Our school at a glance

Students
Camden Haven High School (CHHS) is a co-educational comprehensive school which includes both Face to Face (FF) and Distance Education modes (DE).

Our enrolment in 2008 was 803 (FF) and 190 (Full time DE) and 580 (Single Course DE)

Staff
We had 115.8 staff members in 2008 compared to 114 in 2007. This included 22 executive staff, 88.9 classroom teachers and an additional 30 support staff.

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

Significant programs and initiatives
There were a number of programs implemented throughout 2008 which supported students. These included:

- mentoring of senior students by experienced teachers;
- numerous programs including “Love Bites” and “The Be Real Game”;
- an extensive transition program ensured that Year 7 students commenced 2008 successfully;
- Plan It Youth which involved local community members and youth workers;
- work experience and work placement;
- student leadership through the Student Representative Council (SRC) and involvement in community programs.

Student achievement in 2008

Literacy – NAPLAN Year 7
The school results are above the average when compared to similar schools across the state although below the state average.

Numeracy – NAPLAN Year 7
The majority of students achieved Band 6 level or higher and this is consistent with similar schools across the state.

Literacy – NAPLAN Year 9
When compared to similar schools across the state the results were above the average. However, the overall result was below the state average.

Numeracy – NAPLAN Year 9
The majority of students achieved Band 7 or higher and this is consistent with the state average.

School Certificate
- students achieved twenty Band 6 results in the School Certificate exams;
- over 50% of students achieved Highly Competent in the computing skills examination;
- all four students who achieved a Band 6 for the Basic Skills Test achieved above the state average for Band 6 students in the English School Certificate examination.

Higher School Certificate
- CHHS students achieved above state average results in twenty two HSC courses;
- twenty five Band 6 grades and 4 E4 grades (the highest grade for a 1 unit extension course) were awarded to our HSC students.

Messages

Principal’s message
I am pleased to present the 2008 Annual School Report. The 2008 school year was a most rewarding year 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 our goal. The many achievements of staff and students across a wide range of areas were 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. They have run a healthy school canteen, the uniform shop, catered at development days, Camden Haven Arts Festival for Schools (CHAFFS), regional dance festival and the school horse sports day.

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 our partnership with the school will continue to develop in the future.

Christine Fajks

Student representative's message

The SRC is an elected body who represent all students at CHHS and organise many activities for students.

In 2008 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 will continue to achieve outstanding outcomes in 2009.

Emily Graham

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.
The retention of students from the School Certificate (SC) in 2006 to the Higher School Certificate (HSC) in 2008 was in line with the state average. This is a significant improvement over previous years. The majority of students who did not complete the HSC moved to employment or TAFE.

Post-school destinations
Year 12 destinations 2008

<table>
<thead>
<tr>
<th>Destination</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full employment</td>
<td>4%</td>
</tr>
<tr>
<td>Part-time employment</td>
<td>6%</td>
</tr>
<tr>
<td>Study at TAFE</td>
<td>15%</td>
</tr>
<tr>
<td>Study at other RTO/Institution</td>
<td>8%</td>
</tr>
<tr>
<td>Deferred Study – Full/part-time employment</td>
<td>7%</td>
</tr>
<tr>
<td>Full time University</td>
<td>38%</td>
</tr>
<tr>
<td>Unknown</td>
<td>19%</td>
</tr>
<tr>
<td>Unemployed</td>
<td>3%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Staff establishment

<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></td>
</tr>
<tr>
<td>Head Teachers</td>
<td>18.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>89.9</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td></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>Careers Adviser</td>
<td>1.0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.8</td>
</tr>
<tr>
<td>Total</td>
<td>115.8</td>
</tr>
</tbody>
</table>

Staff retention
The proportion of staff retained from 2007 was 95%.

Staff attendance
Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 94.9%.

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
</tbody>
</table>

Staff information
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.
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: 30/11/2008

Income

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>628 137.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>774 293.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>428 360.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>351 438.00</td>
</tr>
<tr>
<td>Interest</td>
<td>53 640.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>80 440.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>2 316 308.00</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>207 995.00</td>
</tr>
<tr>
<td>Excursions</td>
<td>139 830.00</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>132 393.00</td>
</tr>
<tr>
<td>Library</td>
<td>34 491.00</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>9 133.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>488 667.00</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>55 733.00</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>350 086.00</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>138 332.00</td>
</tr>
<tr>
<td>Maintenance</td>
<td>76 261.00</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>71 459.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>16 852.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>1 721 234.00</td>
</tr>
</tbody>
</table>

Balance carried forward 595 074.00

A full copy of the school’s 2008 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 2008

Achievements

Arts

- Hosting CHAFFS with seven primary schools involving over 300 students featuring massed choir, massed band, singing, dancing and drama;
- Hosting the Port Macquarie & District Public Schools Dance Festival;
- Winning the Open High Schools Dance, Taree Eisteddfod;
- Winning the Open High Schools Dance, Port Macquarie Eisteddfod;
- Receiving six nominations for OnStage (Drama), CallBack (Dance) and ArtExpress (Visual Arts) for outstanding student work at the HSC 2008;
- Exhibiting three students visual arts works for ArtExpress: Tessa Beyer – NSW Art Gallery plus Tweed Heads Regional gallery; Eadie Newman Port Macquarie Regional Gallery; and Mia Gerhard (DE) Tweed Heads Regional gallery;
- Fourteen representatives in the NSW Public Schools Schools Spectacular 2008 in the combined dance, tap and ballet ensembles – the world’s biggest youth variety extravaganza involving 3000 students;
- Two representatives in the NSW Public Schools Regional Dance Ensemble.

Sport

- State top 16 Combined High Schools (CHS) performances: Open Girls Volleyball, Under-14 Rugby League and Open Girls Touch;
- State finalists in the CHS Athletics Carnival;
- Hosting the CHHS Horse Sports Competition;
- Representative in the Australian World Youth Indoor Climbing competition;
- Australian tennis champion – national girls 16 years and under.

Other

- Winning the North Coast Regional Vocational Education and Training in Schools Excellence Award;
- Receiving the North Coast Education Week School Achievement Award Vocational Education & Training;
- Winning the New England Region Vocational School Student of the Year;
- Receiving two North Coast Region Education Week Excellence in Teaching Award winners;
- Selection of one student for the National Youth Science Forum Canberra;
- Winning a University of Newcastle Physics Award;
- Third place in the University of NSW National Economics competition;
- Four distinctions and one high distinction in the ICAS Computing Studies competition;
- Four distinctions and two high distinctions in the ICAS Science competition;
- Nine distinctions in the Australian Westpac Mathematics Competition;
- Three distinctions and one high distinction in the Australian Business Studies Competition;
- Fourteen distinctions and thirteen high distinctions in the Australian Geography Competition;
- Two High Distinctions in the Australian Economics Competition;
Participation with the Camden Haven Community College and the Port Macquarie Hastings Council in the Wash House Beach Rock Platform Research Study;

Fifty-two students completed the Premier’s Reading Challenge;

One student received a Zonta Club Scholarship to assist a young women with her future academic studies at university;

One student received a TVET Achievement Award for outstanding commitment to a TAFE delivered VET course.

**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)

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 79%.

The school average was above that of similar high schools.

The number of students achieving Band 6 or higher was 80%.

Thirty three students achieved a Band 8 or 9.
The school average was well above that of similar high schools.

**Numeracy – NAPLAN Year 7**

The number of students achieving Band 6 or higher was 73%.

**Literacy – NAPLAN Year 9**

Twenty eight students achieved a Band 9 or 10.

The school average is significantly higher than that of similar high schools.
Sixty-four students achieved a Band 8 or above.

The school average is significantly higher than that of similar high schools.

The number of students achieving Band 7 or higher was 75%.
The school average is significantly higher than that of similar high schools.

School Certificate

The school average is marginally below the state average and above the average of similar high schools.

Forty-four students achieved a Band 5 or 6.
The school average is marginally below the state average and above the average of similar high schools.

The number of students achieving Band 3 or higher was 86%.

The number of students achieving Band 3 or higher was 75%.

The number of students achieving Band 3 or higher was 83%.

Twenty students achieved a Band 5 or 6.
The number of students achieving the Highly Competent Band is above the state average.

School Certificate relative performance comparison to Year 5 (value-adding)

The results in all these subjects was in line with or above the state average.

The Visual Arts result is above the school over time, similar schools and the state.
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.

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>95.7</td>
</tr>
<tr>
<td>Writing</td>
<td>87.6</td>
</tr>
<tr>
<td>Spelling</td>
<td>85.1</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>89.4</td>
</tr>
<tr>
<td>Numeracy</td>
<td>95.7</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

CHHS Indigenous students and local Aboriginal mentors have continued their excellent relationship in 2008. The involvement of the mentors has resulted in increased attendance, improvement in completion of assessment tasks and a greater understanding of the needs of Indigenous students.

In addition, the mentors continue to assist with the welfare needs of students. The mentor program will continue in 2009.

Multicultural education

Students have the opportunity to experience multicultural education in all stages and 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

The six student responsibilities which underpin the welfare/discipline system ensure that CHHS continues to be a school where students, staff and parents promote the values or respect, doing your best and responsibility.

Students from the Camden Haven Community of Schools have always worked with the six student responsibilities and this approach has ensured a smooth transition into secondary school.

Progress on 2008 targets

Target 1

To improve student attendance to in line with the state average.

Our achievements include:

- statistics indicate that attendance at CHHS was above the state average in 2008;
• the introduction of the swipe system and increased monitoring of student attendance;
• the incidence of whole day and fractional truancy has been reduced.

Target 2
To improve the behaviour management of students in stage 5
Our achievements include:
• there were fewer suspensions of Stage 5 students in 2008;
• the behaviour in the playground was significantly improved.

Target 3
To improve academic achievement in external tests.
Our achievements include:
• improved HSC results as outlined elsewhere in this report;
• increased number of students offered university places;
• increased number of students with a university admissions index (UAI) of over 90.

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 2008 our school carried out evaluations of Teaching and Social Science.

Educational and management practice
Teaching
Background
Findings and conclusions
An analysis of surveys completed by parents, students and staff indicated that:
• teachers were clearly stating expected outcomes;
• students understand the expectations of teachers;
• the school community supports the teaching staff and appreciates regular input from the school.

Future directions
• the regular review of teaching programs will continue with emphasis on alignment with the syllabus and the Quality Teaching framework;
• assessment schedules and tasks will be further refined to ensure staff, students and parents are aware of expectations.

Curriculum
Background
The school has a cycle of evaluation which systematically focuses on each key learning area (KLA). The most recent evaluations involved the Technological and Applied Studies (TAS) and Social Science (SS) faculties. Survey instruments and interviews were used to evaluate teaching, learning and management of the faculty.

Findings and conclusions
• teaching programs are consistent with current DET and school requirements;
• students enjoyed the choices offered;
• parents stated that their children were provided with appropriate learning experiences resulting in improved skills as well as increasing their confidence;
• students and parents have clear knowledge and understanding of assessment practices;
• regular analysis of data from external examinations ensures effective teaching and learning programs;
• a wide variety of strategies are used to assess student progress.

Future directions
• assessment tasks will be further refined in line with the Quality Teaching framework;
• professional learning opportunities will be provided to modify existing programs for students with special needs;
• in assessment booklets and other publications TAS subjects will be explained in greater detail;
• course materials for all TAS and SS subjects will continue to be reviewed systematically for FF and DE courses;
• student use of diaries was identified as an issue which needs to be addressed by the whole school.
Parent, student, and teacher satisfaction
In 2008 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Findings and conclusions
• the school is reviewing policies, programs and procedures on an ongoing basis;
• all stakeholders are involved in the review process and their input is valued;
• communication with parents is effective and appreciated;
• changes that have occurred have had a positive influence on results and achievements.

Future directions
• parents, staff and students will continue to identify areas for improvement;
• the effectiveness of all communication channels will continue to be evaluated;
• the SRC will have a greater role in the decision making processes at CHHS.

Professional learning
In 2008 the CHHS certificate of professional learning (CPL) was introduced. The CPL encompassed all professional learning activities including staff meetings, school development days, elective sessions and activities under the auspice of the DET.

The CPL was presented to 111 teachers at the end of 2008. A total of $96 600 was utilised supporting staff across all areas including the school identified area of quality teaching.

The major allocations were quality teaching $29 920, welfare and equity $15 967 and leadership and career development $13 359.

School development 2009 – 2011

Targets for 2009

Target 1
To establish and expand school teams to support the implementation of priority areas.

Strategies to achieve this target include:
• teams will adopt a common framework to the implementation of targets in school priority areas that will increase professional dialogue, reflection and sharing;

Target 2
Develop a professional learning plan for CHHS with links to internal and external professional learning opportunities.

Strategies to achieve this target include:
• develop a program for the CPL for all teachers aimed at improving teacher quality;
• establish a data base to record proposed and actual professional learning events;
• survey staff to ensure professional learning needs are met.

Our success will be measured by:
• increased involvement in elective components of the CPL;
• development of a functional plan which satisfies the needs of staff.

Target 3
Align professional learning, faculty and HT plans, DP roles and TARS with the school plan.

Strategies to achieve this target include:
• provide opportunities for staff to participate in professional learning in priority areas;
• survey staff needs in line with the TARS process;
• extend the school plan format to include linear recording of data based on identified professional learning needs.

Our success will be measured by:
• published school plan inclusive of each aspect;
• increased involvement in professional learning activities.
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
Phil Hafey, Relieving Deputy Principal
Sharon Westman, Staff Representative
Kelly Miller, Staff Representative
Ruth Winfield, Staff Representative
Dianne Stevens, Staff Representative
Christine Fajks, Parent Representative
Emily Graham, Student Representative

School contact information

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Valley View Road, Laurieton, 2443.
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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: