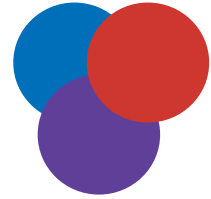


Cammeraygal High School Annual Report



2015



Introduction

The Annual Report for 2015 is provided to the community of Cammeraygal High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Kathy Melky
Principal



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Message from the Principal

Cammeraygal High School is a vibrant comprehensive coeducational high school that commenced operation in 2015 with its first Year 7 cohort. The school caters to the academic, extracurricular and wellbeing needs of students in the lower North Shore of Sydney. The name Cammeraygal has come from the school communities' wish to name the school as an acknowledgement of the traditional custodian clan name of the tribal groups that have historically inhabited the North Sydney area. The process of naming the school involved consultation with our local Aboriginal community who provided the school with a smoking and naming ceremony to bless the grounds and future of the school. The name Cammeraygal High School has allowed our school community to pay respect to the original custodians of this land and in turn has promoted values of egalitarianism and inclusivity for our students to live by in a spirit of continued reconciliation for our future.

The school opened to Year 7 in 2015 and will eventually cater to Years 7-12 by 2020 across two campuses. The school offers extensive opportunities for enrichment, student leadership and teaches our students to be informed and engaged citizens in the complex world in which they live. We offer extensive opportunities for students to develop their interests and capabilities beyond the classroom as we foster a school environment that will allow them to take risks in their learning and henceforth develop their potential and holistic capabilities.

In 2015 Cammeraygal High School had undergone a process of an extensive refurbishment and is equipped with state of the art technology, performance, sporting and teaching facilities. The learning spaces are designed to encourage flexible learning opportunities, collaboration and connectedness as our students engage with a highly differentiated curriculum that meets the needs of every student. We are able to offer rich teaching and learning opportunities that allow for a focus on real world problem based learning that develops the student's abilities as critical and creative thinkers.

We have established a cooperative learning environment that provides our students with a variety of ways to express their voice and skills in a range of contexts. These include a Student Representative Council, a Sports Council, a Social Justice Committee and an Environment Committee. We also offer an extensive range of extracurricular clubs that provide another outlet for student interests and skills to be developed.

We are currently offering a range of extracurricular music and dance programs to our students and will continue to offer more of these opportunities as the school develops. Cammeraygal High School is a proud local public school that teaches empowerment through the achievement of all round excellence. We have a highly committed teaching staff that is able to nurture the learning and wellbeing needs of each and every student fostering values of respect, integrity, responsibility and achievement.

Cammeraygal High School has an active and engaged parent and citizen body that supports the school delivering outstanding outcomes for all of our students by supporting and enhancing our initiatives. Our Parent and Citizen meetings are held on a monthly basis.

Cammeraygal High School is an exhilarating high school that continues to build our school culture and community collaboratively from the ground up. Our school is proactive and responsive and will continue to evolve as a high school that caters to all round excellence and achievement.

As our motto suggests Cammeraygal High School has the determination of purpose to prepare our students to be, 'Empowered to Achieve'

Kathy Melky
Principal
Cammeraygal High School

School background

School vision statement

Cammeraygal High School's motto 'Empowered to Achieve' provides the platform for providing opportunities to develop the whole child's personal best through engagement with 21st Century learning that facilitates the development of respectful and responsible citizens, who are critical and creative thinkers.

School context

Cammeraygal High School is a new 7-12 comprehensive coeducational multi-campus High School, located in Crows Nest. It has commenced with an initial enrolment of up to 120 Year 7 students in 2015 and will continue to enrol other cohorts with each ensuing year. The school will reach its capacity across both campuses of up to 800 students with the enrolment of Year 7 in 2020.

A highly energised parent community will continue to support the school's initiatives, priorities and innovative programs which includes 21st Century education, creative and performing arts, technology for learning and student leadership programs. The school is currently working on the establishment of a collaboratively built school culture that provides learning opportunities for all students.

The school has an emphasis on academic excellence and a strong reputation for delivering quality teaching and learning in an inclusive learning environment whilst fostering close links with neighbouring schools. The school will continue to develop the whole student by offering a range of experiences to extend their skills and confidence.

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

Cammeraygal High School has used the School Excellence Framework to inform, monitor and validate our progress and impact through our first year of operation as a newly established comprehensive high school. We have embarked on a range of ongoing projects that allow for the establishment of evidence based milestones that aid us to determine the impact of these milestones on our future growth and development. In determining the strategic directions of the school plan our emphasis has been on establishing a school culture of high expectations in the delivery of curricula, extra curricula and wellbeing outcomes to our emerging school community. In our completion of the self-assessment survey we were able to determine our progress in the domains of Learning, Teaching and Leadership. This allowed our emerging school community to continue to reflect on the refinements that need to be made throughout the cycle of the current school plan to inform our focussed priorities over the next two years.

In the domain of learning our focus has been on the establishment and delivery of high quality teaching, learning and wellbeing programs that allow for a focus on student engagement and differentiation directed to targeted groups in the Cammeraygal classroom. Cammeraygal has also placed a strong emphasis on creating individualised learning for all students which integrates their individual and collective student wellbeing needs in stage four of their learning journey. Their wellbeing needs were also fostered by the use of the *MindMatters* program across the school community and within the classroom. The development of the Cammeraygal High School wellbeing and fair discipline policy in 2015 allowed us to integrate our school values of respect, integrity, responsibility and achievement as an intrinsic feature of student learning and student wellbeing. It fulfilled the purpose of defining and clarifying whole school expectations in the domain of learning as we constructed a school culture that contained explicitly defined learning initiatives and wellbeing strategies.

