

# Cambridge Park High School

## Annual Report



2018



8516

## Introduction

The Annual Report for **2018** 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

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### Message from the Principal

This year we determined to clearly express and communicate our beliefs and vision about the educational opportunities and expectations of student growth and achievement at our school. We have a common language about learning. Every teacher, student and parent is on a learning journey and **'together we achieve'**.

At Cambridge Park High School we believe:

- Strong positive relationships are vital to learning;
- **Everyone** can learn and improve;
- Feedback is an important part of learning;
- 'Learning how to learn' is fundamental to learning growth; and
- Challenge, practice and persistence lead to learning mastery.

Kristine MacPhail

Principal

# School background

## School vision statement

Cambridge Park High School builds mindsets of students, staff and the wider community to boldly approach learning experiences. We value personal growth and lifelong learning, seeking continual improvement to meet the challenges of tomorrow.

## School context

Cambridge Park High School is a proudly comprehensive school with an enrolment of 754 students, including an Autism support unit, 94 students who identify as Aboriginal and 131 students from a non-English speaking 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. The school has a strong commitment to differentiated teaching and learning to meet the needs of our students. Our highly skilled and dedicated teachers focus on quality teaching with an emphasis on strategies to promote excellence, engagement and equity in learning. We work in partnership with other local high schools to build quality, innovative and consistent teaching practice and to provide successful educational pathways for all students in the Penrith Educational Alliance. School leaders and staff work with academic partners to implement improved learning strategies across the school. The school is a partner hub school for Western Sydney University in developing quality induction and practicum programs for Pre-Service and early career teachers. Implementing evidence based pedagogical practice is a priority area for both early career and experienced teachers. We have active links with a range of tertiary education providers, businesses and the local community. Our students thrive in an atmosphere which provides for co-curricula learning experiences for students with an interest and passion in sport, creative and performing arts, leadership and community service. We value the positive contribution that parents play in our success.

## 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** – Learning culture, Curriculum and learning, Assessment, Reporting and Student Performance Measures.

\* **Delivering** – Wellbeing.

#### **Teaching**

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

#### **Leading**

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

Our students are responding well to our positive psychology approach to increasing engagement in learning. Our school has moved from delivering to excelling in the external DoE value added measures of NAPLAN and HSC performance in 2018.

We are 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 and 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

### Purpose

To improve learning growth through targeted teaching practices in an environment which is underpinned by high expectations, with an emphasis on achievement and growing academic skills.

