

# 2022 Annual Report

## Camden Haven High School



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## Introduction

The Annual Report for 2022 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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## Message from the principal

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I feel at this time we, as a school, are able to once again challenge ourselves for the future, as we all emerge from what has been a most trying three years. We have all become a lot more resilient from our varied experiences and we are now able to once again explore, plan and embrace ways of supporting student learning and well being as reflected in this school plan.

2022 saw the school return to normal participation in learning activities, sporting and cultural events, excursions and celebrations. The Year 12 cohort from 2021 achieved great results in their HSC examinations and everyone is to be congratulated on that. I applaud and thank all members of our school community for their efforts during the year in coping with the changes that were imposed.

Camden Haven High School is a great school and a busy place which requires everyone to work together to get the most memorable and best learning experiences for our students. We have a large staff, both teaching and non-teaching personnel, who are dedicated and professional. They have all participated in online professional learning to explore new ways to strengthen teaching and learning. They all work hard to create new and exciting ways to enrich the learning of our students, particularly with online learning platforms and online lessons specifically for our distance education students. We provide a diverse curriculum, which this year extended to include a Multi-Categorical (MC) class for students.

Our facilities are outstanding and accessible to all students and staff. The Fitness Centre has been of benefit to the overall condition and training of individuals and teams. There has been continual upgrade of rooms within our infrastructure providing better working conditions for students and staff and the planned covered walkways across the school are now in place.

The contribution of parents and community organisations is an important aspect of the school. The P&C over the past year has grown and they have been very supportive of the school and the students. They manage the school canteen and this has been, over many years, the main source of funds raised which support school activities planned for students. Businesses and service organisations in the wider community continue to support our school with sponsorship and provide venues for work experience, work placement and traineeships. This has allowed a wider and broader experience for students, providing them with the opportunity to pursue both academic and / or vocational pathways.

I, along with my team of Deputy Principals, take this opportunity to sincerely thank all who have actively contributed to the positive support of our students and our school through the year. Collaboration, communication, creativity and critical thinking are the key competencies which allow the school community to form and maintain connections. The future from where I sit looks bright and hopeful, and I look forward to continuing positive and supportive relationships as we take the school into the next exciting twelve months.

## Message from the students

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The Student Representative Council (SRC) is a dedicated and motivated team of students who take pride in representing the school body on a wide range of issues and activities. As always, they strive to make things at school more enjoyable and rewarding for all students.

This year saw the first school social in five years. After the challenges of the past years the return of the school social allowed students to make up for lost time. It was so much fun to be able to dance and allow students to let their hair down again, and they can't wait to have more.

On *Beanie / Jersey Day* the staff and students wore their best beanies to raise funds for brain cancer research, and their sports jerseys to raise awareness for organ donation. In addition to the fun, one of our amazing distance education students, Rosie, shaved her head in honour of her Pop and raised \$500 for the Mark Hughes Foundation. Students also celebrated Crazy Sock Day to raise awareness for cancer research. Students wore their craziest socks and donated a gold coin to the event.

This year to celebrate and raise awareness for *R U OK? Day* the school held an enjoyable afternoon with a BBQ, an inflatable bungee cord run, a staff versus student soccer game, chalk drawing and some wet sponge throwing. The students rose to the challenge of performing a random act of kindness by the end of the day and pledged to check in with their friends.

In July several students from the SRC and other aspiring school leaders attended a three day Luminosity Summit at the

Glass House in Port Macquarie. The summit inspires and uplifts the leaders of tomorrow through incredible face-to-face youth development and leadership experience delivering fresh ideas and inspiration, tangible tools, real connections and lifelong skills. The students left the summit with great enthusiasm and feeling inspired from hearing inspirational stories from guest speakers.

To recognise International Women's Day staff and students joined ranks with the local community to show their support for women at a breakfast event at the Laurieton United Services Club. Students provided musical accompaniment, the acknowledgement of country, and a moving speech from the school leaders about gender equality today for a sustainable tomorrow. Additionally two students attended the Port Macquarie breakfast event at Port Panthers where they heard from local businesswomen who spoke about this year's theme *Break the Bias*. We are very proud of all the young women in our school.

