

# Cammeraygal High School

## Annual Report



2016



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## Introduction

The Annual Report for **2016** 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.

Ms 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 community's 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 and 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 hence forth develop their potential and holistic capabilities.

In 2015 Cammeraygal High School went under an extensive process of 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 students' abilities as critical and creative thinkers.

In 2016 Cammeraygal High School was in its second year of operation with a Year 7 and Year 8 cohort. The school offered a increasing range of extracurricular music and sport 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. Our innovative programs such as Contemporary Philosophy in Year 8 and the Authentic Learning Program in Year 7 have allowed our students to develop their creative and critical thinking skills and attitudes. Critical thinking in a collaborative project based environment continued to be a focus in 2016, allowing students to work in a real world context. Our future learning spaces encourage active and engaged learning in a technology rich environment

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 students' interests and skills to be developed.

The School has 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 by supporting and enhancing our initiatives. Our Parent and Citizen meetings are held on a monthly basis. They have undertaken a number of fundraising initiatives including a parent social night, and various bake sales. They continue to drive and support an extensive extra-curricular sport and music program and have been instrumental to the school's success in its first two years of operation.

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'.

Ms Kathy Melky

Principal

Cammeraygal High School

### Message from the students

Cammeraygal High School is a vibrant and exciting school which offers incredible opportunities for all students. 2016 contained many memorable highlights for us, including our exchange program with Coonamble High School, and the Winter Academy ski trip. On these trips, we were given many once-in-a-lifetime opportunities, including performing music for local primary schools, skiing or snowboarding for the first time, through to tagging calves at Coonamble! The amount of extra-curricular activities at Cammeraygal is such an important part of the school, and it allows us to develop our interest in things ranging from drama, sport, photography, social justice, and so much more.

In between all of these activities, we engaged in a lot of learning in our classrooms every day. We are fortunate to be taught by exceptional teachers who challenge our thinking, encourage us to be aware of the world, and share with us the skills to know how to make changes within it. Cammeraygal High School is truly built around its motto, 'empowered to achieve'. We cannot wait to see the school continue to develop in the years ahead.

## 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 growing 7–12 comprehensive coeducational multi-campus High School, located in Crows Nest. It 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. In 2016 Years 7 and 8 cohorts have commenced at the school with a student population of 220. The school will reach its capacity across both campuses of up to 1100 students with the enrolment of Year 7 in 2020.

A highly energised parent community has continued 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 develops the whole student by offering a range of experiences to extend their skills and confidence.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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.

In 2016, our school undertook self-assessment using the School Excellence Framework. 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.

Cammeraygal High School has used the School Excellence Framework to inform, monitor and validate our progress and impact through our first two years of operation as a newly established comprehensive high school operational since Term 1, 2015. We have continued to embark on a range of projects that allow for the establishment of evidence-based milestones that aid us to determine our future growth and development. In continuing to work on the strategic directions of the school plan, our emphasis has been on establishing a school culture of high expectations in the delivery of curricular, extra-curricular and wellbeing outcomes to our emerging and growing school community. In our completion of the self-assessment survey in 2016, 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 focused priorities over the coming years.

In the domain of **Learning** our focus has been on the establishment and refinement of the 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. In 2016, Cammeraygal ensured the delivery of quality teaching and learning programmes to both Years 7 and 8 across all areas of the curriculum. This required an ongoing focus on a learning culture of differentiation ensuring that all students have a range of learning opportunities available to them based on their learning needs. Cammeraygal continued to place 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. Cammeraygal High School remains focused on meeting the individual learning needs of all students by creating programs that address our targeted groups and by extending and modifying our curriculum to allow all students to be challenged, engaged and successful as learners.

Cammeraygal High School student wellbeing needs were also fostered by the use of the whole school programmes across the school community and within the classroom, including the White Ribbon training for all boys in the school in 2016. The school has since become an acknowledged White Ribbon school, fostering our core value of respect in all our interactions. The Cammeraygal High School wellbeing and fair discipline policy allowed us to continue 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 assessment practices that provide opportunities for assessment for learning, directing feedback for areas of improvement. All faculties completed a Cammeraygal programming template, allowing for a strategic focus and the successful delivery of this quality curriculum in 2016. Baseline data has continued to inform our decision making, 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 second year of operation. Our strategic direction that focuses on school **Leading** establishes the branding and identity of the school through the promotion of our vision as an emerging school culture. Leadership development has been a central focus, 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, learning and wellbeing practices. The school leadership team has been responsible for the creation and effective delivery of all of the initiatives mentioned throughout this report. In 2016 the school funded a Head Teacher Differentiation to support our strategic directions around the creation and delivery of differentiated teaching, learning and assessment programs. 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.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

Creative and engaged learners who are empowered to achieve.

