



CAMBERWELL HIGH SCHOOL

# Annual Report

SPEECH NIGHT

TUESDAY, 31ST OCTOBER, 1967

AT KEW TOWN HALL



## PRINCIPAL'S REPORT

The President, Members of the Advisory Council, Ladies and Gentlemen, I have the honour to present, for your consideration, my Annual Report on Camberwell High School for 1967. Later in the year, when "Prospice", the school magazine, is published, you will have the opportunity to acquire more details on some of the general matters to which I will refer in this Report. I trust that you will do this.

## ENROLMENT AND ACCOMMODATION

There are obvious reasons why these two things should be considered together.

**Enrolment** (as at 30/6/1967)

<b>Total</b>	Boys	482 (473)	Girls	317 (303)	Total	799 (776)
<b>In Divisions</b>	Form VI	139 (116)	III	167 (166)		
	V	153 (152)	II	86 (86)		
	IV	176 (169)	I	78 (87)		

**Note.** Figures in brackets are the corresponding ones for 1966.

## COMMENTS

1. While there are 9 fewer in Form I, Form VI shows an increase of 23, and Form IV of 7; figures for other forms are very constant.
2. The total enrolment in relation to the accommodation available is still far too high. This has been Camberwell's problem for some years and will remain so until additional class rooms become available. To keep the numbers down to those quoted above it has been necessary to divert many prospective students to other schools.

At this point, some indication of various class sizes will be of interest:—

Class Size	No. of classes in					
	VI	V	IV	III	II	I
40 or over	1		2	2	2	
35 - 39	4	10	1	1	—	2
30 - 34	6	6	1			
Under 30	20	20	1	2		
	31	36	5	5	2	2

**Note.** (i) In Forms I and II, except in Craft and Phys. Ed., in which boys and girls are separated, the numbers in classes for all other subjects will be as indicated above. In the main, this applies also to Forms III and IV.

(ii) The great number of separate classes in Forms V and VI occurs because, although there are 5 divisions in Form V, and 4 in Form VI, there is a very wide range of subjects available for students to choose from. This is one of the points at which overcrowding becomes critical because there are not enough class rooms available to divide classes as much as we might like; this is further complicated because class rooms themselves vary in size.

## SCIENCE ACCOMMODATION

This is at the heart of our accommodation problem. The figures at Leaving and Matriculation level speak for themselves:—

No. of students	V	VI
Physics	68	65
Chemistry	71	63
Biology	42	23
	181	151

Add to these (1) one laboratory is available for each of the above subjects, (2) that approximately 154 of our 176 Form IV students do General Science, which also requires laboratory conditions for practical work, and you must realize the deplorable conditions under which both students and staff are compelled to work.



The amazing thing is that despite such conditions, our students do such splendid work and achieve such outstanding results.

I have gone into some detail on this matter because I am not always sure that parents realize the magnitude of the problem which continually confronts us. The solution is the erection of the new class room block which does include additional science facilities.

It is not enough to have sufficient class rooms to cope with teaching needs. Common rooms, sick bays, adequate toilet facilities, store rooms, — all of which are conspicuous by their absence — staff rooms, adequate office and administrative facilities are absolutely necessary for the comfort of the students and the efficient administration of the school.

Let me add one final word. You should realize that the new class room block cannot be ready for use before the latter part of 1969 at the earliest. In the meantime, every child who attends this school will continue to be penalized by the limited facilities and crowded conditions under which he works. Accommodation is Camberwell's big problem. Is there any need for me to further emphasize your obligation as parents, to give your fullest support to the Advisory Council in its efforts to have the present deplorable state of affairs rectified?

### CANTEEN

Earlier this year, the Council set up a sub-committee to consider the erection of a canteen. As a consequence of the comprehensive and detailed report which this sub-committee presented, the Council sought and obtained Departmental permission to proceed with the erection of a standard type canteen. (There is no doubt that this amenity is one which will prove of the utmost value to the school).

Much of the success of such an undertaking can depend on the voluntary help which mothers of students can provide and it is most pleasing to record that the Ladies' Auxiliary who are organizing this have received a really excellent response from mothers who have offered their services.

Although much has already been done, a tremendous amount of detailed work and planning will still be required before the canteen becomes an accomplished fact. If everything goes according to plan, we should be ready to commence operations at the beginning of the 1968 school year. A permanent canteen is included in the new buildings and provision has already been made when this happens, for the temporary structure to be used for other and quite valuable purposes.

### STAFFING

Many things have to be taken into account in assessing how adequately or inadequately a school is staffed; here are some of the relevant facts and figures.

	Men	Women	Total
1. Total teaching staff	24	26	50
2. Full time	18	13	31
Part time	6	13	19
3. Permanent	18	10	28
Temporary	6	16	22
4. Qualifications and Training			
(a) Fully qualified (Secondary)	16	16	32
(b) Partially, or in process of becoming so	8	8	16
(c) Teacher trained, Secondary or Primary	16	17	33

All the above figures include one full time librarian and one full time laboratory assistant. Average number of periods per week for all full time teaching staff, excluding Vice Principal, Librarian and Laboratory Assistant, is 25.5.

Some of the complicating factors are:—

1. The wide ranges of subjects offered — 15 at Intermediate level, 16 at Leaving and 15 at Matriculation.
2. The large number of students at Leaving and Matriculation who take the Science and Maths. courses.

3. Approval at Intermediate and Leaving means that all subjects taught at these levels must be given first priority in the allocation of qualified, experienced staff. (It is worth noting that at Leaving, students have the choice of four history subjects — British, American, Asian and European).
4. The great number of part time teachers (19) makes the task of time-tabling an extremely complex one which has exercised the ingenuity and ability of the Vice Principal, Mr. Rhodes.

The yearly turnover of staff remains one of the big bugbears of this and many other schools. It seems almost incredible that of this year's total of 50, only 30 (13 men and 17 women) were on the staff in 1966. We have been fortunate however, that very few changes occurred during the year. When Mrs. Kelly transferred to Newborough, her place was taken by Mrs. Hurnall, who was later succeeded by Mrs. Hollander; Mrs. Sephton also left us at the commencement of third term.

As can be expected, the end of this year will see further changes. Mr. Rhodes, who retires from the service at the end of this year, has been Vice Principal since the commencement of 1964. During that time, the organization, administration and supervision of the school have been in his capable hands; after the retirement of former Principal, Mr. R. Andrews in August 1965, Mr. Rhodes assumed the further responsibility of Acting Principal. His task has been an exacting and never ending one and the smooth, efficient way in which the school has always run is a tribute to his thorough, painstaking approach. He takes with him the best wishes of students, staff and parents for a long and happy retirement.

Mr. L. Press, co-ordinator of Maths. has been promoted to Chadstone High School. He has given splendid service as a teacher of Maths. and the outstanding results achieved by many of his students indicate his skill and ability in the classroom.

We bid farewell also, to two young ladies who, while they appear less frequently in the public eye, have nevertheless occupied a central position in the life and work of the school. I refer to Miss Judith Uhe, who is now Mrs. Ian Sherwell, and Miss Margaret Crouch who is also to be married at the end of the year; both these young ladies have been responsible for carrying out the multitudinous and varied duties associated with the school office, and have done so in a pleasant, courteous and efficient manner. They too carry with them the thanks of students, parents and staff.

At the moment of writing, it is not possible to indicate all the further staff changes that will occur. Mr. Hubert Slaterry, at present Principal of Nunawading High School, will take over as Principal at the end of February next year, while Mr. R. McLean of the Survey and Planning office has been nominated as Vice Principal. Two additional Class I positions have been created and these will be filled by Mr. H. Harvey from Balwyn High School, and Mrs. D. Moore from Ashwood High School.

### ACADEMIC ACHIEVEMENTS

It is most satisfying to record that the school continues to maintain its very high level of academic achievements; results at Matriculation level were even better than those of the previous year and as will be seen from the summary below, some of our students were outstandingly successful.

While academic excellence is essential at Matriculation level, it is equally desirable at all levels throughout the school. This is not something which all children realize and there are many who are content to coast through the earlier years of their course with a minimum of work and effort. I must emphasize to parents how important it is for their children to acquire habits of study and concentration whilst in their lower forms; there are still too many students who imagine that at the commencement of their Matriculation year, they will suddenly and automatically be endowed with all the qualities necessary for success. Determination, concentration and interest are essential from the beginning.





### Matriculation — 1966

Number who presented .....	114
Number who qualified for Matriculation .....	93
This represents an 81.5% pass; State average 65%.	
Number of 1st class honours .....	53
Number of 2nd class honours .....	93
Commonwealth Tertiary Scholarships .....	31
Teachers' College Studentships awarded —	

### Outstanding Individual Performances

John Davy	}	4 — 1st class honours
Peter Wilkins		
Euan Chirnside		
Jim Backholer	}	3 — 1st class honours
Peter Brent		
Colin Cropley		
Ian George		
Richard Paul		
Phillip Redcliffe	}	2 — 1st class & 2 — 2nd class honours
Lynda Campbell		
Irene Heineke		
Andrew Dempster		

The outstanding individual performance was that of John Davy who, in addition to his four 1st class honours was awarded the B.P. \$100 Award for the best Science performance, shared the Exhibition in Calculus and Applied Maths., obtained a Commonwealth Scholarship, and has also been awarded an Education Department Senior Scholarship.

Jim Backholer with his three 1st class honours, also obtained a Commonwealth Scholarship and has been awarded one of the two Australian Agricultural Council Scholarships.

Peter Wilkins, with four 1st class honours, was awarded the B.H.P. Steel Industry Scholarship which carries with it a yearly allowance of \$500 for four years.

The above results speak for themselves. They speak volumes too, for the industry, purpose and determination of the students who achieved them and for the skill, dedication and interest of the staff who taught them.

### COURSES AND ATTITUDES

One of the things wherein C.H.S. differs from most other high schools is the restricted nature of the courses available to its students; Camberwell is almost a straightforward, academic school. This is evidenced in the relatively small number of boys and girls who include Woodwork or Needlework as one of their subjects, by the few boys and fewer girls who undertake the full commercial course, and by the complete absence of a domestic science wing with its attendant home economics courses.

Whether this is a "good" thing or a "bad" thing, I do not propose to argue at this point, but there is no doubt in my mind that this, coupled with the restricted Form I intake, has tended to give this school its particular and individual outlook and character.

The academic nature of the courses has tended inevitably to channel the thoughts of students and parents towards the University as the goal of a secondary school course. I am all for this but as I pointed out in my last year's report, there are other alternatives which may be more desirable, and more suitable for some students, than a University course.

The winds of change have begun to blow through the fields of education. At the end of this year, the Intermediate follows Qualifying, the Merit and the Proficiency certificates into oblivion. There is a likelihood of changes at the Matriculation level, new subjects such as Consumer Education are making their appearance, many parents are now struggling with "new" Maths., new teaching techniques are under discussion, and Tertiary colleges are in the offing. All these and many other things indicate that the "old order changeth". We must ask ourselves how these things will affect our schools and the education of our children.

The most important thing of all to remember is that, regardless of how restricted or varied its courses may be, how great or small the academic success of its students, the paramount obligations of every school are to educate its students and to set before them worthy standards and high ideals.

### **RELIGIOUS TEACHING**

Critics of the state secondary system do not fail to comment on the secular nature of the education our schools provide. However this may be and however limited may be the extent of religious teaching available, there can be nothing but the highest praise for the men who week by week, visit the schools and do provide religious teaching for our students.

We are fortunate at Camberwell in the men who undertake this voluntary service and parents have every reason to be thankful to them for their devotion to and interest in the spiritual progress of our students. The pity of it all is that there are too few helpers available; unfortunately in the present state of things, I can see no very near prospect of improvement. What the final answer to this problem is, I do not know.

Two of the significant and impressive events of the school year are the services which mark the commencement and termination of the religious teaching programme. At this year's opening service we were fortunate to have as our Guest Speaker, the Rev. C. Roberts, formerly Chaplain of Wesley College.

### **COUNSELLING AND GUIDANCE**

This is a field in which, thanks to Mr. R. H. Jones, Officer-in-Charge, Camberwell branch, Commonwealth Employment Office, and his assistants, we have at last been able to make very definite progress.

The operation began with talks by Mr. Jones and Mr. McDonald, to all students of Forms IV, V and VI. These were followed by two sets of individual interviews, the first of which covered some 90 students and was concerned mainly with employment opportunities.

The second, devoted to general career counselling and advising, proved to be a mammoth undertaking which involved eight special counsellors from the Commonwealth Employment Office. These people spent nearly three days in the school giving individual advice and guidance to some 340 of our students. This must have been exhausting to the counsellors but I have no doubt that it has been invaluable to our students. I hope parents appreciate the tremendous contribution these people have made to the school.

As many of our Form VI students are interested in University courses, thanks in the first instance to Miss Rusden, we were able to have a visit from Professor Ewins, Head of the Maths. Department at Latrobe University. He was followed later by Mr. F. Johnston, Registrar of the University of Melbourne. We are indebted to both these gentlemen for their assistance to our students.

Our next step will be to arrange, where required, what are really "on the job" talks to individual students. For these, we hope to enlist the help of members of our Ex-Students' Association.

Two other people are also deserving of the thanks of the school for their work in the counselling field. Miss C. Larner and Mr. J. Wills, of the Education Department's Psychology and Guidance Branch, attend the school at regular intervals to give advice to students and parents who require it.

I am hopeful that the pattern outlined in this section of the report will become a permanent function of the school. I am in no doubt as to its value to our students.

### **STUDENT ACTIVITIES**

The classroom is not the only part of a school where education takes place and class lessons are not the only medium by which such education is transmitted. It is essential that the school provide also an environment in which students may have the opportunity and scope to develop talents and interests other than those directly related to their studies.

It is the custom to use the term "extra-curricular" to describe such activities and under this heading I shall refer to sport, to the musical activity for which we are fast acquiring a high reputation, and to our fast developing drama work. As I mentioned at the outset of this report, I shall refer you to the later appearance of "Prospice" for details about these activities and will confine myself to a few general comments.

The first of these refers to changing attitudes toward sport in schools. Time was when to question the place and importance of sport in our schools was regarded as rank heresy. But times and attitudes have changed, and though I for one am a fervent supporter of school sport, there is a growing feeling abroad which suggests that we should take a critical look at this institution and restate our objectives in the light of present day situations and attitudes. The request from our Matriculation forms that sport be voluntary during third term is perhaps an indication that some students as well as adults no longer subscribe to the traditional point of view.

Music has always played a prominent part in the life of this school and this year has seen an even greater expansion of our activities in this field. This has been due to three things:—

1. Participation in the Moomba Festival. We could justifiably be proud of our choir's performance on this occasion. What other Victorian school could have provided a 270 voice mixed choir of this calibre?
2. The strikingly successful Combined High Schools' Concert in the Melbourne Town Hall toward the end of September. This was a unique demonstration of the high standards which some of our schools have reached musically. Here again, through their choral and orchestral work, Camberwell High students made an outstanding contribution.
3. The Education Department's scheme of providing specialist teachers for instruction in the various instruments of the orchestra. This was a bold conception and one which is meeting with striking success. The essence of this scheme is that if a student desires to learn a musical instrument, whether it be strings, woodwind, or brass, and provided of course that he possesses such an instrument, he may receive free tuition at school and during school hours. In what other type of school would this be possible? At this school, we are fortunate to have as our instructors Mrs. M. Southward (Strings), Mr. Smith (Brass), and Mr. Barby (Woodwind).

I must acknowledge with personal gratitude, the part which Mr. Trevare, Co-ordinator of Music, plays in all our musical development. I must pay tribute to the knowledge, energy and especially the sense of humour by which he achieves such splendid responses from his students.

This year's presentation of "Three One Act Plays" which was even more successful than that of last year has now become a firmly established function of our school year. I observe in this some features that are so apparent in other aspects of this school's life — a wealth of talent amongst our students, a high level of team work and co-operation amongst students and staff and a high standard of performance. The school is deeply indebted to Mr. Don Murdoch and his helpers for their pioneering work and for the interest, energy and dedication which he himself brought to his task.

I want to refer briefly to student activity in what may be described as the realm of service. The Student Representative Council which directs the Social Service work of our students and controls the student newsheet "Wallpaper", has now entered the second year of its existence.

Its secretary, Glenys Paul has made an outstanding and unique contribution to the life and history of this school. When the idea of a student diary was first moved by the Council, Glenys took it up, made it her own and with remarkable determination, painstaking effort and business acumen, has translated this idea into a reality. Thanks to her efforts, the first C.H.S. diary will make its appearance towards the end of this year.

You will see what I mean by service. Service to others, especially to one's fellow students, has a definite place in the minds and actions

of many of our students. As well as the groups already mentioned, there are the girls who manage the Student Operated Bank, the volunteers who assist in the Library, the Magazine Committee, the "Sound system technicians", the bell boy, the numerous other groups who help in so many ways to make school such a pleasant place for their fellows.

Last but not least, our Form Captains, House Captains and Prefects also make their own particular contributions in the field of service. To all these, and to any I have missed, I extend my gratitude and thanks.

#### **PARENT ORGANIZATIONS**

We have come to realize over the years that no high school can function as it should without the co-operation and support of parents and parent organizations; it would be quite impossible to assess the influence of these bodies in this school.

Since parents have recently received a report of the activities and duties of the Advisory Council, I do not propose to do more than refer to two aspects of their work. Firstly, I would stress the word 'Advisory' because in my experience, this has been the Council's most important function. Its members have interpreted and executed their role in a superlative fashion. I can only express, somewhat inadequately I am afraid, my personal indebtedness and appreciation of the support and assistance they have always given me.

The second aspect of their work and one which they themselves have referred to, springs from their constitution as a statutory body. Thus, through their ability to approach the Department and the Hon. the Minister himself, they have been able to render a unique service to the school.

I can only speak with admiration and respect about the work of the associated parent bodies, the Parents' and Friends' Association and the Ladies' Auxiliary. Here again, as with the Advisory Council, their concern is not only the raising of money or the doing of work about the school. These things are most valuable but support and co-operation and the knowledge that you have the support of parents in what you are doing within the school are even more important. I am most grateful to Mr. A. L. Loveless and Mrs. W. Kleiman, the respective Presidents of these organizations and their Secretaries and Committees for the tremendous amount of help they and their members have always given to the school.

I have the greatest respect and admiration for the C.H.S. Ex-Students Association. The way of such groups these days is not an easy one but through their President, Mr. D. Jenkin, Secretary, Mr. J. Waters, Treasurer, Mr. M. Penfold, and Committee, they are working strenuously to establish their Association as a strong virile organization.

The latest evidence of their interest in the school has been the establishment of a scholarship to be known as the C.H.S.O.S.A. Matriculation Scholarship. This award which will be made annually, will assist a Form V student during his or her Matriculation year. Thank you Ex-Students, for your interest in the welfare of our present students.

I want to refer finally to a statement I made at the commencement of this section; a school cannot function fully unless it has the co-operation of all the parents. The only disappointing feature about our parent organizations is the relatively small number of parents who are members. The best way to render assistance is through these groups and I can only ask you with all the sincerity at my command, to join in and help them. You have an obligation to your own children to do this and in doing so, you will help them and the school.

#### **THE FUTURE**

I have permitted myself the luxury of a look at the future and some of the problems which this school must face.

First and foremost, apart from the provision of adequate and sufficient staff, a matter which is beyond our control, is the urgent necessity for the construction of the new classroom block and Assembly Hall. I predict that when this is done, the school will be an excellent one both for students to work in and to administer; its students will go on to even greater successes than they have enjoyed in the past.



The next problem, when this increased accommodation is available, will be that of enrolment. I have very definite views on this for I have felt that Camberwell is carrying anything up to 200 more students than the buildings can really cope with; incidentally, it is a tribute to our students that they conduct themselves as they do and achieve such excellence in their studies under such crowded and uncomfortable conditions. In my view it would be quite wrong to regard the erection of a new classroom block as a justification for an increase in the total enrolment. The solution of district accommodation problems does not lie in an overcrowded Camberwell High School.

Another problem relates to courses. Will this school retain its academic bias or will the movement be towards the widening of courses?

The establishment of senior high schools in the metropolitan area will, if proceeded with, have far-reaching consequences as far as this school is concerned. I feel quite sure in my own mind that Camberwell would become one such school.

The three things I have just mentioned will have important consequences for the students who attend this school. This is another reason, parents — and the most important one of all — why you should interest yourselves in the work of the parent organizations. It is only through them, that you can express your opinions and make your presence felt; you have a personal and financial stake in what happens at Camberwell and you just simply cannot evade or ignore your responsibilities.

#### APPRECIATION AND THANKS

You will understand that as I approach the end of my time not only at Camberwell High School, but also as a member of the Education Department, my mind is full of widely scattered thoughts and memories. I can put into words only a little of what I feel.

No-one could have been more fortunate than I have been; to have spent my last two years of service as Principal of such a school as Camberwell High is to have been the recipient of a rare and wonderful privilege. I have tried to be worthy of the position and the school. My work is almost finished and the judgement of my stewardship lies in your hands.

I have been surrounded by a host of people for whose loyalty, co-operation and friendship I shall always be grateful. Some I have mentioned elsewhere in this report; others — and they are too numerous to mention individually — I must thank collectively. However, there still remains a group of people whom I must thank individually: the members of my staff without whose co-operation I could do nothing; especially Mr. Rhodes, Miss Milne and Mr. Markham for their friendship, loyalty and advice; Mr. R. Key and his fellow members of the Advisory Council; the Senior Prefects, Chris. Atkins and Josine Scheltus, and their fellow prefects; Mr. Spencer, of the cleaning staff, for the personal consideration he has always shown me as Principal.

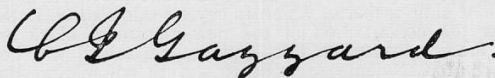
I have been most fortunate in the loyalty, devoted service and consideration which have been so much a part of the work of my two secretaries, Judy Sherwell and Margaret Crouch. Thank you girls.

I close this, my last Report, with a tribute firstly to my wife who has shared my trials and tribulations and to whom I owe so much that can never be expressed in words.

Lastly, to the students of Camberwell High School, may I say how much I am in your debt. Thank you for the way you have received me in this school, for the courtesy with which you have invariably approached me, and the respect you have accorded me. You will always be in my thoughts.

May good fortune abide with you always.

Yours sincerely,



PRINCIPAL