Camden Haven High School
Annual School Report 2013
School context
Camden Haven High School (CHHS) is a large comprehensive rural school where learning is delivered in two modes, face to face and by distance learning. Our enrolment in 2013 was 1124 with 722 students attending onsite and 402 studying by distance, being either fulltime students or undertaking the study of a single course subject, delivered by staff at the school. Our teacher entitlement was 134 with 20 administrative support staff. The school offers a broad and varied curriculum designed to cater for the diverse needs of all students. The majority of students complete six years of secondary education with the majority achieving the award of a Higher School Certificate (HSC). Students who exit school prior to achieving this credential receive a Record of School Achievement (ROSA) which outlines their achievements in each of their subjects.

Principal’s message
Camden Haven High School is a calm, friendly and welcoming environment for staff, students, parents and volunteers. The focus of the school is on ensuring that all students are fully engaged in learning and are encouraged and supported to achieve their full potential. The school curriculum has been developed to meet the identified needs of our students in academic, cultural and sporting endeavours. The Student Representative Council (SRC) continues to provide outstanding leadership and our students are active participants in all aspects of school life and also engage with and support community event and charities.

I would like to take this opportunity to thank the staff and the school community for their support and commitment to the school and the many programs it offers. Congratulations to students for their fine achievements in all endeavours both at the school and as citizens within the wider community.

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.

Mrs M Hutchinson - Principal

P & C message
The CHHS Parents and Citizen’s Association (P&C) has continued its successful partnership with school staff, executive, students and parents in 2013.

We represent our school community on the school finance committee, the school promotions committee, teacher selection panels and at Regional P&C.

The P&C operates the school canteen and caters for a variety of functions. This year, a ‘Thank You’ morning tea was arranged for our wonderful school cleaning team. These are our main fundraising activities and are organised by a small group of dedicated volunteers. We also provide book packs for our students.

In 2013, we were able to donate $20,000 to the school to assist with the purchase of equipment and to fund school based programs. These included: the Year 12 Career Fair; Presentation Awards; support for the Community of Schools Robotics project; the purchase of a 3D printer; the purchase of LED lighting for the Multi-Purpose Centre (MPC); SRC funding; funds for the Quicksmart Program; funds for the outdoor classroom area and the school bus lease.

To make P&C more relevant to our school community, we hosted a Technology Expo in Term 4 with the assistance of teachers and staff. This was well received and we plan to host further seminars in 2014.

Mrs J Kaul – P&C President
Student representative’s message
It’s been a big year for the dozen or so students who give up their sacred lunchtimes to help make the school an enjoyable place for the students, staff who work here, and the surrounding communities who support our school. We kicked off our start of the year in Term 4 2012, with the SRC Training Day. We were visited by many people, including politician Robert Oakeshott. We also made action plans to help mould the school into a better place. Also in Term 1 the SRC made the swimming carnival days more fun by supplying an awesome barbeque and drinks and general helpfulness around the place.

First term back at Camden Haven High, we celebrated International Women’s Day on the 8 March with a women’s breakfast at the Laurieton United Servicemen’s Club, this event was organised and run by SRC representatives and Mrs Wilson. Complete with delicious breakfasts, Trivia and raffles, the breakfast was a standout success for the school and the whole community.

Mr Ashton’s year 12 construction class provided another great asset to our school. They constructed concrete slabs with new picnic tables along the easterly boundary of school and have fast become the Year 9 area. The year 9 SRC representatives provided timely feedback to Mr Ashton and the class to help assist in the efficient construction of these tables. This SRC and student body relationship in the construction of these tables has given the student body more seating options within the school.

One thing most students enjoy at school is the widely popular socials. We hold these in the first three terms of each year. To let the year 7’s find out what the big deal was, the Term 1 social was exclusive to years 7-9 with the theme ‘Superheroes and Villains’. The next social in term 2 was open to all years and themed ‘Around the World’. The final social was held in Term 3, and was also the last social for year 12 students. Year 12 got the honours to decide the theme, the 90’s, and students were also treated to a sausage sizzle before this event to assist in raising money for year 12’s farewell dinner.

