

2022 Annual Report

Cammeraygal High School



EMPOWERED
TO ACHIEVE

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Introduction

The Annual Report for 2022 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.

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Message from the principal

2022 saw Cammeraygal High School complete its eighth year of operation with over 880 students and more than 100 teaching, support and administration staff. 2022 was an outstanding year in Cammeraygal High School's continued development and growth. The school had many highlights throughout the year including a celebration of student achievements in a range of areas across the school. Term 1 continued to present challenges as we continued to see staff and student absence due to COVID -19 infections. This did create a higher than average absentee rate of both students and staff. This improved and returned to normal attendance levels from terms 2 and 3 onwards. Cammeraygal High School is a thriving whole school community that continues to develop stronger partnerships with our P&C enhancing a cohesive positive culture across the school in 2022. One of the many highlights was the 2022 HSC results, where like the 2021 cohort the class of 2022 have also shown that they have continued in this tradition of achieving excellence in so many areas of the HSC.

As a school who is only completing our 3rd HSC exams, we were so pleased with the performance of our year 12 students. Congratulations to all our year 12 students and to their teachers who have done exceptionally well across so many subject areas. The results are truly outstanding and reflect the excellence of the teaching teams and the commitment and collaboration of the year 12 cohort.

The 2022 HSC results were truly outstanding and can be highlighted in the following summary.

- Six all-rounders (top band results in 10 units) - Gota B, Dexter G, Elke G, Sarosh K, Angela K and Vetaka V
- Alexia R - first place in NSW in Aboriginal Studies
- Liv W - top 10 in NSW in Aboriginal Studies
- Sarosh K - top 10 in Legal Studies
- 17.5% Band 6/E4 - this is a huge growth since 10.4% in 2021. This is the percentage of students who received over 90 in their subjects
- 52.3% of results were either Band 5 or 6 (E3/E4)
- Every student in accelerated Aboriginal Studies received a Band 6 result (over 90)
- 23.8% of students in Advanced English received a Band 6 result, compared with 14.5% of the state
- 36% of students in Legal Studies received a Band 6 result, compared with 14.5% of the state
- 25% of students in Business Studies received a Band 6 result, compared with 10.38% of the state

ATARs we have so far:

- Elke G - 99.55
- Sarosh K - 99.35
- Dexter G - 99.35
- Vetaka V - 97.85
- Ruairaidh K - 94.45
- Hamish T - 92.65
- James W - 91.7
- Ben L - 91.6
- Aaron S - 88.75

The school also came 87th in the state overall, which was a jump of 97 places and came 6th in the state compared to other comprehensive high schools. We also achieved 3rd in the state for Coeducational high schools in 2022..

Emilia L was also selected for Art Express and will have her work exhibited at the Art Gallery of NSW in 2023.

NAPLAN results showed improvement this year with Cammeraygal High School being the acknowledged as the second most improved school in NSW for our NAPLAN results in literacy and numeracy. The school continues to focus on writing, reading and numeracy in the middle school to enhance our student achievement. We have also introduced yearly examinations for years 8-10 to allow students the opportunity to prepare for the demands of the senior school.

Sport continues to be an area where our students have excelled individually and in teams. Congratulations to Remy L who received a Combined High school NSWCHSSA Blue award for his extraordinary achievements in swimming. Lachlan F in year 12 also received the NSW CHSSA Blue state award for his outstanding achievements in rowing. These awards are an indication of sporting excellence that indicates these students have reached the optimum level in their chosen sport. Congratulations as well to our Under 15s Girls Basketball team who received a Bronze medal in the recent Combined High School round robin competition. This again was an outstanding result for the girls and for our school. Well done to all of sporting high achievers this year.

The Extra-Curricular Music Program continues to grow in the school with the Concert, Jazz, String, vocal and drumming ensembles performing in the public arena to showcase their range of talents. We also enjoyed many school performances with the Summer Soirée and at the Music showcase earlier this year. The program has highlighted the great commitment by our students and their to their musical pursuits.

Debating continues to be a great talent area in our school with Alexia R being selected for the Combined High School's state debating squad. These teams are extremely competitive and usually dominated by selective schools. Alexia's achievements saw her debating talents acknowledged as one of top 12 debaters in NSW. Well done Alexia. Alexia also achieved excellence in the ICAS writing competition receiving the ICAS medal in writing. William S also received the medal in the ICAS writing competition. This meant that both students were not only in the top 1% of students who entered but they also achieved the equal top mark awarded to students in this section. The students who entered were from all across Australia and New Zealand. What an accomplishment. Congratulations to both Alexia and Will!

Another highlight of 2022 was the **Aboriginal Studies Major Works exhibition** that saw our students display outstanding examples of projects that displayed their understanding and advocacy for issues related to indigenous people. The exhibition saw Charlie White in year 12 selected to present his ideas on curriculum reform in aboriginal issues to educational leaders for consideration for implementation into the Year 7-10 History curriculum. The outstanding teaching of the course by Ms Jessy Coulson also saw her recognised by being awarded the Northern region Executive Director's award in term 3 2022.

The HSC CAPA showcase was another highlight that saw Year 12 students from HSC Drama, Music and Visual Arts perform and exhibit their art work late in term 3. The event was a highlight in our school's history as we celebrated the depth and diversity of talents that are evident in the school in only our third year of completing the HSC. It also shows the importance of the Creative and Performing arts to our students and in our community.

In term 3 we also enjoyed the **TAS HSC Showcase** that equally highlighted the talents of our students in Textiles and Design, Industrial Timber And Design and Technology. The major work projects were outstanding and were the result of great teaching, mentoring and student talents in their chosen area of TAS.

Student leadership is another area of growth in our school as we continue to develop our student leaders from years 7-12. The school captains and Prefect Body were instrumental in role modelling student voice to the entire student body. The 2022 School Captains, Chloe T- L and Sebastian Tan led the project to redesign the Cammeraygal High School House emblems. This involved consultation with the local indigenous community for their input and wisdom on the totems that were to be reflective of native animals and symbolism on Cammeraygal land. The Cammeraygal

The Cammeraygal High School P&C Association continues to support the school wholeheartedly and with generous funding for a range of programs and equipment including the provision of the grand piano that sits proudly in the West street hall. The P&C has funded many wellbeing programs including the Paul Dillon and Tomorrow Man and Woman programs that are invaluable to our students. P&C sporting programs continue to go from strength to strength. The number of participants is growing and we thank the parent sports coordinators and coaches for their extraordinary efforts in making this program so successful.

We also thank the P&C for supporting our teachers with the many thank you gifts including the Uber Eats vouchers and the end of year luncheon and morning tea for our staff. 2022 was an outstanding year for our school as we saw our students and teachers develop and showcase such a huge range of their skills, interests and attributes.

Thank you to our community of parents/caregivers, students and teachers who have worked tirelessly to support our the school in the areas you will read about in this Annual Report. Thank you as well to our support and administration staff

who allow us to do the work that is needed to support our students to be Empowered to Achieve.

Ms Kathy Melky

Principal Cammeraygal High School

Message from the school community

In 2022 the P&C continued to find ways to connect and inform the Cammeraygal community and to work closely with the school to enhance the student experience. We were active in the areas of Communications, Environment, Sport, Social, Wellbeing and Uniforms thanks to the involvement of a wonderful group of parents. Due to the generous financial contributions of Cammeraygal parents, the P&C were able to fund a number of significant wellbeing, equipment and infrastructure initiatives across both campuses. Our funding was directed to the purchase of some very large musical instruments (Timpani and Marimba) and numerous display boards for exhibiting student art work. We were delighted to make a contribution to setting up a Year 12 common room and to funding a Year 12 graduation celebration. We contributed to the refurbishment of the Pacific Campus Library so that an inviting and refreshed learning space has been created for students to enjoy. We made significant funding contributions towards what are now well established parts of the Cammeraygal Wellbeing program including the Tomorrow Man and Tomorrow Woman programs and the sessions by Drug and Alcohol educator Paul Dillon. We were also able to fund wellbeing related initiatives to recognise and to reflect our gratitude for the wonderful team of teachers and staff who support our students every day with an extraordinary level of care and commitment.

The mighty Cammeraygal extra curricular sports program got back out on the field of play this year and continued to provide wonderful opportunities for a team sport experience in soccer, netball, tennis and basketball. The players and coaches wore their Cammeraygal uniforms with pride and were wonderful representatives for our school. Our patiently awaited first aid training delayed from 2021 was finally able to be delivered for students, coaches and team managers and even more opportunities for individual fitness goals to be realised were provided through speed and agility sessions. We are excited to see the take up of the Pilates session in 2023! And finally, as we are not a group to be deterred by a mere pandemic or a very stubborn La Nina weather pattern, we managed to find a way to host two IN PERSON social events during 2022 so that parents and carers had an opportunity to finally get to a school campus in person, to meet each other and to mingle with teachers in a relaxed and welcoming way. Now we have found a format which seems to successfully adapt to any combination of public health considerations or weather events, we are looking forward to more social plans for the year ahead!

Ms Megan Salmon

Cammeraygal High School P&C President 2022

Message from the students

2022, what a year! As we reflect on the past year, we can't help but feel a sense of pride in what our leadership team and school community has achieved in 2022.

We started the year strong with Harmony Day in Term 1, featuring orange decorations, affirmation walls, and a Cultural Runway at assembly. Our Vice Captains presented an academic success guide to Year 11, and we introduced a Captain's address in the school newsletter. The term also saw the implementation of the house point system by sports prefects and a suggestion box to improve student voice.

Reflecting on Term 2 and Term 3, we are proud of the accomplishments we have made as a school community. In Term 2, we successfully completed the Year 12 common room space, providing students with a peaceful environment to study and socialise. We also hosted the Prefect Afternoon Tea, which was a great opportunity to connect with students from other schools in our area, building stronger relationships within our community.

One of our biggest highlights of the year was our Term 2 House Emblems Workshops initiative. We were privileged to engage with the local Indigenous community and learn about the significance of our school's art and the animals that were symbolic to the Cammeraygal Clan. It was exciting to present the finished emblems at the graduation ceremony in the following term.

In Term 3, we held Pride Week, a highly successful initiative that promotes inclusivity in our school community. We also had the opportunity to attend a morning tea hosted by our local MP member Tim James at NSW State Parliament, which provided our School and Vice Captains with valuable leadership knowledge and connections with other schools.

On top of our jam-packed Term 3, our academic Captains led a very successful 'speed-dating' subject workshop where

our Year 10s were given the opportunity to ask questions about Stage six subjects to high achieving Year 12s.

We are also especially proud of the efforts of our social justice prefects, who worked throughout the year on the school's reconciliation action plan and led the National Reconciliation Week assembly.

Overall, we are proud of what our Cammeraygal community has achieved throughout our time as school leaders. We are very excited to see what our 2023 leadership team accomplishes and wish them the best of luck for the future!

Sebastian Tan & Chloe Tazawa-Lim

School Captains 2022



Music Ensemble Performing at Presentation Day

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

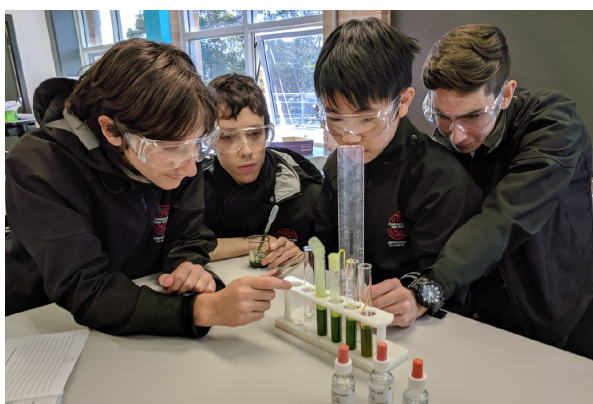
Cammeraygal High School is an evolving and dynamic 7-12 comprehensive, coeducational multi-campus high school with the two campuses being located at Pacific Highway and West Street Crows Nest. The school commenced with an initial enrolment of up to 120 Year 7 students in 2015 and has continued to enrol 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 870 students in 2022.

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.



Science Class

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 | 2022 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 | Sustaining and Growing |
| TEACHING: Effective classroom practice | Sustaining and Growing |
| TEACHING: Data skills and use | Sustaining and Growing |
| TEACHING: Professional standards | Sustaining and Growing |
| TEACHING: Learning and development | Sustaining and Growing |
| LEADING: Educational leadership | Sustaining and Growing |
| LEADING: School planning, implementation and reporting | Sustaining and Growing |
| LEADING: School resources | Sustaining and Growing |
| LEADING: Management practices and processes | Sustaining and Growing |

The SEF survey was completed in 2022 by the Executive team at Cammeraygal High School. It demonstrates a consistent delivery of sustaining and growing in most areas of the SEF. It continues to provide us with more evidence of focus areas for improvement in the School Improvement program

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
- Strengthening Mathematics Stage 4 & 5 program

Resources allocated to this strategic direction

Low level adjustment for disability: \$107,215.90

Professional learning: \$82,063.90

Summary of progress

KLA Specific Literacy Strategies

Literacy Team has focused on developing KLA specific literacy approaches, which align with the particular literacy needs of each KLA. An audit of assessment tasks was undertaken by the school executive, with the mandate that each KLA was to produce reading-specific tasks (formative and summative assessment) with the view of elevating reading skills to align with Premier's Priorities. In Term 4 there was a jointly run professional learning - involving the Literacy and Data teams - to improve data literacy when it comes to the Literacy outcomes of students and for each faculty to identify and develop targeted literacy strategies for each KLA.

As part of the Literacy initiative, all faculties developed KLA specific reading assessments and each KLA developed an extended writing assessment task. By Term 2, 2022, the Literacy Team and school executive oversaw the development of a reading task for each KLA. In Term 4 the Literacy and Data teams presented to equip all teachers with the skills to engage with and critically evaluate the types of literacy strategies that need to be targeted across all faculty areas, including inference and audience.

The success of this initiative came down to cross-KLA collaboration, specifically through the school Literacy Team, which is drawn from teaching staff across all KLAs and the school executive. Additionally, success in this initiative has come through the analysis of authentic student performance data, which was linked back to NESA strategies for teaching and assessing literacy.

