



CAMBERWELL HIGH SCHOOL
ANNUAL REPORT
SPEECH NIGHT

Tuesday, 28th October, 1969
at CAMBERWELL CIVIC CENTRE

Ladies and Gentlemen,

For your information I present the 1969 speech night report on Camberwell High School; and I suggest that, at your leisure, you read it in conjunction with the Advisory Council report to parents.

ENROLMENT

As the table below shows there has been little appreciable change either in total enrolment or in the pattern of enrolment during the current year. Numbers enrolled at the beginning of the third term of 1969 were:—

Form I	48 boys	27 girls	75
Form II	41	39	80
Form III	90	65	155
Form IV	99	83	182
Form V	87	65	152
Form VI	67	49	116
Total	432	328	760

However, with the intake of double the number of ex-Grade VI pupils in 1970 and subsequent years, the distribution pattern will change noticeably and this school will assume the normal structure of a district high school. This will not be a disadvantage. I believe that it will be beneficial to all our pupils to have the opportunity of entering the school at Form I level thus avoiding the problems arising from a second transition at Form III level as in the past.

STAFFING

Though there have been major changes in the classification of teachers following the Teachers Tribunal Award of November, 1968, the staffing of schools with adequate numbers of trained and qualified teachers in all faculties, but particularly in the Mathematics and Science faculties, presents the same difficult problem as in previous years. I regret that I have to say that I am worried about the provision of adequate cover for Mathematics and Science subjects at senior levels for 1970.

One of the aims of the new classification scheme is to achieve greater stability in staffing; but, though this may eventually be achieved, we shall have at the end of this year a great number of changes in personnel, the full extent of which we do not yet know.

Parents may be interested to know that under the new scheme the following appointments have been made to Camberwell High School for 1970:

Deputy-Principal:	Miss D. J. Milne
Senior Teachers:	Mr. A. Markham
	Mr. H. R. Harvey
	Mrs. D. I. Moore
	Mr. G. Strauss (French)

Senior Assistants: Mr. P. H. Whitcroft
Mr. R. W. Bragge
Mrs. J. L. Bragg
Mr. A. A. Hardenberg
Miss J. Morton (Art)
Miss A. S. Rusden
Miss P. Robins (History)

Further appointments of one additional senior teacher, two additional senior assistants, and teachers in the assistant class have still to be announced.

Other confirmed appointments affecting members of the present staff include those of Mr. M. B. Peter to Greythorn High School as Deputy-Principal, Mr. K. H. Robertson to Mitcham High School and Mr. A. R. McLean to Warrnambool High School.

CURRICULUM

On Speech Night last year I reported that certain proposals for reorganization of classes and curriculum at Form I and Form III levels were under consideration. I am happy to say that those proposals were put into operation in 1969 with what are generally agreed to be most pleasing results.

During this year members of staff have spent much time in discussions on curriculum revision, looking critically at aims, methods and courses and evaluating what has been done. With minor modification the changes effected this year will be carried into Forms II and IV in 1970. At Form II level we shall continue with "home-room" lessons giving scope for guidance, individual assignment work, team teaching and remedial work; and at Form IV level, given adequate staff cover, we shall endeavour to give pupils the opportunity of taking an even wider selection of elective subjects to suit their personal desires, abilities and needs.

Much consideration has been given to revision of the curriculum for senior forms, but for the time being we are still obliged to meet not only the requirements of the Victorian Universities and Schools Board but also the expectation of parents that the majority of students will qualify for entrance to tertiary educational institutions. Hence, though there can be little change in courses at Forms V and VI level in 1970, education authorities and teachers are always endeavouring to make improvements in subject content and techniques of instruction.

With more adequate accommodation and new facilities available in 1970, we envisage many progressive developments in organization and curriculum. However, though we may modify subject content and offer a wide range of elective courses, it is not our intention to change the traditional character of the school. The majority of Camberwell High School students remain at school for the sixth year; and the fact that 75% of our present Form VI students have applied for admission to universities seems to indicate that Camberwell High School, traditionally an academic high school, will best satisfy the needs of the majority of its students by retaining an academic bias.

ACADEMIC RESULTS

At the Matriculation Examination 1968, the best result was obtained by Arnold Wheeler with three 1st Class honours and one 2nd.

Other good results were those of

Eric Reynolds	Two 1st class honours and two 2nds.
Mary Whiting	
Anne Muntz	Two 1st class honours and one 2nd.
Theresa Liu	
Owen Weeks	Two 1st class honours.
Andrew Horwood	One 1st class honour and three 2nds.
Simon Yu	

Miriam Drovak, Jack Levi and Colin Sutton all secured three 2nd class honours.

Seventy students passed the matriculation examination: there were in all:

27 1st class honours
68 2nd class honours
263 passes.

At this examination, Camberwell High School students won 19 Commonwealth University Scholarships and 1 University Free Place.

At the School Leaving Examination 1968, 115 students qualified to proceed to the Matriculation examination.

EXTRA-CURRICULAR ACTIVITIES

The fact that a school follows a predominantly academic curriculum does not preclude the development of a wide range of out-of-class activities, and indeed it is these activities which contribute largely to Camberwell High School's character and tradition.

This school enjoys a reputation for excellence in music activities in which practically the whole student body is involved. The Junior Choir competed at the Dandenong Festival; the Senior Choir participated with other schools in a concert at the opening of the Camberwell Civic Centre, a concert which thrilled those privileged to hear it; the House Choral Contest was a dignified presentation of choral work of high standard; and tonight parents will hear for themselves what the students of this school can present. Though dealing with Music under the above heading, I emphasize the fact that Music is an important part of the curriculum. All students participate in Class Singing and we have this year introduced at Form III level the subject "Music (History and Appreciation)" which can be carried through to Form VI level. I wish to bring to the attention of all parents the opportunity provided by the Education Department for tuition in woodwinds, strings and brass by visiting teachers without payment of tuition fees. Honours secured in Fourth and Fifth Music (Practical) at recent examinations by Camberwell High School students are evidence of the high standards that can be attained under this scheme. I commend this aspect of education to parents, particularly to parents of pupils in the lower forms so that an early start may be made.

The 1969 drama production by Camberwell High School "V Theatre", almost entirely planned and presented by pupils themselves, was very successful and won high praise from audiences. The new Assembly Hall should provide greater opportunity for activities of this nature.

As a member of the Central Division of the Metropolitan High School's Sports Association, Camberwell High School achieved only a small measure of success during 1969, the best result being in athletics.

Though perhaps their work is not so spectacular as that of the choirs, the "V Theatre" or the sports teams, many other groups in co-operation with teachers serve the school community and at the same time develop their capacity for organization or leadership. I shall make special mention of the Magazine and Library Committees, officers of the Student Operated Bank and Social Service leaders.

ACKNOWLEDGEMENTS

First and foremost I wish to express my great admiration for the manner in which teachers and students faced and accepted the abnormal conditions and overcame the enormous hardships associated with the building operations during 1969. It has been a trying year, but the goodwill and co-operation evident on all sides have enabled us to survive and maintain our sanity. And I should be remiss if I did not acknowledge the consideration shown by the construction supervisors who acceded to our special requests on numerous occasions.

On behalf of parents, pupils and staff, I pay tribute to the members of the Advisory Council who have given unsparingly of their time and their talent in the best interests of Camberwell High School. Their efforts on behalf of the school are worthy of the whole-hearted support of all parents.

In association with the President of the Advisory Council, I express our appreciation of the contributions made to the general welfare of our school community by the Parents' and Friends' Association, the Women's Auxiliary, the Rowing Committee and the canteen manageress and her voluntary helpers.

I acknowledge with thanks the services rendered to the school by prefects, house captains, members of the Student Representative Council, form captains, and all other students who have accepted responsibilities throughout the year.

Before concluding, I should like to thank members of staff who by their earnest endeavour and willing co-operation have contributed so much during the year to student welfare and progress. Their teamwork has been admirable. They have graciously undertaken tasks beyond their normal allotment of teaching duties and given wholehearted support in effecting proposals for the improvement of school organization and routine. Only one who is associated daily with our teachers can fully appreciate their loyalty and devotion to the best interests of the students in their care.

CONCLUSION

I remember mentioning in last year's report what I considered were our three major problems: limited accommodation, shortage of trained and qualified staff and the difficulty of establishing channels of communication between parents and the school.

The first of these problems will, I hope, be solved in 1970; the second is beyond our control. With regard to the establishment of effective communication between the home and the school, I again urge all parents to attend at least some of the Parents' nights and special school functions to meet members of staff either formally or informally. Mutual understanding between teachers and parents will benefit the students.

H. J. SLATTERY,
Principal