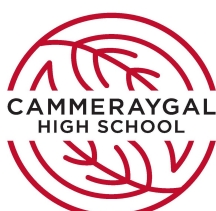


# 2021 Annual Report

## Cammeraygal High School



Cammeraygal High School Principal Kathy Melky with Sarosh Khan, Chloe Tizawa-Lim, Sebastian Tan and Susie Pretty. Picture: John Appleyard



EMPOWERED  
TO ACHIEVE

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# Introduction

The Annual Report for 2021 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 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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Cammeraygal High School

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Cammeraygal High School commenced the 2021 school year in its seventh year of operation, ambitiously embarking on our second cohort to do the HSC exams and had a student population of 850 students. The term saw the commencement of the 2021-2024 School plan which aimed to improve in the following areas across the school between 2021-2024

### **Strategic Direction 1: Student Growth and Attainment in Literacy, Numeracy and Reading.**

### **Strategic Direction 2: Teacher Evaluative Practice**

### **Strategic Direction 3 Cultural Cohesion & Transition.**

These three strategic directions will continue to form the basis of our planning, teaching, learning, and well being across the Senior and Middle School campuses. Throughout this report we provide feedback on the progress made in these areas, whilst always considering the whole student's social/emotional needs.

The school year started off extremely positively as we began to resume 'normal' activities after the disruptions of the 2020 school year due to COVID-19. We managed to run all three carnivals including, Swimming, Athletics and the Cross Country in term 1 2021. Other community highlights included, the Welcome Drinks run by our P&C at the start of term 2..Our staffing operation was also completed in term 1 with employment of additional teaching, administration and support staff. This allowed the school to offer a broad and rich curriculum to Years 7-12

In June 2021, we experienced unprecedented challenges in the school year due to the impact of the extended lockdown due to the COVID-19 pandemic . Whilst all schools experienced similar challenges, we were extremely proud of how the whole school community rallied together to support all of our students during this time. We are especially proud of our Year 12 2021 cohort who had to manage 11 weeks of their HSC in lockdown. This was made all the more stressful by them constantly having to pivot based on whether the HSC exams would take place or not. The finalisation of dates and details for their written and practical exams were constantly being revised as the lockdown continued . All other year groups and teaching staff were also impacted, as the google classroom became their meeting place each day to engage with their learning on zoom.

Cammeraygal High School recommenced an outstanding Remote Learning program that saw most of our students remain engaged and supported during this unusually challenging time at school. We were all extremely pleased to return to 'face to face' learning after the lockdown and to be able to reintroduce some activities welcoming our students and staff back onto school grounds. Our Parent community were extremely supportive during the lockdown and on our return to school in term 4 2021 .The Cammeraygal High School P&C association maintained continuity with our P&C meetings being held via zoom during this time. Our parent/caregiver community expressed support and gratitude to our teachers for their ongoing commitment to student learning and wellbeing during this time. As a community we certainly came together during this extremely challenging time. We are all extremely acknowledging and grateful to our students, staff, and our parent/caregiver community for their care and commitment to our school community.

After lockdown , we did manage to celebrate student achievement at both the Year 12 Graduation and the Presentation Day in 2021. These events were restricted , but allowed us to continue our acknowledgment of academic, creative and sporting achievement across the school in Years 7-12. Despite these challenges, the school continued to develop our strengths in areas such as debating and public speaking with some outstanding results by our students at a state level in both of these areas.

Student voice continues to be a huge focus of our 2021-2024 School Plan and we maintained a strong focus on this area via surveys and feedback from our student body in 2021. Our student leaders were influential in informing the school of changes that needed to occur both during the lockdown and on our return to school. They continue tp provide the school with feedback on what works best in our classrooms and in the wellbeing spaces in our school.

Overall in 2021, we endured the challenges and we continue our development as an outstanding comprehensive school that will meet the needs of all students who attend here. The holistic education provided by Cammeraygal High School allows our students to leave school in Year 12 with the best preparation for their post school journey.

This Annual Report allows our community to examine the school's progress on all facets of the school in 2021. We also celebrate and acknowledge the outstanding achievements of our students in a range of different learning, sport and wellbeing programs in which they have excelled. The report is only a snapshot of our achievements and development in 2021. It certainly does not reflect the depth, creativity and generosity of this wonderful school community that is Cammeraygal High School.

**Kathy Melky**

**Principal**

### **P&C Contribution to Cammeraygal High School Annual Report 2021**

2021 really tested the resilience and adaptability of every member of the Cammeraygal High School Community and the P&C endeavoured to play its part in supporting the school and our families through yet another year of dealing with the challenges presented by Covid.

We continued to hold regular meetings throughout the year on Zoom which were incredibly well attended by teachers and parents alike. These provided a very valuable opportunity to stay connected as a community and to hear important updates from the school. The P&C continued to support wellbeing activities for students and to provide wellbeing resources to parents and carers. We facilitated P&C sport to continue as and when we could and supported the purchase of new equipment. We did what we could to acknowledge the extraordinary efforts of Cammeraygal staff to adapt to an extended period of online learning when every household became a classroom and new ways to keep students engaged and motivated to learn had to be found and tested. We even managed to hold one social event for the year on the senior campus which provided an important opportunity for parents new to the school to meet each other, their P&C representatives and the very large cohort of teachers who joined us for the evening.

The P&C continued to have a very strong, respectful and collaborative relationship with the Principal Kathy Melky, her executive team, the teachers and staff. Their level of professionalism, care and unwavering commitment to our children was extraordinary during 2021 and so greatly appreciated.

We congratulate all students and the teachers who guided their learning for their wonderful achievements during 2021 and in particular year 12 who prepared for and then sat their HSC exams under the most difficult set of circumstances imaginable. The leadership and grit this group of young people role modelled for younger students and the wonderful results they achieved is a source of great pride. We were delighted to have one of the school captains join us at our final P&C meeting for the year to present a very compelling case for supporting the purchase of an outdoor table tennis table as an enduring gift from 2021 Year 12 to the school which we were happy to do!

Along with the challenges 2021 entailed, it was also the cause of a remarkable period of learning for us all. We will be forever shaped by the experience we shared as a school community during 2021 and it will prepare us to go from strength to strength into the future.

**Megan Salmon P&C President**

## Message from the students

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### **Message from Senior School Captains**

2021 was a strange year. The first half of the year ran accordingly, with much accomplishment and success as it was thought that we had finally passed the peak of the COVID-19 pandemic. We held swimming, athletics and cross-country carnivals with some of our exceptionally talented sporting students making it to zone and state level competitions. The CAPA faculty ran a successful music night in late Term 2 showcasing our music students and extracurricular ensembles. Our P&C extra-curricular sporting clubs were seeing great results with wins posted by our netball, basketball, tennis and soccer teams. Our student leadership team hosted a Prefect Afternoon Tea inviting several schools across Sydney, organised Harmony Day, and a very successful Student vs Teacher netball game. Our school spirit was definitely on a high as we headed into Term 3.