In 2022 the Literacy Team had planned to devise and develop more scaffolds and models to be used across KLAs to give a greater sense of uniformity in our whole-school approach to literacy. Time was a factor in terms of getting opportunities to meet together to develop these resources. Additionally, another barrier to success in the delivery of KLA specific strategies was the lack of time to meaningfully reflect on the success of initiatives in the form of data analysis. In 2023 the aim will be to devote more time to develop and reflect on the success of resources.

The impact of this initiative has been the roll out of reading and extended writing tasks across all KLAs and through the sharing of expertise across these KLAs via the CHS Literacy Team.

Lifting Numeracy Strategy

As a part of the numeracy initiative, all teachers in the mathematics faculty performed regular formative assessment using quizzes. This has allowed teachers to quickly identify areas of weakness in students and to allocate extra resources according to learning needs. To further improve this process, an easily accessible question bank for creating quizzes should be made. The evidence of impact of this initiative has seen students showing significant improvement in their foundation skills and numeracy. In 2023, the assessment style in Year 8 mathematics will include non-calculator sections. This will enable students to further consolidate their numeracy skills, including those related to NAPLAN.

Strengthening Mathematics Stage 4 & 5 program

The Stage 4 and Stage 5 programs in Mathematics are heavily designed to strengthen students' foundational skills in

preparation for Stage 6. It has been an involving program since its creation in 2021. The successful application of this program was enabled by the strong support of faculty members. Challenges included access to suitable resources, which was met with the purchase of ICE-EM textbooks. The newer Mathematics teaching programs has enabled students to become much more proficient in their core skills, such as algebra and equations. This is evidenced by the growth in their summative assessment results from 2021 to 2022 in Stage 5 students. Moving into 2023, further strategies such as the inclusion of non-calculator sections in all Year 8 maths assessments, will be implemented to better prepare students for NAPLAN Numeracy. This will also benefit their general proficiency in arithmetic.

HSC Improvement

HSC results showed significant improvement across all faculties in 2022, from 2021 data. 52.2% of all course results were in the top 2 bands in 2022, compared with 41.9% in 2021. This demonstrated the success of explicit teaching strategies across all subjects in lifting student performance, particularly from band 4 to band 5. For example in Biology 39.2% of results were in the top 2 bands, compared with 22.9% in 2021; in Business Studies 60.79% of results were in the top 2 bands, compared with 22.9% in 2021; in Chemistry, 36.7% of results were in the top 2 bands, compared with 14.3% in 2021; and in Modern History 56.7% of results were in the top 2 bands, compared with 46.2% in 2021.

The growth of HSC results in the top 3 bands was also appreciable, if not as significant as the growth in results in the top 2 bands. In 2022, 79.7% of results were in the top 3 bands across all subjects, compared with 75.3% in 2021. This can be attributed largely to the success of strategies to build student performance in the middle of the cohort, adding value to students who may otherwise have sat in Band 4 but were pushed up to Band 5. Further work is needed in the bottom quintile to bring those students towards Band 4 results.

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 |
|--|---|
| NAPLAN Top 2 Bands <ul style="list-style-type: none"> Improvement in the percentage of students achieving in the top 2 bands in reading by 9% | The percentage of students achieving in the top bands in NAPLAN Reading is moving towards the school's lower bound system-negotiated target of 39.9%. |
| <ul style="list-style-type: none"> Improvement in the percentage of students achieving in the top 2 bands in numeracy by 12% | 42% of students achieved in the top two bands in NAPLAN numeracy indicating progress toward the lower-bound target. |
| <ul style="list-style-type: none"> Results for targeted groups including Aboriginal and EAL/D students are equivalent to or exceeding the progress and achievement of all students in the school. | Ongoing monitoring of EAL/D progress through annual testing, assessment and observation of student progress across learning domains. Additionally, EAL/D support is provided to students within the classroom environment and as an ongoing process in terms of withdrawal and support for identified student needs. EAL/D support is also provided for Stage 4 and 5 assessment, where formative and summative tasks are adjusted to meet the needs of EAL/D students. |
| <ul style="list-style-type: none"> Improvement in the percentage of HSC course results in top two bands from 2021 data | 52.2% of all course results were in the top 2 bands in 2022, compared with 41.9% in 2021. |
| <ul style="list-style-type: none"> Improvement in the percentage of HSC course results in top three bands from 2021 data | In 2022, 79.7% of results were in the top 3 bands across all subjects, compared with 75.3% in 2021. |
| <ul style="list-style-type: none"> Improvement in the percentage of students achieving expected growth in reading by 2% above baseline | <p>The percentage of students achieving expected growth in reading is moving towards the lower bound target of 72.6%.</p> <p>Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.</p> |
| <ul style="list-style-type: none"> Improvement in the percentage of students achieving expected growth in numeracy by 3% above baseline | <p>The percentage of students achieving expected growth in numeracy is moving towards the lower bound target of 66.1%.</p> <p>Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for</p> |

• Improvement in the percentage of students achieving expected growth in numeracy by 3% above baseline

2022.



House Captains

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

English language proficiency: \$93,282.98

Integration funding support: \$191,077.00

Socio-economic background: \$14,958.67

Summary of progress

Evaluative Classroom Practice

The school data team ran professional development workshops targeted at lifting staff's knowledge and implementation of data skills and analysis. This delivered during staff development days and additional professional learning events throughout the year. This was complimented by RAP analysis professional learning during faculty meeting times culminating in head teachers submitting documentation analysing HSC performance in each subject and linking this to improve teaching and learning practices. Additionally, PLSPS and EAL/D plans are underpinned by evidence based practices and have been updated throughout 2022 by specialist staff.

The data team enabled staff development in data literacy and analysis and were supported by additional professional learning programs and head teacher facilitation within faculties. As a result teachers reported increase confidence in data literacy and analysis linked to lifting student achievement in both HSC and literacy and numeracy initiatives. Consultations with all stakeholders has taken place in shaping the updated student plans enabled by specialist teams. Additionally, the updated plans and changes have been communicated regularly to all staff by specialist teams.

Due to time restraints a follow-up session unpacking the worked examples of analysis that staff used to build their confidence would have been beneficial, as well as, providing additional time for teachers to replicated the worked example to demonstrate their growing skills. Additionally, staff movements impacted the development of student plans throughout 2022.

The impact of this initiative has been that staff have engaged in professional dialogues about data analysis and its significance in lifting student achievement and attainment. Staff are more familiar with methods of analysing data and have begun to analyse internal data to identify areas of development and improvement within their teaching. Furthermore, all staff have access to updated evidence based student plans and training on the use of these plans to provide differentiated targeted learning practices.

With the growth of the school and staff changes, this initiative will be reiterated to improve staff literacy and ability to analyse data to continue to improve staff confidence and student achievement. Additionally, the data team will focus on revising how qualitative data can be collected and utilised to improve programs and teaching strategies across the school. In 2023 the approach taken to improve students plans within school will be expanded to include bi-annual updating for these, as well as, for other students needing specialist plans.