Interact is a branch of Rotary International and promotes youth service clubs for young people aged between 12 and 18 who want to connect with other young people and have fun while serving their communities, learning about the world and how they can help make it a better place. This year, our Interact group has completed many volunteering hours and raised hundreds of dollars to support local organisations and community groups.

## 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>

## 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:** \$40,000.00

**Aboriginal background:** \$50,000.00

### Summary of progress

This year, the Literacy Team, delivered the final Hastings Writing strategy of theme positioning and packed noun groups, along with tiered vocabulary, to all staff and all Hastings Writing strategies were embedded into both teaching programs and assessments across Key Learning Areas (KLAs). Planning commenced for 2023 with a focus on the professional learning of staff on reading comprehension skills using the SQ3R method, and the development of a Digital Literacy program for future Year 7 students.

Literacy lessons continued with an emphasis on reading strategies for all Year 8 students, to increase both competency and the percentage of students demonstrating expected growth in the areas of reading and writing; pre-test and post-test data supported this achievement, along with the online Literacy Planet data. Additionally, all Year 7-10 students completed a Focus on Writing unit in their respective English classes.

The Numeracy Team continued to develop and implement weekly homework assignments for the top two Mathematics classes in Years 7 to 10. These assignments extended the current numeracy skills in students. Data suggested that volume and capacity were deficient in Year 9 NAPLAN results so a Year 8 cross- KLA Assessment Task was designed to incorporate these skills. This task is yet to be evaluated for value. A deep dive into SCOUT Reading and Numeracy data also highlighted the need for the explicit teaching of place value to our incoming Year 7, and algebraic equation solving for Year 9 students. A Smarter Mathematics subscription was once again purchased to support staff and students to improve numeracy skills both in class and at home. .

The Build Your Teacher Toolkit Team (BYTT) designed and created a substantial online resource to support teaching staff to continue developing a variety of teaching and learning strategies. The purpose of this was to enhance the learning experience of all students at Camden Haven High School (CHHS) and to maintain and increase the engagement of students in the learning process. The staff were exposed to a range of teaching and learning strategies to assist in improving the delivery of lessons and learning outcomes for all students, with a key focus on improving the engagement of students in their learning.

In 2023, the Literacy Team will deliver professional learning on the first three reading comprehension strategies and evaluate these regularly. All Year 7 students will attend timetabled Digital Literacy classes. This is a new initiative that aims to up skill students, and support their learning needs, in response to online testing and focus on ICT in classrooms. The role of a Literacy Coordinator will continue, with a focus on the delivery of high-quality literacy strategies and data collection from faculties to reflect the Hastings Writing and Literacy Team's reading focus initiatives, using our most recent NAPLAN data to assess student growth and attainment. Resource needs for the Literacy Team will be established early in 2023. The Numeracy team will continue to provide whole school professional learning to develop numeracy knowledge and skills in all staff. Resource development for the Build Your Teacher Toolkit repository will continue in 2023.