Cammeraygal High School's focus in the domain of teaching has been on creating collaborative practices that facilitate the development of quality teaching, curriculum planning and effective delivery of the curriculum to meet the needs of all students. In the domain of teaching we have also established the delivery of assessment practices that provide opportunities for assessment for learning and directed feedback for areas of improvement in student learning. The evidence that supported the success of this delivery of this quality curriculum in 2015 is the completion by all faculties using a Cammeraygal programming template to allow for strategic focus on our strategic directions within the school. Baseline data has allowed for us to continue informing our decision making in the domain of teaching as we place an emphasis on both our targeted differentiation and on literacy and numeracy targets within the school.

In the domain of leading, our priorities have been to establish leadership and management systems across the school community to lay the foundation of clear expectations and a collective vision in the school's first year of operation. Our strategic direction that focuses on school learning establishes the branding and identity of the school through our promotion of our vision as an emerging school culture. Leadership development has been a central focus for Cammeraygal High School as we build the capacity of our staff, students and parent body to have an active and informed voice in our decision making. The development of these leadership frameworks and capabilities within the key stakeholders of the school is central to the development of excellence in our teaching and learning practices. The school leadership team has been responsible for the creation and effective delivery of all of the initiatives mentioned throughout this report. We will continue building the capacity of our school leaders to support the delivery of a dynamic and responsive school culture that values, respect, integrity, responsibility and achievement.

Strategic Direction 1

Creative and engaged learners who are empowered to achieve.

Purpose

To establish learning opportunities that facilitate the development of skills that allows students to construct strategies that empowers them to become successful learners. This is aimed towards enabling students to achieve their personal best in all areas of their schooling.

Overall summary of progress

In our first year of operation in 2015 our focus has been on the establishment and delivery of high quality teaching, learning and wellbeing programs. This has enabled us to achieve significant progress in this strategic direction through an effective approach to student learning and wellbeing. Our focus has been to establish a learning environment that creates access to the curriculum for all students through the development of a whole school programming template that targets teaching and learning strategies for differentiation for our targeted groups; gifted and talented (GAT), learning and support (LaST) and English as a additional language or dialect (EAL/D) students. Our progress in 2015 established the identification of these targeted groups at Cammeraygal High School. This allowed us to successfully modify the learning of these groups in the differentiation of our teaching and learning programs across the school.

We have successfully identified these students and established strategies to support their learning through enrichment, extension, or modification of classwork and assessment tasks. The progress we have made in 2015 was to have all subject areas document all Year 7 programs using the Cammeraygal High School differentiation programming template. We will continue this project over coming years as our students' progress into the next stage of their schooling for the first time.

In the area of establishing student clubs across the school to create learning and engagement opportunities for our students we have successfully established a large diverse number of extracurricular clubs that have operated successfully. Cammeraygal High School established a numbers of clubs that provided invaluable learning opportunities for engagement and the development of a range of skills for the students involved.

The impact that these extracurricular clubs has had on student learning can be measured by the numbers of students involved in these clubs and the diversity of the clubs offered in 2015 and in the course of the school's development. The impact of these clubs will also be evaluated by conducting focus groups with the students involved to determine the impact on their individual and collective wellbeing and learning at high school. The numbers of students involved in extracurricular clubs in 2015 was 65 students out of 98. All of these students were involved in at least one extracurricular club in 2015. The school has recorded 163 examples of student participation in these groups overall in 2015. This has exceeded our school plan goal of 40% participation in extracurricular groups between 2015-2107. In light of this we have revised this goal to be 50% participation in extracurricular groups.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
NAPLAN – student gain from Year 7 to Year 9 is equal or greater than gain from schools at the same starting point in reading, writing and numeracy by end 2017.	<p>Andrew Martin data</p> <ul style="list-style-type: none"> Progressive Achievement Tests revealed overall improvement in numeracy with an additional 10% of students moving up from the national mean into the 6th and 7th stanines. Furthermore, there were 50% fewer students in the lowest two stanines than at the beginning of the year. 	<p>\$</p> <p>Andrew Martin - \$1000, + \$1000 in cover</p>
40% participation in student groups and extra-curricular	<p>Increased number of groups as shown in the weekly schedule – reflects student interest.</p> <p>The numbers of students involved in extracurricular clubs in 2015 was 65 students out of 98. All of these students were involved in at least one extracurricular club in 2015. The school has recorded 163 examples of student participation in these groups overall in 2015.</p>	<p>\$ 2,500 in resources and relief to cover starting new clubs</p>

Next steps

This section includes future directions for 2016 and ensures the 3-year plan remains on track to provide high quality educational outcomes.

- Completion of all Year 7 and 8, and term 1 Year 9 (including elective courses) programs with literacy and numeracy strategies and differentiation for targeted groups of gifted and talented (GAT), learning and support (LaST) and English as an additional language or dialect (EAL/D)
- Whole-school review of assessment practices and differentiation strategies.
- Student leadership groups implement and self-evaluate on action plans
- Student Leadership review
- Conducting analysis of extracurricular club participation and non-participation to determine effectiveness, engagement and areas for growth through student focus groups.
- Maintaining the level of student engagement of exceeding 40% in extracurricular as students as their interest evolve in high school. The Cammeraygal school plan has been revised to reflect our new goal of 50% participation in extracurricular student groups. This reflects the existing numbers exceeding 40% and will incorporate new opportunities as the students gain more access to programs when they are in Year 9 in 2017.

Strategic Direction 2

Teachers who engage, challenge, and nurture all learners holistically.

Purpose

To establish a quality teaching and learning culture that is responsive to student voice and that establishes and embeds practices of differentiation and learning opportunities for all staff and students.

