



CAMBERWELL HIGH SCHOOL

ANNUAL REPORT

SPEECH NIGHT

Tuesday, 29th October, 1968

at KEW TOWN HALL

Ladies and Gentlemen,

I present for your consideration the annual speech night report on Camberwell High School for 1968.

ENROLMENT AND ACCOMMODATION

Nett enrolment at the beginning of the September term 1968 was 770 pupils distributed as follows:

Form I	40 boys	40 girls	80
Form II	52	32	84
Form III	96	76	172
Form IV	88	68	156
Form V	101	62	163
Form VI	74	41	115
Total	451	319	770

Though there has been a slight decrease in enrolment this year, present accommodation is not sufficient for the school's needs. It allows very little scope for flexibility in organization and curriculum and prevents reduction in the average class size which is still far too high. Accommodation for the teaching of specialist subjects such as Science, Music, French and Art is limited and inferior to that in more modern schools. And one library with a seating capacity of 48 is surely inadequate to cater for the 770 pupils all of whom, and especially the 278 in Forms V and VI, must have access to reference books for study to supplement classroom instruction.

Many of the hardships arising from the inadequacy of the building in regard to space, arrangement and amenities will be alleviated on the completion of the new assembly hall and classroom block for the 1970 school year; but in the meantime, during building operations, conditions will be extremely difficult for staff and students and the utmost co-operation on everyone's part will be necessary if the work of the school is to be maintained at a satisfactory level.

We are fortunate indeed that the school has a gymnasium with changing rooms for physical education and sport. The building of the new assembly hall will not mean that we have no need for a gymnasium: indeed I can anticipate the necessity for parents in the not-too-distant future to replace the present structure with a gymnasium which will be in keeping with the main buildings and which will provide more modern facilities for a developing physical education program.

The school site itself is barely adequate for normal day to day activities and the erection of the new buildings will use up more of the area. This problem of recreation and leisure space will be aggravated by a probable increase in enrolment in 1970 and subsequent years.

STAFFING

The staffing situation in secondary schools has, as all parents are aware, been one of the major educational problems in the past two decades; and, while secondary school enrolments particularly in senior forms continues to rise, the problem seems no nearer to solution.



Our greatest difficulty at Camberwell High School this year has been to provide trained and qualified permanent staff in the Mathematics and Science faculties: this is a nation-wide difficulty and I can see little hope of relief in the immediate future. We have had to contend too with a number of changes in staff during the year with consequent and frequent changes in timetables and school routine, all of which have an unsettling effect.

Indeed it has been a trying year in many respects for members of the staff, and I would like to take this opportunity of thanking them for their loyal services and congratulating them on the way in which they have preserved their equanimity in the face of difficulties.

We must expect the usual turnover of staff again at the end of the year, and already we know of some changes. Mr. V. Pyers who has contributed much to C.H.S. during the past three years takes well-merited promotion to Kew High School and Mrs. Wachtel (Mrs. Hinman) will be resigning after three and a half years of service to the school.

CURRICULUM

Camberwell High School has continued during 1968 to offer what is predominantly an academic type curriculum, and it seems that at present this satisfies the demands of parents and students the majority of whom tend to look forward to further education at tertiary level.

However, since our policy is to give equal educational opportunity to all and since all who enter the school are not suited by or for courses of an academic type, this school must provide a more comprehensive curriculum. Though this may not be possible with existing facilities, certain proposals are under consideration for 1969 at Form I and Form III level. At Form I level it is anticipated that curriculum organization will give some scope during "home-room" lessons for guidance, team teaching and remedial work. At Form III level we are aiming at greater flexibility in the organization and composition of the five classes to allow for some streaming in English and Mathematics and for a wider selection by pupils of elective subjects. These are not sweeping changes; they are subject to evaluation after trial, and we are constantly aware that they are subject to such limiting factors as the availability of accommodation and staff.

ACADEMIC RESULTS

Results at the Matriculation Examinations have always been considered as one measure of a school's success, and in this respect Camberwell High School had a comparatively lean year in 1967. Nevertheless, when certain factors such as extremely large classes, the "holding-power" of the school at senior levels and a non-selective intake are considered, the results were satisfactory and as predicted. The very good results obtained by individual students are worthy of note and indicate that the teachers concerned are setting commendably high standards.

The outstanding performance at the 1967 examination was that of Jane Underhill who secured four 1st class honours, shared the Exhibition in Australian History and secured a Senior Scholarship and a Commonwealth Tertiary Scholarship. Philip Beaumont who secured three 1st class honours, shared the Exhibition in 18th Century History and won a Commonwealth Tertiary Scholarship was another outstanding student.