### 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
59.9% of students attained results in the top three bands demonstrating progress towards the lower bound target.	The Build Your Teacher Toolkit Team (BYTT) designed and created a substantial online resource to support teaching staff to continue developing a variety of teaching and learning strategies. The purpose of this was to enhance the learning experience of all students at CHHS and to maintain and increase the engagement of students in the learning process. The staff were exposed to a range of teaching and learning strategies to assist in improving the delivery of lessons and learning outcomes for all students, with a key focus on improving the engagement of students in their learning. Resource development will continue in 2023.
2022 NAPLAN data indicates 13% of students in the top two skill bands for reading indicating the school did not achieve the system negotiated target. Focus on this target has resulted in explicit teaching of a variety of reading strategies over the next two years including detailed professional learning for staff, and all teaching and learning programs incorporating each strategy for explicit teaching to students.	The Literacy Team delivered the final Hastings Writing strategy of theme positioning and packed noun groups, along with tiered vocabulary, to all staff and all Hastings Writing strategies were embedded into both teaching programs and assessments across KLAs. Planning commenced for 2023 with a focus on the professional learning of staff on reading comprehension skills using the SQ3R method, and the development of a Digital Literacy program for future Year 7 students.
24.7% of students attained results in the top two bands demonstrating progress towards the lower bound target.	Staff were exposed to a range of teaching and learning strategies to assist in improving the delivery of lessons and learning outcomes for all students, with a key focus on improving the engagement of students in their learning. A mini-expo was delivered at a School Development Day, outlining the design, implementation and review of a variety of high quality teaching strategies.
2022 NAPLAN data indicates 15% of students achieving top 2 bands in numeracy did not achieve the system negotiated target. Focus on this target has resulted in Strategic School Support for the next twelve months.	The Mathematics faculty implemented weekly homework assignments for the top two Mathematics classes in Years 7 to 10. These assignments built on the current numeracy skills in students. A Year 8 Assessment Task, which focussed on volume and capacity, was designed to incorporate these skills in Food Technology and Mathematics. This task is yet to be evaluated for value.
Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.	Data suggested that volume and capacity were deficient in Year 9 NAPLAN results so a Year 8 cross-KLA Assessment Task was designed to incorporate these skills. This task is yet to be evaluated for value. A deep dive into SCOUT Reading and Numeracy data also highlighted the need for the explicit teaching of place value to our incoming Year 7, and algebraic equation solving for Year 9 students.
Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.	Literacy lessons continued with an emphasis on reading strategies for 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. Additionally, all Year 7-10 students completed a Focus on Writing unit in their respective English classes.
2022 NAPLAN data indicates 58% of Aboriginal students achieving top 3 bands in reading is in line with the system negotiated target. Focus on this target has resulted in the introduction of specific reading strategies to be incorporated into all teaching and learning programs which will be explicitly taught to all students after intensive professional learning with staff.	The final Hastings Writing strategy of theme positioning and packed noun groups was delivered to staff and planning commenced with a focus on the professional learning of staff on reading comprehension skills using the SQ3R method. Literacy lessons continued and the percentage of students demonstrating expected growth in the areas of reading and writing supported improved achievement. Online Literacy Planet data also supported student improvement.
2022 NAPLAN data indicates 53% of Aboriginal students achieving top 3 bands in numeracy is in line with the system negotiated target. Focus on this target has resulted in Strategic	As well as the weekly homework assignments for the top two Mathematics classes in Years 7 to 10 all Aboriginal and Torres Strait Islander students in Years 7 and 8 undertook Quicksmart lessons to improve their basic numeracy skills. These assignments and Quicksmart lessons built on the current numeracy skills in students.



School Support for the next twelve months for all staff and students.

## Strategic Direction 2: Supporting every learner

### Purpose

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

### 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.

- Data driven practices

### Resources allocated to this strategic direction

**Professional learning:** \$12,000.00

**Per capita:** \$2,000.00

### Summary of progress

The Assessment and Reporting Team were primarily in maintenance mode this year due to numerous staff absences for a variety of reasons. The members available during Team meetings dealt with arising issues as they came to light. The next phase will see a re-invigorated team who will launch the introduction of Formative Assessment with a view to having all staff embedding Formative Assessment strategies in their programs by the conclusion of the school year.

The Canvas Team introduced a Writing Program which was very effective in 2022. Successful applicants were given an allocation of one day per week to develop an e-learning course of their choice on Canvas. Writers were paired with an experienced Canvas Mentor to guide their development. All participants reached their goal by the end of the year, and agreed the program was valuable and should continue in 2023. The most valuable features were the time allocation and the quality control support.

The Life Skills Team met to implement changes to the Life Skills learning activities and processes. An external writer was employed to create Stage 4 Life Skills learning activities which were mapped against the appropriate syllabuses, edited, and published for distance education Geography and History courses.