### Overall summary of progress

We have moved a long way in the implementation of this strategic direction. A significant amount of professional learning occurred in 2018 relating to feedback practices, literacy and numeracy. A number of process changes were made to assessment procedures, all of which has lead to significant changes in classroom practice. Progress against improvement measures saw some movement towards our goals in NAPLAN and the HSC.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
There is a positive change in student habits in applying feedback to improve performance.	Challenging Learning – George Telford \$12,387  Swivels \$4,500	During 2018, all staff participated in professional learning relating to evidence-based feedback practices. This included working with consultant George Telford as well as through collaboration across faculties and through the creation of a Feedback Team. Student, parent and staff surveys and focus groups were conducted to gather baseline data on student habits in relation to use of feedback. A research-based formal feedback template was created to encourage students to reflect on what they did well, areas to improve and what to do next, rather than just their mark. The feedback template has been incorporated into all assessment tasks. Many staff recorded lessons using Swivl video technology (purchased for each faculty) which were then coded for feedback practices. Samples of the videos were shared with staff through coaching sessions and different types of verbal feedback were introduced. Students indicate that they are aware of the practices and are positive about the changes so far.
Assessment practices reflect a growth mindset focus, include learning intentions and success criteria and incorporate student and parent feedback processes, resulting in a 50% growth in Bands 4, 5 and 6 HSC results.	Casual Teacher salaries \$9,916	Staff were consulted about potential changes to assessment tools and practices at staff and faculty meetings in order to better align with growth mindset principles. The Curriculum and Assessment Team then made initial changes to notification processes and the incorporation of a feedback template for all assessments. Senior assessment booklets were amended, and junior assessment booklets were created with these changes. These booklets were simplified and ensured consistency across year groups in regard to non-submission of tasks. All faculties now use consistent formats and processes for assessment.  All Year 10 examinations include a writing component in order to allow comparison of student writing over time.  Processes were established for review by Learning and Support for any modifications required.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Assessment practices reflect a growth mindset focus, include learning intentions and success criteria and incorporate student and parent feedback processes, resulting in a 50% growth in Bands 4, 5 and 6 HSC results.		<p>A review of 2018 Year 12 assessment practices was conducted by the Curriculum and Assessment Team and the creation of a new assessment policy and booklet was commenced for introduction in 2019.</p> <p>HSC results showed significant improvements in 2018.</p>
The number of students with NAPLAN results in the top two bands increased by 8% by 2019 and 30 % of students achieve in the top 3 bands in Year 9 NAPLAN by 2020.	Quicksmart Numeracy and Literacy Program cost \$12,100	<p>A number of practices and tools were introduced in 2018 in order to improve NAPLAN results. Class profiles were adjusted to focus on NAPLAN band achievement. Class profiles were completed by all staff at the beginning of the year to help them inform their teaching practice. PAT Literacy and Numeracy testing was initially completed with all of Year 7 and was extended to students in Years 8, 9 and 10. This data was provided to staff to help them see exactly where their students were at in relation to literacy and numeracy. It also allowed Learning and Support teachers to identify students who may benefit from the participation in Quicksmart programs.</p> <p>The Quicksmart Numeracy program continued in 2018 and this was complemented by the addition of Quicksmart Literacy. Parent sessions were conducted to provide parents with ideas to help assist their children with literacy and numeracy. Positive feedback from parents was received. Staff coaching sessions were also conducted around specific numeracy skills such as Algebra, Measurement and Probability, with a focus on their ability to incorporate these skills into their KLA content. The new Literacy and Numeracy Progressions were introduced to all staff through professional learning led by Learning and Support Teachers and Primary School Teachers from the Cambridge Learning Community. A team has been created with representatives from our partner primary schools to identify ways the schools can utilise the progressions to improve literacy and numeracy outcomes for students. The primary schools have shared work samples and facilitated lesson observations for our staff to help them understand how literacy skills are taught in primary schools. Staff have also been introduced to PLAN 2 that will allow tracking of students' literacy and numeracy from primary school all the way through high school. PL around writing in relation to the Literacy Progressions and the Minimum Standards for the HSC commenced in 2018. Faculty collaboration and resource sharing regarding the successful implementation of numeracy and literacy strategies occurred throughout the year through staff meetings.</p> <p>Analysis of 2018 NAPLAN data showed a small increase 1% in the proportion of students in the top 2 bands in Year 9 Reading and Numeracy, and consistent performance in Writing when compared with the previous 3 years average. 23% achieved in the top 3 bands in Reading, 24% in Numeracy and</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The number of students with NAPLAN results in the top two bands increased by 8% by 2019 and 30 % of students achieve in the top 3 bands in Year 9 NAPLAN by 2020.		13% in Writing.

## Next Steps

In 2019, review of assessment practices will commence in order to create common skills assessment across KLA linked to the Literacy and Numeracy Progressions. Further parent sessions to support student literacy and numeracy will occur and follow-up coaching sessions in literacy and numeracy will be completed by all staff. In particular. The focus will be on building writing skills at all levels.

Lesson Observation practices with a focus on Feedback practices will be a focus in 2019. Year 11 and Year 12 Assessment Handbooks will be reviewed and improved, and an external review of Stage 6 Assessment will be conducted.

*eWrite Progressive Achievement Tests (PAT)* will be introduced and results will help inform professional learning relating to the Literacy Progressions. We will continue to work with the Cambridge Learning Community schools on introducing the Literacy Progressions, and plan to share ideas, work samples and other resources.



## Strategic Direction 2

### Engagement

#### Purpose

To create structures, processes and programs that empower staff and student learning engagement and wellbeing. This will ensure that students and staff form the habits of lifelong learners who recognise the value and purpose of education through an understanding of learning processes and self reflective practice. It is through these understandings that students are able to become self directed and independent learners who maximise their learning outcomes, both at school and in their future directions.

#### Overall summary of progress

During 2018 CPHS has made significant progress in the strategic direction of Engagement. A comprehensive review of the CPHS Positive Behaviour for Learning program has been undertaken with input sought from both staff and students. From this review, a draft PBL matrix has been developed that is aligned with the Principles of Growth Mindset.

In 2018 a Growth Mindset team was developed to design and deliver professional learning and universal lessons to teach staff and students about the Principles of Growth Mindset. Pre and post testing showed an improved understanding of growth mindset and the application of the principles through student learning.