However, during the winter school holidays in July we went into lockdown, and it was not until the end of October in Term 4 that we returned to school. Our school was presented with difficulties which we had faced in the previous year, along with new and more complex challenges as we headed towards the Year 12 trials and HSC. Cammeraygal High School's teachers, students and families responded with great resilience and perseverance in a time that was so challenging for so many. Our school community was able to stay connected. Classes were hosted over Zoom and Google Classroom, and we were still able to run our full school assemblies. Our year 12s demonstrated flexibility and tenacity as they dealt with online trials, as did our year 11s with the Preliminary exam period. While in lockdown, the Prefect body also established the Prefect Instagram page which allowed our school community to connect with each other through a social media platform. The page included motivational tips and advice, fun activities like trivia and highlighted the "isolation" lives of our students and teachers.

Getting back to school in Term 4, many students and teachers faced an exciting yet unnerving time. We had a new team of prefects and school leaders. The new normal was established. We socially distanced, wore masks, and the segregation of years was put in place. While these COVID measures were sometimes difficult, we did our best to comply for the safety of our school and the broader community. With the support of teachers, parents, carers and the school community, our graduating Year 12 students were able to complete their HSC exams and our Year 11 students began

their HSC year smoothly. Our new Prefect Body began their leadership journey and raised awareness and funds for Share the Dignity.

2021 was a disrupted and challenging year for all, but we learnt to become more flexible and resilient. We learnt the importance of being connected. Cammeraygal High School's teachers, students and families navigated this year with patience, persistence and compassion. 2021 was a year to remember.

### **Sebastian Tan and Chloe Tazawa-Lim**

#### **Message from Middle School Captains**

Being in Year 8 in 2021 meant we were already used to the rhythms of school in person and online. This made the long time period of lockdown and isolation less confusing, but still tiring and strenuous. Once we were back in person in term four, school began to form its new normal. Lots of student support was put in place, along with safety measures to look after everyone's wellbeing. This combined with the graded maths's classes for year 8s really helped students get back on track after COVID. Our teachers really did everything they could to help us get back into the swing of things. In particular they provided extra extensions and help on assessment tasks to bring us up to speed and avoid us feeling overwhelmed. To keep our two campuses connected, Cammeraygal utilised Zoom within the in-person environment to hold full school assemblies. The SRC from all years got a chance to host these assemblies even though we weren't all in the same room. Other clubs such as the Bands and Knitting Club also used Zoom to keep running while keeping us all covid safe. In term four we also had a Presentation Day where we recognised the exceptional work and achievements that students had accomplished in 2021. We were also able to go ahead with Year 7 Orientation Day. This was a huge success and allowed this year's year 7's to get a glimpse into school before starting in 2022. Earlier in the year we also had the opportunity to hold a parent information day and the SRC were able to lead parent tours of our school as well. In September we had 'R U OK day' which is a day all about mental health. This was such an important and positive day, especially after the tough year we had all faced together. Last year's 'R U OK day' seemed more important than ever. Checking in with others, sharing our emotions and seeing that we weren't alone was such a powerful tool to help us get through to the end of the year. Finally when the end of year came, the teachers put on a sausage sizzle while we collected our end of year reports. This was a highlight of the year, all of us on the green, eating food, laughing, talking and bonding together. The whole year had been hard but it led us to that special moment. We got through 2021, we did it together and that is something that we will never forget.

### **Lucy Fulcher and Aidan Pearson**



Captains and Prefects 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'.

## 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 2021 the years 7, 8 and 9 cohorts are enrolled on the Pacific Highway site with years 10, 11 and 12 on the West Street site with an enrolment of approximately 850 students in 2021.

The school will be maintained as a coherent dual 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 experiences 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.

Cammeraygal is committed to continually improving effective classroom practices with staff professional learning being the key to ensuring this. Effective differentiation to ensure the learning needs of all students are being met has been a focus of professional learning at the school since 2015 to ensure diverse mixed ability classes where all students thrive.

In 2020 a comprehensive Situational Analysis was conducted which identified the key areas for future development. A continued focus on the explicit teaching of literacy skills, specifically writing, will allow our students to demonstrate higher levels of growth on external measures such as NAPLAN and the HSC. This will be enhanced by a shared, whole-school approach to the teaching of literacy that will be evident in all classrooms from Stages 4 to 6. The school will also build the skills of all teachers in evaluative practice and data literacy in order to further improve the quality of teaching in every classroom and to enhance engagement and rigor amongst all learners. This will be reinforced by embedded professional learning communities which will allow for the sharing of best practice across all KLAs.

Cammeraygal will also, as a two-site school, continue to focus on cultural cohesion and transition to ensure that a consistent and unifying approach is evident in wellbeing and learning programs. Maintaining a cohesive school culture is vital to ensure that all students feel a sense of belonging to the school and this will be achieved through the development of the Cammeraygal Code and the inclusion of a mentoring program to ensure that every student feels known, valued and cared for.



Middle School Captains with Deputy Principal, Peter Barraclough

## 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	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	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

Our purpose is to ensure students grow in their learning through explicit, consistent and research-informed teaching. Our teachers will utilise explicit curriculum learning continuums to establish and work towards aspirational expectations of learning progress for all students.

### 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.

- KLA Specific Literacy Strategies
- Lifting Numeracy Strategy
- Learning Goal Mentor Teacher
- Strengthening Mathematics Stage 4 & 5 program

### Resources allocated to this strategic direction

**Professional learning:** \$12,813.36

**Low level adjustment for disability:** \$40,600.00

**Integration funding support:** \$63,000.00

**Socio-economic background:** \$13,371.97

### Summary of progress

#### NAPLAN TOP 2 BANDS

The 2021 NAPLAN Numeracy results in the top bands were below expectations. In response to this, our 2022 plans have been updated to include several new initiatives which increase the focus on teacher and student preparation for NAPLAN Numeracy and reading.

Implications:

- Teaching programs and class resources have been reworked to provide more revision of Stage 4 mathematics content, and increased exposure to NAPLAN style Numeracy problems.
- Numeracy expert allocated in 2022 to work with the Mathematics faculty and other KLAs to unpack previous NAPLAN data in greater depth, focusing on top two band style questions. It is noted that our students have been able to do the mathematics required to solve problems in the top two bands, however, more work needed to be done in explicitly teaching the skill of deconstructing the more complex questions.
- In 2022 Cammeraygal High School will roll out the Reading Revolution program, which is designed to foster evidence-based best practice with reading strategies.
- A literacy expert will work across all KLAs to ensure each faculty has developed reading-specific assessment for/of/as learning. This will include high impact teacher professional learning on reading and comprehension.
- By Week 7 of Term 2 (2022) all faculties will have collaboratively devised reading tasks, with the aim to lift student attainment in the Reading domain in NAPLAN.

#### HSC ATTAINMENT

A strong focus of our 2021 professional learning was developing data literacy among our staff and encouraging evaluative practice across all faculties. Each faculty with an HSC course in 2020 conducted a detailed guided analysis and met with the Deputy Principal and Principal to evaluate the results and determine areas for growth in teaching and learning programs. These adjustments were made in all faculties, and significant growth was then demonstrated in identified areas. For example, results in Advanced and Standard English, in particular in Module C., went from being below state average to significantly above as a direct result of an overhaul of programming and teaching in that area.

Implications:

- All curriculum faculty teachers engaged with SCOUT and NESA data from the 2020 HSC results to contribute to a detailed analysis of the effectiveness of teaching and learning programs and make adjustments for 2021. Teachers will continue to conduct deep analysis of HSC results each year and amend programs and teaching strategies accordingly, leading to further growth.

#### NAPLAN EXPECTED GROWTH

The NAPLAN Numeracy and Reading growth targets were not achieved in 2021. Comprehensive data item analysis of

the NAPLAN Numeracy results was conducted to inform our 2022 Numeracy and Reading focused projects. Factors to improve preparation for the NAPLAN texts were also analysed, resulting in strategic and tactical changes in the scheduling of student activities in our 2022 school calendar.

#### Implications:

- Numeracy expert allocated in 2022 to work with the Mathematics faculty
- Continuous formative assessment using NAPLAN focused resources will be embedded in the teaching and learning cycle in Year 8 and Year 9 Mathematics classes to ensure students and teachers are working in partnership to maximise student attainment in numeracy.
- Continue refining the Year 8 Mathematics FAST program to provide additional challenge students.
- Implement a new Year 9 Mathematics 5.3 Express program designed to provide additional challenge to high performing students.

#### LITERACY CONTINUA & MENTOR COACHING

There was a whole-school shift in the development of Literacy Continua, whereby each faculty pivoted to create KLA specific reading tasks - Assessment as/of/for Learning. Each faculty worked with a literacy expert and the majority of KLAs have a delegate on the school Literacy Team, who set and monitor milestones.

All teaching staff and every student in the school participated in a mentoring program. Students had regular opportunities to meet with an identified teacher to provide advice, support and assistance. SMART learning goals were set and reviewed mid year. Focus group evaluation and survey data revealed that the structures around the Mentor Coaching program were not having the intended impact, particularly in the middle school.

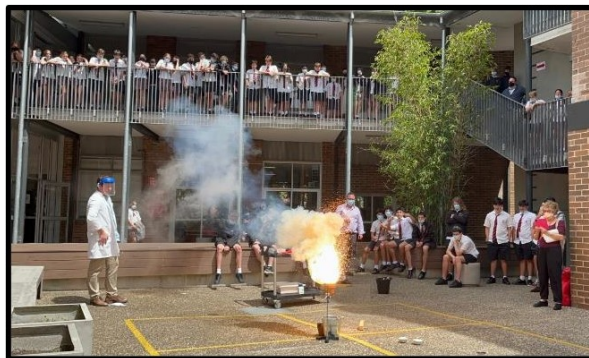
#### Implications:

- At this stage whole school learning goal protocols have been deferred until the end of 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
<b>NAPLAN Top 2 Bands</b> <ul style="list-style-type: none"> <li>• Improvement in the percentage of students achieving in the top 2 bands in reading to be 5% above baseline</li> <li>• Improvement in the percentage of students achieving in the top bands in numeracy to be 5% above baseline</li> </ul>	<ul style="list-style-type: none"> <li>• Data indicates 44% of students are in the top two skill bands for <b>reading</b> which is a slight decrease against baseline data. In <b>numeracy</b>, 37% of students are in the top two skill bands indicating decrease against baseline data.</li> </ul>
<b>HSC Attainment</b> <ul style="list-style-type: none"> <li>• Improvement in the percentage of HSC course results in top two bands by 4%</li> <li>• Improvement in the percentage of HSC course results in top three bands by 4%</li> </ul>	<ul style="list-style-type: none"> <li>• 36.6% of students attained results in the top two bands demonstrating consistency with 2020 results.</li> <li>• 69.6% of students attained results in the top three bands demonstrating achievement of the target of an improvement by 4% of top three bands from 2020 results.</li> </ul>
<b>NAPLAN Expected Growth</b> <ul style="list-style-type: none"> <li>• Improvement in the percentage of students achieving expected growth in reading by 1% above baseline</li> <li>• Improvement in the percentage of students achieving expected growth in numeracy by 2% above baseline</li> </ul>	<ul style="list-style-type: none"> <li>• The proportion of Year 9 students achieving expected growth in NAPLAN <b>numeracy</b> has decreased.</li> <li>• The proportion of Year 9 students achieving expected growth in NAPLAN <b>reading</b> has decreased.</li> </ul>
<b>Literacy Continua and Mentor Coaching</b> <ul style="list-style-type: none"> <li>• All KLAs develop their specific Literacy Continua</li> <li>• School develops learning goal protocols for mentoring</li> <li>• High impact professional learning on lifting growth and attainment for</li> </ul>	<ul style="list-style-type: none"> <li>• School commenced Literacy Continua process, however pivoted to a targeted focus on Reading across KLAs.</li> <li>• Leaving goals were developed for students 7-12 as part of the mentoring program.</li> </ul>



Year 9 Observing an Experiment Involving Thermite

## Strategic Direction 2: Teacher Evaluative Practice

### Purpose

Our purpose is to build evaluative practice across the school and continue to build a collaborative professional learning community with a focus on literacy teaching across all curriculum areas. Through Quality Teaching Rounds staff will develop a common understanding of the most effective evidence-based explicit teaching methods.

### 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.

- Evaluative Classroom Practice
- Learning Communities
- Whole-school approach to literacy

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$59,457.95

**English language proficiency:** \$122,911.80

**Integration funding support:** \$112,699.00

**Per capita:** \$60,000.00

**Professional learning:** \$56,366.83

### Summary of progress

#### EVALUATIVE CLASSROOM PRACTICE

Teachers analysed and assessed data including HSC, NAPLAN, Best Start and other external sources to evaluate the effectiveness of teaching and learning programs, and assessment. This routinely took place during Learning Sprint sessions, Faculty Meetings and SIP Teams meetings. Teachers regularly sought feedback on the effectiveness of teaching and programming through surveys, focus groups, formative and summative assessment data to drive the teaching and learning cycle.

The EAL/D team conducted an audit of all Language Background other than English (LBOTE) students and updated Sentral and ERN as per DoE policy. All EAL/D students were tested on the Reading, Listening and Speaking domains and their progress is documented on Sentral and updated on ERN. By the end of June, all EAL/D testing data and evidence will be uploaded.

PLSP audit of all student plans was conducted at the start of Term 1 2021 and revealed that some plans required updating., which was completed by the end of Term 3. Student plans are devised in consultation with evidence from medical support teams, parents and students.

Implications:

- Development of a common end of unit evaluation form to capture a range of perspectives on teaching, learning and assessment across all KLAs and Stages.
- 100% completion of Biannual PLSP updates.

#### LEARNING COMMUNITIES

The Quality Teaching Rounds (QTR) pilot program was successfully completed with 8 members of staff. Unfortunately the pilot program was suspended half way due to disruptions caused by remote learning and health requirements of physical distancing. QTR required observation of lessons taught and face to face discussions amongst Professional Learning Communities and these processes were not appropriate given the school climate and circumstances. However, primary data and feedback were collected and evaluated from these 8 members of the pilot program with the view of implementing that feedback to improve QTR in the future. QTR will resume when the school can source casual teachers to cover the classes of participants.

Learning Sprints were developed through data-driven practices and student learning was assessed and evaluated through cross KLA collaboration and student assessments as, for and of learning. This was evidenced through staff participation in a number of Learning Sprint sessions throughout the year.

- Limitations to scaling up QTR observations need to be addressed in 2022. This may be through the use of video recording technology for coding lessons.

## WHOLE SCHOOL APPROACH TO LITERACY

The school was very successful in creating a writing culture that developed students' confidence and competence in writing. This was achieved through an explicit, consistent and cohesive whole school literacy approach that was evident in classes across the school. This was supported by cross-KLA professional learning communities and learning sprints. Teachers participated in professional learning that focused on evaluative practice to effectively teach and assess extended writing. The impact can be seen through the improvements in NAPLAN Writing results and also a lift in school based writing assessment.

- The improvements in student Writing are hoped to be replicated through a similar focus on Reading with the introduction of more Reading and Comprehension style tasks in programs and formal assessment tasks.
- Professional learning in explicit teaching of 'Reading and Comprehension' 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
<ul style="list-style-type: none"><li>• At least 50% PLSP and EAL/D plans are informed by evidence based practices</li></ul>	<p>100% of student EAL/D plans will have been completed, documented and communicated to staff.</p> <p>More than 85% of the PLSPs are informed by evidence based practice.</p>
<ul style="list-style-type: none"><li>• Completed pilot program of Quality Teaching Rounds of approximately 16 staff</li><li>• All staff participate in data-driven Learning Sprints using SCOUT data</li></ul>	<ul style="list-style-type: none"><li>• 8 teachers commenced a pilot program, however the program had to be suspended half way due to Covid physical distancing requirements.</li><li>• All staff participated in data-driven Learning Sprints using SCOUT data.</li></ul>
<ul style="list-style-type: none"><li>• All teachers participate in cross-KLA Learning Sprints to share curriculum knowledge, data, feedback and other information about student progress and achievement</li></ul>	<ul style="list-style-type: none"><li>• 100% of staff participated in cross-KLA Learning Sprints, sharing curriculum knowledge, data, feedback and other information about student progress and achievement.</li></ul>
<ul style="list-style-type: none"><li>• Develop a whole-school approach to literacy embedded in classroom practice, teaching and learning program, and assessments</li></ul>	<p>Commenced school wide approach to embedding literacy and reading specific teacher capacity across all KLAs. Each KLA adopted at least one literacy focused assessment task.</p>



String Ensemble

## Strategic Direction 3: Cultural Cohesion & Transition

### Purpose

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To identify, codify and consolidate a cohesive and aspirational Cammeraygal High School identity across the Middle and Senior school campuses maintaining high expectations and valuing holistic achievement. For every student to be known, valued and cared for with each student having an advocate within the school.

### 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.

- Cammeraygal Code
- Student Voice
- Mentoring and Wellbeing
- Enhanced Built Environment

### Resources allocated to this strategic direction

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**Professional learning:** \$8,275.30

**Per capita:** \$129,702.61

### Summary of progress

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#### CAMMERAYGAL CODE

Work commenced on the investigation and development of a campus-driven school culture code that aligned with our core values. A potentially blended model of PBL was also assessed for inclusion as part of the Cammeraygal Code. This included assessing exemplar models from other schools and school visits to observe PB4L in action. A team of teachers worked on drafting a code, which was developed in consultation with staff and students. This took place through faculty groupings and student focus groups. The Cammeraygal Code was not fully developed this year and therefore also not implemented and evaluated in 2021. Despite this, attendance targets were achieved.

- Feedback received from the draft code is to be implemented and consultation is to be expanded to include community input.

#### MENTORING

The pilot mentoring and wellbeing program was implemented with 30 mins a week regularly allocated for each teacher to meet with a small group of students. These mentor sessions followed a stage specific structure that tackled age appropriate issues and also provided opportunities to develop personal student goals. Data points revealed that the pilot mentoring program had more success in the senior school. There was a Covid amended program developed for the lock down to keep students and teachers connected. Students completed two surveys the data was collected and evaluated by the SIP mentoring team. Staff were consulted and completed a survey. Based on the data that we have received it does not appear that Success, Advocacy and Belonging has not increased by 2%. Further analysis of the 2021 and 2022 TTFM data will provide more accurate insights and data than the surveys conducted as less than 50% of students across all cohorts completed the survey.

- The structure of the mentoring program needs to be further tailored to cater for the differing needs of students in different stages. Structural considerations include timing, duration, frequency, group sizes and program activities.

#### STUDENT VOICE

A greater prevalence of student voice was seen in 2021, with students modeling and leading school initiatives, and having an active voice in informing teaching, learning and well being programs. Work commenced on the development of a student voice action plan with extensive student input and consultation. The data gathered was presented by student leaders to students, staff and parents. Progress towards the implementation of the action plan was delayed due to a realignment of the teams focus on gathering student voice data that aligns with the sense of 'school pride'.

- Student Voice Team to finalise action plan and commence implementation in 2022.

### 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
<b>Cammeraygal Code</b> <ul style="list-style-type: none"> <li>Improved proportion of students attending &gt;90% of the time by 5% above baseline</li> <li>Cammeraygal Code matrix for both campuses is co-developed with students, staff and community.</li> </ul>	<ul style="list-style-type: none"> <li>The number of students attending greater than 90% of the time or more has increased by 2.29%.</li> <li>The Cammeraygal Code matrix for both campuses was co-developed with staff. Consultation with students and the community is set to occur in 2022.</li> </ul>
<b>Mentoring</b> <ul style="list-style-type: none"> <li>Improved proportion of students reporting expectations for Success, Advocacy, and Sense of Belonging at School by 2% above baseline</li> <li>Pilot mentoring program completed and evaluated</li> </ul>	<ul style="list-style-type: none"> <li>Improved proportion of students reporting expectations for Success, Advocacy, and Sense of Belonging at School did not increase by the target of 2% above baseline.</li> <li>Pilot mentoring program was completed and evaluated.</li> </ul>
<b>Student Voice</b> <ul style="list-style-type: none"> <li>Student voice action plan is developed in consultation with stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Student voice action plan was not finalised. A refocus on gathering student voice data that aligns with sense of 'School Pride' to inform the development of the action plan took place.</li> </ul>
<b>Enhanced Built Environment</b> <ul style="list-style-type: none"> <li>Upgrade West St Hall and Fitness Lab</li> </ul>	Fitness Lab completed on West St. West St Hall upgrade deferred till 2022.