Each term we hold an Out-of-Uniform day, which helps us support charities the SRC has voted to support. On occasion we also hold extra Out-of-Uniform days to help support families in need in our community. All the money raised on these days goes to the chosen charity. Some of the charities we have supported this year include the Camden Haven SES, Port Macquarie RSPCA and the White Wreath foundation which assists in preventing teen suicide. We also dressed for the occasion to celebrate NAIDOC week earlier in Term 3, in which we had a different kind of barbeque, meats including Kangaroo, Crocodile and Emu. On any fundraising day, we also sell the very popular slushies to students.

In 2013 we raised a lot of money for the charities we chose to support:

<table>
<thead>
<tr>
<th>Charity</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>White Wreath Foundation</td>
<td>$500</td>
</tr>
<tr>
<td>Movember</td>
<td>$1000</td>
</tr>
<tr>
<td>Breast Cancer</td>
<td>$1000</td>
</tr>
<tr>
<td>CH SES</td>
<td>$680</td>
</tr>
<tr>
<td>RSPCA</td>
<td>$500</td>
</tr>
<tr>
<td>Luminosity sponsorship</td>
<td>$500.30</td>
</tr>
</tbody>
</table>
As well as funding these charities and events we also provided funds for special circumstances regarding families in need within the school.

Luminosity came to Port Macquarie in Term 3, and the SRC funded three students to attend the Leadership Forum. One of the three students was from the SRC, and it has helped her to establish some innovative ideas that will be brought to life next year.

The library also hosted the ‘Boot Scootin’ contest, which saw teachers and students alike battle it out in line dancing. Many students watched the experience, and some even participated, while the main competition was judged by our senior SRC representatives School Captain Candy Welsh, and Vice Captains Brigitte Beyer and Owen Geard.

The SRC also helped run the school elections for captaincy at the end of Term 3. This is a detailed and professional process and is great experience for all students to understand the way to democratically vote for the future.

We have also made many aspiring students’ dreams become reality by funding standout students to go on and excel in their chosen path, whether it is musical, athletics or anything in between, the SRC funds on a basis of event level for state and national events.

There have been other events the SRC have organised over these past 12 months such as the Pink & Blue Day that occurs annually now in honour of Ms Ruprecht who passed away in 2012. This is a fun day of sports and frivolities and we raise money for cancer research. We also incorporate this day with the Futsal challenge between staff and students. The 2013 Pink and Blue day was very successful, the SRC and staff collaborated to run events such as team sports mini tournaments, wet sponge throwing at the teachers, and novelty races such as the three legged race and tug-of-war.

The SRC has a suggestion box located next to the canteen. It is checked regularly and issues raised are addressed at the weekly meetings. In 2013 the box was successful in promoting communication between the student body and their representatives and helped gain special interest groups such as the basket ballers get new nets for the hoops.

The SRC continued throughout the year to run assemblies and keep the student body up to date with events through announcements and notices around the school. This has successfully allowed many of the SRC students to develop leadership qualities and leadership status within the student body, the teaching body, and wider community.

Toward the end of 2013 the SRC developed a Camden Haven High School Facebook page in an attempt to provide a medium for communication between the SRC and student body and also to promote a positive atmosphere within the school and an exciting culture. The SRC have effectively posted photos, updates, reminders and questions on this Facebook page that currently reaches an audience of over 300 people comprising of students, staff and parents.

It has been a brilliant year of brainstorming and deciding on a direction the SRC wants to take in the future. There will be new initiatives undertaken in 2014 which all students of the school will benefit from and enjoy.

_Erica Johnson (School Captain) and Emily Asbury (Year 11) – SRC Representatives_
Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>502</td>
<td>513</td>
<td>507</td>
<td>530</td>
<td>567</td>
<td>543</td>
<td>544</td>
</tr>
<tr>
<td>Female</td>
<td>474</td>
<td>480</td>
<td>505</td>
<td>517</td>
<td>527</td>
<td>508</td>
<td>510</td>
</tr>
</tbody>
</table>

Management of non-attendance

Student attendance is recorded using swipe cards each day before lessons commence. A check is made during first period and at other random times during the week to confirm the accuracy of students swiping. Attendance is monitored daily by using an SMS system to parents; weekly with follow up phone calls and letters; and at Stage Teams on a need by need basis. These systems help address attendance rates below 85%, as well as any absences which have no explanation.

Post-school destinations

The following information and graphs indicate the particular vocational areas in which students have taken up employment or are engaging in further study.

<table>
<thead>
<tr>
<th>Overall Student Destinations</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>52</td>
</tr>
<tr>
<td>TAFE</td>
<td>12</td>
</tr>
<tr>
<td>Private Training Provider</td>
<td>2</td>
</tr>
<tr>
<td>Full Time Work</td>
<td>13</td>
</tr>
<tr>
<td>Part Time Work</td>
<td>3</td>
</tr>
<tr>
<td>Traineeship/Apprenticeship</td>
<td>4</td>
</tr>
<tr>
<td>Defence Forces</td>
<td>3</td>
</tr>
<tr>
<td>Unemployed</td>
<td>3</td>
</tr>
<tr>
<td>No Contact</td>
<td>7</td>
</tr>
</tbody>
</table>
Workforce information

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

The staff at Camden Haven High School are dedicated and professional. They deliver a high quality programs in both the face to face and distance education modes of learning.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>NA</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>21</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>105</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>NA</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>2.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>NA</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>21</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>155.1</strong></td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

There are no staff members who have identified as Indigenous to the Principal.
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>
<tr>
<td>Postgraduate</td>
<td>8.5</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>22</td>
</tr>
</tbody>
</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>583175.75</td>
</tr>
<tr>
<td>Global funds</td>
<td>934079.68</td>
</tr>
<tr>
<td>Tied funds</td>
<td>427944.16</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>309355.74</td>
</tr>
<tr>
<td>Interest</td>
<td>25179.28</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>146793.14</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>2426527.75</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>158813.38</td>
</tr>
<tr>
<td>Excursions</td>
<td>164330.13</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>121631.76</td>
</tr>
<tr>
<td>Library</td>
<td>21683.88</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>10821.33</td>
</tr>
<tr>
<td>Tied funds</td>
<td>539739.49</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>109090.69</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>310563.65</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>166668.54</td>
</tr>
<tr>
<td>Maintenance</td>
<td>93879.82</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>129889.73</td>
</tr>
<tr>
<td>Capital programs</td>
<td>38348.80</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>1865461.20</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>561066.55</td>
</tr>
</tbody>
</table>

School performance 2013

Arts
- Hosted & Participated in CHAFFS
- Schools Spectacular 2013 - Tainga Savage (Year 11) selected for Aboriginal Dance Company and Boys' Hip Hop Ensemble
- Schools Spectacular 2013 - Myah Peters (Year 11 DE) selected for Aboriginal Dance Company
- Five DE Callback nominations: three accepted - Sophie Carter, Isabella Kanturek & Natasha Rochfort
- Hosted & participated in Bangarra Dance Theatre workshop
- Participated in Southern Network Dance Festival
- Participated in State Dance Festival
- Kaitlyn Wilkes selected for State Dance Ensemble
- Held The Last Dance - CHHS HSC Dance showcase
- Participated in Hastings Regional Drama Festival at Glasshouse
- Held 'The Last Act' - CHHS HSC Drama showcase
- Schools Spectacular 2013 - sixteen vocalists selected for combined choir
- Candy Welsh selected to perform at Bravissimo at Glasshouse
- Margaret Hockey Year 11 DE selected for inclusion in the Talent Development Project
- Held Plugged - CHHS HSC Music showcase
- Participated in Pilot Station Project with Stage 6 Photography
- Participated in Art Exhibition and won prizes at the Camden Haven Show
- Held CHHS HSC Visual Art showcase

A full copy of the school's 2013 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.
Sport

- Cross Country - Tomas Lewis - Sporting Blue for his Achievements - Gold team 3km and Gold 5 x 1500m at Nationals
- CHS Double Tennis Championship - Blake and Cody Clarke - Sporting Blue – placed third
- NSW CHS Rugby League Team - Michael Wolstenholme
- NSW CHS Volleyball Team - Damien Sewell
- Swimming - Jacob Sansom - National Titles and record for swimming, NSW CHS Titles and records swimming
- Swimming - 14 years Boys Relay team to state swimming - Jacob Sansom, Ben Makin, Trent Finch, Cameron Kaul
- State Kata Champion Karat - Jesse Donaldson-Jarrett and Tim Olander
- State Athletics - Jackson Rodwell, Tomas Lewis, Molly Fraser, Kyle Beard, Troy Wilkinson

Other

- State Bridge Building Competition - Ethan and Beau Cunningham placed fourth
- Robotics - Senior team qualified for the National Championships and finished in the top 15 out of 250 entries and Inaugural Community of Schools (CoS) Robotics Competition - supported by Rotary
- Observatory Design Competition - using new technology for modelling (3D printer) - Patrick Moulds and Bruce Cable placed third
- Royal Easter Show Selections - Parading cattle - Rebecca Bennett and Vegetable judging - Brett Taylor and Rebecca Bennett

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 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.

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

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

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 7 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
Minimum Standards

The Commonwealth Government sets minimum standards for reading, writing, grammar, punctuation, spelling and numeracy for Years 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 below these standards are reported below.

Minimum Standards data

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>93.3</td>
</tr>
<tr>
<td>Writing</td>
<td>84.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>92.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>90.5</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97.7</td>
</tr>
</tbody>
</table>

NAPLAN Year 9 - Numeracy

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>92.0</td>
</tr>
<tr>
<td>Writing</td>
<td>66.4</td>
</tr>
<tr>
<td>Spelling</td>
<td>93.3</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>82.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>91.1</td>
</tr>
</tbody>
</table>
Higher School Certificate (HSC)

In the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).
Significant programs and initiatives

Aboriginal education

CHHS is committed to closing the achievement gap for Aboriginal and Torres Strait Islander (ATSI) students. We know that we need to learn about, nurture and value the cultural identity of our Aboriginal students in order to assist them to be successful learners. The weekly attendance of our Aboriginal Mentors is a welfare program, which has been instrumental in engaging students in the school and broader community.

In our local area we have been collaborating to draft a Partnership Agreement with Hastings Aboriginal Education Consultative Group (AECG). Our school’s Junior AECG continues to plan and organise events which reinforces the cultural identity of the students. The group has also encouraged the development of leadership skills, with senior students mentoring the junior students. Engagement with the local Aboriginal community has been fostered through the organising of these events.

The effectiveness of the tutoring program supported by the Norta Norta funding can be measured by the 2013 NAPLAN results. For our Year 9 students in numeracy, there was a significant improvement of 27 scale scores from 2011, whereas in writing the students were 45 scale scores above the state average. All ATSI students have Personal Learning Plans (PLP), which are used to guide our tutors to target students’ areas for improvement.

A variety of University, TAFE and trainee programs have been accessed to promote pathways to post-school options. These include: Certificate III in Education Support, with three local primary schools; traineeships with the National Australia Bank (NAB); The University of New South Wales Nura Gili Winter School; Charles Sturt University Durrrambal Program and ABC Careers Link Camp; Interrelate’s Stand Strong Be Proud program and Charles Sturt University, in partnership with Mid-Coast Connect Indigenous Youth Career Pathways Program. Students are also supported with information about tertiary scholarships and early entry programs.

Multicultural education

The school places significant emphasis on the delivery of programs which promote tolerance between races and ethnic groups. This is linked directly to the core value of respect.

All students are encouraged to show respect for different cultures and customs by developing an understanding of global issues and an appreciation of the experiences of other people in circumstances different from their own. Perspectives of multicultural education are embedded into teaching and learning programs. School procedures and policies ensure that staff and students are able to work in an environment free from discrimination and racism.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Surveys from all key stakeholders
- Anecdotal evidence
- Information from community members

School planning 2012—2014

Progress in 2013

Target 1

Literacy and numeracy

Improved performance in the number of students who achieve expected growth to or above state average

Our achievements include:

- Improved school results in external tests;
- Increased growth overall, however, not in the performance of students in top bands;
Target 2
Engagement and attainment

Teams based support for all students with a commitment to continuous improvement which is flexible and responsive to identified need

Our achievements include:
- Promotions team established;
- Merit scheme reviewed;
- School Cup introduced.

Target 3
Curriculum and assessment

A supportive school culture with school wide strategies which are student focused

Our achievements include:
- Increased in staff undertaking professional learning;
- Increase in the number of school based professional learning activities on offer;
- All courses include online learning activities;
- Curriculum options meet identified needs of students

School Planning 2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1
Implement Positive Behaviour for Learning (PBL) in the classroom

Strategies to achieve these targets include:
- Common PBL expected behaviours in the classroom developed;
- Model positive language to acknowledge student achievement widely;
- Model the language of discipline

Indicators:
- Common school practices and consequences implemented;
- Increase in promotion of school activities
- Reduced percentage of students causing concern across stage teams

School priority 2
School management processes support effective teaching, learning, assessment and reporting

Strategies to achieve these targets include:
- Provide targeted professional learning in identified areas;
- Review teams within the school;
- Review policies, practices and information booklets;

Indicators:
- Professional learning plans revised;
- Establish relevant teams and action plans;
- Active participation by staff across the school

School priority 3
Work in partnership with the Community of Schools (CoS) to improve student access and participation in quality projects

Strategies to achieve these targets include:
- A common project identified with school, parent and community support;
- Enrichment days for students in identified areas of need;
- Expand opportunities for parents and community to access school programs.

Indicators:
- Project completed successfully;
- Increased participation of students;
- Increase in parent and community involvement
Professional learning

Professional learning activities included all presentations at school development days, staff meetings and from areas of need identified by faculty teams and individual staff members. This also included participation in hosting staff from other schools in developing programs and resources for the NSW Syllabus for the Australian Curriculum. The main areas of focus for 2013 were the new curriculum in English, mathematics, history and science, PBL, Every Student Every School and catering for students with additional learning needs, SMART data analysis, blended leaning, gifted and talented students, child protection, and Quality Teaching. A total of $121,567 was utilised to support staff across all faculties in accessing professional learning. The major allocations were, quality teaching $31,829, welfare and equity $25,194, career development $15,811 and leadership $15,355.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

In 2013 the school sought the opinions of parents, students and teachers about the school. Parents confirmed that learning materials and resources are relevant and of high quality, technology supports the learning of students, there is good contact with teachers, regular feedback and the individual needs of students are being met. Parents also indicated that staff are responsive to the needs of students, the school is a safe environment and parents are provided with opportunities to support the life of school. Students indicated they were supported in their learning, that their teachers know how they learn, provide advice and support and assistance is readily available when requested. They also feel they are provided with the opportunity to be flexible, ask questions, make mistakes without being judged and are able to complete work in the time available. The staff felt a strength of the school was the ability to work to work in teams to make improvements. A strong positive is the ability to access appropriate professional learning, to engage in professional dialogue with colleagues and the many opportunities to link with professional networks. The school is friendly and caring both personally and professionally.

Program evaluations

Background

In response to the state wide review of distance education and the release of the findings, Camden Haven High School (CHHS), needed to critical evaluate their mode of operation to be able to implement the major recommendation from A More Connected Future, “integrated secondary distance education schools will develop a more autonomous internal organisation to support contemporary distance education pedagogy”. Quality Learning Australia (QLA) was engaged to work with students, parents and staff to review the structure and operation of the school and service delivery for both face and distance education. This process began in 2012 and continued into 2013 to further increase the number of persons involved in the survey process as well as expand and refine the initial data collected.
Findings and conclusions

- Consultations with students and parents revealed a high degree of satisfaction with the school and the quality of service provided in lesson delivery, environment and connections to learning, relationships between staff and students, staff and parents and including understanding of the expectations for students across the school;
- Staff indicated that they knew their students well, were supported both personally and professionally, had satisfactory access to technical support and were able to undertake relevant professional learning and engage in professional dialogue with colleagues at school, locally and across wider networks.

Future directions

- Continue to explore the school management structure to provide the best service delivery to all clients;
- To improve the communication processes with distance education students and supervisors;
- Greater promotion of distance education activities within the school and the wider community, including with the distance education network;
- Target informative feedback for staff and students;
- Develop strategies to encourage students to take the responsibility for their own learning.

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.

Mrs M Hutchinson - Principal
Ms E Asbury – Student Representative Council
Mrs M Clough – Head Teacher English
Ms G Court – Aboriginal Team Leader
Ms E Johnson – School Captain
Mrs J Kaul – President P&C
Ms S Westman – Deputy Principal

School contact information

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: