

# 2021 Annual Report

## Camden Haven High School



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## Introduction

The Annual Report for 2021 is provided to the community of Camden Haven High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement 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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## School vision

We are an innovative learning community delivering excellence through diverse learning, where all members are actively engaged in achieving their personal best in a safe, respectful and supportive environment.

We will continue to build on and strengthen our school culture by focusing on high expectations for learning, educational aspiration and ongoing performance improvement for all members of our learning community.

The school will provide a challenging, nurturing and caring learning environment that encourages high expectations for success through quality teacher instruction. Our students are all known, valued and cared for and we will strive to have our parents, teachers and community members actively involved with our student's learning. We will provide educational and leadership opportunities, foster personal growth and devote time to supporting all to enhance personal wellbeing within a caring and safe school environment.

We are committed to the pursuit of excellence and the provision of high quality educational opportunities for each and every child in our care.

## School context

Camden Haven High School is a diverse, inclusive, flexible and safe learning environment catering for students from Years 7 to 12 in face to face and distance learning; 720 students attend onsite, and 326 fulltime and 720 single course students who study by distance. Of this, there are 78 Aboriginal and Torres Strait Islander students attending face to face, 72 attending by distance and 8 studying a single course subject. The school has 141 teaching staff consisting of early, mid-career and experienced teachers, with 39 support and administrative staff. While the majority of staff are employed onsite, some staff are employed throughout our distance education enrolment area to support distance learners and supervisors at Learning Hubs each week. They provide an Outreach service and assist students in transitioning back to their home school, other educational institutions, further training or employment.

A broad academic curriculum with strong vocational options, highly experienced teaching staff, varied curriculum options in all stages, high quality creative and performing arts, debating and public speaking, leadership and sporting opportunities are a feature of the school. This is further supported by effective student wellbeing programs, transition programs for entry to and exit from school, and broad individualised career choices are refined to meet the needs of our students. A wide range of co-curricular programs, including concert band, robotics, dance, Show Team, Duke of Edinburgh, public speaking and debating and many sporting opportunities are just some of the options available for students. Parent and community support for the school is strong and the school has been recognised for its achievements and its work in quality teaching and leadership.

In 2020 our HSC student cohort achieved outstanding results with our highest ATAR of 97.70, the best ever result for the school. The Learning Edge program which has been running in the school for six years, provides intensive support to senior students in preparation for the HSC and/or transition from school. The OASIS Wellbeing Centre provides support for small groups and individual students with special and/or additional learning needs. A range of teams operate across the school to develop and implement strategies to engage students and encourage them to participate actively to enhance their learning. Student opportunities are further enhanced by our strong partnerships with the wider community, our community of schools and all schools with distance learners across the state. Locally our students participate in community events such as Australia Day, Reconciliation Week, Anzac Day, Remembrance Day, Iron Man, International Women's Day, NAIDOC Week. Many are also members of community groups and service clubs, scouts, guides, surf life saving, SES and RFS.

Targeted professional learning, across faculty cooperation and our links to the distance education learning communities across the state support our staff and enable close collaboration to ensure quality teaching and learning is delivered to all students. Engagement in learning is ensured through the provision of rich learning experiences which are relevant, significant and planned around the capabilities of individual students and encompass universal, targeted and intensive student needs. The school values of Respect, Responsibility and Doing Your Best, are embedded in all programs, practices and relationships.

## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
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	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

To ensure students grow in their learning through explicit, consistent and research-informed teaching. Teachers will evaluate their effectiveness and adapt their daily teaching practice through quality targeted professional learning.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Highly effective literacy and numeracy practices
- Monitoring and improving progress

### Resources allocated to this strategic direction

**Professional learning:** \$100,000.00

**English language proficiency:** \$2,400.00

### Summary of progress

A cross-KLA **Numeracy Team** was successfully established in Term 3. The team completed Day 1 and 2 of the Leading Secondary Numeracy Course I Blended Learning Professional Learning during Semester 2 2021. This PL supported the Numeracy Team to capture baseline data. This baseline data was used to establish smart goals to improve student numeracy across all years. The Mathematics faculty, in line with the schools' strategic directions, have developed and implemented weekly homework assignments for the top two mathematics classes Years 7 to 10. These assignments aim to build the numeracy skills in students, which can then be implemented across all KLA's. A Smarter Maths subscription was purchased to support staff and students to improve numeracy skills both in class and at home. It was recognised that access to technology is difficult for some students. Next year we will expand the numeracy focus into all KLA's because numeracy is everybody's business. The Numeracy team will provide whole school PL to develop the numeracy knowledge and skills of all staff and therefore we will not simply rely on the Mathematics faculty to carry the load.

The **Literacy Team** coordinated literacy-based programs and met regularly to plan, implement and facilitate the delivery of these programs during 2021. In response to the need to improve student writing and ensure the teaching of writing is consistent and valued across the school, the Hastings Writing Team prepared and delivered PL on PEEL paragraph writing structure and the writing strategies of nominalisation, extending vocabulary and packed noun groups to all teaching staff. The team led and supported the process of embedding these strategies into F2F and DE programs, learning activities and assessments across KLAs. Learning materials were designed and delivered to all Year 8 students to increase both competency and the percentage of students demonstrating expected growth in the areas of reading and writing; pre and post-test data supported this achievement, along with the online Literacy Planet data. Reading data from the Year 7, 8 and 9 Check-In Assessments were accessed in SCOUT and will be, in conjunction with NAPLAN data, used to assess student growth and attainment in this key literacy area. A Year 6 into 7 Transition Literacy Assessment was created and delivered to feeder primary schools to ensure a consistent approach to the formation of 2022 classes. Digital Literacy lessons were delivered to Year 10 students in Term 4 to ensure the development of technological skills and student capabilities during Stage 6 learning. Next year in this team, we will establish the role of a Literacy Coordinator who will deliver high-quality literacy strategies and collect data from faculties to reflect the Hastings Writing and Literacy Teams' initiatives. Resource needs for the Literacy Team will be established in early 2022.

For the **Build Your Teacher Toolkit Team** the following improvement measures have been achieved:

- All teachers were provided with a folder for storing fortnightly teaching and learning strategies in a hard copy. A "how to" bookmark was provided each fortnight to provide guidance for teachers on how to use it.
- All Executive Staff were guided on how to use the teaching toolkit to provide a discussion point in faculty meetings - evidenced by Exec meeting minutes. The Team leader also demonstrated a strategy of cubing to the executive to gain an idea of how to promote discussion and use.
- Survey of staff was completed to obtain base line data on understanding of strategies and use of strategies. This will be

used to guide 2022 planning.

- Canvas course is ready to go as a repository and for examples of strategies in use.

What was hoped to be achieved by forming and operating this team was to expose staff to more strategies for improved teaching and learning in both face to face and DE. What has been achieved is the CANVAS course is there and all staff have a folder of various strategies. Evidence from the survey indicates, however, that there has been limited take up of the strategies by staff at this point in time.

### Progress towards achieving improvement measures

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The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improvement in the percentage of HSC course results in top 3 bands by 1.3% above the lower bound target	What was hoped to be achieved by forming and operating this team was to expose staff to more strategies for improved teaching and learning in both face to face and DE. What has been achieved is the CANVAS course is available to launch and all staff have a folder of various strategies. Evidence from the survey indicates, however, that there has been limited take up of the strategies by staff at this point in time.
Improvement in the percentage of students achieving in the top 2 bands to be above the lower bound system-negotiated target in reading of 18.5%.	Learning materials were designed and delivered to all Year 8 students to increase both competency and the percentage of students demonstrating expected growth in the areas of reading and writing; pre and post-test data supported this achievement, along with the online Literacy Planet data. Reading data from the Year 7, 8 and 9 Check-In Assessments were accessed in SCOUT and will be, in conjunction with NAPLAN data, used to assess student growth and attainment in this key literacy area.
Improvement in the percentage of HSC course results in the top two bands above the lower-bound target by 2.5%.	What was hoped to be achieved by forming and operating the Build Your Teacher Toolkit Team was to expose staff to more strategies for improved teaching and learning in both face to face and DE. What has been achieved is a CANVAS course and all staff have a folder of various strategies. Evidence from the survey indicates, however, that there has been limited take up of the strategies by staff this year and this in part was due to a lack of meetings due to Covid restrictions.
Improvement in the percentage of students achieving in the top 2 bands to be above the lower bound system-negotiated target in numeracy of 21.3%.	The Mathematics faculty, in line with the schools' strategic directions, have developed and implemented weekly homework assignments for the top two mathematics classes Years 7 to 10. These assignments aim to build the numeracy skills in students, which can then be implemented across all KLA's. A Smarter Maths subscription was purchased to support staff and students to improve numeracy skills both in class and at home. It was recognised that access to technology is difficult for some students.
Increase the percentage of students achieving expected growth in numeracy is at or above the upper upper bound target of 64.9%.	The Mathematics faculty, in line with the schools' strategic directions, have developed and implemented weekly homework assignments for the top two mathematics classes Years 7 to 10. These assignments aim to build the numeracy skills in students, which can then be implemented across all KLA's. A Smarter Maths subscription was purchased to support staff and students to improve numeracy skills both in class and at home. It was recognised that access to technology is difficult for some students.
Increase the percentage of students achieving expected growth in reading is at or above the upper upper bound target of 63.8%.	Learning materials were designed and delivered to all Year 8 students to increase both competency and the percentage of students demonstrating expected growth in the areas of reading and writing; pre and post-test data supported this achievement, along with the online Literacy Planet data. Reading data from the Year 7, 8 and 9 Check-In Assessments were accessed in SCOUT and will be, in conjunction with NAPLAN data, used to assess student growth and attainment in this key literacy area.
Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy by 3%.	The Mathematics faculty, in line with the schools' strategic directions, have developed and implemented weekly homework assignments for the top two mathematics classes Years 7 to 10. These assignments aim to build the numeracy skills in students, which can then be implemented across all

<p>Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy by 3%.</p>	<p>KLA's. A Smarter Maths subscription was purchased to support staff and students to improve numeracy skills both in class and at home. It was recognised that access to technology is difficult for some students.</p> <p>Learning materials were designed and delivered to all Year 8 students to increase both competency and the percentage of students demonstrating expected growth in the areas of reading and writing; pre and post-test data supported this achievement, along with the online Literacy Planet data. Reading data from the Year 7, 8 and 9 Check-In Assessments were accessed in SCOUT and will be, in conjunction with NAPLAN data, used to assess student growth and attainment in this key literacy area.</p>
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### Purpose

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To provide equitable opportunity and access to support for every learner through collegial inquiry and enhanced staff capacity in data use and skills.

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data driven practices
- Personalised learning

### Resources allocated to this strategic direction

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**Professional learning:** \$61,000.00

**Per capita:** \$2,500.00

**Socio-economic background:** \$25,000.00

### Summary of progress

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The **Curriculum Team** was formed late in Term 3. We reviewed the current curriculum opportunities in our school and began implementing changes to meet the needs of our students and NESA reporting. We have also begun faculty presentations to provide students and the community with a more engaging delivery platform to inform them of their opportunities in Stage 6. This will be ongoing and extend to Stage 4. The Accelerated Academic Program (AAP) was initiated and students and supervisor and course outline were selected. Assessment and review of this program will be ongoing in 2022. Baseline data will also lead to future improvements and directions. The extension of this program to all Year 10 students and identified Distance Education students is ongoing. Assessment and review of these initiatives will be ongoing.

In 2021 we have re-established the **Indigenous Education Team** and its role within the school. We have appointed specific staff to support our Indigenous students with the introduction of a Aboriginal Education Resource Teacher (AERT) and Aboriginal Education Worker (AEW). As a team we have introduced systems and structures to benchmark, track and monitor CHHS progress in achieving SIP IMPs. Meeting regularly, we have continued to acknowledge and celebrate significant events throughout the year, resources have been collated and cultural programs have been continued, introduced and strengthened to build identity and connections for students, staff, partner schools and community. Indigenous students have been supported with PLPs/ PLASPs and nominate a personal mentor for 2022. Staff professional learning and programs have been identified and planned to improve student achievement and meet 2022 targets.

In 2021 the **Life Skills Team** met on a regular basis to plan and implement improvement to the Life Skills LAs and processes. By the end of 2021 all Stage 5 Modified, Themed, Life Skills Learning Activities have been written, mapped against Life Skills Syllabuses, edited, checked and published. Resources used to achieve this was the employment of an external writer who oversaw the process from beginning to final product. Evaluation of these resources started with a trial through the Oasis Learning Centre and early indications have been positive. At this stage, there have been only two students placed on the program in 2021. The team was consulted about designing a consistent format for DE Life Skills Learning Activities. Once the format was agreed upon, the team then planned to edit their faculty's Stage 5 LAs by the end of Term 3, 2021. This was achieved by employing casual teachers. The evaluation will come in 2022 when students complete their learning activities.

This year the **HPGS Team** was able to facilitate the construction of a Literacy and Numeracy Test for all Year 6 students. The testing of the entire cohort, excluding students intending to go to non-government Education, meant that the Transition coordinator was able to accurately stream the classes for Year 7. Previously, testing has only given one valid class, the top class, with a mildly valid second class. This test ranked all Year 6 allowing for the establishment of classes with a narrow range of abilities, each class being only spread by approximately 10%. Once the classes were established Year 6 teachers were consulted with only three changes suggested. This showed strong validity in the process when only a small fraction of students were misplaced. In future, students should be made more aware of the importance of the test for their class placement. This will hopefully encourage a greater effort and improved results as they compete for higher placement.

The **Positive Behaviour for Learning Team's** (PBL Team) role is to support student and staff in creating a positive learning environment focused on teaching and learning. In 2021, we focused on non-classroom settings, such as the

playground, with the goal of creating a more settled environment. Through presentations to staff and students, we were able to clearly communication expectations around issues like in bound areas, use of toilets, use of mobile phones and arriving to class on time. Although progress was hindered by COVID lockdown and the uncertainty that came with that, we were still able to generate a positive effort across the school.

## Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Commence moving the school's curriculum provision and evidence-based teaching practices from Sustaining and Growing to Excelling, by providing a high expectations framework, within which all students will effectively develop their knowledge, understanding and skills.	The establishment of the Curriculum Team has started the process toward moving the school's curriculum provision and evidence-based teaching practices from Sustaining and Growing to Excelling. The team has worked on a high expectations framework, within which all students will effectively develop their knowledge, understanding and skills and the school will monitor and review its curriculum provision to meet the changing requirements of the students.
Improve the number of teachers who access and engage in professional learning to build skills in the analysis, interpretation and use of student progress and achievement data by 5%. Improve the number of teachers who contribute to gathering and analysing data, help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension by 5%.	Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future directions. The school currently rates itself at Sustaining and Growing. Some teachers accessed and engaged in professional learning that build skills in the analysis, interpretation and use of student progress and achievement data. These same teachers contributed to gathering and analysing data, helped promote consistent and comparable judgement of student learning, monitored student learning progress, and identified skill gaps for improvement and areas for extension.
Increase the number of all staff who participate in professional and community networks and forums to achieve and maintain the Australian Professional Standards to 70%.	The AITSIL High Quality Professional Learning Cycle is a continuous learning cycle to keep teachers on track throughout their professional learning journey. Teacher quality at the very centre of learning and professional learning communities (PLCs) are an approach to enable groups of teachers to work collaboratively to improve student outcomes. Currently teachers in every faculty work together to research, plan and design effective teaching strategies and programs, and engage in professional dialogue to evaluate and modify teaching strategies and programs. Unfortunately the Covid pandemic limited staff involvement in professional and community networks in a face-to-face forum, but increased teacher participation via online platforms.

## Strategic Direction 3: High expectations and continuous improvement

### Purpose

To create high expectations and a continuous improvement culture that promotes achievement, attendance and fosters wellbeing. To provide opportunities for all learners to engage in their own development and enquiry to improve practices.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Belonging and connectedness
- Leadership

### Resources allocated to this strategic direction

**Aboriginal background:** \$170,000.00

**Socio-economic background:** \$220,000.00

**Professional learning:** \$18,000.00

### Summary of progress

The beginning of the 2021 school year saw the introduction of a Head Teacher **Attendance & Engagement**. The HT A&E led a team that worked collegially and effectively to identify areas for improvement and develop detailed operating systems and processes along with a range of strategies, programs and initiatives specifically targeting an increase in the attendance, retention and engagement of students at CHHS. Unfortunately, 2021 was significantly impacted by floods and COVID-19 which has impeded the launching and evaluation of CHHS attendance initiative which consistently rewards >90% attendance, absentee procedures which outline a whole school approach at effectively managing and supporting students below 90%, detailed truancy processes and a range of engagement programs to be implemented in 2022 including the Targeted Sports Program and Accelerated Academic Program. In summation, 2021 saw the development of detailed systems, processes and engagement activities that were unable to be implemented due to floods and COVID-19, however, the team is ready to implement all attendance and engagement strategies at the beginning of 2022. In saying this, we have identified a pleasing and steady increase in student attendance above >90% from 250 students in 2018 to 484 in 2021.

2021 saw several challenges for the **Student Wellbeing Team**. Term 1 saw some of the worst floods in our local history affect the area. Many of our students and families lost homes and possessions. The Wellbeing Team worked tirelessly to provide food, supplies, clothing, furniture, bedding and appliances to those worst affected. We held a BBQ's and clean-up assistance days on weekends and provided students who lost possessions with school supplies and uniforms. We also assisted with and initiated fundraising drives. In Term 3 CHHS became an eSmart Accredited school, after two years of extensive work by the wellbeing team in updating antibullying policy and procedures, reporting proformas and bullying flowcharts. This was celebrated with a whole school assembly to introduce our new anti-bullying policy on the National Day of Action Against Bullying. Students then participated in signing an antibullying pledge and fun activities focussed on the central theme of 'We Care'. Lockdowns during the COVID-19 pandemic caused a lot of stress and anxiety for staff, students and parents. The wellbeing team engaged in providing routine phone calls, zoom meetings/lessons, modified learning packages, Google Classrooms and technology/equipment to parents and students, particularly those with high support needs. By maintaining weekly contact and support we were able to make home schooling more accessible for students with high support needs. This routine communication also had parents and students prepared for transitioning back to on site learning.

Students and staff have begun to utilise our School Social Worker, James Hinchcliffe. James joined the Wellbeing Team towards the end of 2020 and has given valuable insights and perspectives to team meetings. He has been busy throughout the year providing support, on-the-spot-counselling and mentoring to students as well as linking families with relevant outside services and agencies.

Due to low membership, the **Staff Wellbeing Team** amalgamated with the student wellbeing team, operating in a very vibrant, innovative, creative group. We provided a very in-service, focusing on developing, knowledge skills and practice with very practical tools including our WE CARE value, setting priorities in work and career, the different hats we wear, stress on the brain, departmental policy, procedures and links where staff can find support. Staff were surveyed to evaluate their sense of wellbeing, exposing five key focus areas of need. Building a "we care culture", addressing staff bullying, improving, prioritising collaboration and consultation of key initiatives, beginning and casual teacher induction

process and targeting staff recognition and encouragements. COVID has a significant impact on the range of programs we can offer. Staff were also surveyed for individual, faculty and whole school wellbeing programs already available. These were found to be over 80 programs with the need for additional whole school activities.

The **Positive Behaviour for Learning** Team's (PBL Team) role is to support student and staff in creating a positive learning environment focused on teaching and learning. In 2021, we focused on non-classroom settings, such as the playground, with the goal of creating a more settled environment. Through presentations to staff and students, we were able to clearly communication expectations around issues like in bound areas, use of toilets, use of mobile phones and arriving to class on time. Although progress was hindered by COVID lockdown and the uncertainty that came with that, we were still able to generate a positive effort across the school.

The core focus of the **Merit Team** is through the Step-Up Merit System and School Cup process. The Team promotes and encourages staff to reward students who 'Step Up' their behaviour by following the Positive Behaviour for Learning core values of Respect, Responsibility and Doing Your Best. The Team developed a tangible award of Bronze, Silver and Gold to recognise student achievement based on Step Up points accumulated over the year. In addition to individual recognition, all Step Up points and participation points from school sporting events are tallied and contribute towards the annual House Cup Trophy. The top 60 students in the winning House are rewarded with a Rewards Day excursion in Term 4. Unfortunately, due to COVID-19 restrictions, the 2021 Rewards Day was cancelled.

This year the **Technology Team** met twice a term. We looked at the hardware and software throughout the school (F2F & DE). We also looked at Millennium and DEMS and Canvas requirements and what was happening with each of these throughout the year. In 2021 we rolled out new equipment throughout the school. Laptops were upgraded in several trolleys. During Covid, students who needed technology to work from home were issued with a laptop and it was then returned when school returned back to its usual mode of learning. The Gym was established and as a result we installed a switch and cabinet to have the network available in the room. We would have liked to install more equipment throughout the year but due to Covid and the inability to purchase computers we could not meet these goals. More security cameras were installed throughout the school. We also conducted an audit for RAG (Rural Access Gap). This was then developed into a plan where each learning space will have an interactive display installed in 2022.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Decrease the percentage of students attending < 60% of time in distance education.	The DE Best Practice Team streamlined systems and processes to improve student engagement and learning and, in turn, attendance. Teacher consistency of recording items which constitute attendance, saw an increase in student attendance. Stage 4 students were expected to attend fortnightly online group lessons which also saw improved attendance for the students involved; sometimes up to 90% improvement for selected students.
Increase the proportion of the students attending > 90% of the time in the face to face setting by 10%.	2021 saw the development of detailed systems, processes and engagement activities that were unable to be implemented due to floods and COVID-19, however, the team is ready to implement all attendance and engagement strategies at the beginning of 2022. In saying this, we have identified a pleasing and steady increase in student attendance above >90% from 250 students in 2018 to 484 in 2021.
Increase the proportion of students reporting expectations for Success, Advocacy and Sense of Belonging at school by 5%.	In Term 3 CHHS became an eSmart Accredited school, after two years of extensive work by the wellbeing team in updating antibullying policy and procedures, reporting proformas and bullying flowcharts. This was celebrated with a whole school assembly to introduce our new anti-bullying policy on the National Day of Action Against Bullying. Students then participated in signing an antibullying pledge and fun activities focussed on the central theme of 'We Care'.
Increase the number of Aboriginal students attaining the HSC whilst maintaining their cultural identity to 30% of the cohort.	Indigenous students have been supported with PLPs/ PLASPs and nominate a personal mentor for 2022. Staff professional learning and programs have been identified and planned to improve student achievement and meet 2022 targets.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$680,382.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Camden Haven High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students being supported to access the curriculum and provide wellbeing opportunities for students with a disability.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To maintain funding into 2022 which will be ongoing through student PLPs and PLASPS and partnerships with parents and key stakeholders.</p>
<p>Socio-economic background</p> <p>\$755,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Camden Haven High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Belonging and connectedness</li> <li>• Data driven practices</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement the Learning Edge to support identified students with additional needs</li> <li>• engage with external providers to support student engagement and retention</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• supplementation of extra-curricular activities</li> <li>• engage with external providers to support student engagement and retention</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The allocation of this funding focussed on the implementation of a team to provide staff with innovative and effective teaching strategies to engage students, and the provision of staff to support student learning in Stage 6 via the Learning Edge program.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To maintain these effective programs to continue to support all students in their learning and engagement.</p>
<p>Aboriginal background</p> <p>\$172,600.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Camden Haven High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p>

<p>Aboriginal background</p> <p>\$172,600.00</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Belonging and connectedness</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• employment of specialist additional staff AERT and AEW to support Aboriginal students</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Outstanding support for our Aboriginal and Torres Strait Islander students by providing and AERT and an AEW, programs to support culture and the release of staff to create PLPs in a collegial and caring manner.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To maintain this level of support for our Indigenous students, maintaining and providing a valuable connection to country and programs to enhance student engagement and links to culture.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Camden Haven High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly effective literacy and numeracy practices</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• To purchase resources for staff to use in the delivery of support to targeted students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The collection of some innovative and engaging resources to support targeted students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue to update resources on a regular basis to maintain student interest, engagement and ability.</p>
<p>Low level adjustment for disability</p> <p>\$329,000.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Camden Haven High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention Quicksmart, to increase learning outcomes</li> </ul>

<p>Low level adjustment for disability</p> <p>\$329,000.00</p>	<p><b>The allocation of this funding has resulted in:</b> The provision of staffing and programs to provided intensive support for students with a disability and / or learning needs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To maintain this provision of staffing to ensure that all students with a disability are provided with support and access to the curriculum and wellbeing structures.</p>
<p>Location</p> <p>\$23,000.00</p>	<p>The location funding allocation is provided to Camden Haven High School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> <li>• incursion expenses</li> <li>• student assistance to support excursions</li> <li>• technology resources to increase student engagement</li> </ul> <p><b>The allocation of this funding has resulted in:</b> An equitable provision of funds to enable all students to participate in all school activities to that no student was disadvantaged.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To maintain this provision of funds to enable all students to participate in school activities irrespective of socioeconomic background.</p>
<p>COVID ILSP</p> <p>\$320,000.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in:</b> An outstanding intensive learning program which caters for students from Years 7-10 in Literacy and Numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To maintain this program as it is extremely beneficial to student learning.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	535	541	519	511
Girls	506	502	496	512

### Student attendance profile

School				
Year	2018	2019	2020	2021
7	86.8	91.2	92.4	88.1
8	85.3	87.9	88.9	82.6
9	83.1	86.8	87	80.8
10	81.2	84.7	88.6	77.6
11	84.4	85.8	86.1	74.5
12	87.3	87.1	91.1	84.2
All Years	84.5	87.5	89.1	81.3
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

### Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

### Management of non-attendance

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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	6	8	8
Employment	12	14	26
TAFE entry	8	4	16
University Entry	0	0	34
Other	0	2	2
Unknown	0	5	14

### Year 12 students undertaking vocational or trade training

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51.89% of Year 12 students at Camden Haven High School undertook vocational education and training in 2021.

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

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47.6% of all Year 12 students at Camden Haven High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	21
Classroom Teacher(s)	110.9
Learning and Support Teacher(s)	1.9
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	23.49
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	5,289,226
<b>Revenue</b>	24,305,946
Appropriation	23,943,840
Sale of Goods and Services	118,303
Grants and contributions	187,159
Investment income	1,154
Other revenue	55,490
<b>Expenses</b>	-24,639,787
Employee related	-21,403,661
Operating expenses	-3,236,127
<b>Surplus / deficit for the year</b>	-333,841
<b>Closing Balance</b>	4,955,384

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

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	680,382
<b>Equity Total</b>	1,260,066
Equity - Aboriginal	172,689
Equity - Socio-economic	755,623
Equity - Language	2,400
Equity - Disability	329,354
<b>Base Total</b>	8,134,351
Base - Per Capita	282,410
Base - Location	23,072
Base - Other	7,828,869
<b>Other Total</b>	12,128,707
<b>Grand Total</b>	22,203,506

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

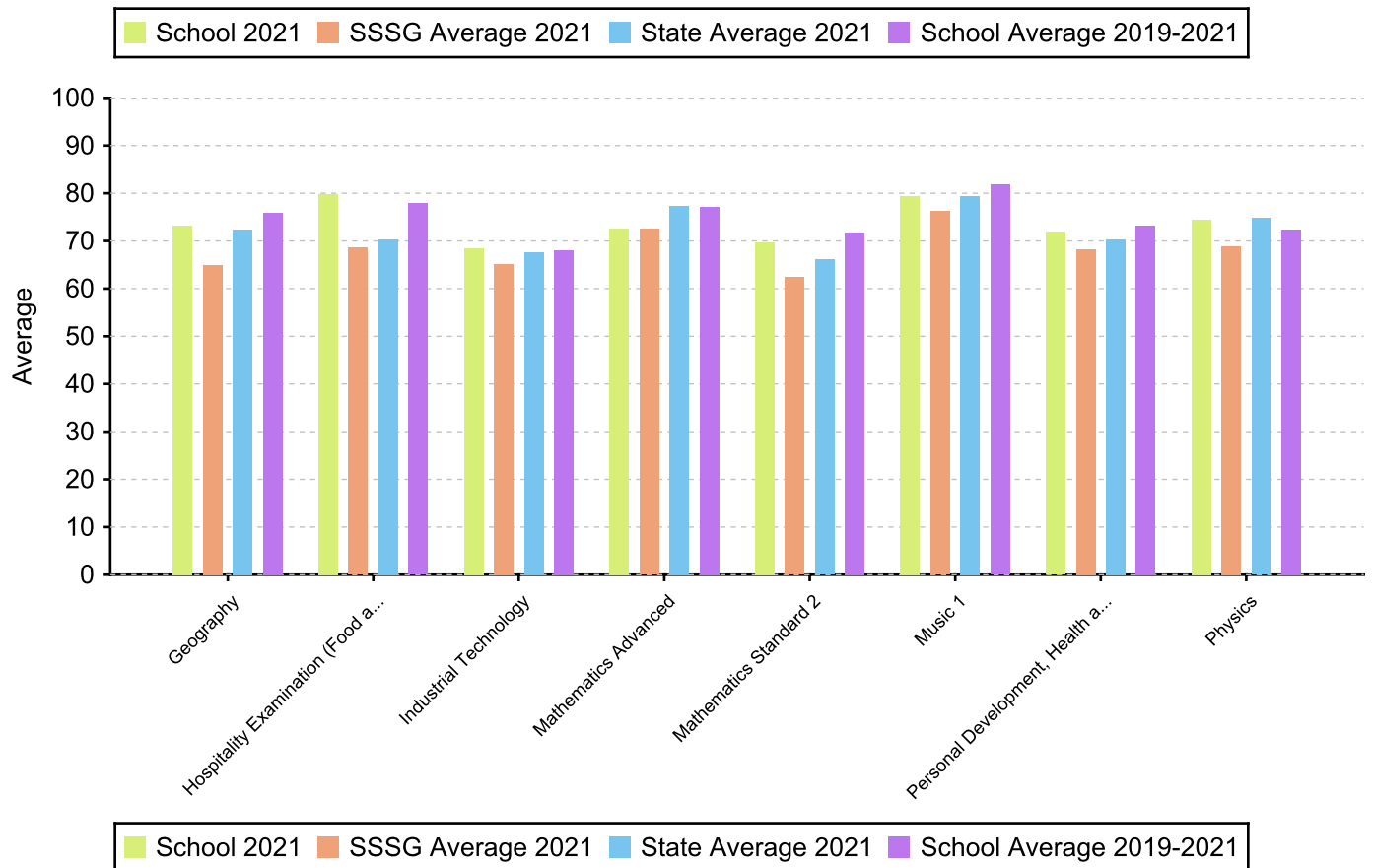
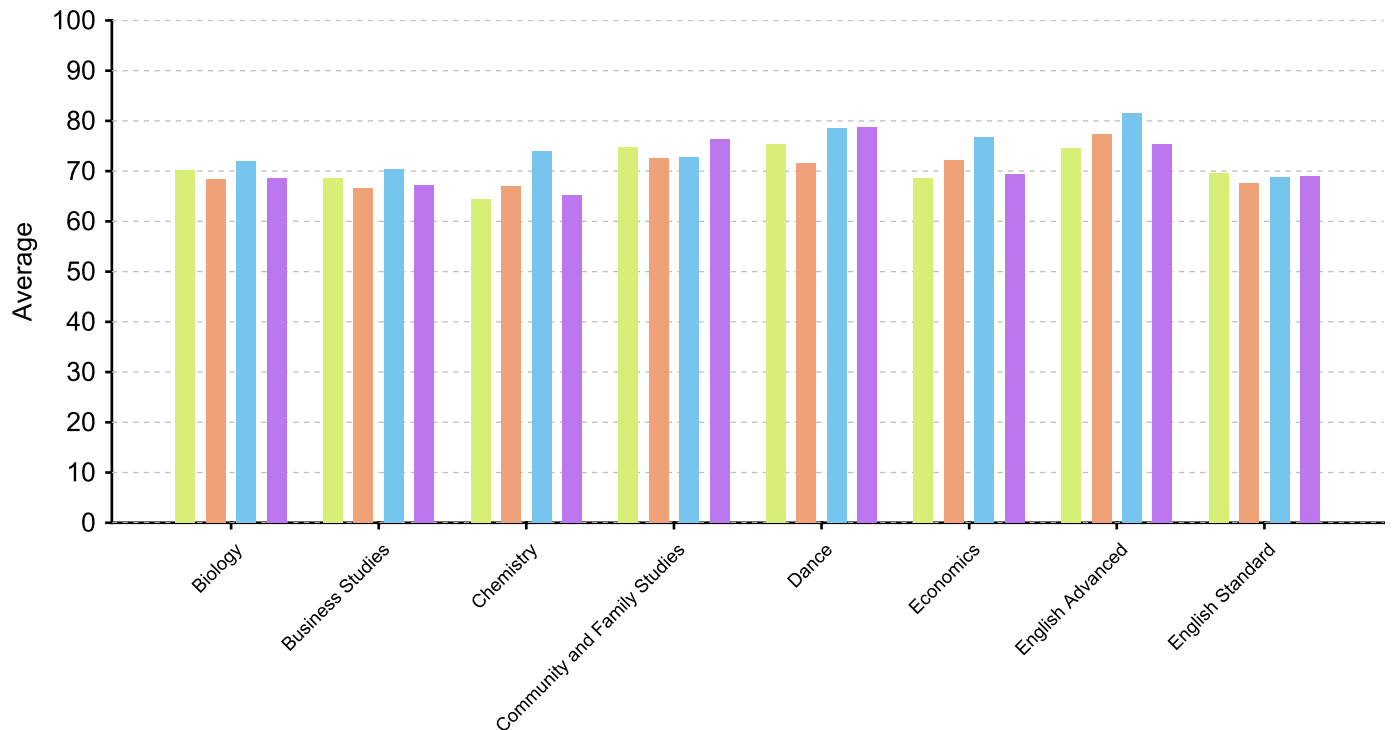
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

## 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.



<b>Subject</b>	<b>School 2021</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2019-2021</b>
Biology	70.1	68.4	71.9	68.5
Business Studies	68.6	66.6	70.4	67.1
Chemistry	64.5	66.9	74.1	65.2
Community and Family Studies	74.8	72.5	72.7	76.3
Dance	75.3	71.5	78.6	78.8
Economics	68.5	72.1	76.7	69.3
English Advanced	74.6	77.3	81.4	75.4
English Standard	69.6	67.6	68.8	69.1
Geography	73.2	65.0	72.4	75.9
Hospitality Examination (Food and Beverage)	79.8	68.6	70.3	77.9
Industrial Technology	68.4	65.2	67.7	68.1
Mathematics Advanced	72.6	72.5	77.4	77.1
Mathematics Standard 2	69.7	62.4	66.1	71.7
Music 1	79.4	76.2	79.4	81.8
Personal Development, Health and Physical Education	71.9	68.3	70.3	73.2
Physics	74.5	68.9	74.8	72.4

## Parent/caregiver, student, teacher satisfaction

The school sought the opinions of students, parents and staff using The Tell From Me (TTFM) surveys. Strong data from the TTFM indicates there is a sense of positive wellbeing for students at the school, in belonging, relationships and the learning environment. The effectiveness of the implementation of Positive Behaviour for Learning (PBL) indicate a decline in negative behaviours and indicate that the majority of students at the school demonstrate positive behaviours towards school and learning.

TTFM data also indicates that students believe that learning time is effective and classrooms are positive learning environments which indicates the support both staff and students receive from consistent application of the Expected Behaviours. Parents are also aware of this initiative and support the school in their implementation of PBL.

Effective communication between the school, students, parents and the wider community forms the foundation in developing and maintaining partnerships. The school uses a range of communication methods to keep our families and the community and our partner schools updated and well informed. These include our website, Facebook page, newsletters and SMS messages.

Parents have confirmed that staff at the school provide support for students and they encourage and support their children to engage fully in the educational experiences offered by the school.

The staff are committed and diligent and very supportive of school initiatives and the school plan. This is evident in the academic results, recognition of student success and extra curricular activities for all year groups.



# 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.

## Anti-Racism Policy

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.



The Paper Crane - a symbol of peace