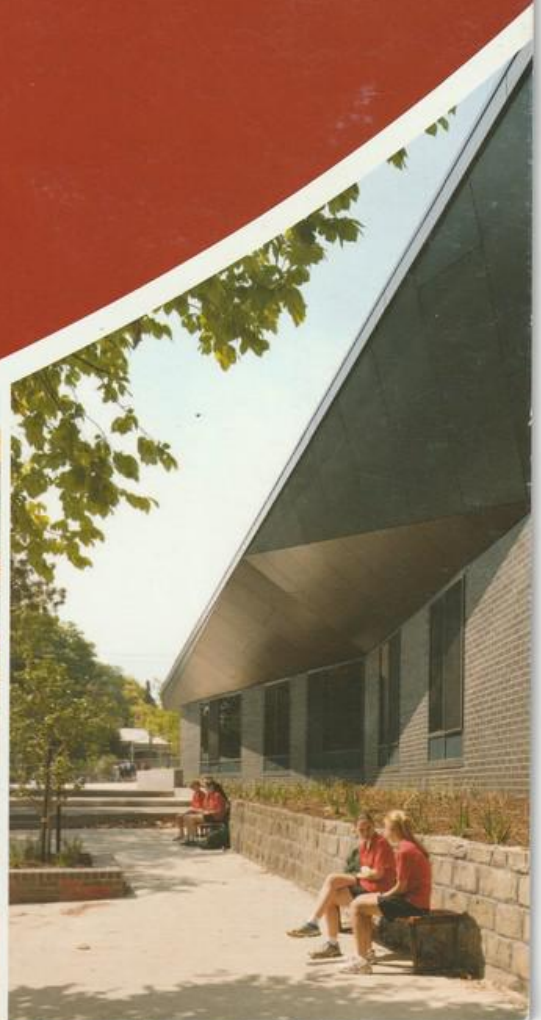




CAMBERWELL HIGH SCHOOL

LEARNING THAT IS TRANSFORMATIVE,
DYNAMIC, RESPECTFUL, FOCUSED ON GROWTH
AND BUILT ON POSITIVE RELATIONSHIPS.





PRINCIPAL'S MESSAGE

Camberwell High School provides a learning environment that encourages all students to take an active part in their learning development, challenging them and stimulating curiosity and a passion for learning. We understand that all students have different ways of learning, different strengths and interests, and we provide the foundation, technology, resources and guidance for 21st Century learners to navigate their way through secondary school and prepare for their future.

We encourage all students and staff to exemplify the values of the school: Achievement, Creativity, Respect and Responsibility. With our exciting new Enterprise Centre, and several planned future developments, Camberwell High School is at the forefront of educational provision, seamlessly blending history and traditions with contemporary learning.

Jill Laughlin,
School Principal



"WE PROMOTE TRANSFORMATIVE LEARNING WITHIN AN ENVIRONMENT IN WHICH ALL LEARNERS TAKE RISKS, LEARN FROM MISTAKES, BUILD RESILIENCE AND ACHIEVE SUCCESS."

A NEW WAY OF THINKING ABOUT LEARNING

VISION FOR LEARNING

Over the past two years the Camberwell High School community have defined the school's educational vision in a learning statement which guides the development of the school and informed the design of the Enterprise Centre.

The Learning Statement identifies four key pillars for learning at this school: learning that is Transformative, Focused on Growth, Dynamic, Respectful and Built on Positive Relationships.

Camberwell High School staff, students and parents, with the assistance of Educational Consultant Dr Julia Atkin, have carefully analysed the school's desired approach to teaching, as well as spaces that positively impact learning. This work helped the school define and articulate an educational vision for life in the 21st Century, which engenders a passion for learning, and responds to each person's unique approach to learning. Camberwell High School understands that the path through life is becoming ever more complex, and we seek to provide our students with the skills to navigate their own path successfully. The school seeks to provide learning that is: transformative, challenging and empowering; dynamic and inspiring; focused on growth; and builds responsibility and independence through the ownership of learning. The school builds positive and respectful relationships, nurturing personal wellbeing and providing opportunities for the learner to create and define their own learning journey.

INTEGRATED LEARNING

We have developed innovative learning approaches within the Junior School Curriculum to encourage every student to achieve their potential, and pursue their passions and interests as learners. Students are encouraged to manage their own learning and develop creative ways to think through problems. The integrated learning projects place emphasis on real world experiences and give students a context for deeper understanding.

ENTERPRISE CENTRE

The design of the Enterprise Centre emerged to support the school's vision for learning. The Centre provides diverse and flexible spaces, each with a specific purpose. A feature of the building is the large, connected central space from which the various learning zones branch out seamlessly into a number of smaller spaces. The building, situated prominently on Prospect Hill Road, has been designed to complement the original school building. It houses a Media Studio and editing facilities, small group discussion areas, larger rooms for presentations and instruction, areas for experimentation and creation, and a 235 seat auditorium for screenings and seminars. Student work is proudly displayed in the foyer and through the communal zone. Technology is integrated throughout the building including wireless network coverage for student netbooks. The building design is environmentally conscious, incorporating, solar panels, a climate control system and passive design elements to minimise energy consumption. A dynamic and exciting space, the building allows flexibility, freedom of movement, and promotes collaboration.

Left and below:
Contemporary spaces that enable students to learn in different settings



"WE SEEK AND PROVIDE OPPORTUNITIES FOR THE LEARNER TO BE HEARD AND HAVE A VOICE IN DEVELOPING THEIR LEARNING EXPERIENCE."

VALUING AND EMPOWERING INDIVIDUALS

RESPONSIVE TEACHING AND LEARNING

The curriculum at Camberwell High School provides students with a sound academic education while also recognising that students are individuals who require varied approaches to support their learning needs. This is evidenced throughout our curriculum, where learning programs provide students different ways to learn including contextualised problem solving and fostering creativity. Years 7 and 8 have a comprehensive core curriculum, taught in a mixed ability classroom. Students have the opportunity to specialise as they move up through the school. In Year 9, students study the core curriculum (English, Mathematics, Humanities, Science, PE/Health), an inquiry-based program called Connections and can select electives from the learning areas of Art, Sport, Languages and Technology. As students move into the Senior School they can tailor their learning programs through their selection of subjects, as well as different courses such as VCE, VET and VCAL. Students can also accelerate their learning in a subject of choice in the Senior School.

Opposite: Student leadership is promoted through formal roles and frequent forums.

Below: Learning Mentors conference regularly with their students.



MENTORING

Every student in this school meets weekly with a Student Learning Mentor who supports and assists students in their learning. Mentors know, guide and celebrate the learning of all students in their group, as well as building quality relationships in a social and personal sense.

A peer support program operates in Semester 1 each year. Year 7 and 10 students meet undertaking a number of activities to get to know one another and ensure a positive transition to High School for our Year 7 students. For the mentors, it is a position of responsibility and leadership as they seek to provide an atmosphere of positive learning, mutual respect and care.

STUDENT LEADERSHIP

Camberwell High School provides extensive opportunities for student leadership, which allow students to adopt an active role in the development of the school and fosters a sense of community. Year 12 students hold the most senior positions, including School Captains, Student Representative Council Presidents and House Leadership. Students in these and other leadership positions are role models for students and proudly represent their school.

Each week the SRC Presidents and School Captains meet with the Principal to discuss diverse aspects of the school. A student forum is held each term, which ensures the student voice is heard. It is important to us that students are an integral part of the school's development, as it helps maintain a cycle of constant improvement, but also gives students a sense of responsibility for ownership of their learning environment.





"WE DESIGN LEARNING EXPERIENCES THAT PROMOTE DEEP LEARNING, EXCITE AND ENGAGE STUDENTS AND CATER FOR THEIR DIVERSE LEARNING NEEDS."

DISCOVERY THROUGH INQUIRY

DEEP LEARNING

We support our students in all dimensions of their learning and personal development as they grow into young adults. Today's students need to master a broad range of skills to equip them for a changing world with complex personal and intellectual demands. At Camberwell High School, students learn about themselves as learners and their abilities in a wide range of endeavours through which they can inquire, analyse, evaluate and be creative. They develop their capacity to manage themselves as learners, are reflective, solve problems and actively participate in the wider community. This experience, nurtured in a safe and exciting environment, develops essential skills which are transferrable to real world problems.

CURRICULUM BREADTH

Our school offers a broad curriculum at Years 7 and 8, ensuring students are exposed to many learning experiences so they can begin to define their strengths and passions. From Year 9 and into Senior School, students increasingly refine their education through the selection of subjects. Electives complement their core studies, providing a comprehensive and specialised education, which they tailor as they progress through secondary school.

In Year 10 students are able to select from electives in all learning areas except the core subjects of English, Mathematics and Physical Education. They can also study a VCE subject as part of Year 10 as an accelerated subject and continue this through Year 11 and have the option to study a University subject as part of Year 12.

PATHWAYS

In Years 11 and 12 students select the most appropriate pathway for them from the following:

- » VCE (Victorian Certificate of Education) is a required pathway for students who intend to pursue tertiary studies or TAFE.
- » VCAL (Victorian Certificate of Applied Learning) an alternate pathways for students who wish to develop their skills in vocational areas and
- » VET (Vocational Educational and Training Program) is a required subject for VCAL and can also be selected as part of VCE.
- » The school continues to have outstanding results in VCE, VET and VCAL, placing Camberwell High School in the top tier of Victorian Government Schools.

CAREERS

As students make their way through school, we encourage them to think about their future, and what steps they need to take to achieve their goals. The Careers Program is an integral part of a student's pathway, as for many a career goal will inform the decisions they make regarding subject selection. In senior school, students are supported in these decisions by staff in the Careers office. The Careers counsellors conduct a series of workshops, presentations and excursions to provide students with comprehensive information for making their choices.

The Careers office has an open door policy - parents and students are invited to call, email or make an appointment. Throughout the year the office maintains communication with students and parents on Careers days, university visits and guest speakers. They also assist students in Year 10 with Work Experience, ensuring they are appropriately prepared.

Opposite: Students enjoy a broad range of learning experiences.

Left: Careers counsellors prepare students for their post-secondary pathways.



"WE ARE COMMITTED TO PROVIDING LEARNING OPPORTUNITIES THAT ARE PERSONALLY SIGNIFICANT TO EACH STUDENT, PROMOTING A LIFELONG PASSION FOR LEARNING."

INSPIRE A PASSION FOR LEARNING

LEARNING LANDSCAPE

Our school has identified key elements of the learning landscape to ensure that learning responds to the individual needs of students. These elements inform the way in which teachers design the learning activities for students. Teachers ensure that they provide opportunities for students to explore ideas in depth, can learn in different ways and at different levels, monitoring their own development. Collaboration and negotiation are essential to enable students to explore ideas and build their understanding and skills.

QUALITY TEACHERS

Camberwell High School has many experienced teachers who are dedicated to our students and to providing them all with the best possible education and opportunities. We are in the enviable position of having high demand for places at all levels, due to our sound reputation and excellent facilities and learning environment. We are always striving for excellence, and our staff reflect this through their quality of work and commitment to our students as well as their involvement in ongoing professional learning. The balance of experience and youth across the staff ensures that skills and knowledge can be shared through teacher collaboration and continuous review and renewal of the curriculum.

LEARNING FACILITIES

All learning areas are supported with modern facilities to support learning. The school has five Science Laboratories and extensive indoor and outdoor sports facilities. Our dedicated drama space allows students to experience acting and staging as well as the technical aspects of theatre relating to sound and lighting. The Music Centre has numerous rooms for instrumental music tuition, rehearsal spaces and a well equipped Music classroom. The Art and Technology Building provides specialist facilities for the Arts including Art studios, Photography, Ceramics and Media rooms. In Technology the school provides specialist

facilities for Systems, Materials and Food Technology. Students have access to a well resourced Library and are supported in their learning by the Library staff and senior students value the Senior Centre which is a recreational and study space provided for Year 11 and 12 students.

CO-CURRICULUM

Drama and musical productions at Camberwell High School are a creative and enjoyable area of learning, with many opportunities to showcase students' skills and development in productions held every other year. School Productions provide a great challenge for students, involving coordination, preparation, organisation, fundraising and promotion challenges on top of the creative ones. Camberwell High School is proud of our performance tradition.

At Camberwell High School we offer a large Ensemble-based Instrumental Music Program, renowned for its high quality, which gives students the opportunity to participate in instrumental tuition and our many ensembles.

Students enrolled in the Ensemble-based music program are required to attend weekly rehearsals, and are provided with tuition on their instrument in small groups. The Beginner Band or Junior Strings are exciting starting places for all students learning a new instrument, after which they may audition to be accepted into the other bands.

Camberwell High School has enjoyed a long tradition of musical excellence, and we frequently have Interstate and International Music Tours.



Above and Opposite:
Students thrive through
stimulating learning
programs in quality
environments





"WE ARE COMMITTED TO DEVELOPING ACTIVE AND ENGAGED CITIZENS, WITH ACCESS TO TECHNOLOGY THAT ENABLES THEM TO CONNECT TO THE LOCAL AND GLOBAL WORLD"

EMBRACING THE FUTURE

TECHNOLOGY

All students from Years 7-12 can access a netbook computer which provides anywhere anytime access to technology and the connectivity with the global community that this enables. Our broadband wireless network is appropriately secure and monitored so students can safely explore the internet through an educational filter.

Our customised intranet platform, 'Moodle', provides access to a complete online learning environment. Moodle course management system provides constant access to students to the comprehensive learning resources from home or at school. Parents also have access to Moodle allowing them to view their child's tasks as well as the resources provided.

LEARNING PORTFOLIOS

Students are encouraged to take responsibility for their own learning and to demonstrate their learning growth in electronic learning portfolios. Maintaining a Learning Portfolio is an intrinsic part of every student's education at Camberwell High School. Students at all levels are assisted by their teachers and Student Learning Mentors to develop and maintain these portfolios. Through a process of setting goals and collecting evidence of their learning progress, students are able to monitor and document their learning journey.

COMPASS

The Compass Community Portal provides the school community with a range of facilities which streamline communication. This is the primary means of communication between the school and home.

Parents, students and staff are all able to access Compass, from which they can gain an overview of students' study progress, view schedules and reports, use email to contact one another and arrange Parent-Student-Teacher Interviews. Parents can monitor attendance and approve absences, approve excursions and book tickets at school events.

The school Newsletter, available via Compass, is a vital tool for maintaining effective lines of communication between home and the school, keeping the Camberwell High School community fully aware of the vibrant life of the school.

PARTNERING WITH PARENTS

Camberwell High School is committed to developing a strong partnership with the families of our students. We promote this partnership through keeping parents informed about school programs and events, involving parents directly wherever possible, by showcasing student work and through parent teacher interviews. Parents are represented on the School Council and play an active role through the Parents and Friends Association and Friends of Music.

PARTNER SCHOOLS

Camberwell High School has established a sister-school relationship with a school in Suzhou, China. Through student and staff exchange our students gain a deeper understanding and appreciation of other cultures. International study tours also provide students with the opportunity for language development, homestay experience life and cultural immersion.

Opposite: Students participating in the China Challenge

Below: Technology is embedded across all aspects of learning





"WE AIM TO BUILD POSITIVE
REALTIONSHPIS BUILT ON
MUTUAL RESPECT AND SUPPORT
AND DEVELOP A SENSE OF
RESPONSIBILITY IN ALL"

CREATING RESPECTFUL AND RESPONSIBLE CITIZENS

SUB-SCHOOL SUPPORT

All students have the support and guidance of either their Student Learning Leaders (Junior School) or House Leaders (Senior School) who are responsible for progress and wellbeing of each student in their Mentor Groups. Student Learning Leaders and House Leaders are the primary point of contact for parents and are active in ensuring every student is supported to be successful at school. Two Student Learning Leaders have responsibility for students at each level in the Junior School, whereas House Leaders look after the Senior School students in each of the four Houses and will monitor these students across the three years in Senior School. Each sub-school has a leader and Assistant Principal who monitor the students in the respective sub-schools and oversee the school programs at each level.

STUDENT WELLBEING COORDINATORS

Additional support is provided to students by the Student Wellbeing Coordinators, who provide one-to-one counselling and organise programs that address the various stages of development of our students. The Student Wellbeing Coordinators are supported by a visiting educational psychologist. Students can seek out the Welfare Office directly, or may be referred by another member of staff. Students can approach any member of staff regarding any issue of concern and they will be guided towards the appropriate help. If needed, families can also meet with the Student Wellbeing Coordinators or psychologist.

RESTORATIVE PRACTICE

At Camberwell High School, resolving conflict is managed as an educational process. Issues that arise and affect students and teachers are talked through, identifying causes, damage, motivations and possible solutions. Students are guided by a series of questions to formulate their own best response to problems and conflict.

This approach is based on the concept of restorative justice – a philosophy and set of practices which blend a high degree of discipline, clear expectations, limits and consequences, with a high degree of support. It aims to develop more responsible decision making and respectful school citizens.

Restorative practice provides students with the opportunity to learn about the impact of our behaviour on others, how to restore damaged relationships and focuses on positive solutions.

Below and Opposite:
The school motto is *Disco
Consulere Aliis* "learning to
be considerate of others"
which is promoted in all
aspects of school life.



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CRICOS Provider Name:
Department of
Education and
Early Childhood
Development CRICOS
Provider Code 00861K

Further Information is available on the Camberwell High School web-site www.camhigh.vic.edu.au