Attendance rates for the school have improved considerably during 2018 through the work of our newly appointed attendance coach. 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 2019 and onwards.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improvement in attendance rates that halves the difference between CPHS and the state average for attendance on an annual basis.	Attendance Coach salary of \$72,879  School Administration Officer salary \$38,815	Attendance rates for the school improved during 2018. The school successfully put practices into place to support students with low attendance rates resulting in these students reconnecting with their education. Staff have also undertaken professional learning through staff meetings to ensure they have a thorough understanding of the Department of Education attendance policy and procedures.
80% of staff and students agree that PBL has been effectively re-aligned to Growth Mindset and that both programs successfully enhance student learning and engagement	PBL Signage \$2,964  Elevate student programs \$18,373	A review of the Positive Behaviour for Learning (PBL) matrix has been undertaken with all staff and students being given the opportunity to provide input into the redevelopment of the matrix. A draft PBL matrix has been developed with growth mindset principles underpinning the language used within the matrix.
All stakeholder groups in our community understand and can apply the principles of Growth Mindset	Casual Teacher salaries \$2,975	A Growth Mindset team was formed to lead the development of resources to teach staff, students and the community the principles of Growth Mindset. Staff engaged with professional learning during staff meetings, all students undertook a series of four universal lessons to develop a clear understanding of the principles of Growth Mindset and presentations were delivered to community members through various forums.

#### Next Steps

The Engagement strategic direction will continue to focus on three areas during the next two years of the plan.

In 2019 the three areas will be:

- The application of the Growth Mindset philosophy to support students to develop the ability to self assess and respond positively to appropriate feedback to show growth in their learning.
- The implementation of the revised Positive Behaviour for Learning structures and processes that are aligned to the principles of Growth Mindset.
- Improving attendance rates through the implementation of improved processes and structures. 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 3

### Equity

#### Purpose

To ensure all students have access to quality teaching and learning, regardless of personal or social circumstances. To provide students with the opportunity to connect, succeed and thrive by allocating resources that meet individual learning needs.

#### Overall summary of progress

In 2018, NAPLAN results demonstrated strong value-added growth across a range of learning areas. The continued focus on improving the literacy and numeracy of students in Years 8 and 9 occurred and regular analysis through pre and post testing of students has ensured teaching practices were continually reviewed and amended to reflect individual learning needs of students.

Our HSC results for 2018 indicated an improvement across a range of subjects with one English as an Additional Language or Dialect ('EALD') student achieving top HSC bands in Advanced English and in Extension English.

Key areas of the school plan related to Strategic Direction – Equity will be implemented in 2019 and 2020.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
30% of Year 7 and 9 EALD & ATSI students moved to Band 8 or above in writing, spelling and numeracy.	Teacher and School Learning Support Officer salaries \$102,308	Pre and post testing have taken place in all English and Mathematic classes. Data analysis indicates areas of improvement and areas for development, allowing teachers to redirect teaching more accurately to areas of need. All KLAS have implemented Do-it-Now tasks using NAPLAN style questions to develop literacy and numeracy skills of all students.
70% of Year 9 ATSI students achieving at or above State growth in literacy and numeracy	Qualified Tutor and School Learning Support Officer salaries \$92,003	All faculties include either persuasive or creative writing tasks in units of work. All lessons include a writing component, including practical classes. Homework Centre continued to run three times a week and is well received by students and parents.
All staff improve the quality of effective questioning techniques.		This area of the school plan will be put into action in 2019. Planning has occurred around the implementation of Instructional Rounds with all staff in Semester 2 2019. This will link closely to the professional learning and improvement in the area of feedback provided to students.
25% improvement in students' capacity to demonstrate higher order thinking skills through extended responses in formal examinations with identified equity groups..	High Resolves Student Program \$12,000	This section of the school plan will be put into action in Semester 2, 2019 as it links directly to improving questioning techniques. Development of higher order thinking skills and extended writing is a focus for 2019 and 2020.

#### Next Steps

- Pre and post testing to continue in English and Mathematic classes. Data analysis to occur to indicate areas of growth and areas for development.
- Continued use of NAPLAN style questions across all KLAS as part of Do-It-Now exercises.
- Professional learning provided to all staff in quality practice in the area of writing, using exemplars of quality writing and cascading techniques that ensure students and staff have a clear understanding of writing components – this



will be linked to the learning progressions, thereby ensuring staff are able to target their teaching to individual student needs to improve writing.

