2009 Annual School Report
Camden Haven High School

NSW Public Schools – Leading the way
Our school at a glance

Messages

Principal's message
I am pleased to present the 2009 Annual School Report for Camden Haven High School (CHHS). The 2009 school year was most rewarding with many achievements and outstanding results from our year 12 cohort in their performance in the external exams.

All members of the school community worked together to move the school forward with continuous improvement as our focus. The many achievements of staff and students across a wide range of areas was recognised within the school community and many at regional and state level. The school is now well established and continues to provide an inclusive environment for learning.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Margaret Hutchinson

P&C and/or School Council message
A small hard-working group of volunteers have continued to be involved with the school. The healthy school canteen continues to operate, the uniform shop is open twice weekly and hospitality was provided at development days, Camden Haven Arts Festival for Students (CHAFFS), regional dance festival, the school horse sports day and year 12 graduation.

P&C members have been members of merit selection panels and school teams. The P&C continued their financial support for the school bus.

It is anticipated that parent and community participation and partnership with the school will continue to develop in the future.

Christine Fajks

Student representative's message
The student representative council (SRC) is a highly motivated body of democratically elected student representatives who not only provide a vital link between students and teachers and the principal, but also raise money for local and national causes, provide assistance to students chosen to represent the school and man stalls at school carnivals and events.

In 2009 the SRC has been responsible for the coordination of many events including school socials, out of uniform days, fundraising for local charities as well as food stalls at school, district and regional sporting activities. In addition, students have been involved in many community events including local ANZAC ceremonies and the Port Macquarie triathlon.

The partnership between the SRC, the teachers involved with the SRC and the executive of the school is successful and we are planning an even better and more successful 2010.

Nick Cummins

School context

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

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>494</td>
<td>506</td>
<td>502</td>
<td>513</td>
<td>507</td>
</tr>
<tr>
<td>Female</td>
<td>473</td>
<td>490</td>
<td>474</td>
<td>480</td>
<td>505</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>84</td>
<td>85</td>
<td>86</td>
<td>88</td>
</tr>
<tr>
<td>Region</td>
<td>87</td>
<td>89</td>
<td>91</td>
<td>92</td>
</tr>
<tr>
<td>State</td>
<td>91</td>
<td>91</td>
<td>90</td>
<td>89</td>
</tr>
</tbody>
</table>
There was an increased number of students who attended TAFE, participated in industry based learning (IBL) and vocational education and training courses (VET) with a workplace component.

Management of non-attendance

Student attendance is recorded using swipe cards. A check is made each day during period one and random checks of attendance are carried out each week. Attendance is monitored weekly and phone calls and letters to parents address attendance rates below 85% as well as absences without explanations.

Retention to Year 12

Post-school destinations

Year 12 students undertaking vocational or trade training

Year 12 destinations 2009

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>3.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>NA</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>18.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>111.5</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>NA</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>NA</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>NA</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>NA</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>20.0</td>
</tr>
<tr>
<td>Total</td>
<td>156.6</td>
</tr>
</tbody>
</table>

There are no indigenous members of staff, teaching or non teaching at the school.

Teacher qualifications

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

Financial summary

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

Date of financial summary: 30/11/2009

<table>
<thead>
<tr>
<th>Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance B’F’wd</td>
</tr>
<tr>
<td>$ 595,074.67</td>
</tr>
</tbody>
</table>
Global Funds $ 762,741.35  
Tied funds $ 495,513.59  
School & Community Funds $ 334,470.97  
Interest $ 26,827.15  
Trust Receipts $ 94,432.91  
Canteen  

**Total Income** $ 2,309,060.64  

**Expenditure**  

**TEACHING & LEARNING**  
Key Learning Areas $ 249,919.66  
Excursions $ 139,940.90  
Extracurricular $ 120,601.86  
Library $ 36,559.02  
Training & Development $ 22,971.84  
Tied Funds $ 568,189.85  
Casual relief $ 41,073.78  
Administration & Office $ 340,780.95  
School operated canteen  
Utilities $ 145,569.92  
Maintenance $ 62,709.93  
Trust Payments $ 76,326.78  
Capital Programs $ 23,324.21  

**Total Expenditure** $ 1,827,968.70  

**Balance carried forward** $ 481,091.94  

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2009**

**Achievements**

**Arts**
- Hosted Camden Haven Arts Festival for Students (CHAFFS), the concert featured music, dance and drama items from all Camden Haven Community of Schools (CHCOS) as well as the massed choir, junior band and combined senior band;  
- Six items presented at the Southern Network Dance Festival;
- Most popular exhibit at the Freshart competition;  
- Students nominated for Callback (dance) and Encore (music) for at the HSC 2009;  
- GATS performed at the State Dance Festival - Dance on The Edge.

**Sport**
- Two students selected to represent the North Coast region at the interregional games and NSW CHS team trials for volleyball;  
- The Lower North Coast Zone Cross Country for 2009 was hosted by Camden Haven High School;  
-Regional Cross Country 15 years age champion;  
- Captain of the North Coast cricket team;  
- AFL stars visit the school to promote the game;  
- Year 12 student representative at state swimming;  
- Hosted the CHHS Horse Sports Competition;  
- State representative for rugby league.

**Other**
- **THE BIG READ IN** promoted and celebrated the joy of reading;  
- Students from the Café Skills Program participated in the Mad Hatters’ Biggest Morning Tea Party at Frank Whiddon Masonic Village;  
- Vice Captains visit Parliament House for the ‘Women’s Leadership Conference’;  
- The **Step Into Your Future** program was trialled with the support of Mid Coast Youth Career Services and enabled students to attend a ‘real’ job interview;  
- Building the Education Revolution (BER) projects provided additional facilities, including additional shaded areas;  
- Year 12 Hospitality students impressed the community with their waiting skills at the Whiddon Aged Senior Ball;  
- Camden Haven Cattle Show Team participated in the annual Wingham Beef Week. Four students received Reserve Champion Judging School Team;  
- Year 7 Indigenous students and their buddies participated in fun team building sessions;  
- Year 9 and 10 students competed against more than 200 others from seven local schools to win the annual Kempsey Science and Engineering Challenge;  
- The school received an NAB Schools’ First Award for $50,000 for continuation of our Café Skills program in conjunction with the Whiddon group.
Academic

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 the assessments.

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

and/or

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

Literacy – NAPLAN Year 7

The number of students achieving Band 6 or higher was 81%.

The majority of students achieved in the higher bands.

Thirty nine students achieved a Band 8 or 9.
Seventy one students achieved Band 6 or above.

**Numeracy – NAPLAN Year 7**

A higher proportion of students achieved in the higher Bands 8 or 9.

**Literacy – NAPLAN Year 9**

The majority of students achieved Band 7 or 8.

The majority of students achieved in the lower Bands 5 to 7.
Most students scored in the middle Bands 6, 7 and 8.

**Numeracy – NAPLAN Year 9**

Most students scored Band 7 or higher.

**School Certificate**

The school average has risen above that of the state.

The number of students achieving in the higher bands has improved compared to the school over time.
Most students performed in the higher bands with the school average marginally above that of the state.

A high number of students achieved Band 3. The school average is above the state average.

An improved performance with more students achieving Band 4 and above. The school average is in line with the state.

The majority of students were highly competent with the school average well above that of the state.
School Certificate relative performance comparison to Year 5 (value-adding)

Value adding is evident in some subjects.

Higher School Certificate

Improvement shown in most subjects in comparison to the school over time.

The results in Music1 continue to improve.
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 7 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>96.2</td>
</tr>
<tr>
<td>Writing</td>
<td>91.9</td>
</tr>
<tr>
<td>Spelling</td>
<td>94.3</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>95.5</td>
</tr>
<tr>
<td>Numeracy</td>
<td>95.5</td>
</tr>
</tbody>
</table>

Percentage of Year 9 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>86.3</td>
</tr>
<tr>
<td>Writing</td>
<td>74.2</td>
</tr>
<tr>
<td>Spelling</td>
<td>86.3</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>79.7</td>
</tr>
<tr>
<td>Numeracy</td>
<td>79.6</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

CHHS Indigenous year seven and year nine students achieved above state averages in all components of the NAPLAN literacy and numeracy tests in 2009. This can be attributed in some measure to the weekly remedial literacy and numeracy tutoring received by our Indigenous students over the past two years under the Norta Norta program. The weekly Indigenous mentoring program, run by Aboriginal elders, continued and supported this tutoring program.

Again in 2009 our Indigenous students in years eight, nine and 10 were involved in V-tracks, a TAFE training program. Our students attended Port Macquarie TAFE to undertake taster courses. Both V-Tracks and our mentor program aim to increase student attendance and retention into the senior years. Indigenous students and friends attended the Deadly Days cultural celebrations which enhanced their understanding of Aboriginal culture and traditions.

Multicultural education

The opportunity to experience multicultural education is provided to all students in all stages and across key learning areas (KLAs).

School procedures, policies and programs ensure that staff and students are able to work in an environment free from discrimination and racism.

The trained Anti-Racism Contact Officer (ARCO) is available to assist students and staff.

Respect and responsibility

Members of the school community identified Respect, Responsibility and Doing Your Best as the core values for the school and these form the basis of the Positive Behaviour for Learning (PBL) program.

These three things, Respect, Responsibility and Doing your Best are the basis of all things we attempt and undertake both in class and in out of classroom settings.

The program encourages students to show respect, care for themself, others and the environment and be accepting of the rights of others to be different and hold different views.

And to secondly, be responsible, accountable for personal actions towards self, others and the environment.

While thirdly, always do your best in all you attempt. Try hard by being proactive and productive. Be fair in your dealing with others. Have a go. Work cooperatively to strive for the highest personal achievements in all you undertake in life.” Aim For The Highest”.

Progress on 2009 targets

Target 1

To establish and expand school teams to support the implementation of priority areas.

Our achievements include:

- team minutes available to all staff;
• faculty representatives on newly established teams;
• heightened awareness of team activities.

**Target 2**

Develop a professional learning plan for CHHS with links to internal and external professional learning opportunities.

Our achievements include:
• increased numbers of teachers attended elective components of CPL;
• areas for professional development clearly identified and targeted.

**Target 3**

Align professional learning, faculty and HT plans, DP roles and TARS with the school plan.

Our achievements include:
• school plan endorsed by executive and available to all staff;
• CPL continued throughout 2009.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of Management and Languages.

**Educational and management practice**

**Management**

**Background**

The school is committed to the development of a whole school learning community. The partnership between students, staff and parents has been integral to maintaining a safe, harmonious environment for learning. Positive support and input from all members of the school community was vital in developing effective management.

**Findings and conclusions**

An analysis of surveys completed by parents, students and staff indicated that:
• the school makes changes to improve what it does;
• the school cares about students and discipline is fair;
• the school is well organised.

**Future directions**

• the school will continue to look at ways in which to improve its performance;
• teachers will continue to take part in professional learning to improve outcomes for students;
• the school will continue to make evaluations of available data to improve student performance.

**Curriculum**

**Background**

The school has a cycle of evaluation which systematically focuses on each KLA. The most recent evaluation involved the Languages faculty. Survey instruments and interviews were used to evaluate teaching, learning and management of the faculty.

**Findings and conclusions**

• the Language programs fulfil the requirements of DET and school policies;
• all members of the faculty are involved in and responsible for the programming process;
• a wide variety of learning experiences are provided to engage students in learning.

**Future directions**

• key focus will be to incorporate ICT and GATS into all programs;
• update faculty programs in light of the SMART data from NAPLAN;
• all programs to be reviewed by curriculum directorate.

**Parent, student, and teacher satisfaction**

In 2009 the school sought the opinions of parents, students and teachers about the school.

**Findings and conclusions**

• the school is continually looking for ways to improve its performance;
• all members of the school community are involved in the process and their input is valued;
• communication with students and parents is effective;
• the staff at the school are valued.

**Future directions**

• parents, staff and students will continue to identify areas for improvement;
• the effectiveness of all communication channels will continue to be evaluated;

**Professional learning**

The certificate of professional learning (CPL) continued in 2009. The CPL encompassed all professional learning activities including those presented at staff meetings, school development days and from areas of need as identified by individual staff members. The online tool CLAS was used to identify ICT professional learning needs for individual teachers. The main areas of focus for 2009 were PBL, literacy, ICT including the digital education revolution (DER), connected classrooms, interactive whiteboards, child protection and Aboriginal cultural awareness. A total of $91,318 was utilised to support staff across all faculties in accessing professional learning. The major allocations were welfare and equity $21,250, quality teaching $16,681 and syllabus implementation $15,472.

**School development 2009 – 2011**

**Targets for 2010**

**Target 1**

To decrease the number of students achieving in the three lower bands in literacy by 20%.

Strategies to achieve this target include:

- develop a whole school understanding and working knowledge of how data can legitimise intervention programs across the school in literacy;
- implement the ‘Reading to Learn’ program across school and each KLA by training all teachers;
- devise common strategies to be used in all KLAs for targeted areas to improve outcomes for students;
- use of Multilit to assist identified students.

Our success will be measured by:

- increased involvement in professional learning;
- improved skills of staff in the delivery of literacy based learning experiences;
- development of a functional school literacy plan;

**Target 2**

To decrease the number of students achieving in the three lower bands in numeracy by 20%.

Strategies to achieve this target include:

- develop a whole school understanding and working knowledge of how data programs can inform strategies to be implemented across the school in numeracy;
- include numeracy strategies in KLA faculty plans to meet school targets;
- intervention program, Quicksmart used to target identified students.

Our success will be measured by:

- personalised learning plans for identified students;
- numeracy strategies embedded in faculty teaching programs.

**Target 3**

All teachers understand and use Positive Behaviour for Learning.

Strategies to achieve this target include:

- Positive Behaviour for Learning Program implemented and coordinating committee established and operating;
- revise suspension procedures and documentation;
- all KLAs have developed modified learning and life skills programs to meet identified student needs.

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Margaret Hutchinson, Relieving Principal
Sharon Westman, Relieving Deputy Principal
Robert Lyttle, Deputy Principal
Kelly Miller, Staff Representative  
Ruth Winfield, Staff Representative  
Dianne Stevens, Staff Representative  
Christine Fajks, Parent Representative  
Nick Cummins, Student Representative

School contact information
Camden Haven High School  
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Fax: (02) 6556 8105  
Email: camdenhave-h@det.nsw.edu.au  
Web: www.camdenhave-h.schools.nsw.edu.au/  
School Code: 8280  
Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:  