Whole-school approach to literacy

The school literacy team ran professional development workshops targeted at lifting staff's knowledge and implementation of writing strategies, which was delivered at Staff Development Day. Additionally, the literacy team met during SDD events to throughout the year to devise reading strategies and reading-focused assessment tasks and strategies, which were mandated across all KLAs. Covid ILSP complemented our whole-school literacy approach, whereby students were provided with weekly, targeted literacy support. In Term 1 our focus was on Year 9 students, in Term 2 our focus was on Year 8 students and in Term 3 our focus was on Year 7 students. In Term 4, support was

provided for students with the most significant knowledge and skill gaps in literacy across all year groups.

after conducting an audit of our assessment tasks, the literacy team ensured the development of reading tasks for all KLAs, which were embedded into our schedule. In addition to a reading task, all KLAs developed an extended writing task. Our Covid ILSP teacher worked with the HT English and other stakeholders to identify students across Stage 4 and 5 who required significant literacy support that went beyond quality teaching and classroom differentiated. The Covid ILSP teacher devised targeted literacy strategies to elevate the knowledge and skills of our students.

One of the fundamental barriers for the COVID ILSP programme roll out was the departure of our existing teacher and finding a suitable replacement who could continue with the roll out of this initiative. A replacement was found, however, it did take some time for the new Covid ILSP teacher to build rapport with students. Another key area for improvement would be the regularity of meetings for the literacy team, so we can more meaningfully reflect on the impact of our initiatives and make changes where necessary.

The impact of this initiative has been the successful development of reading and extended writing tasks across all KLAs and as part of our formalised pattern of assessment in Stages 4 and 5. Additionally, the literacy team has given stakeholders across KLAs a meaningful opportunity to share resources and expertise with one another to develop whole-school approaches to teaching and assessing literacy. The COVID ILSP initiative allowed us to provide personalised, targeted support to students with demonstrated gaps in their levels of literacy.

In 2023, in this initiative, we will develop a more standardised approach to teaching and assessing literacy by developing school-wide resources, scaffolds and models for literacy. In this initiative we will critically evaluate the success of literacy strategies rolled out in 2022 and, through the literacy team, adjust the approach to teaching and assessing literacy by analysing student assessment performance data.

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">• All PLSP and EAL/D plans are informed by evidence based practices | All students plans have developed through consultation between specialist teams and stake holders. Most PLSP's and EAL/D have been updated throughout the year to reflect students changing learning needs. 100% of staff can access student PLSP and EAL/D plans in order to modify learning experiences to improve student achievement and outcomes. |
| Evaluative Classroom Practice <ul style="list-style-type: none">• 100% of staff have participated in high impact professional learning to build skills in data analysis and implementation | 100% of stage 6 teachers have actively engaged in data analysis of HSC results to identify strategies to improve student achievement and attainment, and all staff have actively participated in a range of professional learning workshops improving their data analysis skills . All teachers have participated in PL in Data Analysis. |
| <ul style="list-style-type: none">• 75% of teachers are confident in the delivery of effective, evidence-based literacy lessons and these teaching methods are promoted and modelled for all staff. | Ongoing professional development via the Cammeraygal High School literacy team, incorporating evidence-based literacy lessons which have been devised by the team and via collaboration with identified high schools with highly successful literacy programs. School-devised literacy lessons and strategies are shared among all faculties. |
| <ul style="list-style-type: none">• Each course features at least one formal extended writing task | School-wide approach to extended writing was achieved, facilitated via an audit of our assessment tasks. In addition to formal extended writing tasks, as part of our assessment audit, Cammeraygal High School has committed to ensuring that each KLA develops an appropriate reading task for Stages 4 and 5. |



CAPA teachers during book week

Strategic Direction 3: Cultural Cohesion & Transition

Purpose

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

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
- Wellbeing
- Enhanced Built Environment

Resources allocated to this strategic direction

Summary of progress

Cammeraygal Code

The Cammeraygal Code reached its final draft after lengthy consultation with student, staff and the community. In term 2, student focus groups were conducted to gain feedback on the initial draft of the Cammeraygal Code, after teacher consultation. Edits were made with all suggestions visible, and was presented at the P&C for community consultation. The Cammeraygal Code was finalised in Term 3 with all stakeholder contributions bridged together. The input of students was invaluable in this process as the language used in the Cammeraygal Code needed to be accessible, meaningful and relatable. The language and behaviours outlined in the code resulted in lengthy edits by staff to ensure the expectations were realistic and appropriate to our school setting. With the introduction of the new Behaviour Strategy, the Cammeraygal Code needs to be included in School Behaviour and Support Plan. This plan is still in its draft stages and may require some further editing to the Cammeraygal Code. This has impacted the ability to revise the behaviour management systems and templates currently in place. As the Cammeraygal Code reflects the CHS school values, the use of our values as common language and expectations is reflected in the classroom and playground interactions with staff and students. The next stage for the Cammeraygal Code, is to ensure it is embedded into the CHS School Behaviour and Support Plan. Signage and classroom resources / behaviour can then be edited to reflect the marriage between the Cammeraygal Code and the SBSP. Official launch can then be achieved.

Student Voice

Having collected and analysed the Student Voice Survey data last year, the focus this year was to develop the draft Student Voice Action Plan in consultation with both staff and students. Construction on the Action Plan began in Term 2 when the Student Voice team was split into three smaller groups: Cross Campus Collaboration, School Pride and Teaching and Learning. Progress has been slow and is approximately one term behind schedule due to the lack of casual cover for SIP team initiatives and limits on large gatherings in Semester 1, as well as the HSC and Preliminary Exams in Term 3. Despite the delays, some great student initiatives have taken place across the back end of the first semester. This has been done organically through the drive of team members and the student body, and has allowed the team to adjust and realign the student voice to better fit the needs of the school. The draft Action Plan is now almost finalised, after work over a period of two terms, with a view to completion after one more meeting with the whole team. Unfortunately, it has not been possible to measure the impacts of the Action Plan as it has not yet been implemented. Once the Action Plan has been approved, it will be sent to staff and students for feedback, consultation, and amendments, if any. The hope is to implement the Student Voice Action Plan in Term 1, 2023.

Wellbeing

Data from 2021 shows that student connection to the school community has improved. The mentoring program was still in the development stage and working towards building greater student advocacy and success. The Year 12 mentoring program is specifically targeting Stage 6 students to individually support them with their wellbeing and learning goals. The whole school mentoring program has been paused with the view to invest more time and resources to Student Voice and Cammeraygal Code, to align with the strategic direction of Cammeraygal High School.

The 7-12 Wellbeing Matrix was implemented and included activities targeting the wellbeing needs of each cohort. These included Cyber Safety (Digital Thumbprint), Body Image (Butterfly Foundation), Identity (Tomorrow Man & Woman), GPs

in Schools, Driver Safety (The Lemon Car), Drugs and Alcohol (DAYSS & Smashed Project). These programs were evaluated by students who reported that they met their current needs and improved their confidence in managing the complex wellbeing issues they are faced with at different stages of high school. Students also reported that they feel that they better equipped to self advocate.

Implications for 2023 include, adjusting the wellbeing Matrix to cater for the dynamic needs of each cohort. Affirming a positive school culture and sense of belonging is still a major focus as the school is still growing and developing. We are investigating other ways of supporting students as well, such as seeking advice from external support agencies.

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"> Improved proportion of students attending >90% of the time by 10% above baseline | The number of students attending greater than 90% of the time or more has decreased this year. However; this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID 19 when this data was harvested. |
| <ul style="list-style-type: none"> Increase in staff adoption and practise of Cammeraygal Code Student awareness of Cammeraygal Code reflected in positive behaviours | The Cammeraygal Code has been established. It is yet to be implemented due to the introduction of the new behaviour policy. Once the School Behaviour and Support Plan is established, the Cammeraygal Code can be embedded within this. |
| <ul style="list-style-type: none"> Improved proportion of students reporting expectations for Success, Advocacy, and Sense of Belonging at School by 5% above baseline | 66.68% of students indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) demonstrating progress yet to be seen towards this school-based progress measure. |
| Student Voice <ul style="list-style-type: none"> Student voice action plan is implemented and evaluated | A draft Student Voice Action Plan has been created through the three teams. It has yet to be implemented or evaluated and is currently awaiting feedback from staff and students before this is done. |



Remembrance Day

| Funding sources | Impact achieved this year |
|--|---|
| <p>Integration funding support</p> <p>\$191,077.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evaluative Classroom Practice <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Supporting students through employment of LaST and SLSOs to achieve goals of PLSPs. <p>The allocation of this funding has resulted in the following impact: To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. 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.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • To maintain a focus on whole school literacy strategies to enhance backward mapping from the HSC literacy outcomes.. • To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. • 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. |
| <p>Socio-economic background</p> <p>\$14,958.67</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evaluative Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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>The allocation of this funding has resulted in the following impact: The engagement of all students having the same opportunities and support 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>After evaluation, the next steps to support our students will be: Cammeraygal High School will maintain these support structures and increase these supports depending on individual student needs.</p> |
| <p>Aboriginal background</p> <p>\$2,890.39</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>Aboriginal background</p> <p>\$2,890.39</p> | <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • creation of school literacy resources embedding local language • staffing release to support development and implementation of Personalised Learning Plans • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: 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>After evaluation, the next steps to support our students will be: The Cammeraygal High School Reconciliation Action Plan (RAP) was developed 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.</p> |
| <p>English language proficiency</p> <p>\$93,282.98</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evaluative Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement Individual Educational Plans for all EAL/D students • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: 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>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • 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). • Ongoing professional learning will identify language and cultural demands across the curriculum. • Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning. |
| <p>Low level adjustment for disability</p> <p>\$107,215.90</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p> |

| | |
|--|--|
| <p>Low level adjustment for disability</p> <p>\$107,215.90</p> | <p>including:</p> <ul style="list-style-type: none"> • KLA Specific Literacy Strategies <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: 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>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • 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. • Cammeraygal High School will continue to supplement LaST funding in 2023. |
| <p>Professional learning</p> <p>\$82,063.90</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 Cammeraygal High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • KLA Specific Literacy Strategies <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in: increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be: personalised and targeted professional learning in the form of teacher mentoring and co-teaching.</p> |
| <p>COVID ILSP</p> <p>\$39,726.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy <p>The allocation of this funding has resulted in the following impact:</p> |

COVID ILSP

\$39,726.00

the majority of the students in the program achieving significant progress towards their personal learning goals

After evaluation, the next steps to support our students 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 2023.

- This proved to be highly effective in 2022 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.



School leaders with local member for Parliament

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2019 | 2020 | 2021 | 2022 |
| Boys | 354 | 434 | 474 | 510 |
| Girls | 281 | 336 | 363 | 355 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2019 | 2020 | 2021 | 2022 |
| 7 | 94.5 | 95.8 | 93.3 | 88.8 |
| 8 | 91.0 | 93.1 | 91.7 | 87.9 |
| 9 | 91.9 | 92.8 | 89.6 | 87.5 |
| 10 | 87.5 | 91.4 | 90.5 | 86.3 |
| 11 | 88.3 | 90.4 | 91.4 | 89.8 |
| 12 | | 91.2 | 89.8 | 89.3 |
| All Years | 90.9 | 92.7 | 91.2 | 88.2 |
| 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 | | 90.4 | 87.0 | 83.9 |
| All Years | 87.9 | 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

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

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

Post school destinations

| Proportion of students moving into post-school education, training or employment | Year 10 % | Year 11 % | Year 12 % |
|--|-----------|-----------|-----------|
| Seeking Employment | 0 | 1 | 1 |
| Employment | 0.5 | 1 | 4 |
| TAFE entry | 1 | 2 | 2 |
| University Entry | 0 | 0 | 84 |
| Other | 2 | 3 | 3 |
| Unknown | 0 | 0 | 6 |

Year 12: The destination survey that was completed at the end of 2022 is entered into the Year 12 column. The students indicated that this was their preferred pathway however they may have changed this choice from February 2023.

The students in the Year 12 unknowns did not have a clear life plan and we are unsure of what path they chose after leaving school.

Year 11: Of the students in Year 11 some went to Bradfield College and these are included in the tafe section, some students decided on getting a job. Some of the students in the "other" category had moved overseas.

Year 10: The students in the "other category" moved to other schools, moved interstate or moved to Distance Education. Some students in the employment category undertook apprenticeships.

Year 12 students undertaking vocational or trade training

8.27% of Year 12 students at Cammeraygal High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

95.7% of all Year 12 students at Cammeraygal High School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.



Year 12 Graduation 2022

Workforce information

Workforce composition

| Position | FTE* |
|---|-------|
| Principal(s) | 1 |
| Deputy Principal(s) | 2 |
| Head Teacher(s) | 10 |
| Classroom Teacher(s) | 52 |
| Learning and Support Teacher(s) | 0.5 |
| Teacher Librarian | 1 |
| Teacher ESL | 0.4 |
| 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 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 ¹ | 2022 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| 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.

All staff underwent DoE mandatory training at the start of the 2022 school year. Professional learning occurred on a

whole school level in the areas of best practice HSC and explicit teaching. Professional learning also occurred around the School Improvement Plan (SIP). All teaching staff participated in their self nominated SIP groups to plan projects around the Strategic Directions in the plan. This provided opportunities for all staff to participate in groups that centered around improving literacy, numeracy, data analysis, the newly created 'Cammeraygal Code' or student voice.. Teaching staff were also able to attend faculty relevant professional learning.. Beginning teachers were able to use their professional learning time allocation to attend workshops on their subject area or to support their development as an early career teacher.. All teachers who were eligible received their accreditation as proficient teachers or were able to be maintenance in their accreditation



PDHPE Teachers

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 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 2,454,118 |
| Revenue | 12,241,118 |
| Appropriation | 11,144,225 |
| Sale of Goods and Services | 31,125 |
| Grants and contributions | 1,026,533 |
| Investment income | 23,132 |
| Other revenue | 16,103 |
| Expenses | -12,317,849 |
| Employee related | -10,654,213 |
| Operating expenses | -1,663,636 |
| Surplus / deficit for the year | -76,731 |
| Closing Balance | 2,377,387 |

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.