- Professional learning of staff in the use of Instructional Rounds. This will occur in Semester 2, 2019. The focus will be on improving questioning techniques by teachers and students with an emphasis on developing higher order thinking skills using challenging and concept driven questions.
- This professional learning will also look at the time students are given to process and think about responses to challenging questions.
- The areas of peer questioning and feedback will be closely linked.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Homework Centre</p> <p>Funding for two SLSOs</p> <p>AIME Program</p> <p>Young, Strong and Deadly Program</p> <p>\$97,903</p>	<p>All Aboriginal students developed their personalised learning pathways which outlines their learning goals for the year. The plans are developed collaboratively with the student, mentor teacher and parent.</p> <p>The Aboriginal Education Team co-ordinator has ensured that the school celebrates aboriginal culture through the school. All assemblies and events are introduced with an acknowledgement of or welcome to country. Aboriginal education is embedded throughout all teaching and learning programs.</p> <p>NAIDOC day continued to grow with specialist guest speakers and elders attending. Ties with the Penrith Education Alliance high schools have continued to develop with local schools participating in the traditional game.</p> <p>Aboriginal students have continued to have additional support to help them to excel both academically and in their future endeavors. The Homework Centre provides students with one-on-one support from teachers from a number of Key Learning Areas to complete assessment tasks, homework or revision.</p> <p>Additionally, two SLSOs have been employed to support students in the classroom and to work one-on-one with students as required.</p> <p>For the first time our ATSI students are significantly above the state average for ATSI students and the similar state school group in every component of NAPLAN.</p> <p>Data analysis indicates that there continues to be improvement in specific areas of NAPLAN testing. 66% of Year 9 students are above the ATSI state average score. 59% of Year 9 students are above the ATSI state average in Numeracy.</p> <p>The AIME program provides Aboriginal students with mentors from various universities who run workshops with students to develop their study skills, set goals, network with other schools and transition into the workforce.</p> <p>The Young, Strong and Deadly program was run in two sessions; for junior students and senior students. The program provides young people with an opportunity to take part in a cultural learning day. The students are taught some of the Aboriginal history and the cultural significance in each region, along with some broader Aboriginal cultural knowledge and ways of connecting back to country. The Deadly Thinking workshop is designed to give the participants tools to help them deal with personal issues and to also provide them with tools to help family and friends dealing with addictions or mental health issues.</p>

<b>English language proficiency</b>	<p>QuickSmart Program</p> <p>Off2Class Software</p> <p>N–Award Prevention Program</p> <p>Senior Study</p> <p>\$90,726</p>	<p>Ensuring that all students who are eligible for English as an Additional Language/Dialect (EAL/D) are adequately supported and catered for has remained an utmost priority throughout 2018. There were 146 students out of 717 (20.4%) classified as having a 'Language Background Other Than English' (LBOTE) and 38 (5.3% of the total school population) are classified as requiring EAL/D Support intervention to assist them in achieving English language proficiency. Of these students, 6 were identified as <i>Emerging</i>, 10 as <i>Developing</i> and 22 as <i>Consolidating</i>. In 2018, EAL/D RAM equity funding was used to provide a staff allocation of 0.4. 17 out of 38 EAL/D students received support from the EAL/D teacher. The main methods of receiving support included individual and group withdrawal from class, resource assistance to mainstream teachers of EAL/D students, professional development and assessment task differentiation assistance. Additionally, funding was used to purchase digital resources for the purposes of accurate assessment and identification of students according to the ACARA EAL/D Progressions. This was in the form of the software program 'Off2Class' which allowed the EAL/D teacher to test students according to the EAL/D progressions for the four macro skills. Additionally, the program allowed the EAL/D teacher to create profiles for individual students and to track their progress through the use of teaching resources within the program.</p>
<b>Low level adjustment for disability</b>	<p>Two Learning Support Teachers</p> <p>Two SLSOs</p> <p>Quick Smart Literacy and Numeracy</p> <p>PAT Testing</p> <p>\$372,332</p>	<p>PAT testing was introduced to help assess students literacy and numeracy levels. Using this information students were identified for individual support and targeted group programs. Quick Smart Mathematics program moved into its second year and we also implemented Quick Smart Literacy to support targeted students improve their literacy and numeracy skills. Both these programs will continue in 2019. Out Learning and Support Teachers helped to diagnose student learning needs and worked closely with teachers to help them differentiate classroom practices. SLSOs worked in class to support students as well as work with individuals and small groups. Learning Support Teachers also implemented new processes for special provisions and completed approximately 100 Individual Education Plans and Learner Profiles.</p>
<b>Socio–economic background</b>	<p>Staffing for class structures, collaboration and Ready–to Learn Room</p> <p>Technical Support Officer</p> <p>Business Manager</p> <p>Attendance Coach</p> <p>\$927,577</p>	<p>A significant portion of this funding is used to enable class structures which allow us to meet the needs of our learners at different stages. SLSO in–class support is a key feature of this model. Community engagement programs grow with the school again providing workshops for parents to enhance their Numeracy skills, Edmodo, Parent Portals and supporting their students in high school. We commenced live–streaming our Community Group</p>

<p><b>Socio-economic background</b></p>	<p>Staffing for class structures, collaboration and Ready-to Learn Room</p> <p>Technical Support Officer</p> <p>Business Manager</p> <p>Attendance Coach</p> <p>\$927,577</p>	<p>enable more parents to access these forums and the feedback so far has been positive. Once again in 2018, 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 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 Targeted Music Program, continued in 2018 and provided approximately 30 students individual and small group music and singing tuition for a minimal cost. Another innovation in 2018 was the introduction of collaboration periods for staff to work with others to build better programs to meet student needs and to promote sharing of ideas and resources As a result, and with additional professional learning, staff have implemented new feedback practices and Growth Mindset lessons across the school, helping to improve students understanding of their own learning and focusing on improvement. We trialed the Ready-to-Learn Room to help disengaged and at-risk students focus and reconnect with learning. An Attendance Coach was appointed to help improve student engagement. Reward programs for high levels of attendance at the end of 2018, along with this renewed focus, saw second half attendance rates increase by 10% in some years groups.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	293	302	362	378
Girls	319	353	334	329

The 2018 total enrolment at CPHS was 754. The enrolment in each year group is: Year 7 – 135; Year 8 – 131; Year 9 – 119; Year 10 – 145; Year 11 – 148 and Year 12 – 63. 672 students were born in Australia, 33 in Pacifica Countries and the remaining 49 students hail from 20 other countries. 106 students identify as having an Aboriginal and/or Torres Strait Islander cultural background. 159 students have English as an additional language or dialect. Of those students, using the English Language scales, 7 are *Emerging*, 10 are *Developing* and 35 are *Consolidating* their English language learning and competencies. The remaining students are supported to develop their English skills by their class teachers.

### Student attendance profile

School				
Year	2015	2016	2017	2018
7	90.8	91	89.1	90.1
8	88.1	88.3	87.2	81.6
9	85.8	86.3	86.8	82.9
10	87.4	85.5	82	80
11	88.1	85.5	86.2	77.1
12	91.8	89.5	85.1	81.5
All Years	88.6	87.8	86.3	82.5
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

### Management of non-attendance

There are a range of strategies employed to address the issue of non-attendance.

Regular communication with parents through emails and phone calls ensure that parents are aware when their child is absent. Information is made available through parent meetings and social media about the importance of regular attendance and that parent advisement to the school is made in a timely manner through notes, phone calls or via the parent portal as to the reasons for absence. Relevant DoE staff such as HSLO, ASLO and Learning and Well Being Officers are accessed as required. Attendance in every lesson is also monitored by classroom teachers who submit their class roll electronically 15 minutes into the lesson. Late students and truants are followed up by the relevant Head Teacher as per our attendance policy processes.

Students are mentored on a regular basis as to their attendance and rewards and incentives are an intrinsic part of recognition for students with good/ improving attendance. Fortnightly voucher draws, tickets to events and a whole school celebration day as well as formal Attendance Certificates are issued on a termly basis. Students are aware of their attendance through a regular (twice per term) self-tracking sheet that provides students with a snapshot of their previous 5 week attendance block. This has proved to be very successful with students actively seeking out what their attendance data is at other times during the school term. Attendance was one feature of the school's recent Audit. The response on the processes we have in place was highly favourable, with reports of strong support and reporting mechanisms evident in the attendance framework.

### 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	3	7	21
TAFE entry	2	0	0
University Entry	0	0	38
Other	7	8	29
Unknown	4	4	5

Cambridge Park High School continues to support students to access a variety of learning pathways throughout Years 10, 11 and 12. The vast majority of students follow a traditional pathway to a school based HSC, however, a small number take advantage of the strong industry partnerships we have cultivated, to access vocational learning and work opportunities.

### Year 12 students undertaking vocational or trade training

The Year 12 cohort consisted of 63 students.

### UNIVERSITY PATHWAY

- Twenty four students gained entry into university; the areas of study were Education, Policing, Accounting Criminology, Sport and Fitness, Forensic Science Law, Engineering, Psychology, Arts, Medical Science and Paramedical.
- Seventeen students are currently studying full time at Western Sydney University, one student is at Australian College of Physical Education, one student is at the University of Sydney, two students are at the University of Technology Sydney, one student is at Charles Sturt University, one student is at the University of New England and one student is at the University of Newcastle

### PRIVATE AND WESTERN SYDNEY UNIVERSITY COLLEGE

- Four students gained entry to Western Sydney University College and are completing Foundational Studies in Psychology, Secondary Teaching, Journalism, Communication and Nursing.
- One student gained entry to the SAE Institute and is completing a Game Design qualification.

### TRAINEESHIP PATHWAY

- Four students gained a traineeship in Childcare and Business Administration.

### APPRENTICESHIP PATHWAY

- Seven students gained apprenticeships in Carpentry, Scaffolding, Mechanics, and Electrical.

### AUSTRALIAN DEFENCE FORCE

- One Student has gained entry to the Air Force and is completing a degree in Security Intelligence

### EMPLOYMENT

- Thirteen students are currently employed.
- Six students have full-time employment.
- Seven students remained in their casual employment and were made full-time or part-time upon completing their HSC.
- Areas of employment include: Logistics, Installation, Recreation, 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.
- One student is registered with NOVA Employment.
- Four students are unemployed but are actively seeking employment, traineeships or apprenticeships.