The Curriculum Team introduced a pilot program for identified academic students in Year 10. The Accelerated Academic Program (AAP) was implemented and resourced for the entire year. A teacher-supervisor created opportunities for students to embed and enhance study skills, understand the requirements of senior schooling and aim for academic success. Whilst the program has been positively evaluated by all key stakeholders, the true value of the program will take twelve months to fully evaluate. Staff and students should see a marked improvement in student engagement, attendance and retention. The team worked productively to review current curriculum opportunities. A Stage 5 curriculum review led to implementation of new courses and alterations to existing courses. The timeline for faculty presentations and modes of delivery to engage students and the community fully in the subject selection process, is ongoing. Existing streaming of classes across all Key Learning Areas (KLA's) was reviewed and implemented.

The evaluation process for the Canvas Team identified a number of improvements to be implemented in 2023 including, SASS support to input Canvas content for faculties and more check-ins for writers for improved guidance and collaboration with other writers. In 2023 the Life Skills Team will focus on a diversity checklist to ensure that *Learning Across the Curriculum* content is incorporated into all programs for Stages 4-6 to ensure that learning experiences for students offer opportunities to add depth and richness to the content. During 2023 the Curriculum Team will focus on faculty presentations and modes of delivery to engage students and the community fully in the subject selection process., and existing streaming of classes across all Key Learning Areas (KLA's) will be reviewed and implemented.

### 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>Element:</b> Assessment	The Assessment and Reporting Team were primarily in maintenance mode this year due to numerous staff absences for a variety of reasons. The

Formative Assessment - School Self Assessment indicates it is currently performing at delivering in the element of assessment.	members available during Team meetings dealt with arising issues as they came to light. The next phase will see a re-invigorated team who will launch the introduction of Formative Assessment with a view to having all staff embedding Formative Assessment strategies in their programs by the conclusion of the school year.
<b>Element:</b> Data Skills and use  School Self Assessment indicates it is currently performing at Sustaining and Growing in the element of data skills and use.	Student assessment data was regularly used to identify student achievements and progress. The school currently rates itself at Sustaining and Growing. More 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.
Internal measures including surveys, lesson observations and data collection indicates an increase of 5% of staff actively collaborating with professional and community networks and forums to reflect and improve on teaching practice .	The AITSIL High Quality Professional Learning Cycle is a continuous learning cycle to keep teachers on track throughout their professional learning journey. Teacher quality is 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. Teachers in every faculty continue to 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. Staff involvement in professional and community networks continued in both face-to-face forums and 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

**Professional learning:** \$10,000.00

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

**Location:** \$22,000.00

**Aboriginal background:** \$110,000.00

**Student support officer (SSO):** \$96,058.00

### Summary of progress

This year the Attendance and Engagement Team implemented the quality systems and processes designed last year including Attendance Intervention Procedures, and an Attendance Reward Initiative. Positive recognition certificates and community vouchers were presented to students at School Cup assemblies. The Perfect Presence Program, introduced this year, will be enhanced and more structured in the upcoming year in line with the school's core values. The inaugural Accelerated Academic and Targeted Sports Programs were implemented and resulted positively in student attendance, engagement, and positive behaviour. High standards were set and adhered to in the wearing of school uniforms. An extremely high percentage of students wore their school uniform on a daily basis and acted responsibly by supplying a note when not in uniform.

In 2022, the Technology Team updated the school infrastructure, by replacing staff desktop computers from E and F Block staff rooms to Surface Pros. Further technology, including Laptop cabinets and cameras being installed throughout the school to support teaching and learning. Additional laptops were supplied to Learning Hubs to assist Distance Education students. The school was supported to appoint a Digital Classroom Officer (DCO), responsible for overseeing the installation of, and the support of staff with the Main Learning Displays (MLDs). This involved providing online resources and training, as well as individual assistance for some staff members in operation and access. The team also worked collaboratively to manage the data migration from the Department servers to the Microsoft One Drive / SharePoint solution that has been ongoing through the year.