2022 brought about a return to business as usual allowing the school to run a number of activities, excursions and overnight camps. The school community overwhelmingly supports the school in the collection of voluntary school fees. Some examples of the use of voluntary contributions included the purchase of new lockers on the Pacific Highway campus, technology upgrades to classrooms across both campuses, Hall upgrades and contribution to COLA project on Pacific. The P&C also continued their funding of a range of projects including, the refurbishment of the Pacific highway library, the establishment of a year 12 common room and the funding of wellbeing activities including the Tomorrow Man and Paul Dillon.



Chess Club

Financial summary - Equity loadings

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

| | 2022 SBAR Adjustments (\$) |
|-------------------------|-----------------------------------|
| Targeted Total | 191,077 |
| Equity Total | 218,348 |
| Equity - Aboriginal | 2,890 |
| Equity - Socio-economic | 14,959 |
| Equity - Language | 93,283 |
| Equity - Disability | 107,216 |
| Base Total | 9,305,914 |
| Base - Per Capita | 211,442 |
| Base - Location | 0 |
| Base - Other | 9,094,472 |
| Other Total | 1,093,206 |
| Grand Total | 10,808,545 |

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 loading funds were utilized to support students in their learning and wellbeing during the 2022 school year. Much of the funding was used to support student outcomes with the aid of Student Support Learning Officers (SLSOs) who often support students in classrooms on the playground or in extra curricular activities



Year 12 Maths Class

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 to access the school data.

Year 7 results reflected a strong cohort entering the school with 7% of students achieving Band 10 and overall numeracy results reflecting lift compared to Statistically Similar Schools. Year 9 Numeracy saw an increase in Band 9 results, jumping from 16% to 27%, which is a strong improvement compared to the state. Unfortunately we can't determine Year 9 growth due to missed NAPLAN exams as a result of COVID in 2020. An increased focus in literacy components of top two band questions has led to an improvement overall for this cohort.

Year 9 Writing, Reading and Grammar and Punctuation results showed positive impact of school based strategies to improve this area and an average achievement above state and the Statistically Similar Schools Group (SSSG). Spelling results sat above the state average, but further work is to be done to improve this assessment compared to SSSG.

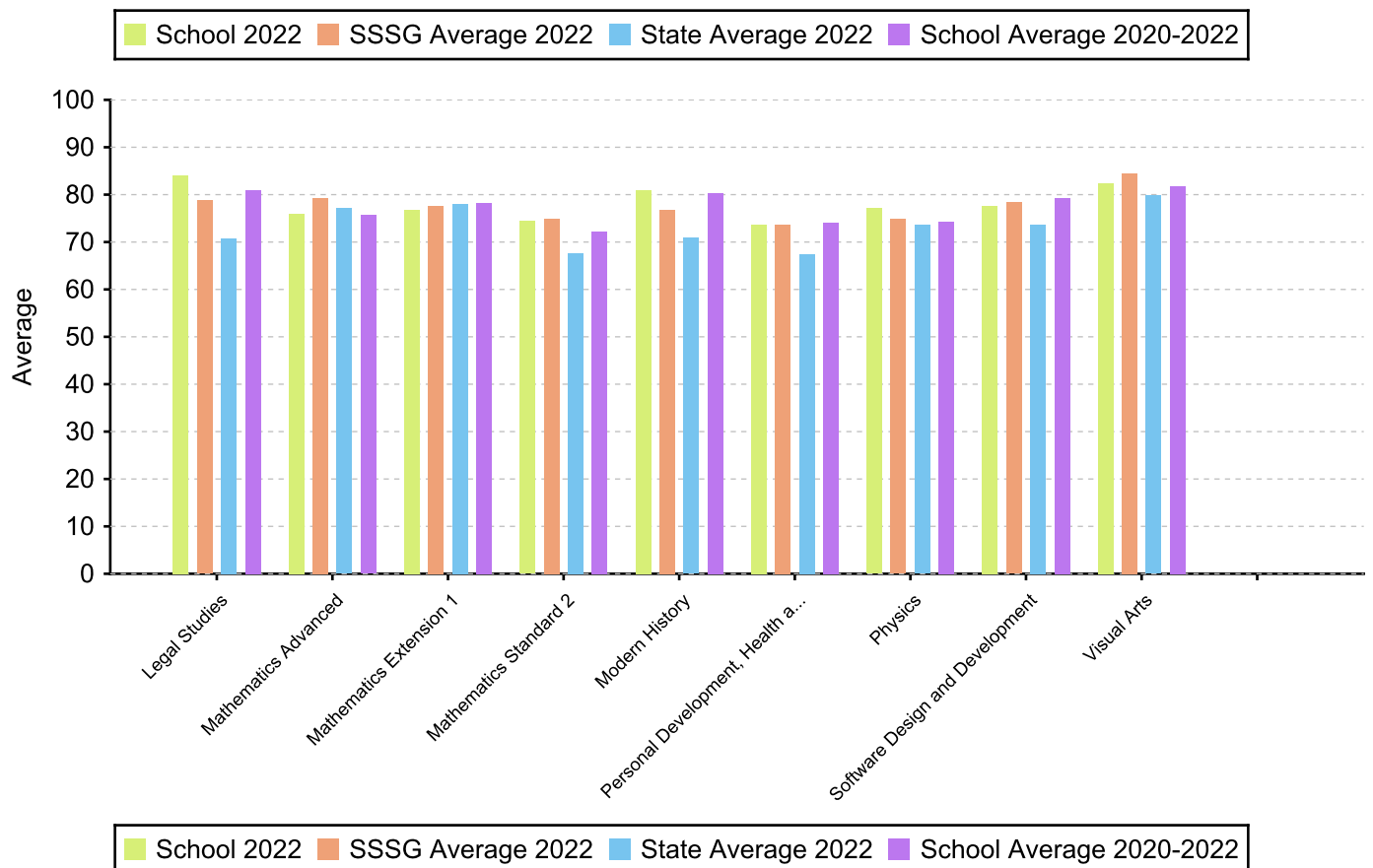
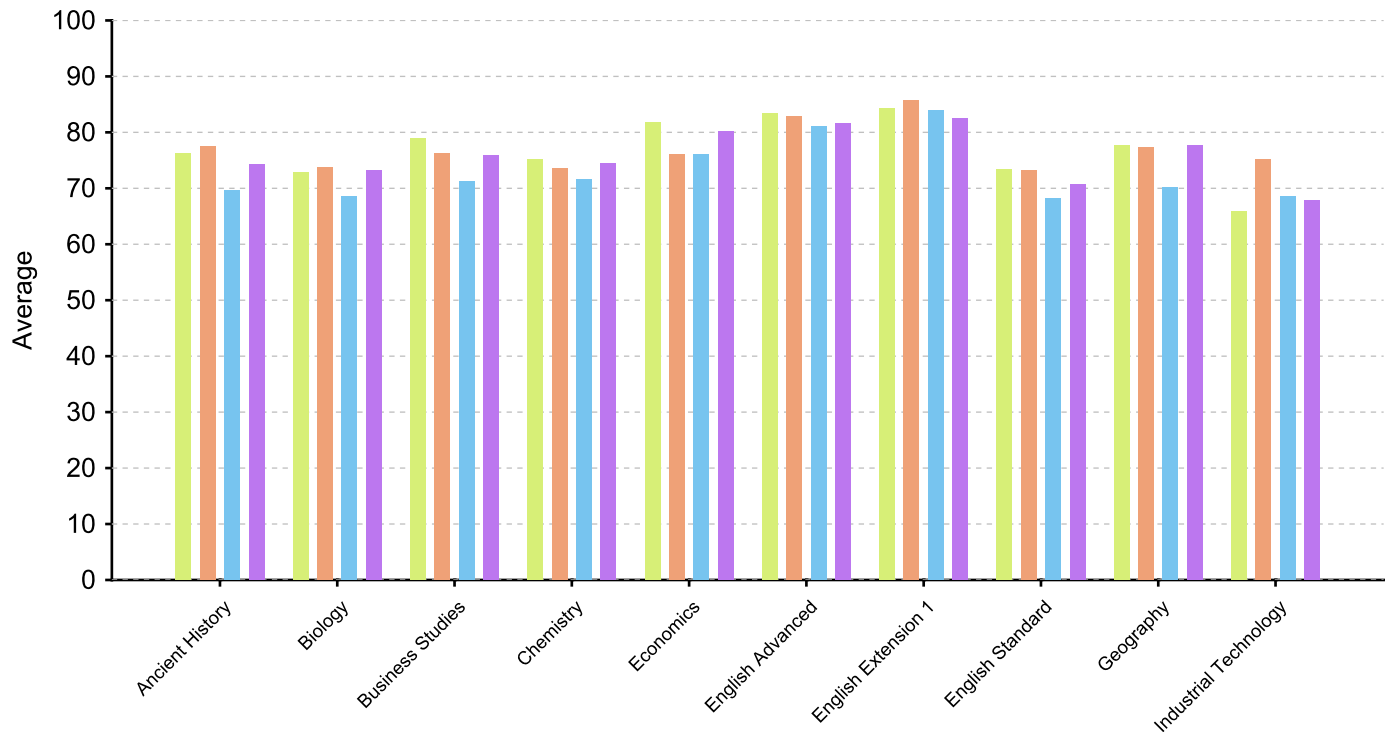


Junior School Captains and Mr Barraclough

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.



| Subject | School 2022 | SSSG | State | School Average 2020-2022 |
|---|-------------|------|-------|--------------------------|
| Ancient History | 76.3 | 77.5 | 69.6 | 74.3 |
| Biology | 72.9 | 73.7 | 68.5 | 73.2 |
| Business Studies | 78.9 | 76.2 | 71.2 | 75.8 |
| Chemistry | 75.2 | 73.5 | 71.7 | 74.4 |
| Economics | 81.8 | 76.1 | 76.0 | 80.2 |
| English Advanced | 83.4 | 82.9 | 81.0 | 81.6 |
| English Extension 1 | 84.3 | 85.7 | 83.9 | 82.4 |
| English Standard | 73.3 | 73.2 | 68.1 | 70.7 |
| Geography | 77.6 | 77.3 | 70.2 | 77.6 |
| Industrial Technology | 65.9 | 75.1 | 68.6 | 67.8 |
| Legal Studies | 84.0 | 78.8 | 70.8 | 80.9 |
| Mathematics Advanced | 75.9 | 79.3 | 77.1 | 75.6 |
| Mathematics Extension 1 | 76.8 | 77.6 | 78.0 | 78.3 |
| Mathematics Standard 2 | 74.4 | 74.9 | 67.6 | 72.2 |
| Modern History | 81.0 | 76.8 | 70.9 | 80.3 |
| Personal Development, Health and Physical Education | 73.6 | 73.6 | 67.5 | 74.1 |
| Physics | 77.1 | 74.8 | 73.5 | 74.3 |
| Software Design and Development | 77.6 | 78.4 | 73.7 | 79.2 |
| Visual Arts | 82.4 | 84.5 | 79.8 | 81.7 |

Cammeraygal High School celebrated excellent HSC results in 2022. In our third year of having students complete the HSC, we can clearly see the impact of sustained high expectations for students and staff, a supportive school culture, and the increasing depth of corporate knowledge contributing to greater student success. We have maintained a consistent focus on having a culture of supportive challenge in the senior school since 2020, ensuring that students are shown what success looks like in the HSC and exactly what they need to do to emulate it. This led to an even greater focus on the explicit teaching of HSC-style literacy in every faculty in 2022 so that every assessment task was accompanied by scaffolding and modelling so that students would be in no doubt as to what they needed to produce to attain marks in the higher mark ranges.

Cammeraygal also maintained a focus on effective professional learning strategies for all teachers of Stage 6 to build their confidence and knowledge of all aspects of the HSC. Staff from four different faculties participated in the DoE's professional learning series on high leverage strategies for HSC success, and this professional learning was also emulated for the whole school by our Head Teacher Teaching and Learning. A growing number of HSC teachers have now participated in HSC marking practices with NESA, providing invaluable depth to their understanding of the marking process and key indicators of student success.

All faculties have completed a highly comprehensive analysis of HSC results each year, reporting on the performance of individual students and cohorts, and conducting a micro-analysis of every question in each HSC paper to identify areas of strength and weakness. Teaching programs are then evaluated and amended as a direct result of this, again contributing to a culture of continuous improvement. The impact of this analysis is clearly being felt through strengthened cohort performance across the board.

The HSC cohort of 2022 was also fortunate to be led by an outstanding team of their peers who maintained a clear focus on building strong cohesion amongst the cohort and supporting one another at all times. This sense of camaraderie ensured that the year group helped one another throughout the year and ensured motivation remained high.

Our next stage for growth in HSC results will be in lifting the bottom quintile across each faculty to try to push them up from Bands 2 and 3 into Band 4. We have seen significant growth across the board in guiding students in the middle to

higher levels of overall achievement, thereby lifting our proportion of students in Bands 5 and 6. While the proportion of students sitting below Band 4 is small, it should be achievable to reduce that proportion even further through explicit and accessible literacy strategies and further encouraging a collaborative culture that includes all students in every cohort.



Year 12 Cohort

Parent/caregiver, student, teacher satisfaction

In 2022, 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 nurtured and enhanced due to the collaboration 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. To assess current performance and inform future practices, the Tell Them from Me Survey was completed by our students, staff and parent community.

Students

In the Tell Them from Me Student survey, 2022 saw growth in students having a positive sense of belonging at the school. With an upward trend across the year, more students reported that they felt they had an advocate at school and could seek advice from them. Most students reported knowing who to turn to for assistance, especially if they are subject to a bullying experience.

This survey also saw a rising trend of how students are intellectually engaged in their coursework and in how they value schooling outcomes. Students also identified the positive learning culture of the school with high our expectations, quality instruction and students having effective relations with the teaching staff. Additionally, students recognised that important concepts were taught well, class time was used efficiently, and homework and evaluations helped them learn. In the survey, students felt classroom instruction was well-organised, with a clear purpose and immediate feedback giving them opportunities to develop their skills and understanding.

Staff

In the Tell Them from Me Staff survey in 2022, 82% of staff respondents identified that school leaders clearly communicate their strategic vision and values for the school. As a comprehensive school, it is vital that we meet the learning needs of all students and almost all staff identified that their confidence and skills in meeting the needs of students with additional learning needs. 95% of staff respondents identified the school as a welcoming place, inclusive and safe for all students. 2022 also saw growth in the teachers using data analysis to inform their practice as well as a rise in how they recognised our strong learning culture, consolidating our high expectations.

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 throughout 2022. In the Tell Them from Me Parent survey, 82% of respondents commended our communication across the school and 93% of parent respondents have communicated or met with their child's teachers throughout the year, strengthening our connections between our school and our community. Encouraging more parents to attend P&C events and meetings could further enhance parental engagement in the school.



Music Ensemble

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Aboriginal Education - School statement

Cammeraygal High School developed their Reconciliation Action Plan (RAP) in 2022. This was an initiative that was driven by a year 12 prefect Harrison P who presented it to the school community. He developed the RAP in conjunction with the Aboriginal Educational Reference Group to finalize the plan.

The school captains also embarked on the redesign of the House emblems to be representative of local indigenous symbols and totems in our local area. The School Captains conducted workshops with students and local indigenous women to develop appropriate totems for the Goodes, Stosur, Hughes and Freeman houses.

Additionally the school ran Aboriginal Studies as an accelerated course in 2022. The year 12 accelerated students held an exhibition of student major works highlighting connections between students and members of the Aboriginal community. The students achieved outstanding HSC results and Alexia R achievement first in the state in Aboriginal studies as an accelerated HSC student.

Anti-Racism Policy

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

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 2022. 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.

The school embarked on an extensive program to engage our students of African descent through The African Youth

Initiative.

The school engaged an ARCO on both middle school and senior campuses who underwent the training and development day for ARCOs in school.

Multicultural Education Policy

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

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 880 students in 2022, 150 students spoke a language other than English at home, representing 49 different linguistic or cultural groups.

In 2022, 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 2022 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)

Public Speaking and Debating 2022

In 2022 Cammeraygal High School fielded teams in the NSW Premier's Debating Challenge. Our Year 11 team had some amazing wins and made it through to the knockout rounds, having defeated teams from North Sydney Boys, Sydney Girls and Carlingford High School. Our Year 9 teams put in some amazing performances and were our first debating group to move away from Zoom and come up against schools 'in person'. We want to express our huge congratulations to our Year 11 squad, which included Alexia R, Josh H, Noah R, Jared A and Madeleine B, who were our strongest performing debate team in 2022 and who have the capacity to win the competition in 2023. Debating is a group endeavour; however, we do need to acknowledge the individual efforts of Alexia R (Year 11), who was selected as part of the NSW CHS Debating Team. The NSW CHS Team is the pinnacle of debating in NSW Public Schools and highlights the fact that Alexia is one of the top debaters in the state. Alexia R and Madeleine B (Year 11) also represented the school with distinction as part of the UN Youth Voice competition, exhibiting their prowess for public speaking and their extensive knowledge of global affairs, development and politics. 2022 also saw a number of our students participate in a brand-new initiative, THINKTANK, which aimed to develop students' skills in critical thinking, communication and collaboration.

HPGHE at Cammeraygal High school

Year 7 - Inspire Program

The Inspire Project allowed 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.

Year 8 - Vision Program

Throughout the Vision project students explored visionaries from a range of fields including art, philosophy, business and many more. 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.

YEAR 9 FUTURES PROJECT

In this program students considered a range of altruistic and sustainable start-ups that address environmental and social concerns. Students analysed and evaluated the impact that these businesses have had on the world around them. As their final project the students were given the opportunity to come up with their own idea for a start-up which they pitched

in a Shark Tank style presentation.

The Down Under Discovery Exhibition

The Year 8 Enrichment Group who hosted an interactive exhibit for the Year 4 North Sydney Dem students.

In June 2022, a group of Year 8 students travelled to the Australian History Museum to explore the 200 Treasures Exhibit and learn about the stories of the 100 people who have shaped Australia's history. From this visit the students were asked to choose 1 individual who inspired them and to research their story. They were challenged to construct an interactive museum exhibit to educate and enthuse other young people about their chosen figure. On the day, the Year 4 students were eager to engage with all the projects, discovering information about inspirational Australians.

Acceleration of Aboriginal Studies - Students in the accelerated HSC aboriginal studies course completed their HSC in 2022. All students in the class achieved a Band 6 or over 90 in the course whilst they were in Year 11. Alexia R in Year 11 also achieved 1st in state for Aboriginal Studies. The acceleration of individual subjects allows students to gain a vital experience and success in the HSC programs and assessment. It has proven to be extremely successful for the school and we plan to continue the targeted acceleration of HPGHE students in either Society and Culture or Aboriginal Studies.

Music Ensembles

Five extra-curricular music ensembles provided opportunities for our talented Year 7-12 musicians to work with expert tutors in 2022. These were the String Ensemble, Vocal Ensemble, Jazz Band, Drum Group and Concert Band.

The school music staff were able to stage a number of live performances throughout the year featuring our ensembles, although the year started with some restrictions and filmed performances were made for the school community to enjoy. Many of these performances were also used in our online Anzac Day assembly.

All of the music ensembles performed in the local community. These included performances at three North Sydney Council Citizenship Ceremonies, a performance with the Lane Cove Youth Orchestra, performances at the local Crows Nest Festival, and participation in the Northern Beaches Instrumental Festival.

A number of live concerts were staged for the school student body as well as the parent and wider community. These included a Stage 4 concert, the Year 12 Graduation and assembly, Open Day, and the school Winter Solstice Concert, HSC Showcase Concert and Exhibition, and the Summer Solstice Concert.

Music Leaders were selected from throughout the ensembles to lead the music students and support music staff in the management of the ensembles.

The P&C funded the purchase of a number of new instruments that have been made available for student use and the school received two donated pianos from members of the school community.

Many of our talented musicians participated in enrichment opportunities. These included two students working with The Sydney Symphony Orchestra in the Young Musicians Workshop and selection to be part of the Schools Spectacular Orchestra, and ten students and two staff members being selected to attend State Junior and Senior Music Camps run by The Arts Unit.

Visual Arts

This year we have had increased student engagement in Art Club and Photography Club. Photography Club gives students experience to photograph school events, collaborate, and work to a brief. Art Club offers students a space for activities, autonomous artmaking and development of extra-curricular art creation.

In 2022, Visual Arts students have exhibited their work in the CAPA Showcase Art Exhibition, and Year 12 Body of Work Showcase. This gave them the opportunity for the whole school, our community and the general public to view their work.

Year 12 Visual Arts Student Emilia L was accepted into ARTEXPRESS for her artwork 'Live, Laugh, Late', and had her artwork exhibited at the Art Gallery of NSW.

Beyond schooling achievements, Gabrielle B was shortlisted for the Junior Australian Geographic Nature Photographer of the Year Award. Her work was exhibited in the Australian Museum.



Teachers and students during book week