### Purpose

To establish learning opportunities that facilitate the development of skills that allow students to construct strategies that empower them to become successful learners. This is aimed towards enabling students to achieve their personal best.

### Overall summary of progress

The two main strands in this Strategic Direction were regarding effective, embedded differentiation to allow access and challenge for all learners, and the continuation and expansion of student voice and student co-curricular activities to enhance student connectedness and engagement. Progress has been substantial and appreciable in both of these areas. All teaching staff were provided with sustained professional development over the course of the year on effective strategies for differentiation for our three targeted student groups (EAL/D, GAT and LAS), and by the end of 2016, all teachers were implementing teaching and learning programs which effectively catered to the needs of those three groups.

This was also greatly enhanced by the appointment of a Head Teacher Differentiation, a school-funded initiative, to support all staff in effectively developing their teaching practice to ensure embedded differentiation. Student co-curricular clubs and student voice activities remain a core strength of the school, with over 40% of students participating in some form of extra-curricular or student leadership activity in 2016. These activities allow students to feel a strong sense of connectedness to the school and with their peers and teachers, which has been reflected in Tell Them From Me data

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
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.	As the school does not yet have year 9 students, base line data is still being gathered. Targeted professional learning has been undertaken across the school to improve the teaching of literacy in all subjects and to maximise engagement for all learners, especially those in our targeted groups of GAT, EAL/D and learning support.  All teachers have been provided with professional learning on the use of Google Apps for Education so students have a common approach to lessons and are able to engage collaboratively with their learning.	\$5000 (professional learning costs)
'Tell Them From Me' Survey – 5% reduction in the number of students lacking confidence in their skills and finding English, Maths and Science challenging.  3% reduction in the number of students who were confident in the skills but did not find classes challenging.	EAL/D, GAT and LAS committees have developed detailed Personal Learning Plans to support all identified students and have continued to work with teachers through professional learning provision and one on one support to ensure all learners are extended appropriately and are able to access activities.  According to 2016 Tell Them From Me, only 32% of students reported lacking confidence in their skills and finding English, Maths and Science challenging, compared with a state norm of 40%. 19% of students reported being confident in their skills but did not find English, Maths and Science challenging.  This data was, however, collected in Term 1 of 2016. Learning Coach interviews over the course of 2016 indicated that GAT students were	\$450 casual relief for administration of the TTFM survey



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>'Tell Them From Me' Survey – 5% reduction in the number of students lacking confidence in their skills and finding English, Maths and Science challenging.</p> <p>3% reduction in the number of students who were confident in the skills but did not find classes challenging.</p>	increasingly reporting finding themselves challenged and extended in most of their subjects.	
<p>Andrew Martin Survey on motivation and engagement shows reduction in guzzler and muffler behaviours in individual students from year 7 into year 9.</p> <p>Increased number of co-curricular clubs/opportunities and increased participation to 40% of students in a co-curricular program.</p>	<p>All students' Andrew Martin survey data was discussed individually with the student in Learning Coach interviews, where goals were set for learning for the coming months.</p> <p>A range of patterns were evident, and the students whose data revealed dips in engagement were offered mentoring programs, extra-curricular opportunities such as Rock and Water, and a range of individual strategies to assist with a reduction of self-sabotaging behaviours. 84 students (of a total of 205) were involved in a co-curricular club or program in 2016, a total of 41%.</p> <p>We also had a range of additional clubs and programs available to students, including Games club, Art and Design Club, and Grade sporting opportunities.</p>	<p>\$1000.00 (Casual relief to administer Andrew Martin testing to all students in Years 7&amp;8)</p> <p>\$1000.00 (updated software program Andrew Martin)</p>
<p>Programming template with embedded literacy and differentiation strategies are being used across the school in all years.</p>	<p>Sustained professional learning and planning time were provided to all teaching staff to ensure that they felt supported in the development of new programs using the CHS template which clearly identifies strategies used to provide differentiation for the three targeted groups. This template is now successfully in use across all faculties in the school.</p>	<p>\$12,500 in casual teacher costs to facilitate faculty planning days</p>

## Next Steps

The Learning Coach initiative was a highly successful strategy implemented in 2016 to deepen engagement for all students and ensure a relationship with at least one trusted adult in the school existed for all students. This program will be continued and expanded in 2017 to encompass the 2017 Year 7 cohort. The CHS programming template is in use across the school, however as a new school the challenge of ensuring that all programs are constantly updated before being implemented in the classroom is significant.

Further planning time will be granted to faculties to ensure programming is prioritised by all staff. CHS continues to maintain a substantial focus on differentiation to ensure access and challenge for all learners in our professional learning and this will continue in 2017, with an added focus on ensuring engagement is maintained across all mainstream students through active learning.





## 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

The main strands of Strategic Direction 2 were the development of consistent, high quality teaching, learning and assessment programs that embedded differentiation and also literacy and numeracy pedagogy, and also the support of student mental health through initiatives such as MindMatters. Over the course of 2016, CHS conducted a Differentiation Strategies Review and an Assessment Review, led by the DP, Head Teacher Differentiation and Head Teacher Teaching and Learning. Feedback from these reviews allowed teachers to further refine and develop the strategies for teaching, learning and assessment to engage and challenge all learners.

On the whole the Reviews found that CHS has a consistent and effective approach to assessment and differentiation that allows access and challenge for all learners. While the publication of the whole-school literacy guide was delayed until the beginning of 2017, professional learning was provided to staff on the effective teaching of literacy and numeracy and all faculties have identified the literacy and numeracy skills that they will explicitly teach in their teaching and learning programs. By the end of 2016, all staff, including new staff, were familiar with MindMatters and had completed training modules in supporting student mental health and providing a safe and supportive environment at school to allow students to thrive.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Andrew Martin Data– reduction in levels of student anxiety across all years  'Tell Them From Me' Data – A 3% reduction in the number of students reporting moderate to high feelings of anxiety and a 2% reduction in the number of students reporting moderate to high feelings of depression.	TTFM data highlights that CHS students report a high sense of belonging, compared with NSW govt norms, they have positive relationships, positive homework behaviours, positive behaviour at school, and a strong sense that they have advocates both within and outside of school – on all of these measures, CHS results are higher than NSW Govt norms.  However, CHS students in 2016 reported lower levels of happiness than NSW govt norms (TTFM no longer reports on anxiety and depression). The CHS Wellbeing Team has worked over the course of 2016 to identify a range of whole-school wellbeing strategies, including MindMatters and targeted intervention programs like Rock and Water, to address students with wellbeing needs.	\$2000 – professional learning  \$10 000 – resourcing for Wellbeing initiatives such as theatre productions, Rock and Water
More students are able to respond to a variety of text types in appropriate ways.	The Literacy team worked on the production of the Literacy Guide over the course of 2016, but the implementation of this project was delayed until the beginning of 2017. Professional learning was provided to all staff at a School Development Day on the effective teaching of literacy across all subjects.	\$1000 – casual relief for planning and production of the Literacy Guide
PAT testing demonstrates gradual improvements in literacy capabilities across each year.		\$1000 casual relief for administration of PAT testing across Years 7&8
NAPLAN – student gain from Year 7 to Year 9 is equal or greater than gain from schools at	As we are still in the growth phase, we do not yet have year 9 NAPLAN data to report on. Over the course of 2016.	

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
the same starting point in reading and writing.	As we are still in the growth phase, we do not yet have year 9 NAPLAN data to report on. Over the course of 2016.	

## Next Steps

With the addition of Stage 5 in 2017, the focus will remain on the provision of high quality teaching and learning programs that engage and challenge all learners. This is an ongoing priority in the school and will remain so at least until we have our full complement of students from Stages 4, 5 and 6. As elective courses are introduced in 2017, ensuring consistency of approach and a range of engaging strategies to ensure effective differentiation across all subjects regardless of their nature will remain a strong focus for all staff.

The Literacy and Numeracy Guide for students and staff was rolled out at the beginning of 2017, and professional learning in its implementation and use will be scheduled in 2017 to ensure that it is effective and meets the needs of students and staff. The appropriateness of the Guide will be evaluated at the end of 2017 and it will be reviewed before being issued again in 2018. All CHS staff, including new teaching staff, will continue to undertake MindMatters training, including the MindMatters spotlights on contemporary issues affecting youth mental health.



### 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 primary focus of Strategic Direction 3 is the further development of CHS' identity in the local community as a successful, inclusive high school. This is being achieved through a comprehensive transition program to ensure year 7 students feel supported and connected to the school and to their peers and teachers, and that they are given multiple opportunities to succeed at school, and also through school-based initiatives such as the development of CHS Squared, a partnership with Coonamble High School, and becoming a White Ribbon school. CHS achieved in all three of these areas in 2016, developing a highly successful transition program which has seen our intake for 2017 grow from 120 to 150, and the development of a substantial waiting list of out-of-area students.

The partnership with Coonamble High School was highly successful, including the development of online collaborations and exchange visits, allowing for the development of cross-cultural insight by students and staff. Finally, Cammeraygal High School ran a very successful White Ribbon event in November 2016, and were confirmed as a White Ribbon school.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase in first choice enrolments for local area students to 75% by the end of 2017.	<p>By the end of 2016, the year 7 intake for CHS had increased from 120 (2016) to 150 (2017) due to an uptick in in-area enrolments, with the establishment of a long out-of-area waiting list as well, a testament to the growing reputation of the school in the local community and beyond.</p> <p>In 2016, 63% of students living in our catchment had Cammeraygal High School as their first choice high school. This puts us on track for our original target of 75% by the end of 2017.</p>	
Andrew Martin data – new Year 7 students at the end of Term 1 are engaged and motivated and settling into the challenges of school life well.	<p>In general, year 7 Andrew Martin results showed lower than expected levels of anxiety among students, and high levels of self-belief and persistence.</p> <p>Individual results were discussed with all students at their Learning Coach interviews, and strategies to lesson anxiety and cope with the competing demands of high school focussed upon.</p>	\$2000 – casual relief for Learning Coach interviews
Increased interaction and acceptance between social groups from different feeder schools in Semester 1 of Year 7, as evidenced through counsellor referrals and Sentral incidents (increase in positive and decrease in negative).	<p>The at times balkanized environment perceived among students in 2015 was significantly lessened in 2016, with a much more harmonious degree of interaction noted among students from all feeder schools.</p> <p>This was largely attributable to the successful transition program that was implemented, which involved stronger curriculum and pedagogy links between our feeder schools and CHS, the inclusion of incoming students in a range of activities at CHS prior to their arrival, and careful class composition</p>	\$3000 – casual relief for transition visits to feeder primary schools

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased interaction and acceptance between social groups from different feeder schools in Semester 1 of Year 7, as evidenced through counsellor referrals and Sentral incidents (increase in positive and decrease in negative).	based on extensive information from feeder schools.	

## Next Steps

The continuation and expansion of our Transition program will be a focus in 2017, encompassing feeder schools which were not previously part of our catchment. Cammeraygal High School will also continue to develop long-term links with our feeder schools, including the development of a band program where CHS students work with the concert bands of our feeder schools, and curriculum links through visits by Stage 5 elective classes including iSTEM and Child Studies, for demonstration teaching opportunities.

Our Coonamble partnership will continue in the future to allow for further online collaborations between students and staff using Google Apps for Education, and exchange visits to deepen intercultural understanding. Finally, CHS will seek to deepen the commitment of students and staff to the White Ribbon program through follow-up events focussed on respect and diversity.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>In 2016, two students from an Aboriginal cultural background were enrolled at the school.</p> <p>The funding provided to Cammeraygal High School was partly used to support the training of all staff in <i>The Eight Way framework of Aboriginal pedagogy</i>. This allowed staff to be aware of the individual cultural needs of these students in relation to wellbeing and teaching and learning. This allowed for an understanding of how to address the Individual Learning Plans for both students.</p> <p>In 2016, a Cammeraygal High School parent facilitated a visit from Olympic legend Cathy Freeman. This involved a special assembly where Cathy spoke with a strong inspirational message about her cultural background and the importance it has played in her proud identity and in her achievements.</p> <p>In 2016 Cammeraygal High School was involved in the <i>Close The Gap</i>. The <i>Close the Gap</i> campaign is oriented around Indigenous health equality, and reflects Cammeraygal values of respect and inclusivity. This campaign was run by our student leadership group, the Social Justice Committee.</p>	\$1308
<b>English language proficiency</b>	<p>In 2016, Cammeraygal High School had 34 (4.5%) students receiving support as English is an additional language or dialect (EAL/D) student. They required specific support to build the English language skills required for effective communication and access to the Australian Curriculum.</p> <p>Cammeraygal High School funded a specialist EAL/D teacher to work with individual students and teaching staff on the differentiation of teaching and learning programs to support students with EAL/D backgrounds.</p> <p>This support included modifications to units of work and assessment tasks to allow these students to improve their language skills and achieve their full potential as learners. EAL/D students are a targeted group in our school plan where we have focussed our professional learning towards meeting the needs of these students. We have also placed this targeted group as a focus on our Cammeraygal High School programming template.</p>	\$37,217
<b>Low level adjustment for disability</b>	<p>In 2016, 40 (5%) of CHS students received learning and support in the form of the development of a Personal Learning Plan (PLP) which contained modifications to their learning and assessment tasks. Funding was also used to employ Student Learning</p>	\$67,322

<p><b>Low level adjustment for disability</b></p>	<p>Support Officers (SLSOs). The SLSOs were used to support student learning in the classroom and assisted the teachers in making and explaining appropriate modifications to the students.</p> <p>The Learning and Support Teacher (LaST) plays an integral role in supporting students, SLSOs, teachers and parents/caregivers to implement the modifications needed for the student to succeed in their learning.</p> <p>The LaST utilised opportunities to train and brief teaching staff at Staff Development Days in 2016 in relation to differentiation and modification of assessment and learning practices.</p>	<p>\$67,322</p>
<p><b>Socio-economic background</b></p>	<p>In 2016 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. This funding allowed these students to fully participate in all areas of the curriculum.</p>	<p>\$1,972</p>
<p><b>Support for beginning teachers</b></p>	<p>CHS had eight beginning teachers, including four permanent teachers who received funding as beginning teachers.</p> <p>The school utilised these funds to support our beginning teachers by participating in a range of professional learning and networking opportunities. Professional learning also occurred in beginning teachers inductions, run at Cammeraygal High School.</p> <p>Cammeraygal High School also participates in a beginning teachers network where all beginning teachers are released for one day a term to participate in a work shop with neighbouring schools in the Lower North Shore Community Of Schools. Mentoring opportunities were provided between our staff and other schools. Faculty planning days were provided to support programming on the Cammeraygal High School differentiation template.</p> <p>Beginning teachers were provided with increased release time as per DoE requirements for beginning teachers.</p>	<p>\$57,592.29</p>
<p><b>Differentiation coaching for classroom teachers</b></p>	<p>In 2016 Cammeraygal High School funded an additional Head Teacher Differentiation. This provided an additional leader to the executive team who supervised the effective implementation of whole school differentiation as part of our strategic directions for the 2015–2017 school plan.</p> <p>The Head Teacher Differentiation supervised the Gifted and Talented program, the Learning and Support Teacher and the EAL/D teacher. These staff members formed the</p>	<p>\$23,350.00</p>



<b>Differentiation coaching for classroom teachers</b>	Differentiation Faculty, which was created in 2016 as a strategy to focus our teaching and learning on differentiation in our curriculum delivery.	\$23,350.00
<b>Cammeraygal High School Student Leadership and Extracurricular Student Groups</b>	<p>The leadership groups for Cammeraygal High School consisted of a Student Representative Council, a Sports Council, a Social Justice Committee and an Environment Committee. The students elected the SRC and the two Captains and two Vice-Captains for 2015–2016.</p> <p>These groups participated in a three day leadership camp where they created action plans for the year ahead. They were also trained in leadership skills. The leadership camp was supported by school funds.</p>	\$11,325.99



## Student information

### Student enrolment profile

Students	Enrolments	
	2015	2016
Boys	59	116
Girls	39	91

In 2016 Cammeraygal High School had an enrolment consisting of Year 7 and 8 students totalling 207 students. The school enrolments will increase each year with a new cohort of Year 7 until 2020 when the school will have years 7–12

### Student attendance profile

School				
Year	2013	2014	2015	2016
7			95.8	95.7
8				92.8
All Years			95.8	94.2
State DoE				
Year	2013	2014	2015	2016
7			92.7	92.8
8				90.5
All Years			89.7	89.7

### Management of non-attendance

Student attendance is well above the state average at Cammeraygal High School. For the small number of students who do not have satisfactory attendance the school uses a range of strategies to address the low attendance individually for each student. This includes being managed through the Year Advisor making contact with parent/caregivers, attendance monitoring booklets for discussion with students, and where necessary, contact with the Home School Liaison Officer.

### Structure of classes

In 2016, the Year 7 and 8 cohorts had four core classes of mixed ability students for all mandatory subjects.

### Retention Year 10 to Year 12

Not applicable in 2016 as Cammeraygal High School is a newly established school that has Years 7 and 8 and will take in additional year groups each year.

**Cammeraygal High School will have Year 12 data when the school intake is complete in 2020.**

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	0
Employment	0	0	0
TAFE entry	0	0	0
University Entry	0	0	0
Other	0	0	0
Unknown	0	0	0

Not applicable in 2016 as Cammeraygal High School is a newly established school that has Years 7 and 8 and will take in additional year groups each year.

**Cammeraygal High School will have Year 12 data when the school intake is complete in 2020.**

### Year 12 students undertaking vocational or trade training

Not applicable in 2016 as Cammeraygal High School is a newly established school that has Years 7 and 8 and will take in additional year groups each year.

**Cammeraygal High School will have Year 12 data when the school intake is complete in 2020.**

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

Not applicable in 2016 as Cammeraygal High School is a newly established school that has Years 7 and 8 and will take in additional year groups each year.

**Cammeraygal High School will have Year 12 data when the school intake is complete in 2020.**

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Head Teacher(s)	4
Classroom Teacher(s)	7.4
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
School Counsellor	0
School Administration & Support Staff	5.38
Other Positions	4.2

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 Department of Education and Cammeraygal High School protocols and reforms.

Two teachers were successfully accredited with NESA proficiency in 2016. Seven beginning teachers were working towards proficiency in 2016.

\*Full Time Equivalent

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

### Teacher qualifications

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

Cammeraygal High School has a combination of early career teachers and experienced teaching staff across all faculty areas. The administration staff are experienced and provide support across all areas of the school. The focus of 2016 in relation to professional learning was to create and establish a culture of high quality teaching, learning and wellbeing programs with a strong emphasis on differentiation. Student engagement and whole school wellbeing were also a focus in our professional learning, which were in turn aligned with our strategic directions. All teaching staff have been involved in network meetings with two different communities of schools in our local area.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 31 December 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>484 599.84</b>
Global funds	201 616.43
Tied funds	184 903.10
School & community sources	288 751.01
Interest	12 743.38
Trust receipts	12 340.80
Canteen	0.00
<b>Total income</b>	<b>1 184 954.56</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	210 577.43
Excursions	100 523.03
Extracurricular dissections	71 751.94
Library	16 832.89
Training & development	0.00
Tied funds	140 301.37
Short term relief	21 735.91
Administration & office	103 269.75
School-operated canteen	0.00
Utilities	54 795.73
Maintenance	39 171.57
Trust accounts	11 321.20
Capital programs	0.00
<b>Total expenditure</b>	<b>770 280.82</b>
<b>Balance carried forward</b>	<b>414 673.74</b>

A full copy of the school's 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.

## School performance

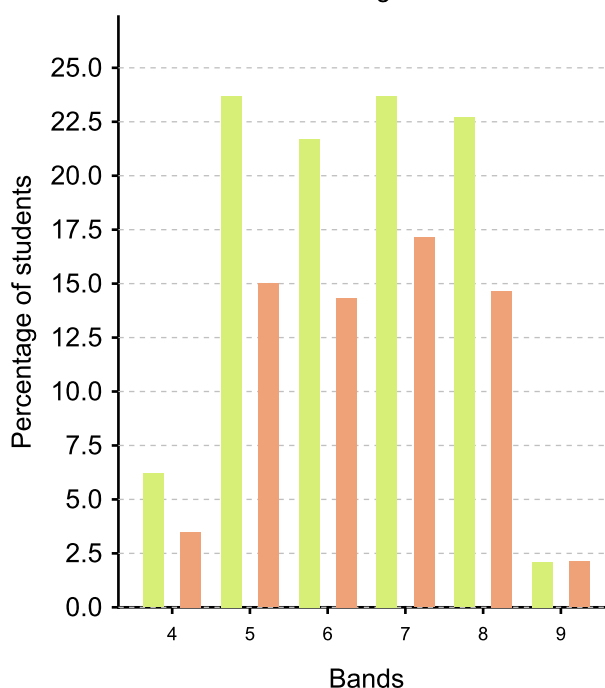
### NAPLAN

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.

As Cammeraygal High School is a newly established school that only has Years 7 and 8 students, we do not yet have year 9 NAPLAN data to report on. For this reason, please note that the 'School Average 2014–2016' columns on the following graphs may contain inaccuracies, as there was no available data for

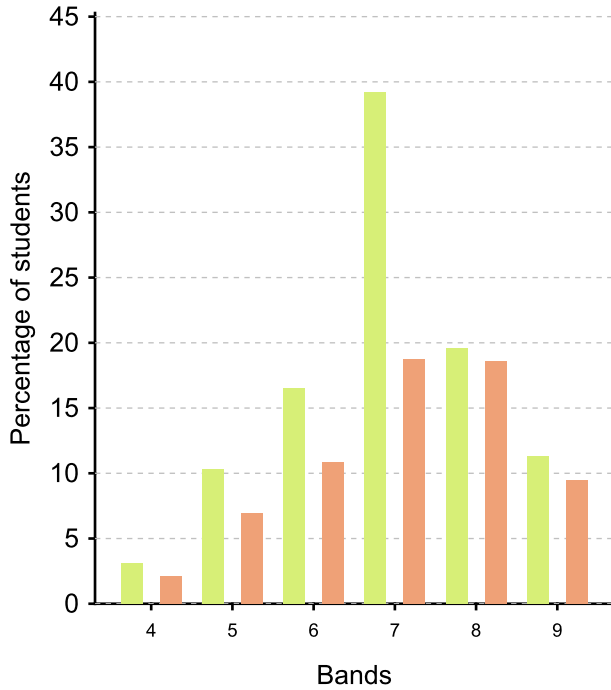
Trends within NAPLAN data were consistent with those across NSW and Department of Education schools. Relative to the state, Year 7 2016 NAPLAN results indicate that students performed particularly strongly at spelling, grammar and punctuation. The 2016 cohort performed slightly stronger than the 2015 cohort in most areas, with the exception of writing.

**Percentage in bands:**  
Year 7 Writing



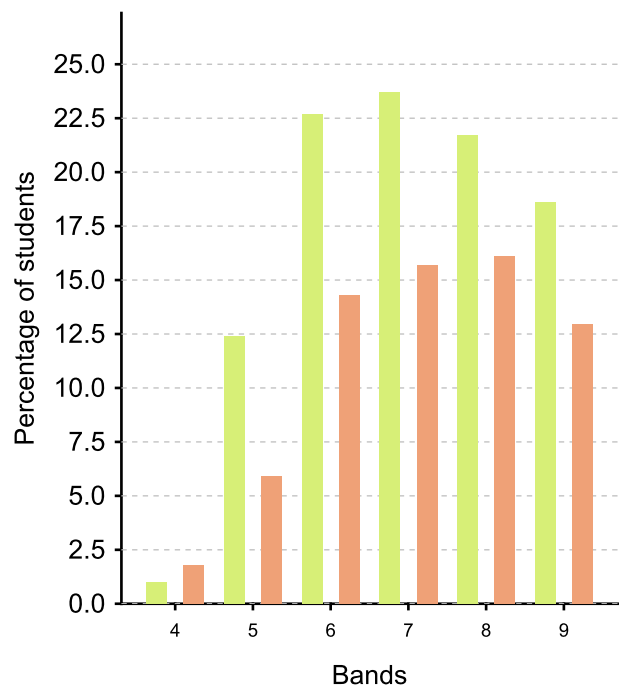
■ Percentage in Bands  
■ School Average 2014-2016

**Percentage in bands:**  
Year 7 Spelling



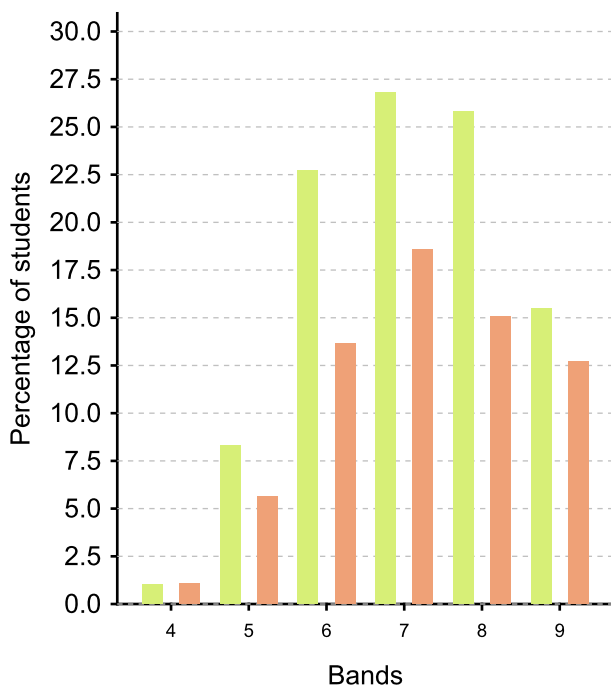
Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 7 Grammar & Punctuation



Percentage in Bands  
School Average 2014-2016

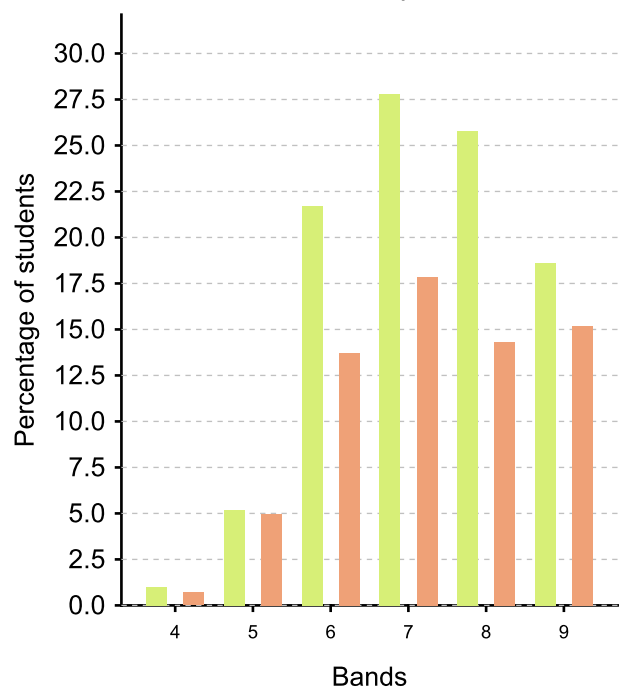
**Percentage in bands:**  
Year 7 Reading



Percentage in Bands  
School Average 2014-2016

Numeracy results were particularly strong in the Year 7 2016 cohort. 75% of students exhibited equal to, or greater than expected, growth for numeracy.

**Percentage in bands:**  
Year 7 Numeracy



Percentage in Bands  
School Average 2014-2016



### Higher School Certificate (HSC)

Not applicable in 2016 as Cammeraygal High School is a newly established school that has Years 7 and 8 and will take in additional year groups each year.

***We will have Year 12 data when the school intake is complete in 2020.***

## Parent/caregiver, student, teacher satisfaction

Cammeraygal High School provides students, parents, and staff with the opportunity to give feedback through the Tell Them From Me (TTFM) surveys. These surveys allow the school to understand how each of these groups engage with the school community, informing school-wide strategies for improvement.

### Students

Data from the Tell Them From Me surveys indicate that students are highly engaged with the diverse range of programs offered by Cammeraygal High School, and exhibit a high level of academic self-concept. In particular, the data indicates that Cammeraygal High School students have exceptional participation rates in extra-curricular activities – approximately 40% higher than state averages – and also have high participation rates in sport programs – 13% higher than state averages.

This theme has been consistently reflected in many other avenues of student feedback and communication, with the diversity of extra-curricular, extension, and leadership opportunities highly valued across all members of the school community. In the majority of social and emotional outcomes – included intellectual engagement, learning effort, and positive behaviour, Cammeraygal students generally ranked consistently with the rest of students across NSW.

However, TTFM data reflects that students statistically score slightly below the state average in their interest and motivation towards their learning (6% below the state average). In response to this, we have

implemented school-wide initiatives to support student learning, to foster a culture of increased interest and motivation. This includes the individual Learning Coach Meetings conducted on multiple occasions across 2016–2017, where each student met with a member of teaching staff to set individual learning goals. Each student's progress on these goals were regularly monitored, with resulting evidence of increased student focus and engagement. This data has informed the priorities and strategies of the 2015–2017 School Plan.

### Parents

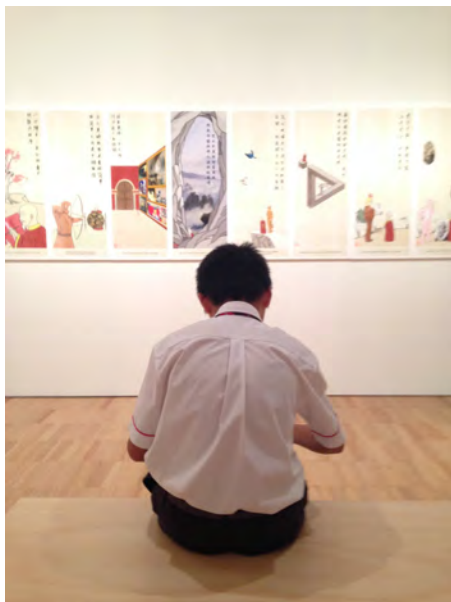
Responses from the TTFM Parent Survey indicate a positive relationship between the parent body, and the school. Parents particularly commented that they felt welcome at Cammeraygal HS, and that the school supported learning and positive behaviour. Over 83% of parents agreed, or strongly agreed, with the statement that they would recommend Cammeraygal High School to parents of primary school students, and 92% of parents believed that Cammeraygal had a good reputation in the local community. A suggestion for an area of improvement was to increase parent involvement in student learning

### Teachers

16 members of teaching staff responded to the 2016 TTFM Teacher Survey, responding to questions from a range of fields including collaboration, technology, the learning culture of the school, the use of data to inform teaching practice, teaching strategies, parental involvement, and inclusivity. Feedback was particularly positive in regards to school leadership, with 88% of staff agreeing or strongly agreeing that the school's leaders were leading improvement and change. 94% agreed that school leaders clearly communicated their strategic vision and values for the school, and also noted their belief that the school fosters an inclusive environment for all students and their learning needs. Reflecting the TTFM Parent Survey results, the teaching staff also felt that parent involvement in student learning could be increased.

Staff feedback is encouraged in regular staff and faculty meetings, and professional development days. 87.5% of staff agreed that morale amongst staff is good. This is also reflected in the widespread staff involvement in, and commitment to, the teaching, and co-curricular activities of the school.





of Education 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, through the advocacy work of our social justice committee. Adam Goodes is a house patron for the Goodes sporting house within the school, and various guest speakers – most notably Cathy Freeman – have addressed our school with messages of inclusivity and inspiration, encouraging all students to persist to

## Policy requirements

### Aboriginal education

Cammeraygal High School was named utilising the traditional custodian name of the local indigenous Cammeraygal clan who are part of the Guringai nation. The school has maintained a close working relationship with the local Aboriginal Educational Consultancy Group who meet on our school grounds regularly. The school received funding for two students with indigenous backgrounds. We have undertaken training as a staff in the Eight Aboriginal Ways of Learning framework. We have developed Personal Learning Plans for these students.

Our Social Justice Committee and Sports Council were involved in awareness and fundraising initiatives for *Close the Gap* and the *Cathy Freeman Foundation*. Renowned Olympian Cathy Freeman also visited Cammeraygal High School in a distinct highlight of the school year.



### Multicultural and anti-racism education

Cammeraygal High School adheres to the Department