### UNKNOWN

- Four students could not be contacted.

### Year 12 students attaining HSC or equivalent vocational education qualification

In 2018, 70% 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 30% of students who left throughout the year with a Record of School Achievement These students were also provided with the support needed to attain apprenticeships, traineeships and/or employment.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	1
Head Teacher(s)	9
Classroom Teacher(s)	43.4
Learning and Support Teacher(s)	2.4
Teacher Librarian	1
Teacher ESL	0.4
School Counsellor	1
School Administration and 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	21

### Professional learning and teacher accreditation

In 2018, a significant focus was given to collaborative professional development. All staff continued to work with our academic partner from Challenging Learning who ran formal sessions and worked with faculties and the school executive. The focus this year was to embed formal feedback processes and continue our work around Growth Mindset, especially the language and



mental models. Other professional learning sessions included writing skills for the National Minimum Standards, introduction to the new Literacy and Numeracy Progressions, Lesson Observation practices, Behaviour Management, Cambridge Learning Model review, Positive Behaviour for Learning, face-to-face anaphylaxis and CPR, and Mandatory Child Protection. Over 70% 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. Our new learning platform Canvas was introduced to staff and will be a focus for professional learning in 2019.

The importance of providing opportunities for collegial interaction continues to be addressed through the Penrith Education Alliance. Teachers from across the Penrith area again met on the Term 3 school development day to share teaching and learning strategies, programming and quality teaching practice. There were seven new scheme teachers working towards accreditation and all staff are now maintaining accreditation under the NESA guidelines.

In 2018, faculty projects were completed in all faculties which focussed on quality teaching and learning. These included, reading for pleasure programs, pre and post testing, improving resilience skills and improved parent communication programs. Staff were provided with 1 period allowance per fortnight to work collaboratively with other staff members on programming and faculty projects. Each faculty will continue with new projects in 2019.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,266,299
<b>Revenue</b>	10,166,007
Appropriation	9,996,408
Sale of Goods and Services	60,140
Grants and Contributions	105,148
Gain and Loss	0
Other Revenue	0
Investment Income	4,311
<b>Expenses</b>	-9,716,758
Recurrent Expenses	-9,716,758
Employee Related	-8,812,593
Operating Expenses	-904,165
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	449,249
<b>Balance Carried Forward</b>	1,715,548

- Cambridge Park High School has a Finance Committee comprised of Head Teachers, a Teacher representative, a community representative and the School Business Manager.
- Expenses were comprised mainly of employee related costs including both teaching and non-teaching permanent and temporary staff.
- In 2018 significant funds were committed to the Innovation and Technology Hub and this project is due to be completed in 2019. Significant funds have also been committed in planning for the refurbishment of the school's two food technology kitchens and six science laboratories.
- The purchase of 120 additional laptops to support student learning and engagement and build on the schools available technologies to support STEM program implementation.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	6,940,953
Base Per Capita	139,241
Base Location	0
Other Base	6,801,712
<b>Equity Total</b>	1,488,539
Equity Aboriginal	97,903
Equity Socio economic	927,577
Equity Language	90,726
Equity Disability	372,332
<b>Targeted Total</b>	880,008
<b>Other Total</b>	246,377
<b>Grand Total</b>	9,555,877

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 students at Cambridge Park High School completed the paper test version of NAPLAN.

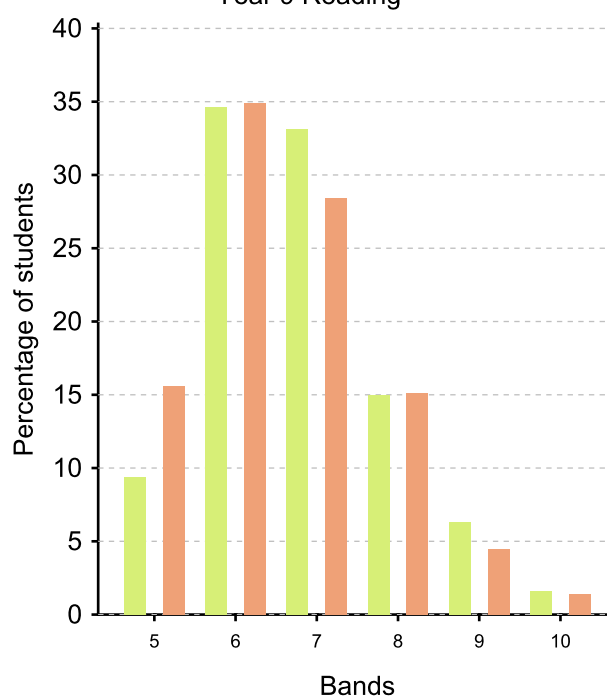
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In 2018, the growth in performance of our Year 9 students has been nothing short of outstanding. In reading 67% of student achieve above expected growth between Year 7 and Year 9 tests. In both Spelling, Grammar & Punctuation 50% of students achieved above expected growth with 42% of students achieving above expected growth in the writing test domain.

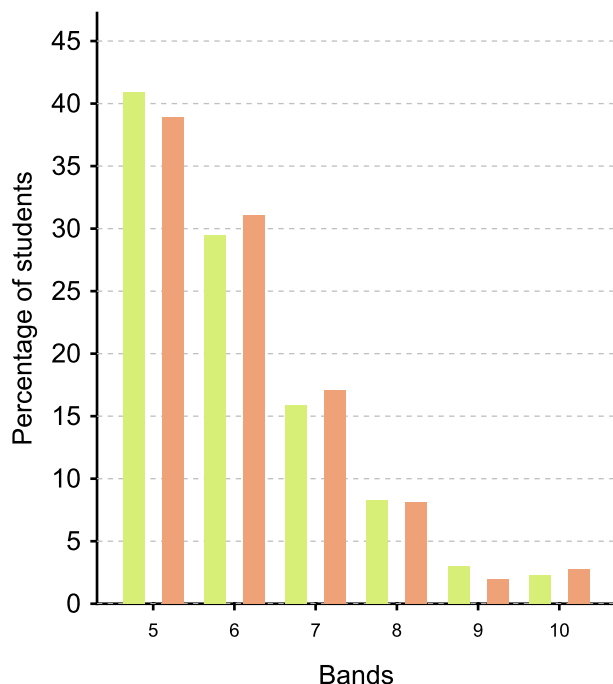
Writing was the test domain where there was a significant decline in student performance across the state but students at CPHS bucked this trend, outperforming the Similar School Group (11.4) by two and a half times (27.8). We are within 5% of the state average growth measures, in a school where the majority of the students are in the 1st and 2nd quartile of the Family, Occupation and Education Index. The school's literacy programs are yielding strong student improvement. Our focus has been on developing a love of reading, whilst also strongly supporting increased opportunities for students to write about their reading. Students practise their skills in grammar, punctuation and spelling through *Do it Now* questions which start each lesson. We continue to build our teachers' capabilities to deliver expert literacy teaching strategies for all students.

**Percentage in bands:**  
Year 9 Reading



Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 9 Writing

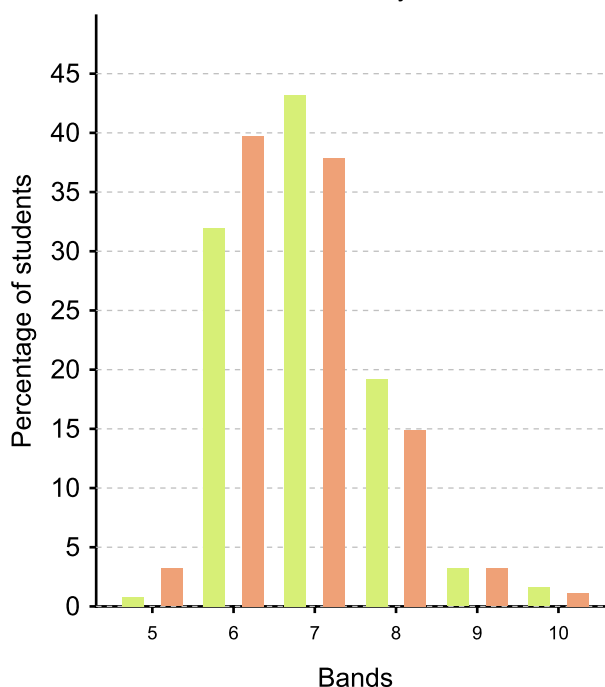


Percentage in Bands  
School Average 2016-2018

In 2018 the growth in students' Numeracy skills has also been outstanding. Our students skills are growing faster than the state *average for scaled growth* – 55.7 compared to 47.0 for the state and we perform above the state average for the measure of students who are performing *above the expected growth* between Year 7 and Year 9 testing (CPHS 69% V State 66%).

This year the programs in Mathematics included NAPLAN based 'Do It Now' activities to commence each lesson whilst the roll is being marked. In addition to the explicit practice of Numeracy skills, pre and post –testing of student skills has focused teachers and students on learning growth, building motivation in students to better track their steps towards mastering numeracy and mathematics skills.

**Percentage in bands:**  
Year 9 Numeracy



Percentage in Bands  
School Average 2016-2018

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 7% in 2018, a improvement of more than 6% in 2 years. 8.43% of students are in the top two Bands for NAPLAN Numeracy and Reading.