This year the Student Well-Being Team organised and assisted with multiple whole school events such as RUOK Day, Pink and Blue Day and Mentally Sound. Anti-bullying Policy and Procedures continued to be a focal point. Next year we will continue to focus on providing quality mental health services and allocate more time to explicitly teaching the anti-bullying policy and procedures to students and staff. Research has indicated that repeat incidents of bullying are less likely to occur where students and staff have followed the policy and procedures.

In 2022, the Indigenous Team focused on supporting our Aboriginal and Torres Strait Islander students, by providing every student with a CHAMP (Camden Haven Aboriginal Mentor Program) from within the teaching staff. Our teaching staff have participated in professional learning to develop, implement and refine our Personalised Learning Pathways documents and processes to cater for the individual need of students ; educationally, culturally, physically and socially.

In 2023 the Attendance and Engagement Team will collaborate with the Safeguarding Kids Together Team in the development and implementation of the school attendance policy. The team will be restructured to include Deputy Principals, Year Advisers, Aboriginal Education Resource Teacher, HT Teaching and Learning and HT Administration and will meet fortnightly to analyse data and discuss student attendance as per the Attendance Intervention Procedures. The Student Well-Being Team will focus on resilience and positive mental health in 2023.. The Indigenous Team will create dynamic and interactive PLPs for all students, design contemporary and engaging resources for staff and students, and commence staff professional learning in the area of Aboriginal pedagogy.

### 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
The number of distance education students attending less than 90% of the time or more has improved as indicated by attendance data including phone and online lessons, learning materials submission and field services attendance with over 50 students attaining equal to or greater than 100% attendance in one or more subject; 10 of these in all their subjects.	All Head Teachers with a distance education responsibility met on a weekly basis to focus on streamlined systems and the consistency of implementing all attendance 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 continued to attend fortnightly online group lessons which also saw improved attendance for the students involved; sometimes up to 90% improvement for selected students.
The number of face to face students attending school greater than 90% of the time or more has decreased by 4% however initiatives implemented during the year should see improvement in 2023.	The Attendance and Engagement Team implemented the quality systems and processes designed last year including Attendance Intervention Procedures, and an Attendance Reward Initiative. Positive recognition certificates and community vouchers were presented to numerous deserving students at School Cup assemblies. The Perfect Presence Program, introduced this year, saw a marked improvement in student attendance for attendees who were previously at risk of HSLO intervention. The inaugural Accelerated Academic and Targeted Sports Programs were implemented and resulted positively in student attendance, engagement, and positive behaviour.
The number of students reporting positive well-being outcomes has increased by 3% across positive well-being measures implemented at the school level including student and parent surveys, anecdotal evidence and evaluation of well-being initiatives.	The Student Wellbeing Team organised and assisted with multiple whole school events such as RUOK? Day, Pink and Blue Day and Mentally Sound. Anti-bullying Policy and Procedures continued to be a focal point. The team commenced focussing on providing quality mental health intervention for a small group of students at risk. Time was allocated to explicitly teach the anti-bullying policy and procedures to students and staff, and this will continue to be a focus in 2023. Data showed that repeat incidents of bullying occurred less when students and staff followed the policy and procedures.
The percentage of Aboriginal and Torres Strait Islander students attaining their HSC whilst maintaining their cultural identity has increased to 21%. We are on target to better that in 2023.	In 2022, the Indigenous Team focused on supporting all Aboriginal and Torres Strait Islander students, by providing every student with a CHAMP (Camden Haven Aboriginal Mentor Program) from within the teaching staff. The teaching staff participated in professional learning to develop, implement and refine Personalised Learning Pathways documents and processes to cater for the students' individual needs; educationally, culturally, physically and socially.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$840,500.00</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 the following impact:</b> High levels of SLSO support in the classroom and social settings. Increased levels of student engagement in target support programs. Student feedback indicates that they feel well supported in their learning, assessment tasks, course work and examinations. Improved student learning outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Sustain programs into 2023 providing ongoing learning and social support as well as targeted learning programs to support student literacy, numeracy, work readiness, assessments, course work and examinations.</p>
<p>Socio-economic background</p> <p>\$735,000.00</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>• 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 support program implementation of reading strategies in teaching and learning programs.</li> <li>• professional development of staff to support the reading and numeracy focus and the 'Build the teacher toolkit' resource..</li> <li>• Attendance resources and professional learning to promote and recognise positive attendance initiatives.</li> <li>• Indigenous retention program initiatives including CHAMP (Camden Haven Aboriginal Mentor Program), PLP development and community engagement.</li> </ul> <p>Diversity and Inclusion initiative professional learning and resources.</p> <ul style="list-style-type: none"> <li>• Employment of staff to support Whole school initiatives including Learning Edge, Accelerated Academic Program, Community Liaison, Fitness Centre Attendant.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All programs have been implemented with feedback data being collected from staff, students and community. All data reflects that programs meet the needs identified, with positive feedback indicating high levels of student engagement. Staff professional learning is supporting teacher capacity building in school priority areas.</p> <p><b>After evaluation, the next steps to support our students will be:</b> All whole school priority programs will continue in 2023. Additional professional learning will be a priority for 2023 to support strategic directions and the induction of new staff.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning</p>

<p>\$184,000.00</p>	<p>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><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> <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 teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level</li> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• employment of specialist additional staff (LaST) to support Aboriginal students</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• Staff professional learning to support reading and numeracy and development and implementation of PLPs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 100% of indigenous students have PLPs that have been developed collaboratively between students, teachers and parents. Increased levels of engagement for indigenous students. Reduced incidents of indigenous student suspensions. Positive feedback to the student mentoring program with improved relationships between staff mentors and students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Sustain programs in place with further enhancements to be made on the PLP process, CHAMP and community engagement. An ongoing focus will continue on strategies to support Aboriginal student literacy, numeracy and retention.</p>
<p>Low level adjustment for disability</p> <p>\$335,249.90</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>• providing support for targeted students within the classroom through the employment of Learning and Support Teacher and School Learning and Support Officers</li> <li>• targeted students are provided with evidence-based intervention programs to increase learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> High levels of student access to additional learning support programs ie Quicksmart, QuickLit, Literacy Planet, Edrolo, Maths Space. Students receive additional personalised support targeting literacy and numeracy skills. Target intervention was in place to support students in the top two bands to further improve academic performance. Students across both face to face and distance education have been supported to foster improvement.</p>

<p>Low level adjustment for disability</p> <p>\$335,249.90</p>	<p><b>After evaluation, the next steps to support our students will be:</b> Sustain high levels of student engagement in personalised programs in 2023. Staffing allocation will continue to ensure student access to support.</p>
<p>Location</p> <p>\$22,000.00</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>• Belonging and connectedness</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>• Resourcing of whole school initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All students being provided with opportunities for engagement in events to highlight, promote and support diversity and inclusion.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to promote and ensure that all students have access to the events and support systems across the school that support a strong sense of safety, belonging and inclusion.</p>
<p>Professional learning</p> <p>\$181,000.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy 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> <li>• Monitoring and improving progress</li> <li>• Data driven practices</li> <li>• Belonging and connectedness</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Provision of professional learning opportunities for all staff to support the strategic directions of the school as well as individual teacher capacity building requirements</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Strategic directions have been well supported through high impact professional learning that is targeted to both school improvement and individual teacher need. Student learning is supported through a focus on literacy and numeracy. Student engagement has been supported through professional learning focused on attendance, retention and inclusion. Professional learning funds targeted to support a focus on Formative Assessment will be carried forward to 2023.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Ongoing allocation of professional learning funds to continue a focus on literacy and numeracy across all key learning areas. Funds will also be allocated to further the implementation of whole school systems including Student PLPs, student attendance and engagement, formative assessment, diversity and inclusion.</p>
<p>COVID ILSP</p> <p>\$239,680.00</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 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</b></p>



<p>COVID ILSP</p> <p>\$239,680.00</p>	<p><b>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 the following impact:</b> Analysis of the student data to identify personalised need. Resources were developed and students supported in individual and small groups for literacy and numeracy. Intervention programs were implemented. Students demonstrated a growth in confidence and ability with each session. Semester 2 examination results improved from semester 1.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continuation of the program will take place in Semester 1 2023 to support identified students.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students 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>• Belonging and connectedness</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• Additional staffing for social worker supporting students at risk and those requiring access to outside agencies.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Additional resource for students to access mental wellbeing and health support. The Student Support Officer has worked in collaboration with the school team to ensure that all students receive support and access to additional services if required. Students and families report high levels of connectedness with the Student Support Officer.</p> <p><b>After evaluation, the next steps to support our students will be:</b> This program will continue in 2023.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	541	519	511	504
Girls	502	496	512	517

### Student attendance profile

School				
Year	2019	2020	2021	2022
7	91.2	92.4	88.1	84.8
8	87.9	88.9	82.6	82.5
9	86.8	87.0	80.8	74.1
10	84.7	88.6	77.6	75.9
11	85.8	86.1	74.5	75.2
12	87.1	91.1	84.2	82.7
All Years	87.5	89.1	81.3	79.0
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

### 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## 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	5	4	16
University Entry	0	0	35
Other	0	5	2
Unknown	0	0	2

## Year 12 students undertaking vocational or trade training

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45.83% of Year 12 students at Camden Haven High School undertook vocational education and training in 2022.

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

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20.9% of all Year 12 students at Camden Haven High School expected to complete Year 12 in 2022 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)	119.9
Learning and Support Teacher(s)	1.9
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	24.95
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	3,925,835
<b>Revenue</b>	25,950,495
Appropriation	25,623,978
Sale of Goods and Services	-109,051
Grants and contributions	424,714
Investment income	8,834
Other revenue	2,020
<b>Expenses</b>	-26,120,474
Employee related	-22,047,649
Operating expenses	-4,072,825
<b>Surplus / deficit for the year</b>	-169,979
<b>Closing Balance</b>	3,755,857

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.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	840,510
<b>Equity Total</b>	1,308,868
Equity - Aboriginal	184,918
Equity - Socio-economic	788,675
Equity - Language	0
Equity - Disability	335,275
<b>Base Total</b>	8,557,210
Base - Per Capita	291,693
Base - Location	23,600
Base - Other	8,241,917
<b>Other Total</b>	13,453,859
<b>Grand Total</b>	24,160,446

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.



## Parent/caregiver, student, teacher satisfaction

The school sought the opinions of students, parents and staff using school developed surveys both general and for specific programs / stage evaluations and evidence from stakeholder feedback. Additional specific program surveys have also been completed to gauge community satisfaction. The school development review has also been examined to inform school satisfaction and future directions.

Data indicates there is a sense of positive wellbeing for students at the school, in belonging, relationships and the learning environment.

Positive Behaviour for Learning data (PBL) indicates a continuing reduction in negative behaviours and significant increase in the number of students demonstrating positive behaviours towards school and learning from 2021. There have been notable increases in student data for "interest, motivation and effort". There has also been a significant decrease in student reports of bullying.

Data also indicates that classrooms are positive learning environments. Parents continue to support the school in the implementation of PBL.

The school community reports high levels of support for the school focus on attendance and engagement.

Specific program surveys (in relation to programs such as Targeted Sports, Accelerated Academic Program and The Learning Edge) indicate that these strategies are viewed by the students, staff and community as being extremely valuable, increasing student engagement and improving attendance. As a result, there is strong support to continue these programs in 2023.

There continues to be a high level of attendance from community at parent / teacher interviews, subject selection nights, HSC parent workshops and transition information evenings demonstrating effective communication and development of positive home school partnerships.

Staff indicate high levels of willingness to support a wide range of extra curricula activities to enhance student opportunities for success.

# 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.