Other very good results were those of

Ian Elsum	
Norman Michener	Three 1st class honours and one 2nd.
Christine O'Dwyer	
Theresa Wethereld	Three 1st class honours.
Bruce Petersen	
Ian Petersen	Two 1st class honours and two 2nds.
John Reeves	
Wendy Young	
Bronwyn Silver	Two 1st class honours and one 2nd.
Peter Taft	
Peter Kellock	Two 1st class honours.
Paul Fitzsimmons	One 1st class honour and three 2nds.
Megan Webb	
Adrian Dunn, John Jaguers, Judith Kondor, Jennifer Lord, Adrian Peterson, Tony Robertson, Jeffrey Sanders and Sake Hoe Ng all secured three 2nd class honours.	

Eighty-two candidates qualified for matriculation; and there were in all:

43 1st class honours
88 2nd class honours
321 passes

Camberwell High School students won 23 Commonwealth Tertiary Scholarships and 4 Advanced Education Awards.

EXTRA-CLASS ACTIVITIES

A school's tradition is built up largely as a result of educational activities in which staff and students co-operate to develop interests and talents in spheres other than those directly related to academic results at external examinations and to subjects studied in the classroom.

Thus Camberwell High School has an excellent reputation for musical activities in which the school aims to involve as many pupils as possible. During the year the following groups have been active — Junior Choir, Senior Girls' Choir, Senior Boys' Choir, Senior Mixed Choir, School Band and School Orchestra — approximately 200 students. Nor is the individual overlooked: the opportunity is provided for pupils to receive expert tuition in instrumental music — strings, woodwind or brass.

Pupils' talent for drama is given opportunity for development and expression through the activities of the Drama Group which presented the Three One-Act Plays at the Balwyn Methodist Hall during August.

In inter-school sport competition which gives the opportunity for those who excel to pit their skill against the best from other schools, pupils of Camberwell High School have had a reasonable measure of success during the year. However, the importance previously given to competition in sport is being questioned: it is widely considered that the services of expert Physical Education instructors in schools can be used more advantageously to develop the all-round skill of the average pupil and that this can be achieved through an integrated program of Physical Education including sport skills for at least the junior forms.

Those students who accept the responsibilities of prefect, house captain or form captain have the opportunity to develop leadership and organization ability, and similar talents are fostered by the Social Service Committee, the Student Representative Council, the Magazine Committee and Student Operated Bank. This willingness to serve for the promotion of the general welfare of the school community deserves encouragement and support from students, staff and school organizations: it can give great satisfaction to the students concerned, it can contribute greatly to harmonious student-teacher relationship and it can give valuable training in responsible citizenship.

PARENT ORGANIZATIONS

Parent organizations have always played an important role in our school system, though in the past their main objective was to raise money for equipment, grounds improvement and amenities. In more recent years however these organizations have been encouraged to take a wider interest in the social and educational problems of schools.

Our admiration for the talent and enthusiasm of the committee members of the Parents' and Friends' Association and its Womens' Auxiliary and of the newly-formed Rowing Committee is accompanied by our gratitude to them and to all other members of their organizations for their practical interest in the school and their personal support to me and to members of staff.

We tender our sincere thanks to the manageress and voluntary workers in the canteen, the opening of which has been one of the high-lights of the 1968 school year. Its operations as a service to pupils and as a sound business venture have been highly satisfactory to the Canteen Committee of Management.

The Advisory Council which has a heavy responsibility to the school and to the community has continued its task with enthusiasm. Undoubtedly the letting of the contract for the assembly hall and classroom block after years of negotiation has given great satisfaction to the Advisory Council, but at the same time it has placed even more responsibility on the members — the task of raising \$41,000, the school's share in the cost of the assembly hall and cafeteria project. It is fair to say that this is a community responsibility and accordingly all parents should support the Advisory Council and share in this task. In addition to undertaking the physical development of the school, the present Advisory Council through its education sub-committee is taking an understanding approach to the aims and policies of secondary education in general and of Camberwell High School in particular.

CONCLUSION

Earlier in this report I mentioned two of our major problems, accommodation and staffing. I now mention a third major problem, the difficulty of communication between parents and teachers.

I urge all parents to become active members of at least one school organization thus establishing a very useful channel of communication between the school and the home. This will further our common objective, the welfare of the pupils of Camberwell High School.

H. J. SLATTERY,
Principal.