Overall summary of progress

Cammeraygal High School's focus on the establishment of a quality teaching and learning culture has involved directing our professional learning needs towards the delivery of differentiation, literacy and numeracy strategies that allow students to gain access and to their learning. All of our teaching staff were newly appointed to the school being our first year of operation with only Year 7 enrolled in 2015. Therefore our focus is to align our teachers to the establishment of high quality teaching and learning programs for Year 7. We successfully enabled all teaching staff to focus on the use of the Cammeraygal High School differentiation programming template which also emphasized the use of literacy and numeracy strategies that were identified across all subject areas.

We have conducted extensive professional learning throughout 2015 that allowed all teachers to successfully write all programs using our Cammeraygal programming template for the entire Year 7 curriculum.

All teaching staff successfully completed their Professional Development Plans (PDPs) in alignment with strategic direction number one and two and the Department of Education requirements.

An extensive process of collaborative peer and mentor teacher observations were undertaken to facilitate the sharing of strategies for student engagement and differentiation. All teachers successfully identified and utilised strategies for targeted students that needed enrichment, extension, or modification to their learning or assessment. All teachers were trained in the use of MindMatters (modules C1 and C2) in 2015 to facilitate the creation of a positive culture across the school

Professional learning also focused in utilising literacy and numeracy strategies across all subject areas. These understanding were to be integrated into all teaching and learning programs at Cammeraygal High School

The impact of strategic direction number one is that all staff are clearly demonstrating some evidence of differentiated lessons and assessment task design and feedback to students. This is evidenced through some work samples, teacher observations and student and teacher feedback.

The impact that the explicit teaching of literacy and numeracy strategies is having across the school is that there is evidence of these strategies being shared across the school. There has also been evidence of improved numeracy in the results of the Progressive Assessment Test for students moving from Year 7 to Year 8

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
100% of staff have high	<ul style="list-style-type: none">Identification and communication to staff of	\$2,000 casual relief

level professional development plans in place by the end of 2017 focusing on attainment of professional goals that reflect Australian Professional Standards for differentiation, engagement, literacy and numeracy.	<p>G&T, (EAL/D) and Learning Support students – all student names readily accessible to staff with Personal Learning Plans (PLPs) created for all targeted students.</p> <ul style="list-style-type: none"> At the end of 2015 all CHS staff have a Performance Development Plan (PDP) based on the DoE policy, reflecting goals surrounding successful differentiation and encouraging the growth of a collaborative culture of peer and mentor teacher observations. 	for professional learning
All students and staff actively utilise explicit Literacy and Numeracy support guides across all faculties and subjects.	<ul style="list-style-type: none"> All 2015 staff participated in professional learning opportunities to support the explicit teaching of literacy and numeracy across all subjects. Literacy and numeracy support teams collected data from faculties about literacy and numeracy skills required in Stage four subjects, with a view to creating congruency in teaching and learning in 2016. 	Relief for faculty planning days \$2,000
Implementation of the MindMatters program results in a positive school culture for students and staff, as demonstrated in reduced numbers of students reporting feelings of anxiety and depression.	<ul style="list-style-type: none"> All 2015 staff completed modules C1 and C2 MindMatters training All 2015 students completed C2 lessons for MindMatters MindMatters Action team formed. 	Staff Development Day term 2 2016

Next steps

This section includes future directions for 2016 and ensures the 3-year plan remains on track to provide high quality educational outcomes.

- Authentic learning differentiated tasks and classroom strategies evident in all faculties through school-wide reviews and evidenced in work samples.
- Literacy and Numeracy support guide developed in 2016 by all faculties and demonstrated across the school.
- All staff to have completed modules C1, C2 and C3. Formation of MindMatters Action Team with students and staff.
- After the completion of training all staff will be familiar with MindMatters, whole school positive approach to mental health by the end of 2016

Strategic Direction 3

A culture of excellence, opportunity and inclusivity.

Purpose

To engage all stakeholders in the continued establishment of the school's identity as a successful, high school of outstanding achievements in the lower North Shore of Sydney enhancing the development of the CHS values of respect, integrity, achievement, and responsibility

Overall summary of progress

The establishment of Cammeraygal High School in 2015 starting with only a Year 7 cohort relied on the establishment of key elements of the school's priorities, values and directions being defined to the wider school community. These elements of the school's identity have been collaboratively determined with our wider school community including the parent/carers, the DoE, the Aboriginal Educational Consultative Groups (AECG) over the course of 2015.

Our progress in these areas has centred on transition programs for Year 7 students as they enter high school. We have successfully engaged in an extensive transition program with our feeder primary schools at the end of 2015 to ensure that their transition was more successful. The *Andrew Martin Motivation and Engagement* scale testing in 2015 and 2016 has indicated an improvement in some areas of transition for Year 7. The orientation week for Year 7 in term 1 has also featured in the transition program which allowed for a more successful transition into Year 7. This success has been evidenced by the reduction of student wellbeing issues and negative incidents around school organisation and integration into high school on our Sentral portal between 2015 and the start of 2016.

As a newly established school in 2015 Cammeraygal High School established and embedded our Wellbeing and Fair Discipline policy across the school. This reflected our core values of respect, integrity, responsibility and achievement. This policy has been successfully implemented in 2015 across the wider school community and culminated in the celebration of student achievement on our presentation day in December 2015. This acknowledged student achievement that demonstrated aspects of our school values across the school. The school has established practices that centre on respect, inclusivity and all round achievement which have successfully been articulated in our school including in our wellbeing and fair discipline policies, student achievement assemblies and in our whole school communication.

Another example of our school establishing a culture of respect and inclusivity is in the implementation of the *White Ribbon* program in the school. This will commence with a working group of students and teachers in 2016.

In 2015 Cammeraygal was established as a high school that has an Indigenous clan name as part of its identity. The school community has embraced this and as mentioned below an extensive consultation was undertaken with the parent/carers, the state and local Aboriginal Land Councils, the Aboriginal Consultative Group and the direct descendants of the Cammeraygal clan. This process culminated in a naming ceremony conducted by a Cammeraygal tribal elder on the school site in late 2014 before the school became operational. These connections with these key stakeholders have played an integral part in establishing Cammeraygal High School's identity across the wider community reflecting our core values.

Cammeraygal was successful in gaining a grant that links to the *'Think Space Opportunity; Initiating and building upon innovative practice at the local level'*. This grant allowed us to establish a project to connect with a *Connected Communities* school to establish cultural and educational links between the two school communities. We have successfully started this partnership in term 1 2016 but hope to see the impact in ongoing successful cultural and educational exchanges and projects between Cammeraygal High School and Coonamble High School. This is also integral to establishing the school's identity in the first years of its operation.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
<p>Andrew Martin data to show the success of Transition Program in that new Year 7 students are engaged and motivated and settling into the challenges of school life well.</p> <p>Increase in first choice enrolments for local area students to 75% by the end of 2017.</p>	<ul style="list-style-type: none"> • <i>Andrew Martin Motivation and Engagement Survey</i> shows that 23% of 2016 Year 7 cohort report 'A' grade levels for 'Valuing School', compared with 13% in 2015. Survey also shows that only 17% of 2016 cohort report high levels of anxiety compared with 26% of 2015 Year 7 cohort. 	\$2,100
<p>The implementation of the <i>White Ribbon</i> program will allow for an inclusive and harmonious school with respect for all members.</p>	<ul style="list-style-type: none"> • Formulation of a school Wellbeing and Fair Discipline Policy with an emphasis on school values of respect, responsibility, achievement and integrity and clear communication to all students and staff. • Other priorities around gender inclusivity and racial harmony caused the school to focus on other wellbeing initiatives, thereby delaying the introduction of the <i>White Ribbon</i> program in 2015. 	\$1,200 in casual relief for training of teachers to run the program
<p>Local council/AECG/Coonamble</p>	<ul style="list-style-type: none"> • Continued partnership with the Northern Region Aboriginal Educational Consultative Group (AECG) with meetings being held on the Cammeraygal School site to encourage collaboration on various projects. • Cammeraygal P&C association have authorised funding a commissioned Indigenous art work by an Indigenous artist who was recommended by the AECG. This will be a mural in our courtyard. The Cammeraygal Art club will assist and collaborate with this artist throughout 2016. • Three executive teachers and one classroom teacher have travelled to Coonamble High School in term 1 2016 to establish a partnership and cultural and educational exchange with a rural and remote school with Indigenous cultural identity. This formed part the <i>'Think Space Opportunity; Initiating and building upon innovative practice at the local level'</i> grant that Cammeraygal High School was successfully awarded in 2015 	<p>\$3,500 for materials and Indigenous mural to be commissioned</p> <p>\$2,500 for four teachers to travel to Coonamble High School on the exchange project in term 1 2016</p>

This section includes future directions for 2016 and ensures the 3-year plan remains on track to provide high quality educational outcomes.

- In 2016 Cammeraygal High School will consolidate its high school transition program with our feeder primary schools: North Sydney Public School and Cammeray Public School. In 2016 the transition program will expand to include Northbridge Public School which is now part of our catchment area.
- In 2016 we will include a newly established parent information evening with our incoming Year 7 2017 parents in November 2016. This will assist in commencing our communication with these parents earlier. It will allow the school to focus on Orientation Day being less administrative and will move it towards student centred high school experiences throughout the day.
- The transition program will also move towards using Year 9 Cammeraygal students as Peer Support leaders for Year 7 2017. This will involve student training for Year 8 2016 in Peer Support leadership in term 4 2016.
- Cammeraygal High School will introduce the *White Ribbon* program in 2016. This will be commenced through affiliation and training of staff and students with other White Ribbon schools and the White Ribbon organisation throughout 2016.
- Cammeraygal High School will commence an evaluation of the school Wellbeing and Fair Discipline policy in term 3 2016 by conducting student surveys and staff parent surveys and focus groups to determine any changes that need to be made to the policy.

Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
<p>Aboriginal background funding</p> <p>No funding was received in Aboriginal background funding in 2015 as there no Indigenous students enrolled in the school.</p>	<p>In 2015 there were no identified students with an Indigenous background. No funding was received by the school.</p>	<p>\$0</p>
<p>English language proficiency funding</p> <p>No funding was received in 2015. School funding for English Language Proficiency Funding was modelled on 2014 student data, which was unavailable for our school as there were no students enrolled in 2014.</p>	<p>This funding was used to supplement our English as an additional language or dialect (EAL/D) staffing allocation. We used these funds to facilitate a dedicated teacher to work with students and teachers on strategies to support these students. We also used the funds to the English as an additional language or dialect (EAL/D) to support teachers in modifications for units of work or assessment tasks Professional learning for the appointed English as an additional language or dialect (EAL/D) teacher. We also used this funding to allow the teacher to test the students who were transitioning into Year 7 from their primary school or from the Intensive English Centre.</p>	<p>\$0</p>
<p>Targeted students support for refugees and new arrivals</p> <p>No refugee students enrolled in the school in 2015. There were six students who were recent arrivals to Australia. No funding was received in 2015. School funding for English Language Proficiency Funding was modelled on 2014 student data, which was unavailable for our school as there were no students enrolled in 2014</p>	<p>In 2015 there were six students who enrolled at Cammeraygal High School as recent arrivals to the country. They transitioned to the school from the Intensive Language Centre. The English as an additional language or dialect (EAL/D) teacher was used to profile these students learning needs and support teachers in modifications to classwork and assessment tasks</p>	<p>\$0</p>
<p>Socio-economic funding</p>	<p>These funds were used to support identified student needs that required assistance with uniform, school resources and excursions. In some cases students were identified as needing learning and support in their classes and funding was used to release the learning and support teacher to assist these students</p>	<p>\$7,607.45</p>
<p>Low level adjustment for disability funding</p>	<p>All students requiring adjustments and learning support were catered for within class programs and whole school strategies. This funding was used to supplement our Learning and Support teacher (LaST) staffing allocation. 12 students were referred to the</p>	<p>\$14,714.00</p>

	<p>learning and support team. The school also used these funds to facilitate a specialist Learning and Support teacher (LaST) to work with identified students and their teachers on strategies to support the learning and support student needs in the school. The funds were also used to support teachers in modifications for units of work or assessment tasks for identified students. Professional learning for the appointed learning and support teacher. We also used the funding to allow her to test the students who were transitioning into Year 7 from their primary school or from the Intensive English Centre (IEC).</p>	
Support for beginning teachers	<p>Cammeraygal High school received funding for only one permanent beginning teacher in 2015. The school employed six other temporary teachers during 2015. The school prioritised funding and release time for these teachers to attend the two local area network meetings for targeted programs relevant to mentoring and supporting beginning teachers. The school also devoted specialist training on; differentiated program writing, classroom management strategies and training on the <i>Mind Matters</i> course to support the professional learning needs of these beginning teachers.</p>	\$13,127.38
Other school focus areas	Impact achieved this year	Resources (annual)
Differentiation coaching for classroom teachers	<p>Cammeraygal High School has been committed to ongoing professional learning for our classroom teachers to become experts in differentiating the curriculum being taught for all students and with an emphasis placed on our targeted groups; Gifted and Talented, Learning and Support and English as an additional language or dialect (EAL/D) students. This ongoing project is a critical component of measuring the success of the strategic direction one and two. Evidence will be collected to determine the impact of this ongoing project including data from NAPLAN, teacher identification of successful differentiation and student identification of increased engagement and success through assessment tasks and focus group feedback</p>	\$12,687.03- spent on salaries and course fees for Professional learning
Cammeraygal High School Student Leadership and Extracurricular Student Groups	<p>In its first year of operation Cammeraygal High School has established a student leadership and extracurricular student club program to facilitate critical links to student voice and enrichment forming part of the ethos of the school's foundation. The student leadership groups have strong</p>	\$3,000 to supplement leadership camp for students and to fund relief for peer Support leaders from North Sydney Girls

	<p>established structures and procedures which were explicitly taught as part of our student leadership camp in term 3 2015. Students embarked on extensive leadership training and each leadership group designed an action plan for the year ahead. These action plans were presented to the Cammeraygal Executive leadership team for consultation and feedback. The extracurricular groups have been part of the school's foundation year and have attracted high levels of teacher involvement and student engagement in the diverse range of clubs.</p> <p>Cammeraygal High School also established a Peer Support program with Year 11 students leading our first Year 7 cohort in 2015. The school had no older students at the school so we invited North Sydney Boys and Girls High Schools to be the Peer Support leaders in the program once a week. They also attended our Year 7 orientation camp in term 1 2015.</p>	<p>High and North Sydney Boys High School in 2015.</p>
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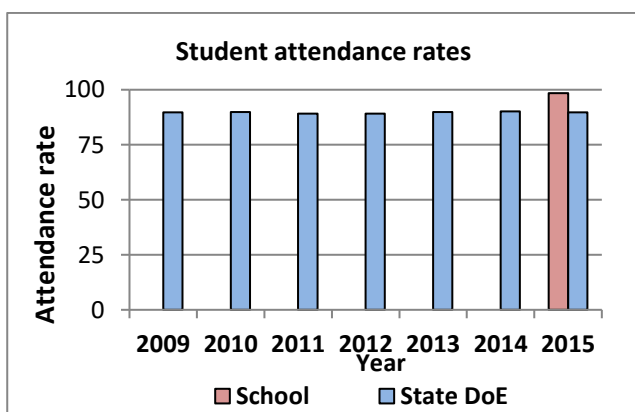
Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile 98 students

Student attendance profile

Gender	2009	2010	2011	2012	2013	2014	2015
Male	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	59
Female	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	39



Class sizes

In 2015 there were 4 classes in year 7. Class sizes averaged between 24-26 students per class.

Structure of classes

In 2015 there were 4 core classes for Year 7 and there were 6 TAS/VA classes to allow for smaller class sizes of 16 students per class.

Retention Year 10 to Year 12

*NA Cammeraygal is a newly established High school starting with only a Year 7 intake in 2015. We will have Year 12 data when the school intake is completed in 2020.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
seeking employment	*NA	*NA	*NA
employment	*NA	*NA	*NA

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
TAFE entry	*NA	*NA	*NA
university entry	*NA	*NA	*NA
other	*NA	*NA	*NA
unknown	*NA	*NA	*NA

*NA Cammeraygal is a newly established High school starting with only a Year 7 intake in 2015. We will have Year 12 data when the school intake is completed in 2020.

Year 12 students undertaking vocational or trade training

*NA Cammeraygal is a newly established High school starting with only a Year 7 intake in 2015. We will have Year 12 data when the school intake is completed in 2020.

Year 12 students attaining HSC or equivalent vocational educational qualification

*NA Cammeraygal is a newly established High school starting with only a Year 7 intake in 2015. We will have Year 12 data when the school intake is completed in 2020.