Students at Year 7 Camp

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$175,699.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Cammeraygal 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>• KLA Specific Literacy Strategies</li> <li>• Evaluative Classroom Practice</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>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in:</b> In 2021 all eligible students demonstrated some progress towards their personalized learning goals. All PLSPs were regularly updated and were responsive to student learning needs and progress, ensuring eligible students receive personalised learning and support within classrooms.. These students were identified as having additional learning and or wellbeing needs. The use of SLSO support did have the impact of maintaining student engagement and check ins during the extended lockdown period and on their return to school in term 4</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>• To maintain a focus on whole school literacy strategies to enhance backward mapping from the HSC literacy outcomes..</li> <li>• To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed.</li> <li>• The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</li> </ul>
<p>Socio-economic background</p> <p>\$13,371.97</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Cammeraygal 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>• Lifting Numeracy Strategy</li> <li>• KLA Specific Literacy Strategies</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>• equitable access to specialist resources</li> <li>• supplementation of extra-curricular activities</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> </ul> <p><b>The allocation of this funding has resulted in:</b> The engagement of all students having the same opportunities and support</p>

<p>Socio-economic background</p> <p>\$13,371.97</p>	<p>to be able to engage with their learning. These opportunities were created to allow students the opportunities to participate in extra curricula activities or have additional support whilst at school, receiving additional SLSO support for their learning or wellbeing needs</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>            Cammeraygal High School will maintain these support structures and increase these supports depending on individual student needs.</p>
<p>Aboriginal background</p> <p>\$1,395.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Cammeraygal 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><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>• creation of school literacy resources embedding local language</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• staffing release to support development and implementation of Personalized Learning Plans</li> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> </ul> <p><b>The allocation of this funding has resulted in:</b>            This funding has improved the school's understanding of the importance of Aboriginal connections to our local community and AECG. The introduction of the Accelerated Stage 6 Aboriginal Studies course has also resulted from this increased awareness. Students leaders have also engaged in more meaningful communication with local indigenous groups.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>            The Cammeraygal High School Reconciliation Action Plan (RAP) will be developed in 2022 with the prefect body working with local AECG group.. This is a student driven initiative started in 2021 by the Year 11 Social Justice Prefects. Increased consultation with local AECG and other stakeholders including clan descendant Dr Dennis Foley will be undertaken as a part of the process of developing our RAP</p>
<p>English language proficiency</p> <p>\$122,911.80</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Cammeraygal 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>• Evaluative Classroom Practice</li> <li>• Whole-school approach to literacy</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 support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing to implement Individual Educational Plans for all EAL/D students</li> <li>• provide EAL/D Progression levelling PL to staff</li> <li>• engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their</li> </ul>

<p>English language proficiency</p> <p>\$122,911.80</p>	<p>classrooms</p> <p><b>The allocation of this funding has resulted in:</b> The allocation of this funding has resulted in: student progress showing high growth on the EAL/D learning progressions, with EAL/D students achieving expected or above expected growth. EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>• To build on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs).</li> <li>• Ongoing professional learning will identify language and cultural demands across the curriculum.</li> <li>• Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</li> </ul>
<p>Low level adjustment for disability</p> <p>\$100,057.95</p>	<p>Low level adjustment for disability equity loading provides support for students at Cammeraygal 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>• Evaluative Classroom Practice</li> <li>• KLA Specific Literacy Strategies</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>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> <li>• support for students in [program name - e.g. Life Skills; Individual Learning Plans/Profiles; HSC Special Provisions]</li> </ul> <p><b>The allocation of this funding has resulted in:</b> An increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>• To further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</li> <li>• Cammeraygal High School is currently supplementing our Learning support teacher allocation with an additional 0.6 of staffing. This will continue in 2022.</li> </ul>
<p>COVID ILSP</p> <p>\$49,658.00</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</b></p>

COVID ILSP

\$49,658.00

**enabling initiatives in the school's strategic improvement plan including:**

- Other funded activities

**Overview of activities partially or fully funded with this targeted funding include:**

- employment of teachers/educators to deliver small group tuition
- releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]
- employing staff to supervise and monitor progress of student groups engaging in online tuition in [program]

**The allocation of this funding has resulted in:**

Cammeraygal High School employed a teacher in 2021 to support students in their learning during the extended lockdown and on their return to school. This support provided intensive learning for individual and small groups of students. These students had support in completing assessment tasks and with their organisation. This program was utilised to improve attendance and engagement with their schooling in term 3 during lockdown. This program continued in term 4 and will continue in the 2022 school year. in term 4 on their return to school

**After evaluation, the next steps to support our students with this funding will be:**

- Cammeraygal High School will continue to use the COVID ILSP funding to maintain a specialist teacher working with groups of students on their organisation and assessment task completion in 2022.
- This proved to be highly effective in 2021 and the next steps will be to work with groups of students to allow for an even greater impact on student learning, wellbeing and attendance outcomes as the program is able to support those students who require it.



Peter Barraclough and Students at the SRC NAIDOC Barbecue

## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	285	354	434	474
Girls	220	281	336	363

Student enrollments continue to increase as the school's establishment continues to see the growth of the middle school cohorts.

### Student attendance profile

School				
Year	2018	2019	2020	2021
7	94.6	94.5	95.8	93.3
8	93	91	93.1	91.7
9	89.8	91.9	92.8	89.6
10	88.2	87.5	91.4	90.5
11		88.3	90.4	91.4
12			91.2	89.8
All Years	91.6	90.9	92.7	91.2
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	88.2	83.6
12			90.4	87
All Years	88.7	87.9	89.6	85.9

NSW student attendance data in 2021 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 an eleven week period for the whole of term 3 and 2 weeks of term 4 in 2021. 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

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	NA	0	0
Employment	0	2	5
TAFE entry	2	0	3
University Entry	NA	NA	90
Other	NA	NA	NA
Unknown	NA	NA	5

In 2021 Cammeraygal High School had its second cohort graduate the HSC with the majority of students seeking entry to University or TAFE

## Year 12 students undertaking vocational or trade training

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3.67% of Year 12 students at Cammeraygal High School undertook vocational education and training in 2021.

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

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95.6% of all Year 12 students at Cammeraygal High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.



Students socially distancing at the Year 12 Day Ceremony

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	51.5
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
Teacher ESL	0.6
School Counsellor	1
School Administration and Support Staff	14.28
Other Positions	1

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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

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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

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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.

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 2021, 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.. Other aspects included working with Aboriginal consultants to develop a greater understanding of the welcome to and acknowledgment of country.

