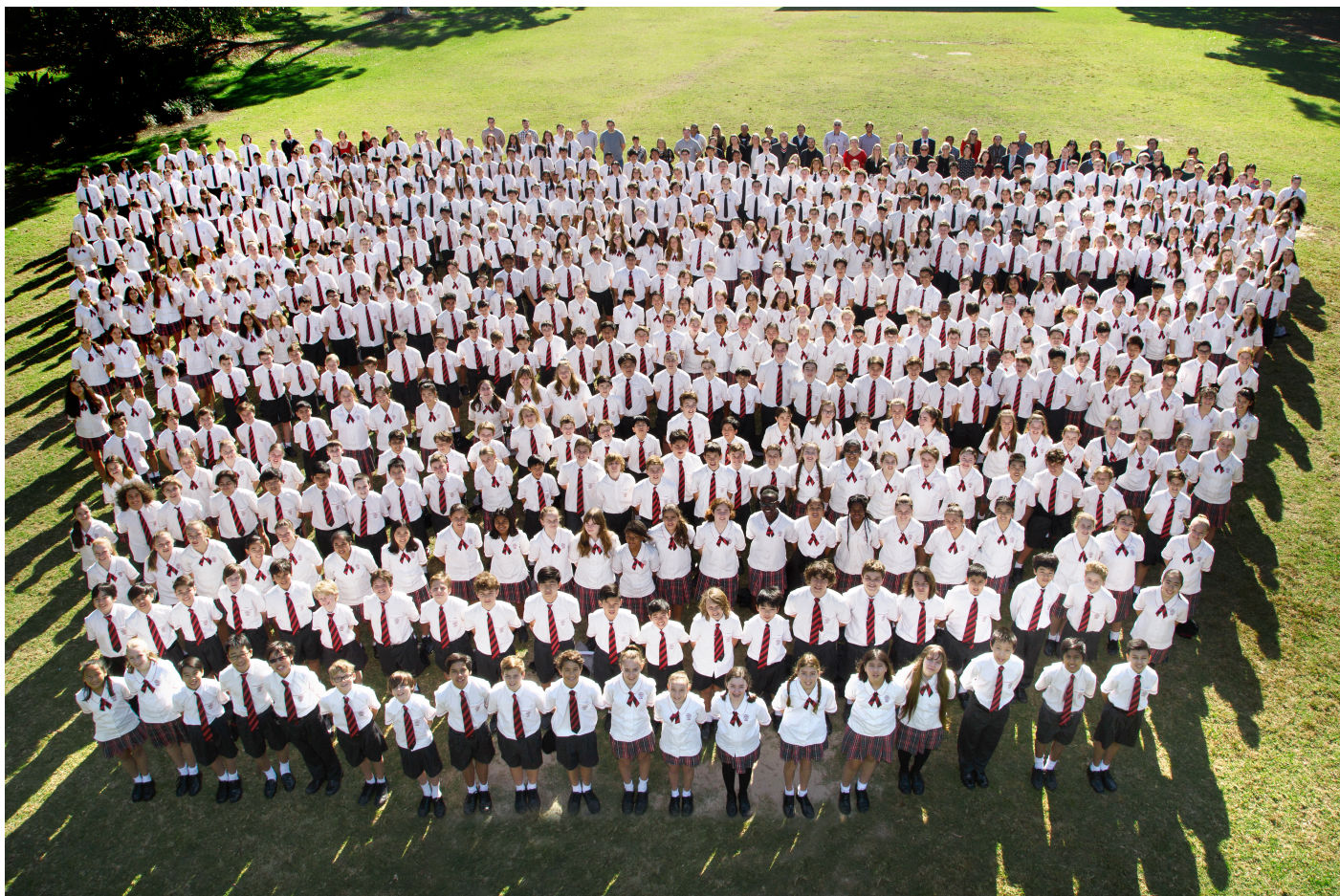


# 2020 Annual Report

## Cammeraygal High School



EMPOWERED  
TO ACHIEVE

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# Introduction

The Annual Report for 2020 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

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2020 saw Cammeraygal High School in its sixth year of operation as a now evolving multi campus high school with both a middle and senior campus. The journey has been a very exciting and challenging one over the past six years, but it has all culminated in another great milestone, the graduation of our first HSC cohort! This journey saw us farewell our foundation cohort who left our doors feeling supported to achieve their best possible outcomes, academically and for their wellbeing and sense of pride in their 'new' school.

The year began with our senior campus already geared up to finish the teaching of the HSC for three more terms and allow us students the best opportunities available. Unfortunately, the COVID- 19 situation did put all our plans into disarray. Thankfully our teachers and students adapted very quickly and passionately to the call to teach remotely for over eight weeks during 2020. Despite these challenges for Cammeraygal High School our foundation year group completed year 12 and our school went through the HSC for the first time. The Senior Campus hosted 340 students across years 10-12 and our Middle School campus was home to 450 students across years 7 to 9. With a total of 790 students across all stages we have now become a full comprehensive 7-12 high school.

In 2020 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.

Online engagement was monitored every day and the school engaged a full-time Online Engagement and Wellbeing teacher who made regular contact with students and their families to address any issues that were hindering student progress. Progress assessments undertaken later in the year found that most students had continued to show strong growth throughout 2020 in spite of the disruptions to their learning environment.

The school remains committed to meeting the needs of our students holistically offering a wide range of wellbeing, and extracurricular opportunities alongside our broad and extensive curriculum offerings. Some of these highlights can be viewed in this Annual Report including our hugely successful debating program, our First Robotics program and our extensive Gifted and Talented program in the middle school. These continued to sit alongside our extracurricular music program and our huge array of extracurricular sport run by our wonderful P&C association. This program alone engaged over 235 of our students in netball, basketball and other sports out of school hours. This positive relationship between our P&C and the school has been ongoing with P&C funding many projects and always supporting the school's initiatives and programs. Ms Srima McQuillan the outgoing P&C President in 2020 was a huge support to the school over the past three years, alongside several committees the P&C endeavoured to create opportunities and funding that only enhanced our school environment and the quality of our student's experiences here at school. COVID-19 did hinder many live plans but we maintained a huge focus of connecting with our parents virtually for meetings, parent teacher evenings and even for our staff merit selection panels.

Most activities resumed by term 4 but there is no doubt, like all schools our opportunities were hindered by the global pandemic and the ever-changing status of what could occur as determined by NSW Health and DoE guidelines.



Cammeraygal consolidated our two-campus model in 2020 ensuring a consistent approach to wellbeing and pedagogy across both sites. The schools' additional mantra has become **'One School, two campuses, same purpose, empowered to achieve'**. Our focus has been 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 cater 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.