Workforce information

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	0
Head Teacher(s)	4
Classroom Teacher(s)	5.3
Teacher of Reading Recovery	0
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
Teacher of ESL	1
School Counsellor	0.1
School Administrative & Support Staff	4.482
Other positions	0
Total	17.882

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Cammeraygal High School has one Aboriginal staff member. The school has established a collaborative partnership with the Northern Region Aboriginal Educational Consultative Group (AECG) who were involved in the consultation involved in the naming ceremony

and opening of the school in 2015. We continue an ongoing partnership with this consultative group

Workforce retention

95% of the teaching and administrative remained employed at the school during the course of 2015

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Undergraduate degree or diploma	77%
Postgraduate degree	23%

Professional learning and teacher accreditation

The focus of 2015 in relation to professional learning was to create and establish high quality teaching, learning and wellbeing programs with a strong emphasis on differentiation and establishing a culture of high expectations. Student engagement has also been a huge focus in our professional learning work in 2015. Much of the professional learning has aligned to our strategic directions on student learning and teacher learning. All teaching staff have been involved in network meetings.

These meetings have allowed for critical professional sharing of resources strategies and experiences. The school has embarked on an extensive program writing project that has facilitated a number of faculty planning days. The Principal, Deputy Principal, Head Teachers, and Beginning teachers have embarked on professional learning outside the school to successfully induct them into DoE and Cammeraygal High School protocols and reforms.

Financial information

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	0.00
Global funds	\$745,924.05
Tied funds	\$50,519.33
School & community sources	\$132,447.76
Interest	\$7,648.54
Trust receipts	\$7,591.00
Canteen	0.00
Total income	\$944130.68
Expenditure	
Teaching & learning	
Key learning areas	\$150,811.66
Excursions	\$64,146.01
Extracurricular dissections	\$6,311.75
Library	\$27,114.40
Training & development	\$12,687.03
Tied funds	\$22,518.38
Casual relief teachers	\$10,490.11
Administration & office	\$86,382.41
School-operated canteen	0.00
Utilities	\$52,386.20
Maintenance	\$19,091.89
Trust accounts	\$7,591.00
Capital programs	0.00
Total expenditure	459530.84
Balance carried forward	484599.84

School performance

School-based assessment

The school has been involved in various school based assessment processes and surveys for our Year 7 cohort in 2015. These included the *Andrew Martin motivation and engagement scale*, the *Progressive Achievement Testing (PAT)*, NAPLAN, and a series of student interviews, and focus groups. These processes allowed us to determine areas of development in our first year of operation and helped established critical baseline data of our students and their learning and wellbeing needs

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.

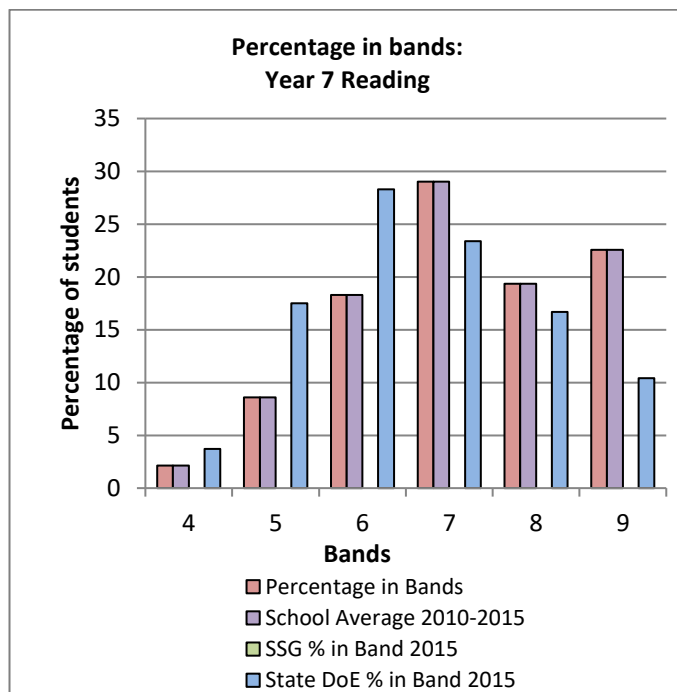
The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

Year 7 2015 NAPLAN results

NAPLAN - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Year 7 NAPLAN Reading

	School	SSG	State DoE			
Average score, 2015	570.9	#N/A	538.9			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	2	8	17	27	18	21
Percentage in Bands	2.2	8.6	18.3	29.0	19.4	22.6
School Average 2010-2015	2.2	8.6	18.3	29.0	19.4	22.6
SSG % in Band 2015	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
State DoE % in Band 2015	3.7	17.5	28.3	23.4	16.7	10.4

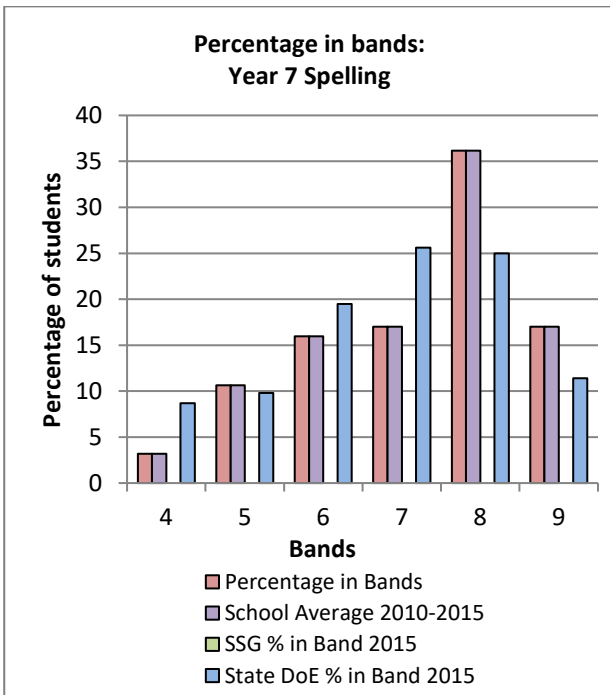
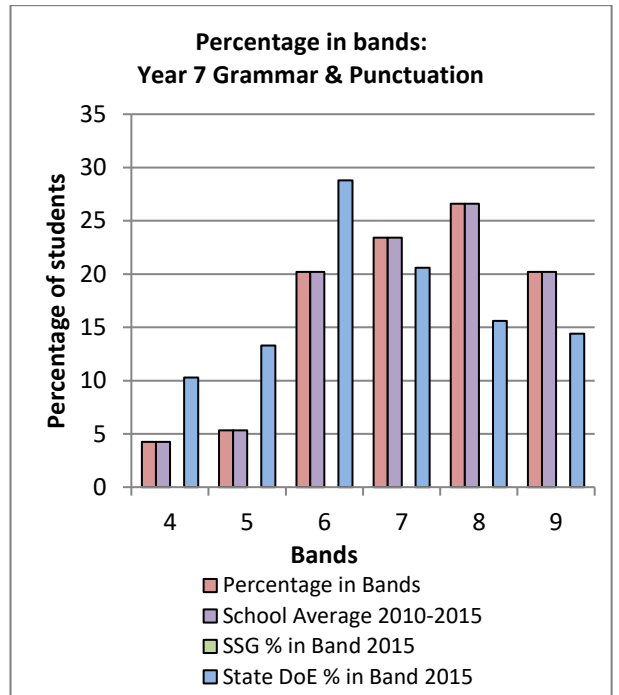


Year 7 NAPLAN Spelling

	School	SSG	State DoE			
Average score, 2015	573.2	#N/A	547.3			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	3	10	15	16	34	16
Percentage in Bands	3.2	10.6	16.0	17.0	36.2	17.0
School Average 2010-2015	3.2	10.6	16.0	17.0	36.2	17.0
SSG % in Band 2015	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
State DoE % in Band 2015	8.7	9.8	19.5	25.6	25.0	11.4

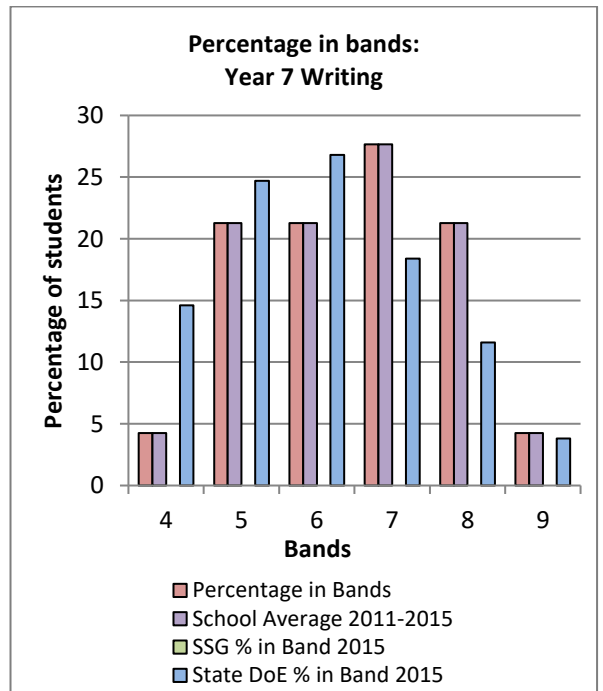
Year 7 NAPLAN Grammar and Punctuation

	School	SSG	State DoE			
Average score, 2015	567.2	#N/A	535.0			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	4	5	19	22	25	19
Percentage in Bands	4.3	5.3	20.2	23.4	26.6	20.2
School Average 2010-2015	4.3	5.3	20.2	23.4	26.6	20.2
SSG % in Band 2015	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
State DoE % in Band 2015	10.3	13.3	28.8	20.6	15.6	14.4



Year 7 NAPLAN Writing

	School	SSG	State DoE			
Average score, 2015	527.9	#N/A	497.3			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	4	20	20	26	20	4
Percentage in Bands	4.3	21.3	21.3	27.7	21.3	4.3
School Average 2011-2015	4.3	21.3	21.3	27.7	21.3	4.3
SSG % in Band 2015	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
State DoE % in Band 2015	14.6	24.7	26.8	18.4	11.6	3.8



NAPLAN - Numeracy

Year 7 NAPLAN Numeracy

	School	SSG	State DoE			
Average score, 2015	583.0	#N/A	540.4			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	1	9	18	24	16	25
Percentage in Bands	1.1	9.7	19.4	25.8	17.2	26.9
School Average 2010-2015	1.1	9.7	19.4	25.8	17.2	26.9
SSG % in Band 2015	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
State DoE % in Band 2015	2.8	20.5	28.4	22.8	12.7	12.8

Higher School Certificate (HSC)

*NA Cammeraygal is a newly established high school starting with only a Year 7 student intake in 2015. We will have Year 12 data when the school intake is completed in 2020.

Record of School Achievement-RoSA (optional)

*NA Cammeraygal is a newly established High school starting with only a Year 7 student intake in 2015. We will have Year 12 data when the school intake is completed in 2020.

Parent/caregiver, student, teacher satisfaction

2015 was the inaugural year of operation for Cammeraygal High School. This meant that the school was involved in engaging and consulting extensively and consistently with our parents/carers, students and teachers. This consultation involved the establishment of the school's name, logo, motto, uniform and values that were determined in consultation with the wider school community. Students have also been integral in determining student leadership models, extracurricular clubs, and providing feedback on teaching, learning and wellbeing structures within the school. This consultation is ongoing as the school continues to develop with an additional cohort each year until 2020.

We have also engaged in the student and parent 'Tell them from me Survey' that provided the school with invaluable feedback on various areas of school life. This allowed for the school to be dynamic in our planning for future programs and strategies for improvement and development.

2015 saw the establishment of the Cammeraygal High School Parents and Citizens Association (P&C) that established a constitution and structure in alignment with the regional and state P&C models. The P&C regularly consults and supports the school

with fundraising opportunities. The P&C have actively started an extensive extracurricular sport and music program with external coaches and an external music program director. The feedback from the Cammeraygal P&C is extremely positive and a strong dynamic partnership exists with the school.

Policy requirements

Aboriginal education

Cammeraygal High School did not receive Aboriginal background funding in 2015. The school's name was chosen to reflect the traditional custodian name of the Cammeraygal clan of the Guringai nation. Extensive consultation was undertaken with various stakeholders including the direct family descendants of the Cammeraygal clan. The state and local Aboriginal Land Councils were also consulted to gain permission for use of the clan name.

Additionally the Aboriginal Educational Consultative Group (AECG) were also consulted and gave permission for use of the traditional custodian name. Parents/Carers were also involved in the naming of the school and chose the name to reflect the values of inclusivity that the school represents. This extensive process of consultation was highly commended by the AECG who awarded the school a certificate of excellence for our engagement in this process.

The school maintains our connection with these groups and has invited them to attend all of our official openings of the school in 2015. The direct descendant did send a message to the school giving her blessings for the school to use the traditional clan name. The Cammeraygal clan's matriarch's son Dr Dennis Foley conducted a smoking ceremony to acknowledge and celebrate the use of the Cammeraygal clan name on the traditional land of the custodians.

Multicultural Education and Anti-racism

Cammeraygal High School adheres to the DoE policies of inclusivity and anti-discrimination for all students. This policy responds to the cultural diversity of NSW. It commits schools to providing opportunities that enable all students to achieve equitable education and social outcomes and participate successfully in our culturally diverse society.

Cammeraygal High School has an anti-racism contact officer that promotes the importance of acceptance of diversity and invites students to discuss these issues at our weekly assembly. Cammeraygal has also been involved with 'Racism it stops with me' campaign with our social justice committee sending messages of support to the campaign and Adam Goodes who is a house patron for the Goodes sporting house within the school.

Other school programs

Student Leadership at Cammeraygal High School.

As a newly established school in 2015 with only a Year 7 cohort Cammeraygal has embarked on an extensive student leadership program that has aimed to encapsulate a meaningful and engaged student voice that will inform the school's ongoing development. Student voice has involved a structure that includes twelve Student Representative Council members (SRC), six Social Justice Committee members, eight Sports Council captains, and six Environment Council members. The SRC students were elected by the student body and then two captains and vice captains were elected by the student body. The Sports Council, the Social Justice and Environment committees were self-nominated and presented a portfolio and an interview with the appropriate teachers for their nomination to be considered.

This process facilitated strong student engagement in these leadership positions and has established a leadership framework that facilitates an effective student voice throughout the school that promotes our values and our ethos.

Extracurricular Clubs at Cammeraygal High School

When Cammeraygal High School was established in 2015 it was critical that we provided extensive opportunities for success, engagement and enrichment as the school was established. This resulted in a number of extracurricular clubs that have met student needs and allowed for meaningful challenge in areas that students have identified as being of interest or importance to them. These clubs mostly run by Cammeraygal teachers include: Drama club, the STEM club, Public Speaking and Debating club, the film Club, boot camp and run club, concert band, vocal ensemble, games club, Gender Equality Society. Student participation in these clubs exceeds 40% and reflects the enthusiasm of the teachers and students to invest their time and efforts into these meaningful extracurricular activities.

The P&C has also embarked on an extensive extracurricular sporting program and it has been

widely supported with sporting teams including, basketball, netball, futsal, tennis, soccer and cricket. These teams are widely supported with approximately half our students participating in these sports. All sports play off the school premises and are coached by parents or paid coaches. This extensive extracurricular program has been a huge part of defining the school's identity and success in its first year of operation. It is an indicator of our successful engagement with the whole school community with only 98 students and 13 teachers at the school in 2015.

Environmental education and Sustainability

The Cammeraygal High School inaugural Environment committee was established in 2015 to encourage Students to lead other students and the whole school to raise awareness, and take action on school, local and global environmental issues. They run recycling and energy saving campaigns and network with other schools.

Achievements in the Arts and Sport at Cammeraygal High School

Dorothea Mackellar Poetry Awards – Cammeraygal High School-Secondary School winners in 2015.

Cammeraygal High School was established in 2015 in with only a Year 7 cohort of 98 students. During 2015 the school entered the *Dorothea Mackellar Poetry competition*. This competition is a unique national project, giving Australia's youth a voice and an opportunity to strive for excellence in literature. Cammeraygal High School was fortunate enough to have won the secondary school's entry in the *Dorothea Mackellar Competition* in 2015 with over 10,000 entries and 655 schools involved. It was indeed a huge achievement for our school to be presented with the Secondary School's prize by the Honorable Trent Zimmerman at our presentation day ceremony in December 2015. The Principal, Kathy Melky traveled to Parliament House, Canberra to be acknowledged by the Federal Education Minister the Honorable Simon Birmingham.

Sporting achievements at Cammeraygal High School

In its foundation year in 2015 Cammeraygal High School has had some excellent achievements in competing in sport for individuals and teams in various areas. With only Year 7 at the school we are delighted to report that we participated in all athletics, swimming and cross country carnivals that were run by the Northern Sydney Region. A group of students travelled to each of the zone carnivals for swimming, athletics and cross country.

In swimming one student competed in the Regional swimming carnival, whilst three students competed in the athletics and two students compete in cross country Regional competitions. Cammeraygal High School was also involved in a range of knockout sports including netball, basketball, soccer and futsal.

Individually one student represented the school in the Sydney North Team at the NSW Combined High School Championship. The Sydney North Team won the state championship.

All of these achievements are outstanding considering it was our first year of operation and only 98 students enrolled at the school during most of 2015.