

Cambridge Park High School

Annual Report



2017



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Introduction

The Annual Report for **2017** 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.

Kristine MacPhail

Principal

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Message from the Principal

In 2017 the school worked diligently towards achieving the improvement measures in the 2015–17 strategic plan. Some of the improvement measures were easily achieved in the first year (ATSI learning growth), some in the second (HSC lower band reductions) and most in 2017. The executive team spent time learning stronger methods of data analysis and how to apply evaluative thinking and logic to the analysis of our achievements and as a result of this we know that we are having a strong impact on the learning skills and achievements of 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 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 2017 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. Faculty learning impact projects based on research and evidence based practice allowed teachers to 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 United Nations Organisation for Economic Cooperation and Development (OECD) visit to research global examples of outstanding pre-service and beginning teacher induction programs. Our school was the flagship school for the NSW Department of Education in our programs to support the development of the next generation of Australian teachers.

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 growth, 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 position as Captains of the leadership team and of the school allows us to speak on behalf of our fellow classmates and students. We have begun to hold regular meetings in which we discuss current issues raised by fellow peers that need to be addressed. It is our duty, to guide our leadership team, to take responsibility to resolve these problems and let the student voices be heard to ensure that Cambridge Park High School is a better learning environment and enables us to provide support in making the school as successful as we can.

We advocate the students to wear the appropriate school uniform by leading by example and making sure that we are modelling the correct uniform including our badge, so that we can be easily recognised. At all times, we wear our uniform with pride and encourage other students to do so as well, so that we represent the school in the community. We enforce our sense of belonging within the community, our school, Aboriginal culture and our nation by raising the Australian, Aboriginal and Torres Strait Islander flags.

The extra-curricular events that occur at our school, and being a part of the leadership team means that we are highly involved in both leading and participating in these events. As we work together as a team, investigating ideas, solving problems, taking risks and moving outside of our comfort zones it helps us to understand our role as leaders and enhances our skills to better support those involved at Cambridge Park High School. We take our mentor role very seriously in supporting our teachers and students. The school motto "Together We Achieve" is our leadership guideline and we intend to follow it for the rest of our schooling career as School Captains for 2018. We look forward to leading this great school into success for the duration of 2018 and celebrating it with our fellow peers.

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. 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.

Using high quality data analysis and evaluation skills, we are confident to assess our achievements at:

Learning

- **Sustaining and Growing** – Curriculum and learning, Assessment and reporting.
- **Delivering** – Learning culture, Wellbeing, Student performance measures.

Teaching

- **Sustaining and Growing** – Collaborative practice, Learning and development, Professional standards.
- **Delivering** – Effective classroom practice, Data skills use.

Leading

- **Sustaining and Growing** – Leadership, School planning, Implementation and reporting, School resources, Management practices and processes.

In 2017 we were strategic in developing the leadership capacity of our teachers. As a result of working more effectively as individuals and together, these areas of the SEF have seen the biggest growth. All elements of **Leading and Teaching: Collaborative practice** are now sustaining and growing.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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 2017 CPHS has achieved two of the three-year milestones of the school plan and partially achieved the third. In particular, all students completed career plans, three faculty reviews have been conducted and all staff completed PDPs. In 2017 CPHS exceeded growth targets in Numeracy and although we did not meet the 60% target in Reading, there was a significant improvement on 2016 results. Further work on improving these results will continue in 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
To improve the number of students attaining greater than expected growth in Reading, Comprehension and Overall Numeracy to 60%.	Professional learning \$969.00 Casual cover maths faculty (\$2000)	Teachers participated in professional learning specifically targeted at improving NAPLAN specific skills. The Mathematics faculty worked individually with each faculty to identify key areas of NAPLAN related to their KLAS and to write pre-and Post-tests for specific units of work with numeracy components. Reading comprehension skills have also been addressed across faculties and incorporated into all programs. NAPLAN data shows that: 54% of Year 9 students show greater than expected growth in reading and 72% of Year 9 students show greater than expected growth in Numeracy. This improvement measure has been partially achieved.
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, 2016 and 2017. In 2017, staff included at least one goal directly related to the school plan strategic directions of Excellence, Engagement and Equity. Professional learning priorities were identified and implemented based on the information in these PDPs. Teacher professional learning was provided on lesson observation processes including the use of video's to review lessons.
Two comprehensive reviews on educational and management practices and curriculum to be conducted by the school's Evaluation Team.	Professional learning and casual relief – School programs \$4,665	The CPHS Evaluation team reviewed the Support Unit (2017), PDHPE (2016) and TAS (2015). 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. Staff in the Support Unit, PDHPE and TAS were closely involved in the process and have appreciated the feedback. Follow up from their commendations of the review have been implemented by the staff and reviewed by the Principal.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Career plans for all students, monitored and evaluated continuously to inform refinement of student goals and objectives and direct future curriculum patterns offered.	Transition teacher salaries \$61,200	Career plans are compiled, monitored and evaluated for students in all years. These are now being stored in the school's wellbeing system, Sentral, so that all staff can access this information to assist students achieve their goals

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 are comfortable with the overall process. In 2018, an emphasis will be placed on strengthening the links between the new school plan and individual goals.

The Science faculty will undergo a review in 2018 to identify best practice and opportunities for improvement.

Further work is needed in 2018 around improving and sustaining literacy and numeracy growth, particularly in light of the new HSC Minimum Standards.



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 with 85% taking up this offer, resulting in a greater number of ATSI students successfully completing their HSC in 2017. Assessment completion rates are improving and further action is being taken to ensure this goal is achieved.

In 2017, our ATSI students achieved some 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 2018. This continues to be an area for development in 2018 and beyond.

Unfortunately, the number of ATSI students achieving higher bands in the HSC is not as great as expected and this will continue to be a focus for 2018, with an emphasis on developing a growth mindset and high order thinking skills.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
85% of ATSI students will undertake individual or small group tutoring support..	\$60485.21 Qualified tutor salaries	All ATSI students continue to be offered individual or small group tutoring sessions throughout 2017, with targeted study skill sessions for senior students around curriculum content and examination response skill development.
90% of ATSI students demonstrate growth in NAPLAN assessments.	\$39296.10 SLSO salaries	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. Homework Centre continued to run three times a week and is well received by students and parents. Homework completion rates have improved as the centre ensures individual support and access to resources. There is on average 30 attendees per afternoon session, with peak times, such as assessment and examination blocks, having up to 60 students attend.
20% reduction in lower band performance – Bands 1 & 2 – across all HSC courses.		All faculties analysed their HSC results using NESA RAP data. This analysis is used as part of faculty planning and ensures identification of key focus areas for the following twelve months. Mathematics General 1 and English Studies classes continued to grow, ensuring students are setting appropriate academic goals. Streamlining of processes and structures to ensure Year 10 are better advised on subject choices for their HSC years continued to be effective, ensuring students are more engaged in their learning and subject choice reflects career pathways

Next Steps

- Continued promotion of Homework Centre to ensure students have the opportunity to complete assignments and be more prepared for assessments.
- Targeted sessions for senior students to develop higher order thinking skills and improve extended responses in examinations.
- Increased focus on Year 8 & 9 ATSI students to improve their literacy and numeracy skills and assist them achieve higher bands in NAPLAN testing as reflected in the Premier's Priorities.
- Continued use of NESA Rap data by executive staff to analyse critical skill gaps to bridge the gap and increase the number of students achieving higher HSC bands.



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

During 2015–2017 CPHS has made significant progress in the strategic direction of Engagement. All staff have been trained in coaching and mentoring approaches and this training has led to stronger professional growth through Professional Development Plan processes. Differentiated teaching and learning has been introduced through restructuring of class groups in combination with ongoing training and support of staff in differentiation strategies.

Attendance rates for the school have remained stable during 2017. The school's focus in supporting students with lower attendance rates has resulted in many students reconnecting to their education in a meaningful manner. Attendance will continue to be an area of focus in 2018 onwards.

Parent and community connection to our school have been significantly enhanced through the use of the "Tell Them From Me" survey for parents and activities of our Community Liaison Officer who has established strong community links via local businesses and community organisations.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
* 100% of staff engage in school coaching and mentoring processes as a vehicle for professional growth and development.	Completed during staff and Faculty meeting time – \$0 cost.	All staff have received training in coaching and mentoring processes in previous years. As a result staff ensured that these processes were applied during their professional development planning and implementation during 2017.
* 100% of all classes adopt differentiated teaching and learning practices informed by class profiles to meet the learning needs of all students.	Learning and Support Teacher and Student Learning Support Officer salaries \$174,250.44	Whole school structures for differentiation have been successfully introduced based on class profiles which inform staff as to the capacity and learning needs of individual students. Teaching programs across the school have been modified to reflect this individualised learning.
* Attendance rates for the whole school improve from 88% to 90%.	School Administration Support Staff salaries \$19,500	Attendance rates for the school have remained stable during 2017. The school has successfully put in place wellbeing supports for students with low attendance rates resulting in these students reconnecting with their education.
* 30% increase in number of parents meaningfully connecting with learning and well-being programs in school.	Community Liaison Officer salary \$19053	<p>The School has actively reviewed and responded to base data from the "Tell Them From Me" parent survey.</p> <p>Improvement in parent access to school meetings has been achieved through the scheduling of parent meetings both within and outside school business hours.</p> <p>The role of the school's Community Liaison Officer continued to be refined, leading to increased community engagement through parent groups, local businesses and organisations.</p>

Next Steps

The Engagement strategic direction will focus on three areas during the 2018 –2020 planning phase.

The three areas will be:

- The introduction of **Growth Mindset philosophy** across all year groups to directly enhance student motivation and learning engagement in classrooms and at home.
- The review and adjustment of **Positive Behaviour for Learning** structures and processes with a particular focus on alignment to Growth Mindset.
- Improving **attendance rates**. This will be achieved through a combination of staff professional learning around attendance issues and the introduction of further resources and processes to monitor and respond to students with lower attendance rates. Processes that meet the learning and wellbeing needs of students identified as having attendance issues will complement monitoring and follow up processes that are in place.



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

As the WSU high school Hub, CPHS continued to build the capacity of PSTs through a variety of in–school Professional Learning and off–site experiences.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of mentor teachers engage in school coaching and mentoring processes as a vehicle for professional growth and development for Pre–Service Teachers.	Professional learning for mentor teachers \$6,644.08 Casual teacher salaries \$8,327.12	7 staff and their 7 PSTs were involved in a research project to evaluate the immersion initiative of professional experience which required PSTs to attend 2 days per week and then a block of 4 weeks and to teach a Year 12 class. This involved 4 data collection periods with face–to–face interviews recorded and transcribed. Two WSU PSTs and their supervising teachers at CPHS voluntarily participated in a research project organised by the University of New South Wales (UNSW). It involved the collection and sharing of the following pieces of evidence: one post–lesson discussion recorded and saved in mp3 format, copies of 5 feedback forms and copies of the final professional experience reports. Two CPHS teachers presented curriculum method courses at WSU in the area of Technology and Applied Science (TAS).
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.	'Healthy Culture, Health Country' \$5,700	The Beginning Teacher Conferences were delivered to 14 PSTs focusing on: behaviour management, creating engaging lessons and communicating with parents/carers. 21 PSTs attended a session on Engaging Classroom Practice which provided participants with strategies to create and maintain supportive learning environments. The 'Healthy Culture, Healthy Country' training was attended by 34 PSTs and 4 classroom teachers from Cambridge Park High School (CPHS). This was a two–day workshop provided by the Aboriginal Education Consultative Group (AECG) which aimed to equip teachers with a structure and pedagogies for delivering Aboriginal content. The 'Supporting Pre–Service Teachers' two–day conference for mentor teachers was attended by 30 teachers from CPHS and the Primary HUB school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.		<p>A similar one-day conference was also attended by 13 primary and high school mentor teachers across the PEA.</p> <p>Rural and remote Professional Learning took place through two, four-day excursions to Moree township and visits to Moree Secondary College and Moree East Public School. In total, 34 PSTs attended these excursions. Additionally, 4 Western Sydney University (WSU) academic secondary staff attended Moree which allowed a sharing of experiences and an opportunity to have input into teacher education courses. The impact of this excursion was significant with 100% of participants indicating that the experience was highly valuable. Two PSTs from 2016 accepted offers to work in rural and remote areas (1 then having to reject the offer when they were offered full-time employment by the Department). 40% of PSTs who were part of this initiative in 2017, indicated a serious interest in seeking a rural placement if offered.</p> <p>139 PSTs attended 'Shadowing Days' in the lead up to their professional experience blocks.</p>
100% of PSTs evaluate own teaching against the Australian Professional Standards for Teachers through the use of SWIVL lesson observation tool.		SWIVL was used in over 50% of PST classes to support PSTs in their reflection on their lessons and to support feedback from mentor teachers based on the collaborative goals set by the PST and mentor teacher prior to the lesson.
100% of teacher mentors complete AITSL modules and /or WSU equivalent online course which is NESA accredited.		17 teachers across the school completed the AITSL modules to mentor Pre-Service teachers.

Next Steps

- All faculties to be allocated a SWIVL device.
- Continuation of Penrith Education Alliance (PEA) Beginning Teachers' Conference Days – 1 per semester.
- NAPLAN and RAP Data Workshop Days to be initiated from 2018 to assist PSTs with creating class profiles, analysing data and differentiating teaching and learning.
- Rural and Remote teaching experience to be expanded to Tamworth from Semester One, 2018.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$122,903	<p>The school continued to provide the tutoring opportunities across all stages, with 3 days after school study sessions being made available. There continued to be a strong focus on improving extended writing skills with a focus on the use of ALARM, deconstruction of examination questions, higher order thinking skills and examination 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. The implementation of the <i>Quick Smart</i> Mathematics program has been highly successful in targeting the learning needs of individual students.</p> <p>Data analysis indicates that there continues to be improvement in specific areas of NAPLAN testing with a reduction of 6% in the number of Year 7 ATSI students who achieved Band 5 whilst 27.3% achieved Band 7 and 18.2% achieved Band 8 in reading. 5.6% of Year 9 ATSI students achieved Band 9 in writing. However, further work is required to move students to Band 10 and to bridge the gap for our ATSI HSC students to move them into the higher HSC Bands. This is a focus for 2018 onwards.</p> <p>Personalised Learning Pathways were completed or reviewed and updated for all 94 students who identify as Aboriginal or Torres Strait Islander, thereby ensuring learning support was individualised and supported specific areas and goals.</p> <p>Through AIME'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. Collaboration with New South Wales Ruby Leagues has further supported students as they transition into the workforce or tertiary education. These programs provide a holistic support structure for students to set realistic and attainable goals across all facets of their education and career pathways.</p> <p>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 school have continued to develop with three local schools participating in the traditional game competition for the first time</p>

Aboriginal background loading	\$122,903	<p>as part of the NAIDOC celebrations. Our relationship with the Copeland Melba College in the ACT has continued and plans to increase exchange opportunities will be developed over the next three years.</p> <p>We continue to receive wide community support for these events from organisations and businesses such as Panthers Football club, Penrith Council, and Federal and State Members of Parliament.</p>
Socio-economic background	\$618,107.72	<p>We continue to fund the implementation of class structures which allows us to meet the needs of our variety 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 newsletters. Community engagement programs grow with the school again providing workshops for parents to enhance their ICT skills, including Edmodo, Parent Portals and use of the e-diary. Once again in 2017, 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 continued the <i>Learning to Lead</i> 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 Targeted Sports Programs continued in 2017, however, this was reviewed and with the implementation of the VET Sports Coaching course this program will be amended in the future. The Targeted Music Program, continued in 2017 and provided approximately 30 students individual and small group music and singing tuition for a minimal cost. We implemented the Quick Smart mathematics program to support targeted students improve their mathematics skills. This program has been highly successful and will be expanded in 2018.</p>
Support for beginning teachers	\$41,751	<p>Early career teachers were supported through the continued employment of a Head Teacher Mentor whose role was to provide release time, coaching opportunities by expert teachers, team-teaching and participation in professional learning. This included the Beginning Teachers' Conference held for teachers within the Penrith Education Alliance (PEA) and the Blue Mountains. This conference enabled early career teachers to develop networks and share their experiences with teachers from other schools as well as engage in Professional Learning in the areas of classroom management and using Learning Frontiers to develop engaging lessons. Ten teachers were in their first years of teaching and were supported for their</p>

Support for beginning teachers	\$41,751	Accreditation with five teachers achieving their Accreditation at Proficient. Early career teachers were also encouraged to develop their proficiency in Standard 7 of the Australian Professional Standards for Teachers with three presenting at Pre-Service Teachers' (PST) workshops.
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Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	278	293	302	362
Girls	300	319	353	334

Student attendance profile

School				
Year	2014	2015	2016	2017
7	92.1	90.8	91	89.1
8	88.8	88.1	88.3	87.2
9	87.2	85.8	86.3	86.8
10	86.9	87.4	85.5	82
11	88.3	88.1	85.5	86.2
12	86.6	91.8	89.5	85.1
All Years	88.4	88.6	87.8	86.3
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

In 2017 Cambridge Park High School underwent an attendance processes audit with NESA for which the School received strong praise regarding the attendance processes implemented at our school. 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 Advisors, 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	0	0	7
Employment	8	6	22
TAFE entry	4	3	0
University Entry	0	0	27
Other	0	0	36
Unknown	6	4	8

The Year 12 cohort consisted of 59 students.

- Sixteen students gained entry into university; the areas of study were Education, Graphics Design, Criminology, Law, Engineering, Psychology, Arts, Medical Science and Paramedical.
- Twelve students are currently studying full time at Western Sydney University, one student is at University of New South Wales and one student is at Macquarie University.
- Ten students gained entry to the Western Sydney University College and are completing Foundational Studies in Psychology, Secondary Teaching, Social Science, Communication and Nursing.
- Four student gained a traineeship in Child care and Business Administration.
- Seven students gained apprenticeships in Carpentry, Telecommunications, Engineering, Mechanics and Electrical.
- Thirteen students are currently employed
- Eight students have full-time employment.
- Five students remained in their casual employment and were made full-time or part-time upon completing their HSC
- Areas of employment include: Retail and Hospitality
- Students in casual and part-time employment are looking for full-time employment or will be applying for university or TAFE for mid-year

intake.

- Four students are unemployed but are actively seeking employment, traineeships or apprenticeships.
- Five students could not be contacted.

Year 12 students undertaking vocational or trade training

- No Students attended TAFE in 2018 after completing their HSC in 2017
- Seven students are currently completing trade training in the form of apprenticeships in the following areas:
 - Carpentry– 2 students
 - Telecommunication– 2 students
 - Engineering
 - Electrical
 - Mechanic

Year 12 students attaining HSC or equivalent vocational education qualification

In 2017 62% of students graduated with the Higher School Certificate. At Cambridge Park High School we offer our students academic, welfare and support programs to assist them in achieving their goals and completing their education. There were 28% of students who left throughout the year before completing their Higher School Certificate. These students were also provided with the support needed to attain apprenticeships, traineeships or employment.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	1
Head Teacher(s)	9
Classroom Teacher(s)	43.7
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	2
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	13.68
Other Positions	1

*Full Time Equivalent

There is one teacher and one Student Learning Support Officer who identify 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	12

Professional learning and teacher accreditation

In 2017, the school employed the team at Challenging Learning, lead by George Telford, to begin embedding Growth Mindset learning at Cambridge Park High School. In Term 3, the executive team attended a weekend professional learning session to receive an introduction to Challenging Learning and subsequent in-school professional learning days occurred throughout the remainder of the year. Other professional learning sessions included NAPLAN skills, Positive Behaviour for Learning, gifted and talented learning, NCCD information sessions, SENTRAL progress reporting, 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 and new Stage 6 course implementation, 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. There were nine new scheme teachers working towards accreditation and nineteen teachers maintaining accreditation.

In 2017, all faculties conducted a faculty based project which focussed on quality teaching and learning. These included, but were not limited to, embedding numeracy in all KLA's, implementing QuickSmart for Stage 4 and 5 students, increasing student engagement with reading and inference skills, using the ALARM matrix in the classroom, spelling as a focus in Science, taking a Growth Mindset approach to PE, additional creative and performing arts opportunities and improving the feedback cycle in CAPA, implementing STEM in Stage 4 and creating and implementing PLaSP documents for all students in the Support Unit.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	984,060
Global funds	332,021
Tied funds	658,299
School & community sources	91,898
Interest	10,875
Trust receipts	46,142
Canteen	0
Total Receipts	1,139,235
Payments	
Teaching & learning	
Key Learning Areas	76,626
Excursions	25,442
Extracurricular dissections	41,233
Library	5,358
Training & Development	585
Tied Funds Payments	562,534
Short Term Relief	43,476
Administration & Office	96,402
Canteen Payments	0
Utilities	79,279
Maintenance	74,614
Trust Payments	36,782
Capital Programs	0
Total Payments	1,042,332
Balance carried forward	1,080,963

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31

December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	1,979,609
Appropriation	1,886,779
Sale of Goods and Services	16,388
Grants and Contributions	75,878
Gain and Loss	0
Other Revenue	0
Investment Income	564
Expenses	-713,310
Recurrent Expenses	-713,310
Employee Related	-398,137
Operating Expenses	-315,173
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	1,266,299
Balance Carried Forward	1,266,299

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Cambridge Park High School has a Finance Committee comprised of a Deputy Principal, three Head Teachers, a Teacher representative, a community representative and the School Administrative Manager.

Funds available will be used for funding future capital upgrades in 2018 to kitchen classrooms and the library.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	6,658,940
Base Per Capita	103,488
Base Location	0
Other Base	6,555,452
Equity Total	1,355,611
Equity Aboriginal	122,903
Equity Socio economic	903,120
Equity Language	43,003
Equity Disability	286,585
Targeted Total	875,068
Other Total	240,983
Grand Total	9,130,602

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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 2017, showed:

Reading – slightly above expected growth when our students are compared with all DoE students, 82% of our students show growth, with 54% of Year 9 students showing 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 – 85% have improved their spelling skills between Year 7 and Year 9, with 59% of students showing greater than expected growth. Our girls are showing striking growth in Spelling with 65% of students growing at a greater than expected rate.

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 – 79% of students showed improvement in their writing, with 52% of students showing greater than expected growth in Writing. Our Aboriginal students are on par with their non-Aboriginal peers, with 53% showing greater than expected growth. 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 exciting improvements in student skills.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> 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. 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 6.5% in 2017, a improvement of more than 5% in 12 months.

State priorities: Better services – Improving Aboriginal education outcomes

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. In 2017, the Grammar and Punctuation element of the NAPLAN was our strongest with 10% of students performing in the Top 2 bands. 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 18.2% of Year 7 ATSI students achieving Band 9 in Reading.

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 2017, 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.

Sree Mittipally was our Dux and Toby Clarke was the Proxime Accessit.

Areas of strength

In 2017, we saw an increase in the number of students who achieved results in the top three bands by 5%. There were 54 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 strategic improvement measures, to decrease Band 1 and 2 performances in all HSC courses by 20%. Last year,

we saw a 26% drop in Band 1 and 2 performances. This year we continue to improve in this area with an overall 37% drop over the last two years.

Mathematics, Mathematics General, 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 bands.

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 a level showing increased mastery. 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. 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 2017, CPHS participated in the Tell Them From Me Student, Staff and Parent Surveys.

The students survey highlighted the following areas:

- Most students have friends at school they can trust and who encourage them to make positive choices.
- They generally believe that schooling is useful in their everyday life and will have a strong bearing on their future.
- Some students do homework for their classes with a positive attitude and in a timely manner
- Most students try hard to succeed in their learning but only about a quarter are interested in their learning.
- 71% of students plan to finish Year 12.
- A majority of students feel teachers are responsive to their needs, and encourage independence with a democratic approach.

The parent responses are summarised below.

- Most parents feel welcome when they visit the school and feel they can easily speak with teachers.
- They agreed that the school's administrative staff are helpful when they have a question or problem.
- Parents felt that reports on their child's progress are written in terms they understand, but they would like more information on their social and emotional development.
- Only a small proportion of parents indicated they are involved in school committees.
- Most encourage their child to do well at school but only spent a small amount of time helping them with their homework.
- 60% of parents said they would recommend the school to parents of primary school students although only 51% felt the high school has a good reputation in the local community.
- Most were satisfied with the amount of communication they received from the school.

Staff were surveyed for the first time in 2017. Their key responses are as follows:

- Collaboration across the school was seen as a strength.
- Engagement of students was a concern but they felt that leaders and teachers worked to track progress of students and ensure a safe learning environment.
- Teacher rated the use of data to inform practice as significant.
- Provision of written feedback to students is an area that was identified as needing focus, as was the use of technology for students to track their own progress.
- Parent involvement in the school.
- They strongly indicated that the school is an inclusive environment where clear expectations are set for students.
-

Faculty Review – Support Unit

The first group of students from the support unit completed their HSC. This was an important milestone in the lives of these students. All the students in the unit believed their teachers were supportive, well prepared and provided clear expectations and instructions around learning. They indicated their teachers set high expectations and made their learning interesting and relevant. Parents believed their child was given sufficient opportunities to experience a wide range of learning settings. They valued the high expectations set by the school and believed their child was progressing in their learning. In the areas of assessment and reporting, parents recognised the value of the half-yearly and yearly reports, although some parents requested more frequent reports and greater communication be given, especially around assessment and homework. All students indicated they received homework but felt the focus was not broad enough and wanted variety in the type of homework they completed. Parents and students believed behavior management issues were dealt with promptly and appropriately and students felt that praise and rewards were excellent. Parents believed the staff were

excellent role models and had a strong understanding of Autism Spectrum Disorder and the needs of their individual child. However, several felt that changes in classes and teachers had impacted on their child's learning. Parents were generally happy with their child's education but would like to see greater communication including dissemination of information in a newsletter format.

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.

CPHS employed 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.

CPHS 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.

CPHS has already collaborated with New South Wales Rugby League to provide individual mentoring and support to students in Years 11 and 12 with their transition into the wider community. This support continues for up to five years post schooling.

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. New initiatives focusing on improving engagement including an agricultural based program were implemented and this program will continue in 2018.



Multicultural and anti-racism education

Multicultural education continues to be a key focus for CPHS in 2017. 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 2018.

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.

With an ever increasing number of students from the Pacifica region, the school implemented the *Pacifika Achievement to Higher Education* program to support our students from the region. This program strives to develop aspirations towards further education & training in Pacific communities. PATHE promotes options for Pacifica students to develop and gain new skills and new knowledge, leading to greater opportunities.

Other school programs

Student Leadership

The Student Representative Council (SRC) at Cambridge Park High School has continued to foster student leadership opportunities in 2017. There were 35 successful applicants to the SRC this year ranging from Years 7–12, with each student bringing a range of knowledge, skills and abilities to our team. All students continued to use their student voice to represent their peers and the broader school community, ensuring that the school motto "Together We Achieve" was at the forefront of their practices. All students have been active members across a broad range of activities both within school and championing social causes in the community, these included: Meet the Parents BBQ, Year 7 Showcase Evening and Orientation Day, helping to run Australia's Biggest Morning Tea, running the BBQ to celebrate NAIDOC Day, fundraising for the Daniel Morcombe Foundation, supporting the Leukemia Foundation in "Shave Your Head for a Cure" and creating care packages for our troops.

Student participation and leadership in such a broad range of activities in 2017 enabled students grow in their confidence and fostered a greater understanding of issues in our broader community and allowed students to be advocates for the wider community. Looking to 2018, the SRC, alongside the School Captains and Prefects, will focus on a range of initiatives and leadership opportunities to ensure the student voice continues to grow, setting high expectations for both themselves and their peers, with

a specific focus on developing a stronger connection to our sport houses. Overall, it has been another successful year for the SRC and these dedicated students are both excited and proud to continue their outstanding work into 2018.

Achievements in the Arts 2017

The *Cambridge Learning Community (CLC) Performing Arts Festival* has been renamed to *HYPE* and achieved its 8th annual run in 2017 and continues to be the largest community event held at our school. In addition, the *Bring it On* Hip Hop crew, *Cheerleading Squad*, *Flannofest*, *HSC Performance Showcase*, and two showcases, *Equidistant* and *Exposure* continue to provide our students with opportunities to learn and excel in areas of interest and ability within the Creative and Performing Arts (CAPA).

As the largest CAPA event in the year, *HYPE*, 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.

In 2017 CAPA put on two showcases, *Equidistant* in the middle of the year and *Exposure* at the end of the year. They featured an exhibition of Visual Arts and Photography works. Over 100 people toured the exhibition 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.

Dance

The *Cheerleading Squad*, established in 2013 which has seen state level accomplishments in previous years, has continued to succeed in 2017. Students participating achieved phenomenal results and placed consistently among the best in the state. The *Bring it On* group also performed well and made it to the finals. As an added opportunity to develop talent, the targeted dance group met regularly and students who participated showed great resilience and effort in performing with each other and helping to improve as a group.

Engaging male students 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.

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 prospective HSC students.

In 2017, the Year 11 Drama class delivered an epic titled "Curtains UP, Pens Down" before an audience at both the matinee and evening shows. For some, this was their first dramatic role before a non-school audience.

Music

The *Targeted Music Program* continued to extend our talented musicians and vocalists throughout 2017. 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.

Music performances are vital in developing 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

Highlights for the Creative Arts in 2017 included the *Equidistant* and *Exposure* exhibitions. Each year, Creative Arts students hold an exhibition which draws together 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. This year, two exhibitions were held and coveted People's Choice Award for each Year Group were awarded with awardees taking home a certificate for their portfolio and an Ekersley's Art and Craft store voucher.

Senior photography students were invited to experience and gain exposure to incredible Australian art at the ARTEXPRESS exhibition held at the Art Gallery NSW.

ARTEXPRESS is an annual exhibition featuring a selection of outstanding student artworks developed for the artmaking component of the HSC examination in Visual Arts in NSW. It includes a broad range of approaches and expressive forms, including ceramics, collection of works, documented forms, drawing, graphic design, painting, photomedia, printmaking, sculpture, textiles and fibre, and time-based forms.

Senior Photography students captured videos and photographs of assemblies, carnivals and other special events during the school year. They were also tasked with the promotional material for events, with student posters and flyers being displayed and distributed throughout our school, online and at our partner primary schools.

Targeted Sports Program

180 students participated in the Targeted Sports Program (TSP) throughout 2017. The program saw the ongoing participation of students in the sports of Basketball, Rugby League, Netball, Soccer and Dance. Saint Mary's Rugby League continued their generous support of our TSP, providing sponsorship to help purchase training apparel for all participants, and we thank them for this. All sports had a number of sessions provided to them by professional coaches and development officers which was of great value to the student's levels of fitness, technical skills and communication skills. TSP has helped to build and embed a culture of unity, growth, grit and team work amongst the participants, with students displaying a more committed and disciplined mindset. This ethos has had a positive impact on our participation levels and results in both knock-out competitions, carnivals and gala days as well as the success of our students when trialling for representative sides.

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 leadership skills and their genuine interest in sport. These students attended two feeder primary schools to coach Stage 3 students in Netball, Basketball, Oztag, Soccer and striking games. Year 10 students were involved in assisting schools with the running of their Cross Country and Athletics Carnivals. Students who had demonstrated their leadership capacity across all areas were provided the opportunity to attend a one day coaching camp.

Debating

Cambridge Park High School places great importance in developing students' oral skills and debating is an important co-curricular activity that has proven popular. Debating helps students develop skills in the areas of research, developing a sustained argument, presenting a point of view and rebuttal. This is a difficult skill to learn as students need to be less reliant on prepared notes and more prepared to listen to the opposing team's arguments in order to challenge them.

Debating is an out-of-school activity that exposes

students to the wider community and enables students to demonstrate their commitment to the school and, just as importantly, to the team. Debates can only be won if members work together; therefore students learn both individual skills and how to work cooperatively.

In 2017, there was a successful debating season with three junior teams who partook in the Premier's Debating Challenge, an increased percentage from previous years. Students dedicated their time to attend lunch workshops and debating programs to enhance their critical and creative thinking skills. 2018 anticipates having four junior teams participating in the Premier's Debating Challenge.

Science Technology Engineering and Mathematics (STEM) at CPHS

During 2017, all TAS teachers completed professional learning in the delivery of STEM (Science, Technology, Engineering and Mathematics). This was part of the faculty professional learning plan and in collaboration with Department of Education's Futures Learning centre.

Throughout the year, Stage 4 students had the opportunity to undertake STEM initiatives with the University of Wollongong's *STEM on the Road* show. Selected groups of students also participated in STEM initiatives including 3D printing, coding and creating Bottle Rockets. These initiatives provided students with a deeper understanding of STEM. The STEM program is a central part of Stage 4 learning in 2018.

Our school had the opportunity to represent the Department of Education schools at the 2017 EduTech conference for 3D printing. EduTech is an annual event where the entire education and training sector gather together to learn, debate, exchange ideas and be inspired by the very latest in education thought leadership. Students also displayed their skills at the Young Creators Conference 2017, which was organised by the Applied Museum of Art and Science (MAAS) held at Powerhouse Museum as a part of Sydney Science Festival.

TAS staff are currently planning on integrating STEM in to Stage 5 classes for the development of general capabilities, such as Critical and Creative Thinking, and Personal and Social Capability in teamwork and collaboration. This will occur in 2018.