

Cambridge Park High School

Annual Report



2016



8516

Introduction

The Annual Report for **2016** is provided to the community of **Cambridge Park High School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Cambridge Park High School
Harrow Rd
Cambridge Park, 2747
www.cambridge-h.schools.nsw.edu.au
cambridge-h.School@det.nsw.edu.au
4731 6722

Message from the Principal

2016 has been a year of renewal, challenge and achievement at our school.

I would like to thank Ms Kaylene Rigas for her excellent leadership of the school from 2011–2015. Every day, we build on the strong foundation she created – Cambridge Park High School, A Centre of Excellence for Teaching and Learning. I must also acknowledge Mr Adam Forbes for his superb leadership of this school over many years as Deputy Principal, but most notably during the first semester of 2016 as relieving Principal. During that time, he led and supported the school through one of its darkest times – the loss of a student. His care and expert handling of the school and its community during this sad time, has meant that we are emerging from grief and starting to heal.

Each year, the school uses the School Excellence Framework to assess our progress in our continuous improvement, by collecting evidence of our ongoing practice and making decisions about the success of our planned programs, strategies and interventions. This year, we participated in an External Validation process conducted by the Department of Education. We discussed our judgments about our teaching and learning practice and the evidence that underpins all we do with a panel of peers, nominated by the Department of Education. The external panel verified that Cambridge Park HS has fantastic learning culture, highly effective teaching and learning programs and strong learning outcomes for our students.

The strong partnerships we have with Western Sydney University and the schools in our secondary high school learning community, the Penrith Educational Alliance, continue to grow and provide opportunities for teachers to develop and share their practice, build student engagement in learning, use data to inform teaching and learning and to hone their mentoring and coaching skills. Our students benefit from these partnerships by accessing: an increasing number of school delivered vocational education courses at each school in the alliance; collaborative excursions and learning days; bespoke transition courses for CPHS students at WSU, to better prepare students for tertiary education.

The highlights for 2016 include:

- Exceptional growth in student achievement in the areas of reading, comprehension and overall numeracy for the third year in a row,
- Improved Higher School Certificate results,
- Further development of teacher reflection on effective practice, using Swivel technology. Teachers record themselves teaching and analyse their practice both collaboratively and individually to determine steps to refine their high quality practice. This has strengthened our ability to judge our current teaching effectiveness and the success of our improvements.
- The expansion of our outstanding creative and performing arts program, where we continue to create opportunities for our students and our partner primary school students to collaborate, create and perform.

The outstanding achievements of the school are due to the enthusiasm and engagement of our wonderful students, the

strong support we receive from our community and the excellence and expertise provided by our highly professional teaching and support staff. We are committed to academic and personal excellence, along with a strong sense of responsibility and commitment to our community. We strive to develop students who are innovative thinkers and confident, self-motivated learners who possess strong ethical values and are ready for global citizenship. I certify that the information in this report is the result of rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Kristine MacPhail

Principal

Message from the students

Our role on the leadership team gives us the opportunity to represent the students and speak on their behalf. We hold regular meetings where we discuss issues and ideas that have been raised with us. Students come to us with ideas and concerns they have and it is our responsibility to let these voices be heard to make Cambridge Park a better learning environment, full of great learning opportunities.

We encourage the students to wear their school uniform by wearing ours correctly everyday, with our badge so that we can be easily identified. We wear our uniform with pride when attending school events, excursions and assemblies. Wearing our uniform encourages a sense of community within Cambridge Park, of which we encourage students to be a part. Raising and lowering the flag daily helps us to reinforce our sense of belonging, to our school, community, aboriginal culture and our nation. We are proud of our school, our aboriginal heritage and our community.

Being a part of the leadership team means that we are strongly involved in leading and participating in the extra-curricular events of the school. To fully understand our role as leaders we work together as a team, we investigate ideas, solve problems and take risks and as we try out our skills to better support students and staff. We take our mentor role very seriously in supporting teachers and students. We encourage each other and our peers to do their very best and we enjoy celebrating the successes of our students with the school. The school motto *Together We Achieve* has been our leadership mantra and we are looking forward to leading this great school in 2017.

School background

School vision statement

Cambridge Park High School is a centre of excellence in teaching and learning providing all stakeholders with an opportunity to grow and develop to achieve the best possible learning outcomes across academic, welfare and vocational arenas. Learning is a lifelong process and our ethos is to grow from every challenge and create opportunities to flourish in an environment which continually focuses on school improvement and meets the needs of all.

School context

Cambridge Park High School is a comprehensive high school situated on the outskirts of the Penrith Valley area, with an enrolment of 743 students, including 19% of students from an Aboriginal and Torres Strait Islander background, a support unit and a growing number of students with an ESL background. The school is located in the traditional country of the Dharrug people and predominantly draws its students from the areas of Cambridge Park, Cambridge Gardens, Jordan Springs, Werrington and Werrington County. The school offers a well-rounded, holistic education for all students through nurturing and providing for their academic, social and emotional needs. Our school culture focuses on the values of integrity, team work, formation of partnerships in learning and respect. The school has a strong focus on quality teaching and quality learning to meet the needs of all students. Technology is a key focus in creating innovative learning experiences for all. The school provides co-educational Targeted Sports and Music Programs aimed to sustain and further develop our community partnerships. The core principles of all our programs are to provide a dynamic and caring learning environment which values academic excellence and provides a progressive education allowing all students an opportunity to achieve their full potential. The school is working in partnership with Western Sydney University to establish the professional experience hub-school providing leadership in developing high quality professional experience around a focus in best practice and quality learning. The school will collaborate with other schools across Penrith Valley as a lead school to build expertise in high quality professional experience provision. This will complement the existing partnerships across the Penrith Education Alliance network providing opportunities for all stakeholders to maximise learning and credentials to support successful educational pathways for all.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of **Learning**:

Learning Culture: Our school is focused on developing a school culture committed to meeting our diverse range of learners with 28% of mainstream students being identified as requiring significant adjustments to their learning programs as a result of disability. Our SEF self-assessment of learning culture reflected that we are *sustaining and growing* in this element as a result of a strong focus on diverse, individualised and inclusive learning programs that meet the needs of our students. Evidence supporting this includes the collection of detailed transition data on each student, the development of class structures tailored to differentiated learning needs, the creation of Learning plans for students, the use of student performance data to create class profiles and the development of individualised learning plans for students in a range of contexts. The Cambridge Learning Model (CLM) also forms a central platform for pedagogical delivery across our Community of Schools.

Well being: Our school has well-developed support structures in place to foster the cognitive, emotional, social, physical and spiritual well being of students, which evidence shows has improved the individual and collective well being of students. Our SEF self-assessment of well being shows that we are *delivering* in this element because we have developed a wide suite of processes, structures and programs, underpinned by an ongoing focus on Positive Behaviour for Learning (PBL) which are used to enhance student well being outcomes. Evidence supporting this includes our PBL processes in the areas of explicit teaching of pro-social behaviour, merit systems, student behaviour management systems as well as our processes to support indigenous culture and learning through a range of personalised learning

processes and school events.

Curriculum and Learning: We have assessed our performance against the SEF as *sustaining and growing* in the area of curriculum and learning as we have policies, programs and processes in place to identify and address student learning needs. Evidence supporting this includes the introduction of the position of Head Teacher, Teaching and Learning, systematic processes to review teaching and learning programs, the implementation of Individual Learning Plans, Learning Support Team processes, development of class profiles and purposeful curriculum reviews that solicit responses from all stakeholder groups leading to improvement in teaching and learning.

Assessment and Reporting: Our SEF self-assessment of assessment and reporting reflects that we were *sustaining and growing* in this element as a result of practices implemented using data management tools to improve accessibility to information for parents, students and teachers. Teachers have engaged in training to support improved data analysis and its use in designing teaching programs and communicating with stakeholders about academic performance. Evidence includes the Parent and Student Portal, a sample school report and report analysis by teachers which demonstrate how current data is easily accessible and used to monitor, plan and report on student learning across the curriculum.

Student Performance Measures: Our SEF self-assessment of student performance measures shows that we are *delivering* in this element. Our students have consistently achieved excellent value added results on external performance measures with value added 20% beyond state growth. However, due to the low SES context of the school students do not always achieve National Minimum Standards. To respond to this the school has put in place a number of processes and structures which includes the collection, analysis and use of student performance data to tailor teaching and learning; communication with our community via various media and forums on student performance and analysis of student report data to inform teaching practice.

The results of this process indicated that in the School Excellence Framework domain of **Teaching**:

Effective Classroom Practice: Cambridge Park High School has assessed that in the domain of effective classroom practice we are currently *delivering*, as there is evidence that teachers are committed to identifying, understanding and implementing the most effective teaching methods for students across a range of ability levels. Evidence Set 7 explores how Positive Behaviour for Learning (PBL) and the Cambridge Learning Model (CLM) ensure that classrooms are well managed, with well-planned and engaging teaching taking place. Staff regularly review and revise teaching and learning programs based upon external NAPLAN, RAP and internal data. Furthermore, effective classroom practice is ensured through comprehensive annual Faculty reviews which allow for the evaluation of all practices and refinement in identified areas of need. The feedback received at the conclusion of these reviews is invaluable in allowing staff to modify and adapt their teaching practice to deliver high quality teaching and learning.

Data Skills and Use: A continual school-wide focus at CPHS is to professionally develop staff in their data skills and use to ensure that teachers understand the learning needs of all students. The impact of this has been to ensure that the quality teaching which is occurring is reflective of the diverse range of learners present at our school, through the streamed class structure. NAPLAN data is vital in staff assessment of student ability as this data is used to create Class Profiles. The collation of this information is then reflected in the quality, differentiated teaching and learning programs and has led us to the assessment of *delivering* in this area. A key component of professional development programs at CPHS is in using data as evidence of impact and evidence of the quality of programs. It is emphasised as a foundational decision-making tool in teaching and learning. Student performance data is provided to the community on a regular basis to inform parents and careers of our school's learning goals and the progress we are making towards them. We are *sustaining and growing* in this area of the SEF.

Collaborative Practice: All staff at Cambridge Park High School have embraced collaborative practice, creating a learning culture which thrives on quality feedback in order to develop classroom practice. Within this domain our self-assessment has placed us at the *delivering* level. Evidence demonstrates the ways in which teacher observation and feedback takes place throughout the year which allows staff to review teaching practice and work collaboratively to refine skills across whole school processes, such as CLM, while also embedding a range of engaging teaching and learning strategies which cater specifically for individual student needs. A key piece of evidence which highlights collaborative practice at CPHS is the development and ongoing sharing of pedagogical practice during Professional Development Days through the Penrith Education Alliance. We are *sustaining and growing* in this area of the SEF.

Learning and Development: Our SEF assessment has identified that we are currently *sustaining and growing* in the element of learning and development. Professional development time is utilised by staff to communicate learning to the school. Coaching and Mentoring sessions have been successful in engaging staff to share information in their personal areas of expertise while at the same time ensuring staff are reflecting on their own skills and planning their development in order to improve their performance. One of the essential areas of professional development is in the area of improving teaching methods in literacy and numeracy. ALARM is the school-wide strategy we have adopted to build literacy skills across all classrooms. Its uptake and effective use is monitored through teaching and learning programs and student performance. The sharing of ideas such as these through our Penrith Education Alliance is invaluable as it not only allows for high quality teaching to occur, but also provides staff with opportunities to develop themselves professionally.

Professional Standards: All staff at Cambridge Park High School use the Australian Professional Standards for Teachers to guide and inform their professional practice. This ensures that staff are developing our school holistically as they strive to achieve goals which exist beyond their classrooms. We believe that in regard to professional standards we are *sustaining and growing*. All staff are working towards our school's goal of equity and high expectations and are committed to demonstrating responsibility, adaptability and ethical practice to enable all students to access the curriculum, in line with the Disability Standards for Education. This is evident in our differentiation of teaching and learning activities recorded under the Nationally Consistent Collection of Disability data. Finally, under the Western Sydney University HUB School Initiative staff at CPHS are given the opportunity to develop pre-service teachers under the Professional Standards, whilst at the same time developing their mentor and coaching skills.

The results of this process indicated that in the School Excellence Framework domain of **Leading:**

Leadership: This element of leadership is one of the most effective at Cambridge Park High School. The school is seen to be *sustaining and growing* through the distribution of leadership roles of staff across the school with all staff being given opportunities to lead projects in professional learning and in supporting the delivery of leadership programs that are offered to ATSI students. The school is committed to leadership development and evidence of leadership opportunities building capacity in the school can be demonstrated by the number of staff actively seeking professional leadership opportunities within CPHS, the Penrith Educational Alliance, professional networks and at a tertiary level with Western Sydney University. Links to community partners are particularly strong. There is a highly productive relationship with Western Sydney University which has resulted in the broadening of leadership opportunities especially in the area of mentoring pre-service teachers. The relationship with Australian Indigenous Mentoring Experience has allowed ATSI students improved educational opportunities. Through the relationships we have established there will be a focus on preparing more experienced teachers for accreditation at the Highly Accomplished and Lead Teacher levels.

School Planning, Implementation and Reporting: From the evidence presented the school is seen to be *sustaining and growing* in school planning, implementation and reporting. Data collection has enabled us to identify the areas in which the diverse range of learners in our school need support. This is seen in the number of Individual Education Plans and Personalised Learning Plans, where goals have collaboratively developed with students and parents to ensure academic outcomes are achieved and goals supported. Through professional learning around the better use of data and teachers working towards the school's goals of differentiation practices in every classroom, the school is demonstrating its commitment to equity and high expectations. Analysis of learning programs indicate achievements are recognised using a rewards system linked to PBL. To ensure the achievement of priorities in the school plan we continue to work on the better use of our data management system to implement personal learning goals for all students and to refine school evaluation processes.

School Resources: The school is seen to be *sustaining and growing* in this element. Resource allocation, for example in school staffing, has been streamlined through new management processes and has led to the implementation of new class structures to enhance learning. In addition, the new systems support key initiatives and have allowed us to use school resources creatively to meet the needs of our learners. This is also shown where alliances with other schools have allowed greater subject choice for students. The Professional Development Plan process has been evaluated and refined to include coaching and mentoring with a strong emphasis on effective use of the observation process. The physical and financial resources are carefully managed and the identification of more students with a disability has resulted in the employment of additional staff and tailored learning programs.

Management Practices and Processes: The school is seen to be *sustaining and growing* in management practices and processes where all staff are able to make judgements to support student learning through successful administrative practices.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Excellence in teaching, learning and leading

Purpose

To support and challenge all stakeholders to engage in meaningful, challenging and future-focused learning experiences. To promote a culture where learners strive to achieve their personal best to equip them to be positive and contributing global citizens and celebrate success. To provide an environment which encompasses high expectations and adds value to all learners; where all stakeholders have a shared responsibility to demonstrate systems leadership and innovation within a culture of organisational improvement that is accountable, transparent and reflects departmental priorities to improve educational outcomes for all.

Overall summary of progress

In 2016 CPHS has achieved two of the three-year milestones of the school plan. In particular, all students completed career plans and all staff completed PDPs. This will continue through 2017. A faculty review was conducted again in 2016 and this process is in place to continue. Our NAPLAN reading and numeracy goals are working towards being met and we will continue to implement specific programs in order to attain this outcome.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
To improve the number of students attaining greater than expected growth in Reading, Comprehension and Overall Numeracy to 60%.	Teachers identified and wrote curriculum and assessment strategies for five targeted reading, comprehension and numeracy skills. Teachers produced exemplar tasks to support the development of faculty specific comprehension and numeracy tasks. Teachers developed online comprehension and numeracy tests for year 8 and 9 students. Data from these tests has been analysed and compared to NAPLAN data to evaluate the impact of the interventions on student improvement in the targeted areas. With one year remaining on this milestone, NAPLAN data shows that: 49% of Year 9 students show greater than expected growth in Reading 47% of Year 9 students show greater than expected growth in Comprehension and 53% of Year 9 students show greater than expected growth in Numeracy.	<ul style="list-style-type: none">• Professional learning (\$230.00)
All staff to complete Performance and Development Plans (PDP's), through identifying personalised professional learning to directly reflect the school's 3 strategic directions.	All teachers submitted Performance and Development Plans in 2015 and 2016. In 2016, the additional requirement to have the school's 3 strategic directions reflected in the PDP was addressed by staff. The PDP's were reviewed and 97% of teachers produced professional learning goals which connected with the school's strategic directions of Excellence, Engagement and Equity. This improvement measure has been achieved.	
Two comprehensive reviews on educational and management practices and curriculum to be conducted by the school's Evaluation Team.	The CPHS Evaluation team reviewed the PDHPE (2016) and TAS (2015) curriculum areas. The review identified areas of strength and areas for further development through a comprehensive review of curriculum data; teaching and learning, assessment and reporting programs; student, parent and staff focus group and surveys; lesson observations; and reflection and evaluation. PDHPE and TAS found the experience positive and rewarding. Follow up from the recommendations of the review have been implemented by the staff and	<ul style="list-style-type: none">• Professional learning \$5021.00• Teacher relief – School programs \$1896.00

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Two comprehensive reviews on educational and management practices and curriculum to be conducted by the school's Evaluation Team.	reviewed by the Principal.	
Career plans for all students, monitored and evaluated continuously to inform refinement of student goals and objectives and direct future curriculum patterns offered.	Career plans are compiled, monitored and evaluated for students in Years 10, 11 and 12. The transition team are investigating a range of technology software options to store and use the data in the career plans.	Transition teacher salaries \$61,200

Next Steps

- Career plans will continue to be created with all students and these will be updated and reviewed on an annual basis.
- The PDP process is embedded and all staff now understand the overall process. In 2017, an emphasis will be placed on the formalisation and refinement of the lesson observation process to ensure this is effective in assisting staff to improve their professional practice.
- The Autism faculty will undergo a review in 2017 to identify best practice and opportunities for improvement.



Strategic Direction 2

Equity in learning to build capabilities and attainment

Purpose

To build the capacity of students and staff to be effective teachers, learners and leaders across our school community ensuring best practice and continuous improvement. To target and allocate school resources to meet the individual learning needs of all stakeholders, regardless of their socio-economic status and cultural background. This will be achieved through identified and differentiated programs, sustained systems and processes. To celebrate and embrace diversity in all aspects of school life.

Overall summary of progress

All ATSI students have been offered individual tutoring and most have taken up this offer, resulting in a greater number of ATSI students successfully completing their HSC in 2016. Assessment completion rates are improving and further action is being taken to ensure this goal is achieved. In 2016, our ATSI students achieved outstanding improvements in NAPLAN. Throughout the year we focused our efforts on literacy and numeracy improvements in Year 8 and Year 9 ATSI students in order that we achieve greater improvements in 2017. An areas of significant improvement in HSC performance has been the increase in Band 4, 5 & 6 performances and a 26% decrease in Band 1 and 2 results in the 2016 HSC.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
85% of ATSI students will undertake individual or small group tutoring support..	All ATSI students were offered individual or small group tutoring sessions throughout 2016, with an uptake of around 85%. Norta Norta funds allowed us to employ a degree qualified Senior tutor and an SLSO to work with Junior students.	Qualified tutor salaries \$68,464
90% of ATSI students demonstrate growth in NAPLAN assessments.	We have continued to employ an Aboriginal SLSO to support Year 8 and Year 9 ATSI students to help them improve their literacy and numeracy skills. The focus on Reading, Comprehension and Overall Numeracy in Strategic Direction 1 has had a moderate impact on the learning outcomes of Aboriginal and Torres Strait Islander students. This is a goal that will be of significant focus over the next year.	Student Learning Support Officer salaries \$37,665
20% reduction in lower band performance – Bands 1 & 2 – across all HSC courses.	All faculties have analysed their HSC results through NESA Rap. This is helping to identify the specific areas our students have difficulty with in each subject. Mathematics General 1 and English Studies classes have grown and this ensures students are setting appropriate academic goals. Further focus will be given in this area to reduce the proportion of students achieving lower bands. Tutoring support will continue to be provided to targeted students specifically around deconstruction of examination questions and extended response writing. Streamlining of processes and structures to ensure Year 10 are better advised on subject choices for their HSC years has been highly successful. These changes have ensured students are more engaged in the content and that their skills match the subjects they chose. This has ensured appropriate academic goals are set and appropriate support is provided to students.	Teacher salaries \$16,320

Next Steps

- Continued promotion of Homework Centre to ensure students have the opportunity to complete assignments and be more prepared for assessments. It will also help HSC students to better prepare for the HSC examinations.
- Continued use of Edmodo by all staff to assist in the achievement of improved assessment task submission rates.
- Increased focus on Year 8 ATSI students to improve their literacy and numeracy skills and assist them to achieve better results in NAPLAN assessments.
- Continued use of NESA Rap data by executive staff to analyse critical skill gaps and help reduce the number of students achieving lower band results.
- Increased support for targeted senior students specifically around extended writing by the learning support team.



Strategic Direction 3

Engagement to create and inclusive learning environment

Purpose

To provide broader opportunities and ongoing support to meet the diverse academic, social and wellbeing needs of students, staff and the wider school community. To provide all stakeholders with an opportunity to grow and develop in an inclusive and rigorous learning environment fostering: quality teaching and learning, future-focused pedagogies, professional learning, problem solving skills and vocational pathways to meet the needs of every child in every classroom.

Overall summary of progress

CPHS is on track to achieve the goals set in this area. All staff have actively engaged in the coaching and mentoring processes the school has implemented. Differentiation has been a key focus in building engaging and inclusive learning environments. Significant professional development in school has occurred to ensure staff understand and implement modifications in their classrooms. Attendance rates are moving in the right direction and ongoing focus in this area will see further improvements. The Community Liaison Officer has made a great impact in 2016 in engaging the community in a variety of programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
* 100% of staff engage in school coaching and mentoring processes as a vehicle for professional growth and development.	This measure continues to be achieved in 2016 with all staff liaising with a mentor/coach towards enhancing the Personal Development Plan process.	Completed during staff and faculty meeting time – \$0
* 100% of all classes adopt differentiated teaching and learning practices informed by class profiles to meet the learning needs of all students.	Class structures in the junior school have been differentiated according to student needs and capacity. Professional Learning was conducted throughout 2016 to improve the skills of staff in differentiating their teaching to cater for the needs of all students. Through NCCD, we identified students requiring modifications and adjustments. The skill level of staff is improving in this area and evidence demonstrates that differentiation has become standard practice in classrooms. Learning and Support Teachers have worked closely with classroom teachers to help achieve this goal.	Learning and Support Teacher and Student Learning Support Officer salaries \$135,035
* Attendance rates for the whole school improve from 88% to 90%.	2016 saw a small increase in attendance rates. Structures supporting Year advisers have focused on improving the attendance of students in their year group. Monitoring feedback and reward systems were all put in place to enhance attendance rates. Programs introduced to enhance student engagement and improve attendance included: "My school Matters", "Real Girls", "Youth Frontiers mentoring program" and "Young Mob".	School Administration Support Staff salaries \$17,840
* 30% increase in number of parents meaningfully connecting with learning and well-being programs in school.	We conducted the Tell Them From Me parent survey and significant contact was made with our parent community, well beyond the 30% increase target. Excellent feedback and insight for school management and leadership were derived from this process. The continued evaluation of the role of a Community Liaison Officer (CLO) has enabled CPHS staff to better link with our parents and community members. Growth of the Cambridge	Community Liaison Officer salary \$21,870

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
* 30% increase in number of parents meaningfully connecting with learning and well-being programs in school.	Park Community Group was significant in 2016. This group has grown and has approximately 20 regular attendees to meetings. We have also achieved increased attendance at events such as Meet the Teacher BBQs, Grandparents Day and information nights.	

Next Steps

- Continued focus on the PDP process and using the information gathered to develop targeted coaching programs and training sessions to meet the development needs of all staff.
- Continued professional learning relating to differentiation strategies. A particular focus in 2017 will be on creating leadership pathways for talented students. Programming of courses across the curriculum will have a literacy and numeracy focus.
- Increased focus on improving attendance rates through targeted interventions, regular communication with parents and the identification of at risk students.
- A series of information meetings and parent workshops for each year group are planned. These meetings will disseminate information about school processes and how families can support their child's learning. These will be supplemented with a variety of parent workshops designed to assist parents in supporting their child's learning.



Strategic Direction 4

Professional Experience – Western Sydney University Hub School Project

Purpose

To work in partnership with Western Sydney University to establish the professional experience hub–school, providing leadership in developing high quality professional experience around a focus in best practice and quality learning. To provide all stakeholders with an opportunity to grow and develop in an inclusive and rigorous learning environment fostering: quality teaching and quality learning, professional learning and problem solving skills to meet the needs of every child in every classroom.

Overall summary of progress

The partnership with Western Sydney University aims to build the capacity of pre–service teachers (PSTs) to be able to cater for the range of student needs we have in our schools and be classroom ready, understanding the complexity of schools. Among some of the initiatives established were shadowing days (which while voluntary was taken up by 60% of Western Sydney University students), the provision of workshops on behaviour management and casual teaching which were attended by 30 PSTs and a rural and remote teaching experience. The latter involved 9 PSTs and 15 teachers from Cambridge Park High School attending a *Healthy Culture, Healthy Country* conference on Aboriginal pedagogy and the 9 PSTs visiting Moree for 3 days to explore the challenges of teaching in a remote community. Three of these teachers have gained employment in rural areas of NSW in 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of mentor teachers engage in school coaching and mentoring processes as a vehicle for professional growth and development for Pre–Service Teachers.	Coaching and mentoring training is set as a prerequisite for supporting pre–service teachers in their professional practicums. As a result, 100% of mentor teachers were able to identify mentoring and coaching strategies which they used and found effective in their support of the development of pre–service teachers.	Professional learning for mentor teachers \$7,226.89
100% of all pre–service teachers demonstrate differentiated teaching and learning practices informed by the school processes that support inclusive learning environments for a range of diverse learners.	Pre–service teachers receive training and support in how to use class groupings, class profiles, NCCD data and internal data to differentiate learning for the students in their classes. This is closely monitored, analysed and evaluated by the mentor teacher. As a result, this improvement measure has been achieved.	Casual teacher salaries \$14,840
100% of PSTs evaluate own teaching against the Australian Professional Standards for Teachers through the use of SWIVL lesson observation tool.	Mentor teachers model the use of the SWIVL tool to record their teaching and inform their evaluation of and reflection on their practice. Pre–service teachers are supported to use this technology in their practice to facilitate deep reflection and to fast track improvement.	SWIVL teacher observation technology – \$7298.92 Professional learning on use of SWIVL – \$700.00
100% of teacher mentors complete AITSL modules and /or WSU equivalent online course which is NESA accredited.	Coaching and mentoring training is set as a prerequisite for supporting pre–service teachers in their professional practicums. As a result, 100% of mentor teachers completed the AITSL teacher coaching and mentoring course.	Casual salaries, professional learning \$3,300

Next Steps

- Design, implement and evaluate action based research on the impact of supporting a pre-service teacher to teach a year 12 course on the mentor/coach relationship and on the development of the pre-service teacher.
- Continue to refine mentor teacher skills in analysing and coaching pre-service teacher practice through classroom observation and reflection.
- Maintain and grow the rural and remote experience for mentor and pre-service teachers.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>The school continued to provide the tutoring opportunities for Stage 6 Aboriginal and Torres Strait Islander students, with 3 days of after school study sessions being made available each week. Individual students were provided with tutoring throughout study periods or before school by a qualified teacher. There continued to be a strong focus on improving extended writing skills with a focus on the use of ALARM, deconstruction of examination questions and time management.</p> <p>Students with specific learning needs received individual and small group support across a range of areas including writing, spelling and numeracy. Data analysis indicates that there continues to be improvement in specific areas with 3.4% of Year 7 ATSI students achieving Band 9 in reading, and 7.7% of Year 9 ATSI students achieving Band 10 and 15.4% achieving Band 8 in writing. Personalised Learning Pathways were completed or reviewed and updated for all 100 students who identify as Aboriginal or Torres Strait Islander, thereby ensuring learning support was individualised and supported specific areas and goals. Through the Australian Indigenous Mentoring Experience's dynamic educational program, students have been offered guidance to be successful at school, feel confident in their identity and develop the skills to make appropriate decisions so that they can successfully identify a pathway through school and into the wider world. CPHS sent the largest contingent of students to the program from the region. NAIDOC day continued to grow with specialist guest speakers, elders who spoke, sang and performed in native language. Ties with the Penrith Education Alliance high schools have continued to develop with three local schools participating the traditional game competition for the first time as part of the NAIDOC celebrations. Our relationship with the Copeland Melba College in the ACT has continued to flourish and our ATSI students attended NAIDOC Celebrations at the college in 2016. There are learning exchange opportunities planned for 2017 between the two schools. We continue to receive wide community support for these events from organisations and businesses such Panthers Football club, Penrith Council, and Federal and State Members of Parliament.</p>	\$64,461
Socio-economic background	<p>We continued to fund the set-up of class structures which allow us to meet the needs of our varied community and the needs of all our learners. This included regular SLSO in class support. We have continued to fund the employment of a Community Liaison Officer whose role has been to build the involvement of community members through regular community meetings, surveys and</p>	\$282, 535

Socio-economic background	<p>newsletters. Community engagement programs grow with the school again providing workshops for parents to enhance ICT skills, including Edmodo. Once again in 2016, the school ran a highly successful Cambridge Learning Community Performing Arts Festival that increased community involvement and strengthened our partnerships across the Cambridge Learning Community. We also continued the Learning to Lead program which provides our students with opportunities to sports coach, tutor and mentor students in our primary schools who may otherwise not have this opportunity. The continuation of Targeted Sports Programs to Year 7, 8 and the expansion of this program to Year 9, 10 and selected senior students provided coaching opportunities for over 240 students in a range of sports. The Targeted Music Program, continued in 2016, gave approximately 30 students individual and small group music and singing tuition for a minimal cost.</p>	<p>\$282, 535</p>
Support for beginning teachers	<p>Early career teachers were supported through release time, coaching by an expert teacher, team teaching and participation in professional learning opportunities. In addition to the release time provided to a Head Teacher to support beginning teachers through their accreditation to proficient using the Australian Professional Standards for Teachers, an additional teacher was employed to work with beginning teachers in their classrooms to support them with aspects of teaching such as programming, delivery of engaging lessons, differentiation and classroom management. In 2016, ten teachers from Cambridge Park High School were in the first years of teaching and received this support with all working towards their accreditation at Proficient. Professional learning opportunities were provided with 7 teachers from Cambridge Park High School attending the Beginning Teachers' Conferences run by the school and attended by 20 teachers from the Penrith Valley, Blue Mountains and Hawkesbury schools, who workshopped classroom management and programming and provided practical strategies to engage students through Learning Frontiers, the Flipped classroom, Project Based Learning and the use of film. In addition, professional learning on Healthy Culture, Healthy Country looking at Aboriginal pedagogy was attended by 5 beginning teachers in the school holidays. One teacher achieved accreditation at proficient level and all other teachers are continuing to work towards accreditation.</p>	<p>\$60,287</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	253	278	293	302
Girls	313	300	319	353

Student attendance profile

School				
Year	2013	2014	2015	2016
7	92.5	92.1	90.8	91
8	88.7	88.8	88.1	88.3
9	86	87.2	85.8	86.3
10	85.4	86.9	87.4	85.5
11	89.4	88.3	88.1	85.5
12	86.6	86.6	91.8	89.5
All Years	88.1	88.4	88.6	87.8
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

Cambridge Park applies a range of strategies to support and maximise student attendance. Whole school day attendance is monitored on an ongoing basis with the school making written and personal contact with families where student attendance declines below acceptable levels. Students in these situations are supported through mentoring by Year Advisers, monitoring and planning that supports their attendance. Positive attendance is rewarded through the issuing of attendance merit certificates each term and around 30% of students receive this form of recognition. Teaching staff and the school monitor student attendance on a lesson by lesson basis through the online marking of class rolls through the schools learning and data platform. This creates real time data which allows the school to respond immediately when possible to class attendance issues as they arise. When students truant school, a combination of the

school's behaviour management code and supportive structures are applied appropriately to ensure improved attendance. Year 11 and 12 attendance often requires a flexible approach to student timetables and to support this the school puts in place a "Senior attendance agreement" that allows seniors to vary their time at school while still meeting the school's attendance expectations. All of these processes are supported by regular training of staff in attendance processes and expectations to ensure uniformity across attendance procedures at the school.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	2	3	11
Employment	10	10	26
TAFE entry	6	2	19
University Entry	0	0	34
Other	0	0	5
Unknown	0	0	5

The Year 12 cohort consisted of 53 students.

- Thirteen students gained entry into university; the areas of study were Education, IT, Criminology, Nursing and Psychology/Social Work.
- Three students are currently studying full time at Notra Dame, two students are at University of Wollongong, one student is at University of New England, one student is at University of Technology Sydney and six students are at Western Sydney University.
- Five students gained entry to the Western Sydney University College and are completing the Foundation Studies course.
- Six students are currently studying at Western Sydney TAFE. The areas of study include: Nursing, Policing, Electrotechnology, Hospitality and a range of short courses.
- Two students are completing Certificate III in Electrotechnology and Hospitality.
- One student is completing the I-Prowd pathway for Policing.
- Three students are completing a variety of short courses to build their skills and qualifications. These courses include Responsible Service of Alcohol, Responsible Conduct of Gambling and Digital Literacy skills..

Year 12 students undertaking vocational or trade training

- Six students are currently studying at Western Sydney TAFE. The areas of study include: Nursing, Policing, Electrotechnology, Hospitality and a range of short courses.
- Two students are completing Certificate III in Electrotechnology and Hospitality.
- One student is completing the I-Prowd pathway for Policing.
- Three students are completing a variety of short courses to build their skills and qualifications. These courses include Responsible Service of Alcohol, Responsible Conduct of Gambling and Digital Literacy skills..

Year 12 students attaining HSC or equivalent vocational education qualification

91% of students who started Year 12 in 2016 were awarded the Higher School Certificate. We have strong support programs to ensure students achieve their academic goals. The 9% of students who left school prior to completing the HSC exams did so to take up employment, apprenticeships and a traineeship.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	37
Learning and Support Teacher(s)	2
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	0.4
School Administration & Support Staff	13.68
Other Positions	6.3

*Full Time Equivalent

In 2016, one staff member identifies as Aboriginal.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	11

Professional learning and teacher accreditation

In 2016, Performance Development Plans were used to identify the professional learning needs of staff across the school. Whole school coaching and professional learning sessions were designed and implemented based on these needs. Sessions included ALARM, Google apps, parent conversations, Positive Behaviour for Learning, gifted and talented learning, lesson observations, 8 ways of learning, NAPLAN skills, grief and loss, vocational education, sustainability, PDP processes, Sentral reporting processes, NCCD and the literacy continuum. Mandatory training occurred in areas such as anaphylaxis, CPR, Child Protection and Code of Conduct. Over 75% of staff also participated in external professional learning opportunities through workshops and online training including syllabus related courses, leadership programs, student wellbeing, behaviour management and vocational education. The continued importance of providing opportunities for collegial interaction was addressed through the Penrith Education Alliance. Teachers from across the Penrith Valley met on the Term 3 school development day to share teaching and learning strategies, programming and quality teaching practice. The Performance Development Framework has been fully implemented at CPHS. All staff have a Performance Development Plan and have incorporated lesson observations and peer coaching into their practice. The focus in 2017 will be collegial practices and faculty based projects. In addition, there will be increased attention paid to professional learning relating to literacy and numeracy skills across KLAS. There were six new scheme teachers working towards accreditation and twenty-one new scheme teachers maintaining accreditation at proficient.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30 November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	1 012 056.26
Global funds	508 635.41
Tied funds	855 560.67
School & community sources	173 404.25
Interest	21 019.38
Trust receipts	95 457.05
Canteen	0.00
Total income	2 666 133.02
Expenditure	
Teaching & learning	
Key learning areas	72 934.95
Excursions	65 487.91
Extracurricular dissections	56 732.73
Library	4 552.71
Training & development	360.00
Tied funds	708 245.51
Short term relief	112 280.90
Administration & office	148 720.08
School-operated canteen	41 614.85
Utilities	114 002.77
Maintenance	96 543.83
Trust accounts	101 647.94
Capital programs	158 948.51
Total expenditure	1 682 072.69
Balance carried forward	984 060.33

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 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.

The literacy component of the NAPLAN assessment explores students' performance in Reading, Writing, Spelling, Grammar and Punctuation in Years 3, 5, 7,

and 9. This report will focus on the achievements of Year 9 students. The Year 7 results reflect the performance of students largely in their primary school setting as the test reflects one term of learning in the high school setting and seven terms in the primary school.

Analysis of student performance data, and in particular student growth data, measures the expected growth of students between the two years of the test. Student growth in literacy between Year 7 and Year 9 in 2016, showed:

Reading – slightly above expected growth when our students are compared with all DoE students, 77% of our students show growth, with 49% of Year 9 students show greater than expected growth in Reading. Our boys showed fantastic improvement in their reading, on average they were twelve scaled marks ahead of all boys who sat the test in NSW. 47% of Year 9 students show greater than expected growth in their comprehension skills.

Spelling – slightly below expected growth for DoE students, with 71% of students showed improved performance in spelling.

Grammar and Punctuation – Students showed a 4.5 scaled score improvement over the expected growth of all DoE students and 5.5 improvement over all students who sat the test in NSW. Our Aboriginal students showed incredible growth in this area, with improvements that were over twenty scaled marks ahead of other Aboriginal students in DoE schools. This is the strongest area of the test for our students and reflects the successful teaching and learning strategies employed in class by teachers and students.

Writing – there is no growth data available for writing at this time; however, our results reflect the state trend of a decline in writing performance. This continues to be an area of concerted focus for our school.

The Numeracy component of the NAPLAN assessment explores students' performance in Data, Measurement, Space & Geometry and Number, Patterns & Algebra in Years 3, 5, 7, and 9. This report will focus on the achievements of Year 9 students and the growth they have achieved over two years of learning in overall Numeracy. Our students' performance in both areas of the Numeracy assessment exceed the expected growth of students by seven scaled score points over all students who sat the test in NSW. Eighty percent of students showed growth in their performance this year when compared with their performance two years ago and 53% of Year 9 students show greater than expected growth in Numeracy. Numeracy programs across the school continue to yield solid improvements in student skills.

The My School website provides detailed

information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name – Cambridge Park High School – in the Find a school and select GO to access the school data.

Premier’s priorities: Improving education results

Our core business and moral purpose is to improve education results and to deliver positive learning outcomes for all of our students. We develop strong partnerships with our students and parents to ensure everyone is working together and working effectively and efficiently using high leverage teaching and learning techniques. We encourage our parents to support the literacy and numeracy learning of their child by helping to monitor homework and by creating a literacy and numeracy rich environment where their child can see important literacy and numeracy skills explicitly modelled in everyday life. Our teachers are highly trained to teach literacy and numeracy skills in their lessons each day. There is a relentless focus on equipping students with the literacy and numeracy skills that will allow them to be successful in their learning as they progress through school and to be a skilled participant in tertiary learning pathways after school. The key performance indicator that the NSW Premier has set for the priority Improving Educational Results is to increase of the proportion of students in the top two NAPLAN bands by eight per cent and Cambridge Park High School is making a steady contribution to this indicator. We have improved the proportion of students in the top bands of Reading by 1 % in 2016.

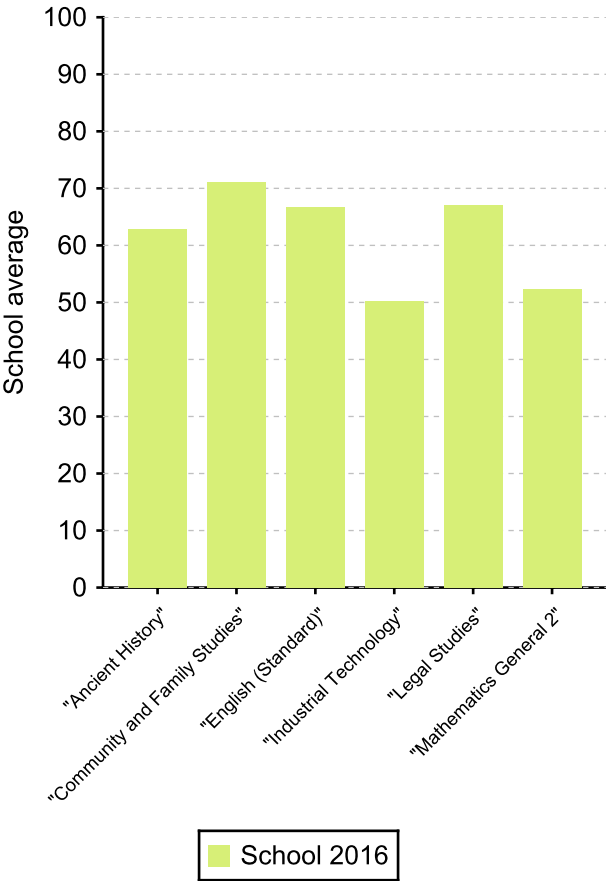
State priorities: Better services – Improving Aboriginal education outcomes

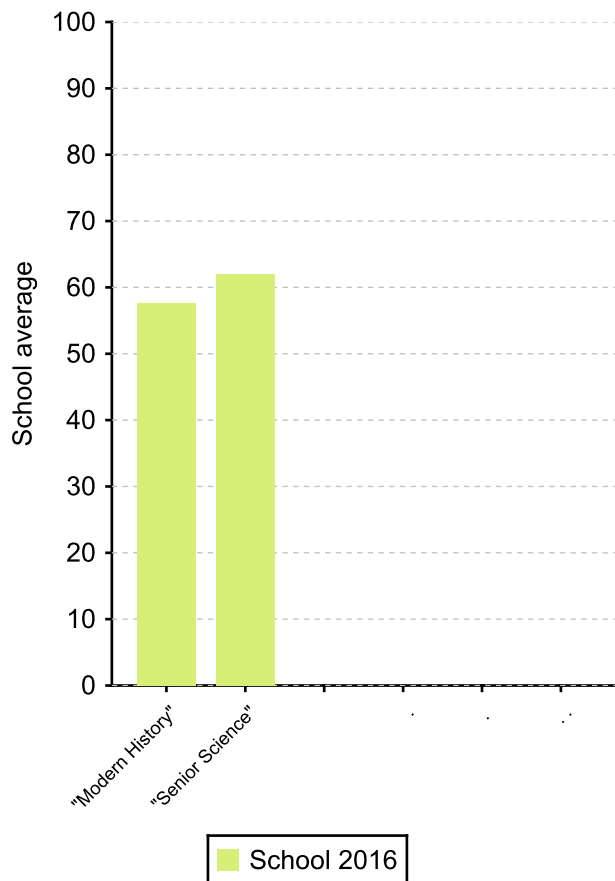
Whilst we have no Aboriginal students performing in the top two bands of NAPLAN yet, over the last 3 years the performance of our aboriginal students has improved. In Numeracy, Writing, Grammar and Punctuation, Aboriginal student performances are on par with all other Aboriginal students in NSW. Reading is slightly below (5 scaled marks out of a possible 5921) and Spelling is 20 marks above these assessment averages. Ensuring that our Aboriginal students have every opportunity to learn and hone their literacy and numeracy skills is a priority strategic direction in our school. For more information on our specific programs and strategies, please see Strategic Direction 2 earlier in this report. Data analysis indicates that there continues to be improvement in specific areas with 3.4% of Year 7 ATSI students achieving Band 9 in reading, and 7.7% of Year 9 ATSI students achieving Band 10 and 15.4% achieving Band 8 in writing.



Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).





HSC courses

In 2016, students presented the following courses for the award of the HSC:

English Advanced, English Standard, English Studies, Mathematics, Mathematics General, Biology, Chemistry, Senior Science, Aboriginal Studies, Ancient History, Business Studies, Legal Studies, Modern History, Retail Services, Food Technology, Industrial technology, Hospitality, Dance, Drama, Music 1, Visual Arts, Community and Family Studies, Personal Development, Health and Physical Education.

Mackenzie Proctor was our Dux and Talia Tawhai was the Proxime Accessit.

Areas of strength

In 2016, we saw an increase the number of students who achieved results in the top three bands by 13%. There were 83 Band 4, 5 and 6 performances across 16 subjects. We have focused strongly on developing our student's skills in deconstructing questions and in extended writing and our results show that these were areas of improvement when compared with data from previous HSC cohorts. We met one of our key improvement measures, to decrease Band 1 and 2 performances in all HSC courses by 20%. In 2016, we saw a 26% drop in Band 1 and 2 performances. Community and Family Studies, Legal studies, Personal Development, Health and Physical Education, Drama and English Standard are our highest performing courses, seeing students achieving in the top two bands in each of these subjects.

Focus areas

We continue to focus on improving students' ability to perform in an HSC course at a Band 3 minimum. We have targeted professional learning to build the capabilities of staff, in delivering high quality teaching practice and we facilitate and mentor HSC students to improve learning outcomes and vocational competencies. We actively identify, intervene and remediate performances in HSC assessments that fall below 30%. Students are supported through Learning Support programs and teacher coaching to demonstrate all course outcomes at an appropriate level.

Analysis of our HSC results show that, our students, like many, have difficulty in writing sustained long answers and essays at an academically rigorous level. We use school wide systems to support students to improve their writing. We explicitly teach students how to develop a sustained argument and thesis by using A Learning and Responding Matrix (ALARM). Teachers carefully and strategically choose homework that addresses complex concepts and ideas to better support students to synthesise information from a variety of sources. This helps to support students to demonstrate what they think about what they have learned and to better meet the academic demands of their courses.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Tell Them From Me

In 2016, CPHS participated for the first time in the Tell Them From Me Student and Parent Surveys.

The students survey highlighted the following areas:

- Most students felt they have positive relationships with peers and teachers at school and value schooling outcomes,
- The majority also felt they had positive behaviours at school, however, many lack motivation and interest in school and feel that they are not putting in enough effort,
- A high proportion feel they do not have the skill to match the level of challenge the experience at school,
- Most felt that learning time was effective but that they did not always think the work relevant,
- Most students intend to finish year 12 and feel that the school has high expectations for their success,
- Homework behaviours and fostering a sense of belonging are areas identified by students as ones that require further focus.

The parent responses are summarised below.

- Parents were generally satisfied with the communication from the school and feel welcome at CPHS
- They felt the school has high expectations for learning and behavior.
- Parents spent only a small amount of time helping their students with homework but many also felt that they would prefer their child to have less homework.
- They find the school reporting process as useful and also felt that social media was the most effective form of communication.
- They believed the school offers appropriate subjects for their child.
- Most would recommend CPHS as a school to other parents and felt that the school has a good reputation in the local community.

Faculty Review – Personal Development, Health and Physical Education

Parents believe that subjects such as PDHPE are important in gaining life-long practical skills such as working in a team and to ensure healthy bodies through regular fitness opportunities. They believed that health lessons provided life skills around important social issues especially for teenagers such as relationships, drug and alcohol issues and mental health. In the area of assessment and reporting parents recognised the value of the half yearly and yearly reports and find the reports very useful, but felt that teachers needed to notify them on a regular basis if their child was not meeting the course requirements. More information about homework and assessments was requested, especially via Edmodo. The majority of students enjoy the 'hands on' or practical lessons such as PDHPE. Students believe that their learning environment is conducive to their learning and the PDHPE classrooms and practical lessons are appropriate for their learning needs. The Targeted Sports program was popular with students participating and they particularly enjoyed the competitive elements of the program. Parents of students participating indicated they were very happy with this program and felt that it had improved greatly since inception. Parents feel praise for student achievement was excellent and enjoyed receiving the letters home as it built self-esteem in their child. Generally, parents felt that their child was well supported by the school. They believed the staff were friendly and positive role models for students. Parents were generally happy with the sporting opportunities and commented that the praise students received at these events was very good at building student confidence. They generally felt that the fees for subjects such as PDHPE, including the Targeted Sports program, were manageable and that the school supported parents if any financial issues arose.



Policy requirements

Aboriginal education

As aboriginal education is a fundamental part of our school practices, please refer to the Key Initiatives and other school focus areas section of this report.

At CPHS, we have a relentless focus on improving the educational outcomes for our indigenous students. We employ two School Learning Support Officers to work with Stage 4 & 5 students in the classroom setting. The learning support team continued to provide a variety of programs aimed at meeting the needs of Aboriginal and Torres Strait Islander students as indicated by the SMART data. Our school continued its involvement in the Australian Indigenous Mentoring Experience (AIME). This program targets students in Years 9 to 12 and helps equip them with knowledge, skills and the confidence to be successful at school.

The Aboriginal Education team has continued to develop. There are numerous events and activities run by the team each year such as our school's NAIDOC celebration and inter-school traditional games.. New initiatives focusing on improving engagement including an agricultural based program were planned and will be implemented in 2017.



Multicultural and anti-racism education

Multicultural education continues to be a key focus for CPHS in 2016. Our educational programs and activities build knowledge and understanding amongst our students and we ensure that all students have the opportunity to learn in an inclusive school community that is free from intolerance and racism. Faculties have embraced the Intercultural Understanding and general capabilities of the Australian Curriculum as integral aspects to support multi-cultural education. The English faculty continues to deliver both Stage 5 and 6 units focusing on modern migration experiences and their contribution to Australian society and identity. The Anti-Racism Contact Officer has offered support to students and staff around equity, respect and diversity. These programs will continue to be developed in 2017. Celebration of multicultural society through events such as Harmony Day have been well received by the school community and remain a focus for the future. In 2016, in the week including Harmony Day, each faculty adopted a culture and embedded examples, strategies and values from the culture into their lessons. On Harmony Day, students and teachers cooked traditional foods, played games, played music and dance of their chosen culture.

Other school programs

Student Leadership

The **Student Representative Council** (SRC) at Cambridge Park High School has gone from strength to strength in 2016. There were 26 successful applicants to the SRC this year ranging from Years 7–12, with each student bringing a range of knowledge, skills and abilities. All students continued to champion their peers as the voice of the school and the community, ensuring that the school motto “Together We Achieve” was evident in their practices. All students have been active members across all facets of the school, these included: Meet the Parents BBQ, Year 7 Showcase Evening and Orientation Day, helping to run Australia’s Biggest Morning Tea, NAIDOC Day and Peer Support. A notable change and focus for our SRC in 2016 was to develop their leadership skills in order to broaden student understanding of global issues to help ensure they were able to advocate for the wider community. This took the form of a range of excursions such as the NSW United Nations Youth Leadership which gave students the opportunity to explore the impact of terrorism on refugees and asylum-seekers, how human rights are affected and the role that citizens can take to make a difference. Furthermore, Year 10 SRC students attended the Make a Difference Day at NSW Parliament House and all SRC students were inspired to become active and strong leaders at the Halogen Youth Leadership Day. Moving forward into 2017, the SRC, alongside the School Captains and Prefects, will map initiatives and leadership opportunities to ensure the student voice continues to grow in strength in the future, setting high expectations for both themselves and their peers. Overall, it has been another successful year for the SRC and these students are both excited

and proud to continue their outstanding work into 2017.

Additional leadership opportunities that were presented to the student body at Cambridge Park High School again in 2017 were the **Learning 2 Lead** (L2L) and **Targeted Sports** programs. In the Learning 2 Lead program 24 students were selected from Years 7 and 8 based on their all-round leadership skills and their genuine interest in sport. These students attended the three feeder primary schools on a weekly basis to coach Stage 3 students in Netball, Basketball, Oztag, Soccer and striking games. The opportunity was also given to Years 9 and 10 students to work with Stage 3 students, in the classroom setting, teaching literacy and numeracy skills. Lastly, our Year 10 students were involved in assisting schools in their Athletics and Cross Country Carnivals in the capacity of running events. Students who had demonstrated their leadership capacity across all areas were provided the opportunity to attend a free three day camp at Myuna Bay Sport and Recreational Camp.

The **Targeted Sports Program** (TSP) expanded on its inaugural year with 200 students participating in a range of sports. The expansion of the program saw the implementation of separate junior and senior programs in sports such as Basketball, Netball, Rugby League, Soccer and Dance. Again, St Mary’s Rugby League Club sponsored our TSP, in conjunction with Classic Sportswear, providing students with training apparel and we thank them for this. Across all sports we had a number of professional sports coaches and development officers from external agencies coaching students on a regular basis to improve their level of fitness, technical skills and increase communication skills. The overall effect of the TSP has been to foster a culture of unity and team work, with a dedicated and disciplined mindset; this has enabled our teams to achieve greater results in knock-out competitions and gala days, as well as a greater number of students being selected in representative sides.

The Arts

The Cambridge Learning Community (CLC) Performing Arts Festival achieved it’s 7th annual run in 2016 and continues to be the largest community event held at our school. In addition, the Bring it On Hip Hop crew, Cheerleading Squad, Flannofest, RoSA in the Spotlight, HSC Performance Showcase, Year 10 Drama Production and Schools Spectacular continue to provide our students with opportunities to learn and excel in areas of interest and ability within the Creative and Performing Arts (CAPA). The CLC Festival brings the largest number of people from our local community through our school gates. The event welcomes gifted performers from our three partner primary schools; Cambridge Park, Werrington County and Werrington Primary School. Around 400+ students grace the stage at each of the three shows in what has grown to become one of the major transition opportunities for Year 6 students within the area. The annual CAPA Showcase featured an exhibition of Visual Arts and Photography works, followed by a showcase of selected Dance, Drama and Music performances in the school hall. Over 100 people toured the exhibition in the

Performing Arts Centre (PAC) and then made their way across to the hall to view the amazing array of staged works. The calibre of work exhibited at these large scale community-based events continues to highlight the quality of teaching and learning that is taking place in our Creative and Performing Arts classrooms. RoSA in the Spotlight saw its third year, providing Year 10 Dance, Drama and Music students with an opportunity to perform before family and friends. For many of the Year 10 Performing Arts cohort, this was their last in-school opportunity to share their talents and passions as workforce placements and HSC subject selections loomed. For those students continuing, it was yet another vital live performance experience in the lead-up to their senior Performing Arts studies. The HSC Performance Showcase, '*Scenes Dances and Songs*', was not only a wonderful night of entertainment, it was a night for our graduating performers to eliminate nerves, build confidence, hone performance skills, gauge audience responses and fine-tune their major works prior to the HSC Practical Examinations.

Dance

The Cheerleading Squad, established in 2013 and who have seen state level accomplishments in years gone by, had even more off-the-chart success in 2016! The 13-strong student ensemble travelled to the Gold Coast late November to compete at the *National Australian All Star Cheer Federation* (AASCF) competition – their second interstate excursion. The squad achieved first place at the competition! This was truly a phenomenal result for our students and our school. More rewarding than the trophy and banner, was the way the students grew as a result of being involved in this major event; the way they supported one another, fundraised, tirelessly rehearsed and shared special moments together on their great Queensland adventure. This excursion was, without question, a significant life event for everyone involved and has inspired the students to compete at future events. Engaging more boys in the Performing Arts has continued to be a focus within the CAPA faculty. The *Stomp* group again ran as a transition opportunity for young, male dancers within the local community. This ensemble comprises of keen Year 5 and 6 boys from our three partner primary schools. Dance-oriented male high school students compose the piece each year and lead the boys through the choreography. It is so wonderful to see the junior boys develop in confidence and performance skills and it is equally wonderful to witness the growth of our high school students as they facilitate rehearsals and interact so positively with the juniors. The ATSI *Deadly Dancers* initiative highlighted the talents of our local Indigenous partner primary school students. With the assistance of external facilitator, Taryn Beatty, and the support of our local Aboriginal Education Consultative Group (AECG) President, Jill Little, the students rehearsed together each fortnight in the lead-up to the CLC Performing Arts Festival. Their traditional Aboriginal and Torres Strait Islander performance pieces were a vital and wonderful part of the program.

Drama

Flannofest is the event that junior Drama students aspire towards. This regional Drama event takes place annually at the Joan Sutherland Performing Arts Centre. The event serves as a vehicle for the students' theoretical and practical classroom learning to be given real world relevance. Pieces are devised with the assistance of performance, sound and lighting industry experts over a number of weeks before being brought to life in a professional theatre venue. It is an essential outing for our soon-to-be HSC students. In 2016, the Year 11 Drama class delivered their mask-inspired piece, '*Holobox*' before a capacity audience at both the matinee and evening shows. For some, this was their first dramatic role before a non-school audience. The group opened the show and captivated their audience with their slightly unsettling performance inspired by the Holocaust. The Year 10 Drama course is not complete until the group have taken a script from that first cold read to the stage, as was the case with their end of year production. '*15 Reasons not to be in a Play*' by Alan Haehnel, enjoyed a matinee show before the Year 7 cohort and an evening show before family and friends. This full-scale production each year equips those students wishing to continue their theatre studies with the skills necessary to navigate through the senior Drama course.

Music

- The Targeted Music Program continued to extend our talented musicians and vocalists throughout 2016. Twenty hand-picked students participated in the program which gave them access to one-on-one or small group tuition, additional in-school performance opportunities, extra-curricular activities and excursions and the ability to network with like-minded students across the state at various Arts Unit initiatives. Stage presence and self-belief soared for the students involved and their progress was entirely evident with each new performance. The school Vocal Group continues to nurture the enthusiasm of our school's budding singers. At the start of each year, the group welcomes new junior singers into their midst alongside our more practised senior singers. Students showing ability in this area are encouraged to grow and perform as soloists. The group is in high demand for school performances, merit assemblies, graduations and showcases throughout the school year and are developing their ability to sing multiple-part harmonies. The cream of the crop of Performing Arts in NSW Public Schools culminates in the long-standing *Schools Spectacular*. After another fantastic video audition, the Vocal Group were awarded their seventh consecutive year of involvement in the Arena Choir, this time within in the new venue of the Quodos Bank Arena. The theme of the show was '*Dream Big*'. Students and staff alike were moved and inspired by the quality of the young, Australian performers who took to the stage at the Sydney Entertainment Centre. *Suburban Sounds* took place early in the year at the end of Term One in which representative students from each Music class across Years 7 through to 12 were chosen to perform before an audience of family

developing performance confidence and resilience. Our students are able to better prepare for the practical marking process in their senior Music years and mature as professional performers for post-school opportunities.

Visual Arts & Photography

The highlight for the Creative Arts in 2016 was the annual Creative Arts Exhibition. Each year, the exhibition draws together Creative Arts student works from Years 7 through to Year 12, covering a wide variety of forms, including: drawing, painting, printmaking, ceramics, photography, digital media, mixed media and sculpture. The exhibition includes lucky door prizes and the coveted People's Choice Award for each Year Group with the winner taking home a certificate for their portfolio and an Art and Craft store voucher. Senior Photography students captured images of assemblies, carnivals and other special events during the school year. They were also tasked with the promotional material for the event, with student posters and flyers being displayed and distributed throughout our school, online and at our partner primary schools.