2020 was the first year of the HSC for Cammeraygal when our foundation cohort went through this rigorous process to graduate high school. Across the cohort we saw excellent value-added growth in all quadrants, and we were particularly pleased with the cohort performance in Modern History, Software Design & Development, Engineering Studies and Society & Culture, including the accelerated class of year 12 2021 students completing this subject. Our most outstanding individual performance was from Chrisovalanti C, who was an all-rounder, achieving Band 6/E4 in 10 units, coming 9th in the state in Economics and achieving an ATAR of 99.1. Chrisovalanti has commenced a double degree Bachelor of Commerce/Bachelor of Laws at the University of Sydney and we wish him every success.

Cammeraygal High School will continue to enhance our strategic goal of cultural coherence and transition between and across the two campuses in our next four-year School Improvement Plan (SIP). These plans will consolidate our school's journey beyond being a new and developing school as we will build on our already successful multi campus model that supports students to achieve their personal best no matter what pathway they engage with at our school. The plan will also support our teaching staff to continue to be evaluative in their practices taking on student feedback about their teaching and learning experiences.

Cammeraygal also maintained our *Inspire Project*, involving vertical groupings of students who worked together, to develop high level projects that were presented to a real-world audience after working with experts in the field of research they embarked upon. There was also a huge array of student achievement in academic competitions, debating and sport. These achievements included being state finalist debaters in Year 10, a first place in the Combined High Schools 1km rowing championships, and one of our Year 12 students being recognized for their exceptional public service with the North Shore Medal.

Our student leadership group consists of the Student Representative Council who are elected members from years 7-12 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, supported by the Senior Prefects on the senior school campus. 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. Please see below the messages from our current school captains of the middle and senior schools about their reflections of the 2020 school year

The staffing of the school continued to grow with over 20 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 2020 was successful year of consolidation, growth 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. The school also completed our first External Validation (EV) process that is framed against the School Excellence Framework (SEF). The reflections of the school and the external panel reflect the process by which we will continue to improve and consolidate our practices over the coming four years.

In reflection 2020 was the year we have come of age and it will only add to our ongoing vision, to allow our students to be empowered to achieve in all that they embark at our wonderful school that is Cammeraygal High school.

Ms Kathy Melky

Principal Cammeraygal High school

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## Message from the students

## **Message from Senior and Middle School Captains- Cammeraygal High School**

2020 was a year of change and uncertainty. Students and teachers alike, across the country, were abruptly forced to transition to online learning. A challenge that Cammeraygal High School responded to with patience and determination. As Australia went into lockdown, the school learnt to use new technology and began to adapt to the varying levels of normality that life under COVID presents. The unprecedented challenges of the past year despite physically isolating the school community united Cammeraygal High School under the shared desire to keep learning. As a school, we persevered during this time of online learning. We adapted. We created. The teachers and students were able to efficiently adapt to online-learning, through programs such as Zoom and Adobe Connect. During this uncertain, and sometimes stressful period of time, we continued to collaborate with our peers and teachers, allowing for an uncomplicated return-to-school as restrictions began to ease in. From here, students' achievements continued to be supported by the school across subjects and throughout the sporadic extracurriculars that we were able to run. The success of Cammeraygal's extracurricular groups was exemplified by the debating team, who persisted throughout the state competition, making it to the State Final against James Ruse, despite the many underlying challenges 2020 brought about.

Our inaugural cohort of students, beginning as the school's first year 7s in 2015 when the school first opened, 6 years later graduated and sat the HSC in 2020. The immense and diverse successes of these students reflect the attentiveness of our school community on achievement and the focus that is given to the wellbeing of the students during the most stressful period of highschool. As future generations of Cammeraygal students inherit the legacy that the Class of 2020 left behind, we must remember to look back, and farewell that first cohort of students who certainly had a lasting impact on the school. We mustn't forget to recognise the achievements of the first accelerated Y11 classes, some of whom were fortunate enough to embark on the great journey that is the HSC in 2020. These students and their remarkable achievements in the course set the framework for future accelerated classes, with a Y11 Society and Culture class and a Y10 Aboriginal Studies class currently in operation. Nor must we overlook the sporting achievements of the school, across basketball, netball and other sports our students have achieved highly. 2020 was a year filled with disorientation, confusion and certainly introduced many challenges for Cammeraygal that were seemingly improbable in previous years. Yet, as a school, as a collective, we were able to go the distance and counter such challenges through various means, resulting in a prosperous and accomplished year for the school. This prosperity and level of accomplishment does not stop since the year has passed, however. As restrictions ease further and vaccines roll out, Cammeraygal is ready to persist and aim even higher in 2021.

### **Zack B and Kelsey O Senior School Captains 2021**

2020 was a challenging year that forced our students to go through a rapid stage of change due to the unexpected COVID-19 pandemic. Adapting to this new environment was challenging, but as a school, our students were able to overcome these adversities as we accomplished many meaningful achievements as a whole. These ranged from our success in online learning to our amazing extracurricular achievements, including our success in the maths competitions and our outstanding performance in the Premier's Debating Challenge.

In term 4, many activities were brought back for the students to participate in. These activities included sports (both in school sports and P&C sports), performing arts, the GAT program and many more.

I am really glad to see our students demonstrating our core school values of respect, integrity, achievement and responsibility in so many different ways in our community, even during challenging times. I look forward to watching our students further achieve their goals.

### **Ian B Year 9 Middle school captain, Cammeraygal High School 2021**

2020 brought its very own unique set of challenges to the school year with the COVID-19 pandemic, but with the incredible help and cooperation of our staff and student body, we were able to make the best of a difficult year, achieving so many goals along the way. In February, we welcomed 155 year seven students to our junior campus, they were



greeted by the peer support program run by our devoted year 9 leaders who helped them transition into high school life.

As the year progressed we had some talented students represent our school in a wide range of activities. The premiers debating competition was just one of them. This was a great opportunity to really interact with other schools and show off the skills we learned, our year 10 team even managed to make it to the finals. Another highlight of the school year was our enrichment opportunity, the vision project. This amazing experience which took place over terms two and three was the perfect way to express real-world issues we were passionate about in our own way, highlighting our own skills. It gave us a chance to discover what our interests were and to explore them deeper.

It's great to see so many students representing our school so well by demonstrating our core values of respect, integrity, achievement, and responsibility despite the challenges COVID brought. However, I find myself looking towards the opportunities the future may hold, from leadership roles to new clubs and competitions to try, bring on 2021!

**Sydney A Year 9 middle school captain, Cammeraygal High School 2021**



## School vision

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 continue the development of 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. 'One School, two spaces, same purpose, to develop empowered learners'.

We acknowledge the traditional owners of the land through the naming of the school at which we learn, play and work, Cammeraygal High School.

We acknowledge that we meet here today on this land at Cammeraygal High School. We meet on the land of the aboriginal elders of the Cammeraygal clan, acknowledging their customs and the Gurangai language held and practiced by these elders past and present. We thank the Cammeraygal people for the use of their clan name for this school site on which we teach and learn. We thank Uncle/ Professor Dennis Foley, the direct descendant of the Cammeraygal clan for his wisdom and smoking of this school site

## School context

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 up to 120 Year 7 students in 2015 and has continued to enrol other cohorts with each ensuing year. From 2020 the years 7, 8 and 9 cohorts are enrolled at the school on the Pacific Highway site with years 10, 11 and 12 on the West Street site with an enrolment of approximately 900 students in 2021.

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 which includes personalised education practices, creative and performing arts, and student leadership programs. 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.





## 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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
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 has maintained a consistent focus on formative assessment to support effective differentiation for all students since opening in 2015. Our strong emphasis on personalised learning to ensure that all students are appropriately challenged and extended has been largely successful. Our Learning and Support and EAL/D students have shown consistent progress and were able to maintain this even during COVID. Our High Potential and Gifted students have reported improvements in the degree of challenge being offered to them both within classes as well as in extra-curricular and enrichment activities. While formative assessment has remained a focus it will remain a priority in the upcoming school plan to ensure all new staff are conscious of the best evidence-based strategies to assess student knowledge and understanding before, during and after teaching units and topics.

### 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)
Formative assessment practices are embedded in all teaching and learning programs across the school, and questioning techniques have remained a focus of school-wide PL to entrench these practices in pedagogy. The Teaching and Learning Community practice was amended in 2020 due to the practical challenges of COVID and the transition of professional learning to digital delivery. To ensure cohesion across both campuses and to build collaborative practice, the school embarked on a series of Learning Sprints to focus on shared teaching practices to lift the performance of targeted students, with a particular focus on literacy in the latter half of the year. These practices were found to have a measurable impact on student learning, particularly when teachers were able to plan and develop their strategies face to face rather than over zoom. These practices will remain a feature of the next SIP.	Executive meeting time, whole school professional learning time

**Process 2:** To continuing 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)
All Stage 6 teaching and learning programs have been completed on the CHS template, identifying differentiation strategies, evidence of learning and assessment practices. Each faculty is now undertaking a rolling review of teaching and learning programs to ensure they remain current and that accurate registration can be completed after each unit. Part of the 2021-24 SIP is the introduction of a greater degree of evaluative practices to build	



## Progress towards achieving improvement measures

teacher competency in using data to inform practice, including the introduction of evaluative feedback surveys at the conclusion of each unit, to allow teachers to ensure their teaching and learning practice is as effective as possible.

**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 2020 Wellbeing program had to be amended throughout the year to allow for events to take place under the COVID restrictions which saw the cancellation of a number of planned events, particularly those involving external providers. To ensure that our students felt supported during COVID, a suite of wellbeing resources and activities were made available online through year group google classrooms and zoom year meetings. We also introduced 'Wellbeing Wednesdays' during sport time when students were unable to participate in most sporting activities due to COVID restrictions, focusing on mindfulness, resilience and growth mindset. These were found to be very successful based on student and parent feedback during and after the period of remote learning.	

## Next Steps

The use of formative assessment to build personalised and differentiated learning will remain a priority for CHS moving forward as we continue to have fully comprehensive classes, and this will be a feature of the next Strategic Improvement Plan. This will be reinforced by the evolution of our learning communities to utilise the framework of Quality Teaching Rounds and Learning Sprints to lift collective efficacy across all teaching staff across both campuses.

The CHS programming template which specifies the targeted strategies to support and challenge identified groups of students (GAT, LAS and EAL/D) is embedded in teaching and learning practice and will continue to remain a feature of CHS policies and practices.

The CHS wellbeing matrix has been a highly successful initiative at the school and will remain a feature of the 2021-24 SIP, with annual review and amendments to ensure that we continue to target the specific needs of each cohort. Cammeraygal has established a strong partnership with our P&C, particularly the P&C Wellbeing Committee, who have worked with the school to support wellbeing programs for students, such as Tomorrow Man, Tomorrow Woman and Paul Dillon, as well as generously supporting teacher wellbeing through initiatives such as the provision of thank you lunches. We will continue to work closely with the P&C to ensure that we are supporting the wellbeing needs of all students and responding to new challenges as they emerge in a structured and planned way.



## 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 has continued to prioritise the explicit teaching of extended writing and this was consolidated in 2020 with the implementation of a 6 month professional learning cycle using DoE strategic support. Professional learning targeting teaching and learning across all stages has been engaged in by all staff. CHS has built a cohesive two-campus school where staff are committed to two spaces, one purpose, and this is reflected in generally high levels of student, staff and parent satisfaction.

### 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)
All CHS staff participated in extensive professional learning co-designed with DoE Strategic Support staff to bring improvement in extended writing in Stages 4 and 6. This focused on building staff confidence in the explicit teaching of writing and incorporated the existing structure of Learning Sprints to ensure progress could be tracked amongst targeted students in classes across the school. Staff reported significantly improved confidence in using strategies to explicitly teach extended writing skills at the end of this process and student survey feedback	Faculty meeting time to update programs and embed T&L strategies.

**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)
Executive and faculty meeting time was consistently spent throughout 2020 on evaluation of the success of Stage 6 HSC course delivery. Feedback from students was sought in the form of surveys and focus groups, and external markers were engaged to evaluate student progress in the Trial HSC exams. These processes allowed us to prioritise subject areas where further support was needed and seek networking and professional learning opportunities. This led to the successful delivery of the first HSC for the school where student performance was stronger than expected in most areas.	Executive meeting time spent reviewing success of HSC delivery for 2020 cohort. <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Support for beginning teachers (\$4000.00)</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)



## Progress towards achieving improvement measures

Cammeraygal successfully had our first year of delivering the entire years 7-12 curriculum across two sites in 2020, with years 10, 11 and 12 on the West Street campus. Faculties were maintained cohesively being supervised by one head teacher each who travelled between campuses and some specialist staff also travelled between campuses. A complex timetable was developed to ensure all curriculum offerings were delivered by expert teachers on both sites. COVID facilitated the embrace of new technologies which allowed for cross-campus collaboration to take place virtually, such as Zoom staff meetings.

Staffing to allow Head Teachers to supervise across both sites

## Next Steps

The development of extended writing skills for all year groups will be maintained as a focus in the new SIP 2021-24, with the development of a whole-school approach to the teaching of literacy prioritised.

Further professional learning opportunities to strengthen the delivery of Stage 6 subjects will continue to be sought and networking opportunities utilised.

The continued use of virtual collaboration tools such as Zoom will allow for the maintenance of cohesion across the two sites within faculties and on a whole school level, while it will also be important to physically bring staff back together when and where possible. The development of a whole-school wellbeing and student voice model, the Cammeraygal Code, as outlined in the 2021-24 SIP, will further strengthen the cohesion and sense of community and belonging for all students and staff.



### 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 unique challenges of 2020 meant that our goals and approach in this area had to adapt to the rapidly evolving circumstances and it was no longer possible to have all staff participating in events across the two campuses. COVID did, however, allow for consistency and cohesion in whole school practices as they were implemented in online learning, professional learning and staff meetings etc, due to the use of virtual platforms such as Zoom. The use of online learning in some ways enhanced the cohesion of the whole school community as connection was felt more strongly with teachers and classes rather than physical place, and this was reinforced through student feedback tools such as surveys. Cammeraygal was able to seamlessly transition to online learning using Google Apps for Education and later, Zoom, and maintained synchronous learning for the duration of the online learning period. This was deemed to be highly successful by students and parents and allowed students to maintain structure and purpose to their days in a very stressful and potentially isolating time.

The school also implemented an Online Learning Wellbeing model, employing an Online Learning Wellbeing officer to gather information from all teachers about the levels of engagement and overall wellbeing levels of all students in the school and communicate with parents and students about how to best support them with their learning and mental health. This program was highly successful and ensured that all students felt known, valued and cared for even when they were not attending the school site.

We were also able to commence the use of zoom to conduct whole-school assemblies while further enhanced the cultural cohesion of the school and allowed all of our students to feel that they were part of one institution.

#### 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)
While the development of the PBL initiative in the school lost traction in 2020, the online learning wellbeing process was highly successful in keeping students engaged and connected to school during a time of great disruption and potential isolation.	Employment of 1.0 teacher for term 2 to run the CHS Online Wellbeing process.

**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 have been regularly reviewed to maintain currency and ensure revised policies and procedures are incorporated. These handbooks have allowed for the successful induction of new staff across both campuses.

Faculty time

**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

### Funds Expended (Resources)

To the extent that these events were able to be held in 2020 they were highly successful, however where they did take place it was generally virtual. We were unable to host parents on site at any events throughout the year which was challenging for our community and the cohesion of the school, although zoom was utilised for events such as parent teacher nights, presentation days and subject selection evenings. Virtual platforms were also very successfully used to hold school assemblies, year 12 graduation and presentation days, with parents invited to participate over zoom. The successful use of these platforms allowed us to maintain a cohesive school culture where student success is celebrated and showcased.

## Next Steps

As COVID restrictions continue to ease and the NSW vaccination program proceeds, Cammeraygal looks forward to welcoming parents and the broader community back on site to celebrate our students' success in their learning and holistic endeavours. The development and maintenance of a cohesive school culture will always remain a priority for Cammeraygal High School and this is evident in our 2021-24 SIP, with our third strategic direction again being Cultural Cohesion and Transition. This will see the development of a 'Cammeraygal Code' which will define aspirational achievement for all students across both campuses in a range of fields.





Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Funding received in SBAR for Aboriginal students</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$1 003.00)</li> </ul>	<p>Funding was used to support Aboriginal students and the provision of additional programs to enhance the learning of those students in culturally appropriate ways.</p> <p>All aboriginal students were provided with an Individual Learning Plans (IEPs), that identified their areas of support in both their learning and wellbeing needs across the school. This funding also allowed for external mentoring and tutoring to occur for individual students based on the area requiring additional support or funding.</p> <p>All staff were involved with a professional learning workshop on the cultural significance of the Acknowledgement to Country. This was facilitated by Aboriginal Consultants from the DoE. All teaching staff were able to personalise their Acknowledgment to Country in line with the taught protocols and the context of our school community. The Principal, Kathy Melky has used the following acknowledgement to country at our 2020 Presentation Day, in accordance with the relationship between the Cammeraygal descendants and the school community:</p> <p>'We acknowledge the traditional owners of the land through the naming of the school at which we learn, play and work, Cammeraygal High School.</p> <p>We acknowledge that we meet here today on this land at Cammeraygal High School. We meet on the land of the aboriginal elders of the Cammeraygal clan. We acknowledge their customs and the Gurangai language held and practiced by these elders past and present. We thank the Cammeraygal people for the use of their clan name for this school site on which we teach and learn. We thank Uncle/ Professor Dennis Foley, the direct descendant of the Cammeraygal clan for his wisdom and smoking of this school site'</p>
<b>English language proficiency</b>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>School funded (\$95 000.00)</li> </ul>	<p>In 2020 the school continued to raise the profile of the EAL/D teacher who continue to work with students across both sites to provide strategies and support to staff and students. We augmented this support with the allocation of additional EAL/D support periods targeting the senior campus.</p>
<b>Low level adjustment for disability</b>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>(\$0.00)</li> </ul>	<p>The Learning and Support team was highly effective in 2020 in particular during the period of remote learning, working individually with students using online platforms to ensure they remained engaged with their learning. Our full time LAST is highly effective in communicating with parents, developing support plans for students and delivering high impact and regular professional learning for teaching staff to ensure that all student PSLPSs are implemented in the classroom.</p>

<b>Support for beginning teachers</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$100 000.00)</li> </ul>	We continued with our program of employing a beginning teacher mentor in 2020 as this has proven extremely successful at supporting our beginning teachers who have become more confident in their approaches to teaching and learning. This school created position provides targeted and ongoing support for beginning and early career teachers. Additionally our beginning teachers participated in targeted and ongoing professional learning within our local schools networks.
<b>Talented sports program</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• School funded (\$2 000.00)</li> </ul>	CHS did facilitate ongoing support to our talented sports program to the extent that it was able to continue under COVID restrictions.
<b>Differentiated programming stages 4,5 and 6</b>	<b>Funding Sources:</b> <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 it. Outcomes for these students have continued to improve in all areas of their school.</p>
<b>Transition stages 4 and 6</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• School funded (\$15 000.00)</li> </ul>	Both of these transition activities were highly successful. Year 7 2021 transition was hampered by COVID restrictions and the inability to have parents onsite for Orientation Day but students reported feeling welcomed and supported at the school following the school visits and student-only Orientation Day.



## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	206	285	354	434
Girls	164	220	281	336

### Student attendance profile

School				
Year	2017	2018	2019	2020
7	94.3	94.6	94.5	95.8
8	93.1	93	91	93.1
9	90.3	89.8	91.9	92.8
10		88.2	87.5	91.4
11			88.3	90.4
12				91.2
All Years	92.7	91.6	90.9	92.7
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10		86.1	85.5	87.7
11			86.6	88.2
12				90.4
All Years	90.8	88.7	87.9	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

### 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	0	0
Employment	0	0	10
TAFE entry	1	1	15
University Entry	0	0	75
Other	0	0	0
Unknown	0	0	0

The vast majority OF THE YEAR 12 COHORT (75%) in gaining entry into University and many of the cohort did receive early entry offers throughout the year.

## Year 12 students undertaking vocational or trade training

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2.68% of Year 12 students at Cammeraygal High School undertook vocational education and training in 2020.

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

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98.9% of all Year 12 students at Cammeraygal High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

A small number pursued a vocational pathway whilst completing their HSC. This involved doing a combination of Tafe courses and NESA endorsed courses.

2 students were able to complete a School Based Apprenticeship (SBA)





## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	9
Classroom Teacher(s)	49.3
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
Teacher ESL	0.6
School Counsellor	1
School Administration and Support Staff	13.48
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The teaching staff embarked on twilight professional learning sessions which were held for 3 hours throughout each of the 4 school terms. The areas for learning were connected to various aspects of our school plan including learning sprints, for improved student progression and outcomes in literacy. They also included working with a group of consultants from the Strategic Support Unit of the DoE to develop a tailored program of Professional learning that empowered our staff on ways to best teach writing skills with a focus on stages 4 and 5. The program was evaluated extremely positively by our teaching and executive staff. other aspects included working with Aboriginal consultants to develop a greater understanding of the welcome to and acknowledgment of country.



Cammeraygal High School whole staff photograph

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	2,005,846
<b>Revenue</b>	10,063,327
Appropriation	9,548,546
Sale of Goods and Services	36,031
Grants and contributions	462,165
Investment income	4,348
Other revenue	12,237
<b>Expenses</b>	-9,958,352
Employee related	-9,113,958
Operating expenses	-844,394
<b>Surplus / deficit for the year</b>	104,975
<b>Closing Balance</b>	2,110,821

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.

2020 was an unusual financial year for the school due to COVID- 19 restrictions on many activities external to the school such as excursions and camps not able to be held during most of the school year. 8 weeks of the school year did involve our students working remotely and this saw COVID -19 DoE resources being directed to students needing additional support ,or support with technology resourcing. Teaching staff were all able to access technology to facilitate the period of working remotely. The school did embark on employing additional casual staff to facilitate a more accessible remote learning and wellbeing plan for our students

## Financial summary - Equity loadings

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

	2020 <b>Approved SBA (\$)</b>
<b>Targeted Total</b>	93,353
<b>Equity Total</b>	227,717
Equity - Aboriginal	1,003
Equity - Socio-economic	10,275
Equity - Language	117,748
Equity - Disability	98,691
<b>Base Total</b>	8,162,255
Base - Per Capita	152,720
Base - Location	0
Base - Other	8,009,534
<b>Other Total</b>	944,650
<b>Grand Total</b>	9,427,975

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

The equity loadings were utilised to provide modifications and support to students requiring additional learning and support. This support was often provided in the provision of additional SLSO staff who often provided more focused support within the classroom. All students needing additional support were provided with individual learning plans according to the specific needs. The equity loadings were also used to provide individual support for older students requiring additional support in stage 6 of their learning. The school also funded additional teachers for learning and support that extended beyond the SBAR for 2020. This included funding an additional 0.6 teaching allocation to learning and support and for EAL/D. Both campuses were provided with teaching staff to support students needing learning and support or students identified as EAL/D. Aboriginal students were also provided with direct support across both campuses depending on their individual needs





## 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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

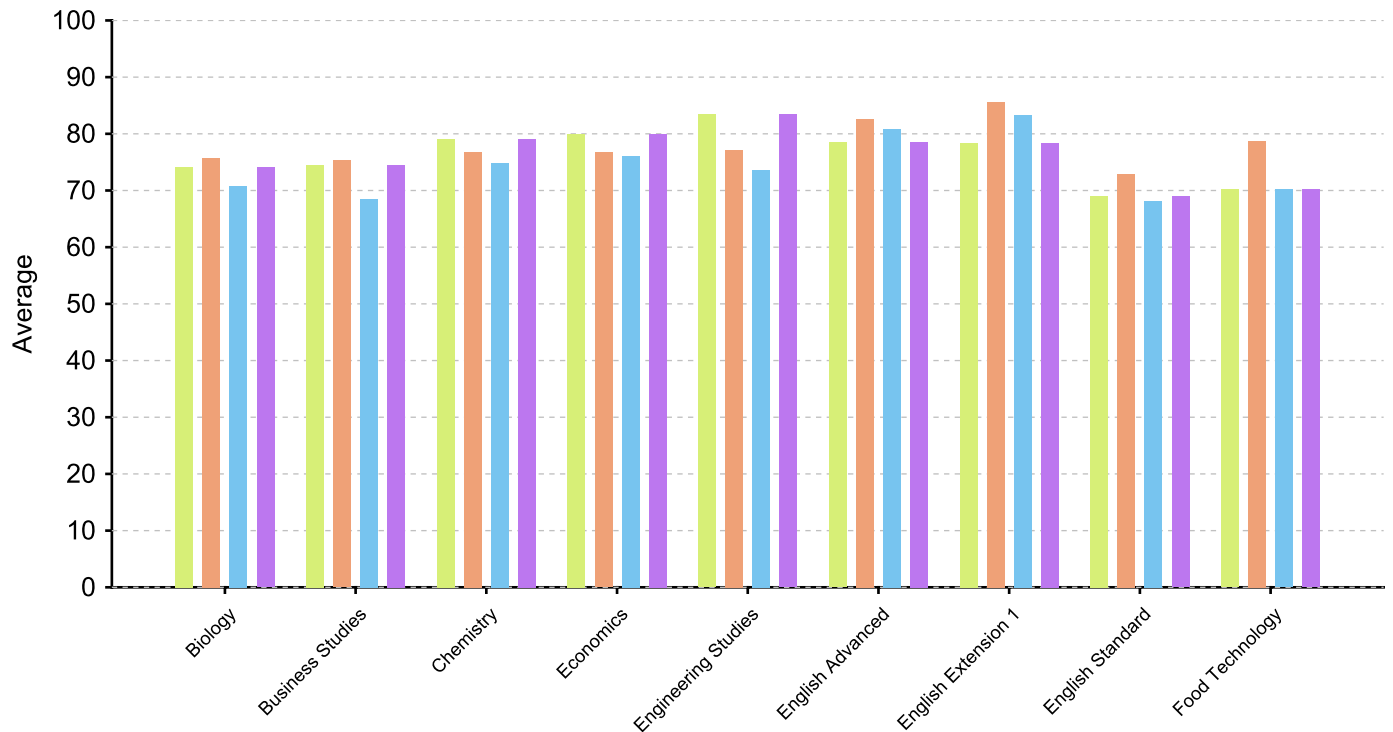
The school did embark on the Literacy Check-in testing for year 9 that was endorsed by NESA. The results were extremely helpful in showing our students who were performing extremely well and also highlighted students requiring additional focus and support.



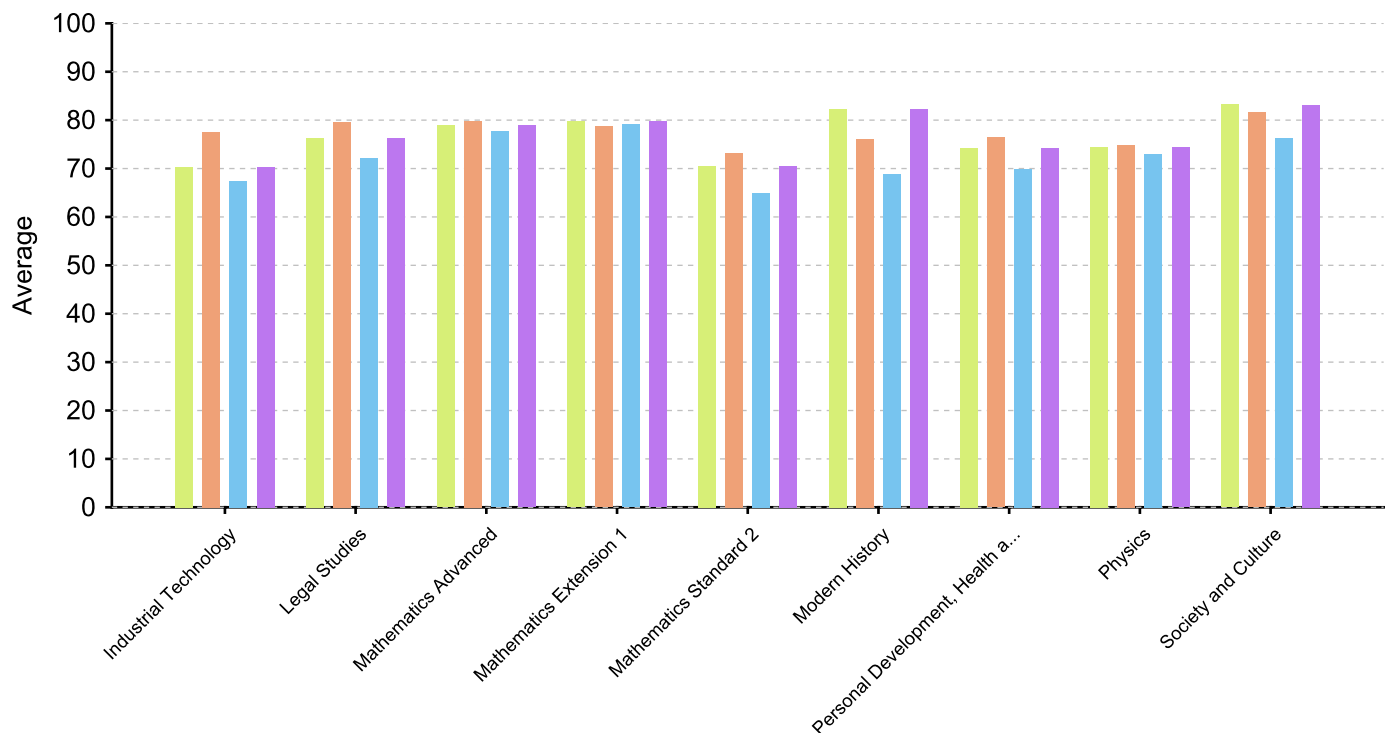
## School performance - HSC

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.



■ School 2020 
 ■ SSSG Average 2020 
 ■ State Average 2020 
 ■ School Average 2018-2020



■ School 2020 
 ■ SSSG Average 2020 
 ■ State Average 2020 
 ■ School Average 2018-2020

Subject	School 2020	SSSG	State	School Average 2018-2020
Biology	74.1	75.8	70.8	74.1
Business Studies	74.5	75.3	68.6	74.5
Chemistry	79.1	76.8	74.8	79.1
Economics	80.0	76.7	76.1	80.0
Engineering Studies	83.4	77.2	73.6	83.4
English Advanced	78.5	82.6	80.8	78.5
English Extension 1	78.4	85.6	83.4	78.4
English Standard	69.0	72.9	68.1	68.9
Food Technology	70.2	78.7	70.2	70.2
Industrial Technology	70.3	77.6	67.5	70.3
Legal Studies	76.3	79.6	72.1	76.3
Mathematics Advanced	78.9	79.9	77.7	78.9
Mathematics Extension 1	79.7	78.7	79.1	79.7
Mathematics Standard 2	70.5	73.3	64.9	70.5
Modern History	82.3	76.1	68.9	82.3
Personal Development, Health and Physical Education	74.3	76.4	69.9	74.3
Physics	74.4	74.9	73.0	74.4
Society and Culture	83.2	81.6	76.2	83.2

2020 was undoubtedly an extremely challenging year for our first cohort to embark on the HSC at Cammeraygal HS. Some of the year 12 year was spent working remotely due to COVID- 19. Teachers worked closely with their classes to embark on a thorough program of remote learning involving 'zoom' lessons, wellbeing check ins and an intensive level of revision on their return to school. Each Year 12 students was provided with a mentor that set learning goals and provided support where it was needed in their learning. Many of our students were successful in their applications for early entry to various universities and this reflected the excellent achievements of so many of year 12 cohort. The Dux of the cohort achieved an ATAR of 99.1 and was successful in his admission to a Bachelor of Commerce/Bachelor of Laws double degree at the University of Sydney, More details of Cammeraygal High school's HSC performance are documented below as per our analysis for the Cammeraygal P&C in February 2021:

I had the pleasure of speaking with our incoming P&C at the first meeting of this year on our initial analysis of the 2020 HSC results. As Ms Melky outlined in the final newsletter of 2020, we were very proud of the performance of our foundation students, particularly in light of the challenges they faced throughout 2020 due to COVID. We noted strong improvements between the Trials and the HSC exams, especially for those students who applied the feedback from their teachers and maintained strong work habits. This was particularly the case for those students who attended our after and before school enrichment and support workshops. Ms van Bentum has been in contact with our 2020 cohort since school has resumed and it is very pleasing to note that the vast majority of our students are on a tertiary pathway of their choice, with science and security studies featuring prominently.

I noted at the P&C meeting that the interpretation of HSC results is fraught and multi-faceted. Media reports often focus primarily on the 'Leagues Table' of schools, where schools are ranked based on the proportion of Band 6/E4 (the highest achievement level in a subject) out of all exams sat. It is important to note that this metric does favour selective schools and other schools that are able to control their intake and are less likely to cater for a diverse cohort, as we do in comprehensive public schools. It also encourages schools to encourage students to do 'easier' courses where they may be more likely to achieve a top band result. The Leagues Tables do not reward schools that value and promote holistic achievement (which is not to say, of course, that the schools that achieve highly on the Leagues Table do not value holistic achievement), and do not reveal the extent to which a school is able to support all students to achieve their personal best. It is also important to note that a school's position on the Leagues Table has no bearing on an individual students' HSC result or ATAR.

The key indicator of success for us as educators is the extent to which we have been able to add value to a student's performance throughout high school - for us to know that students have achieved better in the HSC as their NAPLAN performance would have indicated that they should. On this scale, I am pleased to report that our 2020 cohort exceeded our expectations and demonstrated excellent value-added growth.

Beyond the whole-of-cohort positive value-added performance, we also had some outstanding individual results. Chrisovalanti Chindilas achieved the incredible ATAR of 99.1 and was an all-rounder, achieving Band 6/E4 in 10 units, as well as coming 9th in the state in Economics. He has been accepted into the Bachelor of Commerce/Bachelor of Laws double degree at the University of Sydney, and we wish him all the very best. Pratham Gupta also performed exceptionally well achieving an ATAR on 97.3 and gaining acceptance into Commerce/Law at the University of NSW. Nethuli S has accepted a position in a Bachelor of Medical Science at UNSW with an ATAR of 95.25, and Angus O will be commencing his studies in a Bachelor of Computing at the University of Sydney with an ATAR of 95.

We saw some outstanding subject results in the HSC as well, including in Modern History where the cohort exam mean was 9.09 marks above the state mean. Excellent results were also evident in subjects as diverse as Software Design & Development, Engineering Studies and Society and Culture. The accelerated students in particular performed beyond expectations, with those students now having locked away 2 units for the 2021 HSC, and in many cases banking a high Band 6 result. All of our faculties are currently undertaking a detailed analysis of the HSC results for their subjects and amending their planning and programming as a result. NESA provides extremely rich information to schools after the HSC, including a breakdown of cohort performance in each exam, question by question. We have been looking forward to the opportunity to engage deeply with this data for several years and can do so now that we finally have our first HSC results!

### **2020 Year 12 Post School Destinations**

ACU - Biomedical Science

ANU - Accounting and Arts

ANU - BA science

ANU - Double commerce and IT

Apprenticeship Hospitality North Sydney Rag and Famish Pub

Canberra University - BA Information Technology

Currently at College doing Business

Currently doing a little bit of part time work.

Cyber security or digital forensic

Full Time Army

Full time dance course DARGIE Entertainment

Macquarie Uni - BA Security Studies/Masters of Criminology

Macquarie Uni - Bachelor of Human Sciences

Macquarie Uni - Commerce

Macquarie Uni - BA Science

Macquarie Uni - Commerce also working as an all-rounder at Parents Cafe

Macquarie Uni - Cyber Security

Macquarie Uni - BA Policing/Criminology

Macquarie Uni - Double BA Applied Finance/Professional Accounting

Macquarie Uni - Double degree, Psychology and Cognitive Brain Science

Macquarie Uni - Early Leaders and Achievers - Psychology



Macquarie Uni - Masters in Criminology/BA Security Studies

Macquarie Uni - Media and Communications

Macquarie Uni - Medical Science (Research)

Macquarie Uni - Social Science majoring in Psychology

Macquarie Uni - Security Studies

Macquarie Uni - Medical Science

Macquarie Uni - Commerce

Receptionist

TAFE - Intro Electrotechnology

TAFE - Nursing

TAFE Cert 3 in Barbering hoping to get an apprenticeship

TAFE course in Electrotechnology - Ultimo

TAFE Enmore - Foundation Design course

TAFE for Audiometry 2 year Diploma

TAFE Media and Journalism

TAFE Photography

TAFE Ultimo Nursing

Torrens Uni - Commerce/Business

Uni of Notre Dame - Nursing

Uni Wollongong - BA Business/MA Entrepreneurship

University of Newcastle - BA Engineering

University of Southern QLD to do Paramedicine

UNSW - Aerospace Engineering

UNSW - Aviation

UNSW - B Science or Nursing UTS

UNSW - BA Science

UNSW - Bachelors Of Commerce (international)

UNSW - BioMedical Science

UNSW - Commerce/Law

UNSW - Double degree Engineering/Science at UNSW

UNSW - Electrical engineering

UNSW - Landscape Architecture

UNSW - Media Arts

UNSW - Media/Communications & Design

UNSW - Medical Science

UNSW - Medical Science

UNSW - Medical Science

UNSW - Medical Science

UNSW - Music & Film

USYD - Arts/Advanced Studies - Dalyell Scholar With double majors of English and Management.

USYD - BA applied Science exercise and sports science

USYD - BA Science & Advanced Studies

USYD - Computing

USYD - Medical Science - would like to transition into Medicine after undergrad

USYD Commerce/Law

UTAS in Hobart - Maritime Engineering in 2022 - working this year

UTS - Business

UTS - Electrical engineering

UTS - Engineering/Science eventually to do biomechanical engineering

UTS - Flexible 1st year Engineering

UTS - Flexible Engineering degree

UTS - Medical Science

UTS - Diploma in Design and Architecture

Western Sydney Uni - Business

Western Sydney Uni - Diploma in Health Science/Bachelor of Health Science

Western Sydney Uni - Campbelltown - Accounting/Law

Western Sydney Uni - Campbelltown, Law

Western Sydney University - Diploma of Science/Bachelor of Medical Science foundation programs

Working at Reece Plumbing in Chatswood. Full Time

Working in Childcare

Working towards an advanced diploma in Performing Arts - Dance



## Parent/caregiver, student, teacher satisfaction

Parents, caregivers, students and teachers were invited to complete the Tell Them From Me Survey.

2020 was an extremely challenging year for our students and their families due to the remote learning phase that took place over a period of time due to COVID-19. The school received very favourable feedback on how quickly we adapted and responded to the learning and wellbeing needs of our students during this time. Other avenues of feedback that we collected from our community were the LEED survey that was conducted with teachers and students about the teaching and learning in the school. This informed our Situational Analysis and our School Improvement Plan (SIP) for 2021-2024 period. Please see an excerpt from a parent feedback email during the remote learning period in 2020.

Dear Kathy, It's well into the Remote Learning programme and I want to let you know how amazing and professional I think you and all the Cammeraygal teachers and support staff are. We are so impressed with the ease with which the transition has taken place: it is a testament to all the hard work and the amazing dedication and resolve of all of you to get this up and working in a short time to maintain continuity for the students with the least disruption possible. J has taken on going to school in his bedroom with gusto. Because of the live classes and the ability to interact with his teachers and peers in real time, he has maintained his routine, gets up at the usual time and seems to be quite at peace with the new learning situation (notwithstanding his extreme frustration at having no access to a basketball court!). The fact that we can be confident J's education will be so well-supported throughout this stressful time is a source of relief to us. We appreciate that all of you are also greatly personally affected by the current terrible circumstances, with your own concerns about family, health and possibly income of family members, and we are so grateful for your ongoing dedication to your students. I wish you all safety and serenity as we navigate the strange and fearful days ahead.

Since the opening of the school TTFM data has been collected in every year group. This has highlighted the large growing number of students that take part in sporting or extracurricular opportunities offered by the school. This shows that the school offers a wide range of engaging additional activities from P&C sport to debating, public speaking and robotics. Large numbers of students at the school take part in sporting and extracurricular opportunities. In addition, data has revealed that students at the school are focused on tertiary education and value effective teaching and belonging. Student data has indicated that students find their learning time to be effective however, reported that there could be more challenge, improvements in advocacy and an increased sense of belonging. This data has led to the development of school community surveys based on the LEED what works best strategies to further unpack student responses.

The school was selected for the LEED what works best program to help prepare the school for the development of the 2021-2024 SIP. This program presented professional learning opportunities to build staff capacity in data collection, data literacy and use of data to inform evidence-based practices. As part of the LEED program a detailed survey was administered to all staff to reflect on their teaching practices and feedforward what worked best, developing a sense of collaboration and professional efficacy. The data outlined staffs positive perception of their teaching practices as well as areas for improvement that could be managed with the use of literature and research driven approaches such as revisiting and expanding on past professional learning opportunities based on the work from Dylan William and the integration of QTR.

Based on the success of the teacher survey and positive impact on staff's sense of community, belonging and collaboration, a comprehensive student survey (based on the LEED survey) was developed to ascertain feedback on 4 key domains (Lesson Structure and Teaching, Assessment and Growth, Classroom Management, Connectedness and Wellbeing). 85% of the entire student cohort completed the survey and data was analysed highlighting a range of positive factors for each domain as well as areas for improvement.

From the data collected from the student survey, it was apparent that major areas of concern included; incorporating formative assessment, utilising data literacy to unpack and inform teaching practices, school wide consistency to behaviour discipline, explicit teaching around improvement, and transition between both sites.

### Student Voice and Sense of Belonging

Feedback from student surveys (TTFM, student LEED survey) identified that students transitioning between campuses felt a lack of student voice and sense of wellbeing. Based on the unique nature of the school and growth of the senior campus, additional programs, resources and professional learning will be needed to ensure a more positive experience for students transitioning. The implementation of a whole-school mentoring program for 2021 involving every student and all teaching and executive staff aims to develop a greater sense of belonging and connectedness as part of initiatives to address SD3.





# Policy requirements

## Aboriginal Education Policy

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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.

Each assembly or public occasion does perform an acknowledgment to country. The school provides activities for NADOC week each year and during COVID -19 restrictions to assemblies we did provide information on NADOC week at our Zoom assembly that was student run. All staff were involved with a professional learning workshop on the cultural significance of the Acknowledgement to Country. this was facilitated by consultants from the Aboriginal Consultants form the DoE. All teaching staff were able to personalise their acknowledgment to country in line with the taught protocols and the context of our school community. The principal Kathy Melky has used the following acknowledgement to country at our 2020 Presentation Day, in accordance with the relationship between the Cammeraygal descendants and the school community:

'We acknowledge the traditional owners of the land through the naming of the school at which we learn, play and work, Cammeraygal High School.

## Anti-Racism Policy

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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.

Students were involved in a Harmony Day celebration that acknowledged the cultural diversity of the school. The school does facilitate regular anti racist communication across the school and has appointed a teacher as an ARCO (Anti Racism Contact Officer) This involves the ARCO being trained in strategies of reducing and communicating appropriate messages on respectful language and interactions between our students. Students are immediately counselled if there are incidents of racist language being used inappropriately.

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 2020. 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

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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 770 students in 2020 150 students spoke a language other than English at home, representing 49 different linguistic or cultural groups.

In 2020, 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 2020 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)

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### Gifted and Talented programs- Years 7-12.

As part of Cammeraygal high school's ongoing commitment to Differentiated Personalised learning we have identified several initiatives to challenge, extend and engage our gifted and talented learners in a range of activities and programs both in and outside of the classroom. Cammeraygal HS continues to fund a teacher who has experience and expertise in developing high quality Gifted and Talented programs for our students in a differentiated context. These programs often involve students working on a thematic or targeted skilled project that allows for choice and working with a like minded cohort. Some of these programs for years 7-9 have involved working on a scope for an extended period with a presentation to parents, staff and other mentor experts in the chosen field. As mentioned below other highlights of the GAT program have been our ongoing success in state debating across the school and our ongoing engagement with the challenging First Robotics and Lego Robotics competitions allowing our students to collaborate on the design build and operation of robotics technology

### LEARN - PLAN - CREATE -EXPAND

**The Inspire Project** allowed Year 7 students to develop their critical and creative thinking skills as they explored the future of education. Students were asked to consider and evaluate the impact that different educational ideas could have on their learning. For their final project they were able to explore an aspect of education and suggest an idea that they believe would improve the learning of young people.

**The Vision Project** allowed Year 8 and 9 students to develop their critical and creative thinking skills as they explored visionaries from a range of fields. Students were asked to consider and evaluate the impact that visionaries have had on our world. As their final project they were able to explore a visionary of their choice or create their own vision.

### Debating Program and successes in 2020

Despite the challenges of debating remotely, our Cammeraygal Premier's Debating Challenge teams have been busily defending our reputation as a school that punches well above our weight in the debating arena, with our Year 10 team making it to the Grand Final.

The Premier's Debating Challenge has been the most prestigious debating competition for public schools in New South Wales for many generations, since the Teasdale brothers donated a trophy to encourage school debating to flourish way back in 1950. This has been the first time in the competition's long history that students have had to debate using video conferencing technology, without the energy of a live audience seated before them.

To reach the Final, Ellie D, William S, Andrew S, Milana D, Hamish T, and Alexia R have defeated several prestigious selective and semi-selective schools, including North Sydney Girls, Hornsby Girls, Fort Street, Willoughby Girls, Endeavour Sports College, Concord High School, St George Girls, and Merewether HS. To win the Quarter Final and the Semi Final, our Year 10 debaters had to convince a panel of three adjudicators that they had won the debate and they did so convincingly.

Our Year 8 Premier's Debating team also had a highly successful year in debating, making it to the Quarter Finals of the Premier's Debating Challenge. Sydney Atkinson, Chloe Batchelor, Nivriti V, Max N, and Ian B have successfully refuted the arguments presented by Barrenjoey High School, North Sydney Boys, Pittwater High School, Hornsby Girls High School, Blacktown Girls High School and Whitebridge High School, to become Zone and Regional Champions!

It has been a great year for Cammeraygal debaters, who have found great success due to their astute arguments and mature appreciation for the importance of ethics in our modern society. Speaking with clarity, confidence, and concern for our fellow members of society is an essential life lesson and our debaters should be very proud that it is one that have mastered with much success.

### Robotics at Cammeraygal High School

At the start of 2020 the extracurricular cross school robotics club between Cammeraygal High School and North Sydney Girls had evolved to incorporate a range of robotics activities targeting different stages in high school. This robotics continuum now being offered at Cammeraygal High School has allowed students to engage with robotics across all years by introducing Lego robotics (Years 7 & 8), senior FRC (Years 9-12). In additional leadership opportunities within the extracurricular club were made available whereby student mentors from the senior FRC team would coach and support junior Lego robotics teams. Prior to COVID the joint club had 24 members in junior robotics teams (mentored by 6 senior students) and 21 members in the senior FRC team. Both teams were registered to compete in the international regional competitions for 2020, however due to COVID restrictions these competitions and club activities were put on standby. Since the easing of the COVID restrictions the teams have come back together to complete the projects started in Term 1 2020 with graduating students of Cammeraygal High School returning to upskill and teach newer members of the team coding, electronics and engineering strategies that could be used in future seasons.