In 2021 much of professional learning was restricted due to the lockdown and COVID 19 restrictions throughout the year that prevented groups of teachers gathering together in live meetings. However the school did facilitate as much of this PL via zoom as was possible during the lockdown and when staff returned to school in term 4 2021



# 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>	2,110,821
<b>Revenue</b>	11,504,718
Appropriation	10,763,023
Sale of Goods and Services	27,238
Grants and contributions	701,942
Investment income	2,440
Other revenue	10,074
<b>Expenses</b>	-10,883,508
Employee related	-9,831,744
Operating expenses	-1,051,764
<b>Surplus / deficit for the year</b>	621,210
<b>Closing Balance</b>	2,732,031

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.

2021 continued to be 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. Eleven 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. Much of the COVID support funds were used to support students that were finding it challenging to re engage in term 4. An additional full time temporary teacher was employed to assist in this transition back to school.

Cammeraygal High School developed a new wellbeing program, The Springboard Program designed to support students with attendance challenges and their transition back to school in term 4 2021. The program provided to be extremely successful providing meaningful engagement opportunities for students involved. The success was measured by the dramatic improvement in attendance and students reporting being happy to return to school after they took part in the program. The Springboard Program will continue in 2022 across both campuses continuing to support student engagement in their schooling



## Financial summary - Equity loadings

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>	130,699
<b>Equity Total</b>	237,737
Equity - Aboriginal	1,395
Equity - Socio-economic	13,372
Equity - Language	122,912
Equity - Disability	100,058
<b>Base Total</b>	9,015,062
Base - Per Capita	189,769
Base - Location	0
Base - Other	8,825,293
<b>Other Total</b>	1,118,504
<b>Grand Total</b>	10,502,001

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 2021. 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. This funding was particularly used during the lockdown period where we engaged our SLSOs to work with the wellbeing team to support students who were challenged to remain connected to their social groups, teachers and their learning during the lockdown. This recourse proved invaluable to support our students during 2021



## 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.

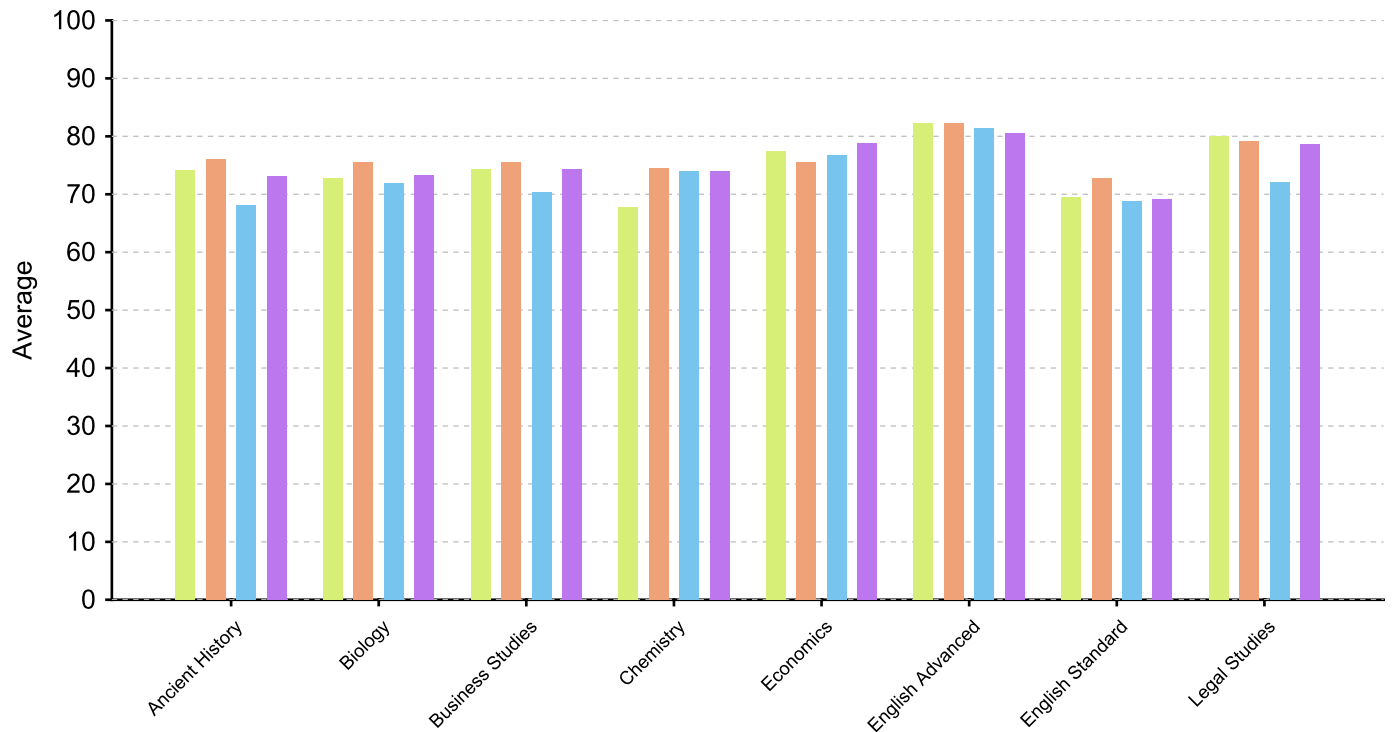
NAPLAN results for 2021 proved to show a decline in numeracy and reading for the year 9 cohort. This led to a deep analysis by the school in factors that contributed to this decline. The result was that we have allocated a numeracy teacher to work on the numeracy programs across the middle school ensuring we have targeted appropriate skills for our students. We also allocated resources to a teacher who consult and provide professional learning on reading strategies in the middle school. The result being that specific reading skills are now integrated into all KLAS across the school



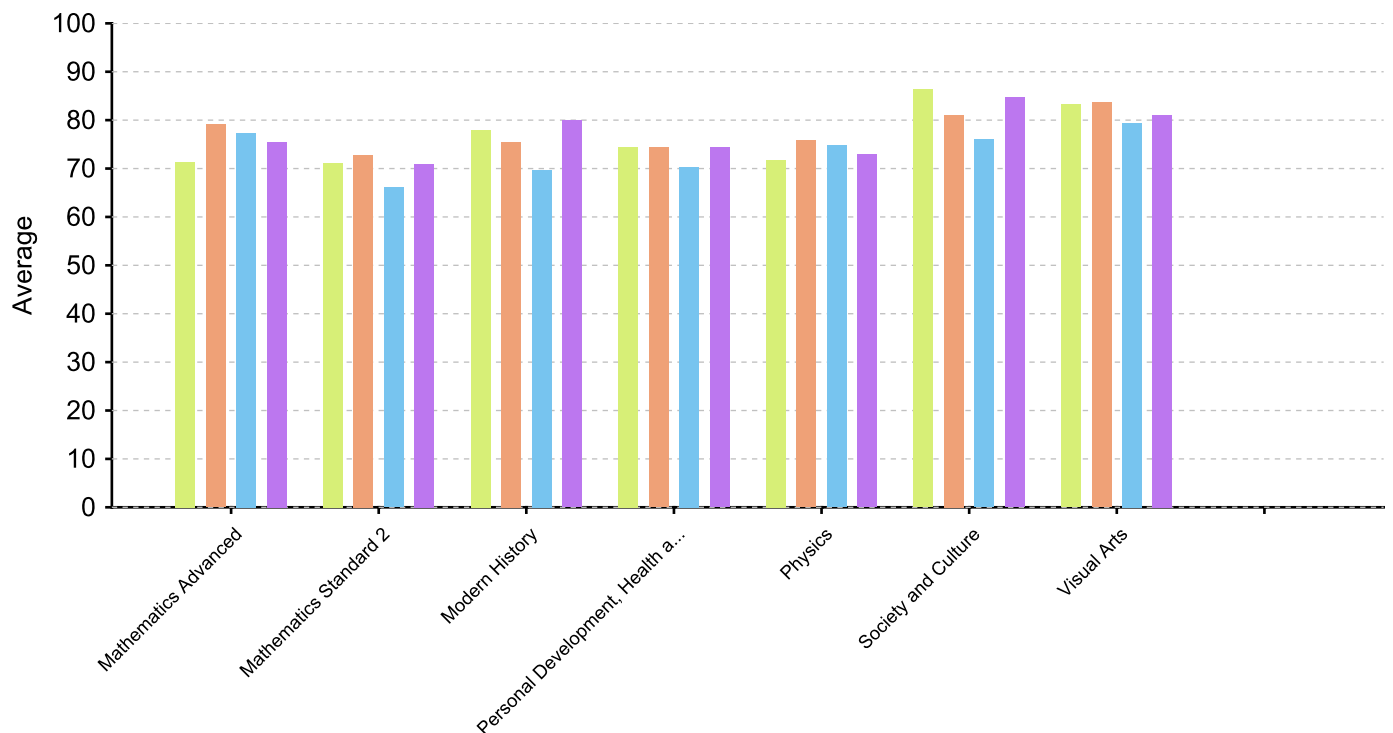
## School performance - HSC

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 2021 
 ■ SSSG Average 2021 
 ■ State Average 2021 
 ■ School Average 2019-2021



■ School 2021 
 ■ SSSG Average 2021 
 ■ State Average 2021 
 ■ School Average 2019-2021

Subject	School 2021	SSSG	State	School Average 2019-2021
Ancient History	74.2	76.1	68.1	73.1
Biology	72.7	75.6	71.9	73.4
Business Studies	74.3	75.6	70.4	74.4
Chemistry	67.8	74.4	74.1	73.9
Economics	77.5	75.5	76.7	78.8
English Advanced	82.3	82.3	81.4	80.4
English Standard	69.4	72.8	68.8	69.2
Legal Studies	80.0	79.1	72.0	78.7
Mathematics Advanced	71.3	79.1	77.4	75.4
Mathematics Standard 2	71.2	72.8	66.1	70.9
Modern History	78.0	75.4	69.7	79.9
Personal Development, Health and Physical Education	74.4	74.3	70.3	74.3
Physics	71.8	75.8	74.8	72.9
Society and Culture	86.3	81.1	76.0	84.7
Visual Arts	83.2	83.6	79.4	81.1



Year 12 2021

## Parent/caregiver, student, teacher satisfaction

Cammeraygal High School used a range of measures to assess student, staff and community satisfaction towards the school. The learning culture of the school has been fostered and deepened due to the commitment of all stakeholders, as we aim to lift student achievement in learning and wellbeing outcomes by creating and maintaining a highly engaged and collaborative community.

### Students

In the Tell Them from Me Student survey, most of our students have a positive sense of belonging, feeling accepted by their peers and the school and students communicated that they have positive relationships with their peers and teachers. Our students also identified that teachers deliver high quality, purposeful lessons allowing students to demonstrate their knowledge and skills in a range of ways as well as the provision of meaningful feedback and support in order for students to progress. Most students recognised and valued the culture of high expectations established by the school. In response to online learning, students reported that teachers provided high quality resources and clear instructions as well as significant opportunities for feedback. A focus on strengthening student motivation and re-establishing student connections to others and the school are avenues to explore in 2022 with the return to face-to-face learning.

### Staff

In the Tell Them from Me Staff survey, almost all staff identified that they share and implement effective practices with their colleagues, and this suggests a strong cohesive cultural where teachers work collaboratively to help lift student achievement. Nearly all staff described the school as welcoming to all students, recognising the inclusive culture of the school. Most staff also recognised the clear strategic vision of the school and that school leaders are driving and implementing effective evidence-based change.

### Parents

A snapshot of parent satisfaction is evidenced by the numerous positive emails the school received in response to the dedication and efforts from all staff to support student learning during online learning. Our community contacted the school frequently during this period to commend staff on how they engaged students during 2021. In the Tell Them from Me Parent survey, over 60% of respondents had been contacted by teachers about their child's progress frequently throughout the year, whilst almost all respondents identified that they would recommend Cammeraygal High School to other parents. Respondents also identified that they were highly satisfied with communications from the school. Encouraging parents to attend P&C events and meetings could further enhance parental engagement in the school.



Year 7 Camp



String Ensemble

# 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.

## Aboriginal Education - School statement

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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 personalize 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 2021 Presentation Day, in accordance with the relationship between the Cammeraygal descendants and the school community:

In 2021 Dr Christine Evans attended the Year 12 Graduation assembly to support a year 12 indigenous student in his very powerful acknowledgement to country. It was an extremely powerful ceremony supported by the audience and special guests who attended

'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 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.

## Anti-Racism - School statement

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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 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.

## Multicultural and anti-racism education - School Statement

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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 2021 150 students spoke a language other than English at home, representing 49 different linguistic or cultural groups.

In 2021, 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 2021 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. These programs were disrupted during the lock down but were re started in term 4 in 2021

### 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 2021

Public Speaking, Debating and Model UN at Cammeraygal High School

Our success in the art and craft of oration has become a hallmark of student success at Cammeraygal High School. In 2021 had the opportunity to participate in the NSW Plain English Public Speaking Competition, which is the premier speaking competition in NSW Schools. Ellie D (Year 11) progressed through a number of rounds and regional finals and represented Cammeraygal in the State Final of this prestigious competition. Her prepared speech on perceptions of femininity was thought provoking and extremely engaging. Our Year 11/12 Premier's Debating Challenge team were Inter-Zone Champions, being narrowly beaten on their way to the State Final. This team were also State Finalists in this competition in 2020. Huge congratulations to Will S, Ellie D, Alexia R, Hamish T and Hannah C for their involvement in the team this year. Our Year 7, 8, 9 and 10 Premier's Debating Challenge teams were on track to achieve a great deal of success in the competition which was, unfortunately, suspended due to Covid-19 restrictions. All our teams remained undefeated in the competition. Will S and Alexia R represented the school in the UN Voice competition, progressing

through a number of rounds until they were narrowly beaten. Our debating and public speaking programs are available to all students and run on a weekly basis on both the Middle and Senior School Campuses.

## **Robotics at Cammeraygal High School**

The Robotics program did not proceed in 2021, due to lock down and students not able to compete in competitions. The program will be enhanced in 2022.

I have included a small description below for the Annual Report - let me know if this is what you were after or need further information.

## **Music Ensembles**

In 2021, Cammeraygal High School saw a strong level of student participation in our diverse and successful Music Ensembles. Embracing the challenges of 2021, Music Ensembles continued to operate both in person and virtually, reflecting the versatility and adaptability of students and staff, as well as students' continued engagement in co curricular activities to enrich their school experience. This year our Concert Band also competed in the City of Sydney Eisteddfod where they received a second place award in the novice band category.

This year also saw the inauguration of the Student Music Leadership team to add student advocacy for, and promotion of, the Arts, both in the school and with our wider community. This included our Performance Evening in June.

Our dedicated staff and external conductors ably led our students to engage with the Music Ensembles this year and the success of these programs looks to continue in the coming years.

The CHS P&C and school collaborated to fund the purchase of a Grand Piano that is now a featured part of the West St Campus Hall. This magnificent and beautiful instrument will be used for decades to come in concerts, assemblies, class performances and HSC presentations. The Crows Nest Boys High School Alumni also donated a French Horn adding to our growing number of specialty orchestral instruments.

## **Cammeraygal High School Sport 2021**

The 2021 sporting year began with an excited buzz as students chose from a range of thrilling external sports, such as Surfing, Archery, F45 and Kayaking, as well as an equally wide range of school-based sports such as Basketball, Netball, Table Tennis and the ever-popular Volleyball. Students engaged with passion, enthusiasm and energy every Wednesday afternoon in Term 1, demonstrating not only their commitment towards sport, but also their general pride for the school and sense of enjoyment in the present moment. The positive vibes continued into Term 2, where the sport program saw the introduction of some new favourites including Cheerleading, Lawn Bowls and Ninja Warrior! The students jumped at the chance to try these new sports and so many fond new memories and experiences were created.

However, the beginning of Term 3 was when the dreaded pandemic struck again. This put a halt in our exciting Winter sport plans, and instead we had to get creative with how to engage the students from their homes. Enter: Race Around Australia! This collaborative competition saw students from Years 7-10 compete alongside their cohort in a race against the other cohorts to travel the furthest in virtual kilometres around the perimeter of our beautiful country. To achieve this, students were given a wide variety of exercises and workouts to choose from that they could complete within the comfort and safety of their own homes. Students were rewarded for their efforts by seeing the results of their hard work at assembly each week with updated maps showing their cumulative scores. They even got the chance to race against the teachers! Shout out to the Year 7 cohort who travelled the furthest and came away with the prestigious title of 'RAA Champions!'.

Throughout all three carnivals, the House Captains, and specifically the Sport Prefects, played an integral role in bolstering school spirit and encouraging their classmates across all cohorts to take part and achieve their very best. A huge and special thank you to Isadora M and Jackson H for their tireless efforts throughout the year engaging students and stepping up to cultivate a positive sporting environment, despite the challenges that the pandemic threw at us. Their role as Sport Prefects will certainly be very big shoes to fill! With that being said, we are excited to introduce Jasmin F and Dexter G as the incoming Sport Prefects for 2022. They already have some excellent ideas and initiatives ready to implement that will no doubt enhance school spirit and participation, and we have every confidence in their leadership capacity!

Aside from carnivals and weekly sport, we had a number of stand out student achievements in sport during 2021:

**Remy L** - competed in a wide range of swimming competitions throughout 2021. To begin with, he placed first in 7 separate events at the Zone Swimming Carnival, and broke two zone records. Following this, he received 4 first places and 3 second places at the Area level. Remy then earned 5 medals at the CHS State level including gold in the 200m medley, silver in both the 400m freestyle and 200m freestyle, and bronze in the 100m breaststroke and 100m backstroke. Remy then competed at the National level where he came 4th in the 200m medley, 10th in the 200m backstroke and received a top 20 place in a further 4 events. We are very proud of everything Remy has achieved so far,

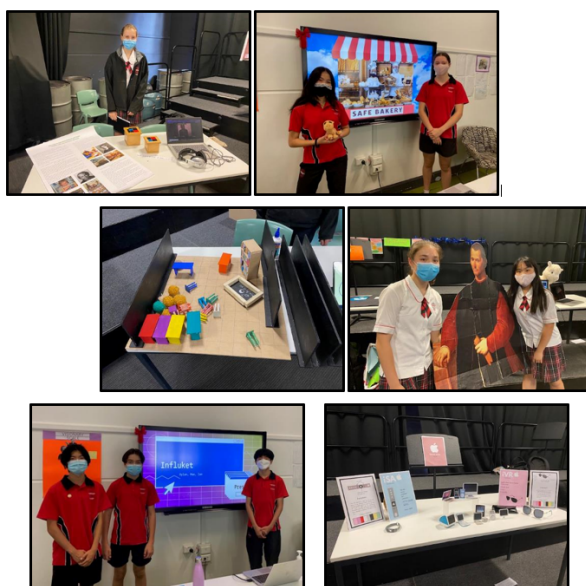
and we cannot wait to witness all the wonderful accomplishments that lay ahead of him!

**Jackson H** - represented Cammeraygal as part of the Sydney North Basketball Team in a State Competition where their team remained undefeated throughout the tournament, taking out the win for our zone. Jackson was the first person from Cammeraygal to make it into this extremely competitive team, so this in itself was a huge achievement. We are very proud of Jackson and cannot wait to see what tremendous things he will accomplish in Basketball in his very bright future.

**Lachlan F** - competed in the State Rowing Championships in February 2021 and achieved some excellent results including first in the U16s Double Skull, 2nd in the U16s Single Skull and Quad Skull. Further, he competed alongside his friend and classmate, **Josh H** in the CHS Championship where they each won first place in their individual events; Lachlan for U16s Single Skull and Josh for the U17s Single Skull.

**Lilian H** - also competed in various rowing events in 2021, including the NSW State Rowing Championships, where she placed as a finalist, and the NSW National Rowing Championships where she placed 5th in the Single Skull and 6th in the Quad Skull.

Overall, despite the challenges faced in 2021, the Sport program at Cammeraygal continued to provide students with countless opportunities to learn new skills, try new things and strengthen existing passions. We are so very proud of all students for their participation in various sporting avenues throughout the year, and we stand behind all our emerging and elite athletes as they endeavour to reach new heights..



Year 7-9 students participating in the Inspire and Vision Projects