### State priorities: Better services – Improving Aboriginal education outcomes

This year we have the strongest results from Aboriginal and Torres Strait Islander students in the history of the school. For the first time our Aboriginal students are significantly above the state average for Aboriginal

students and the similar state school group in every component of NAPLAN.

In Year 9 NAPLAN Reading, 66% of ATSI students are above the state average score of 527. In Year 9 NAPLAN Numeracy, 59% of ATSI students are above the state average score of 537.

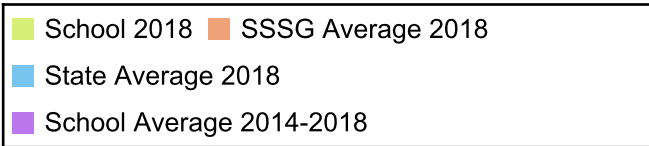
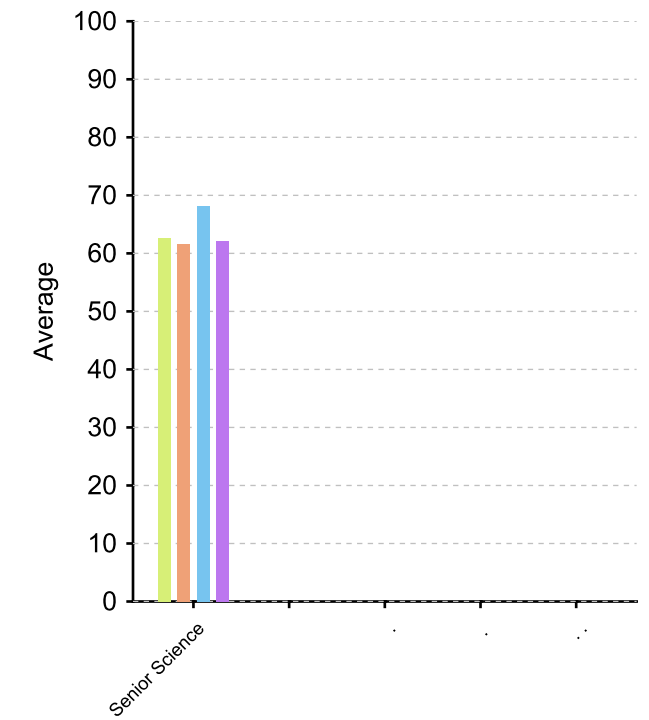
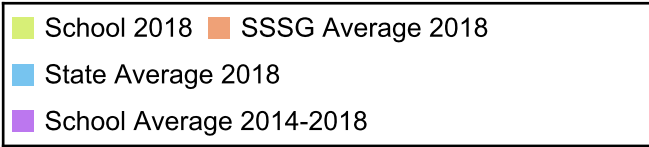
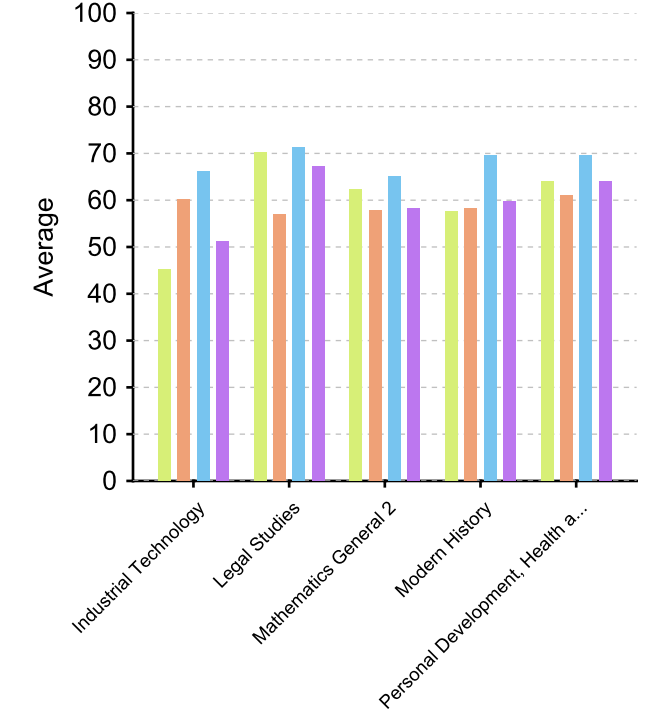
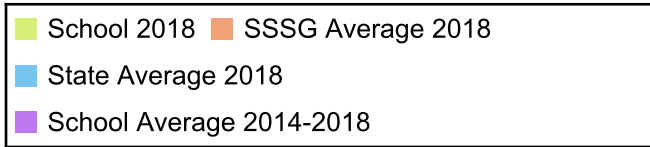
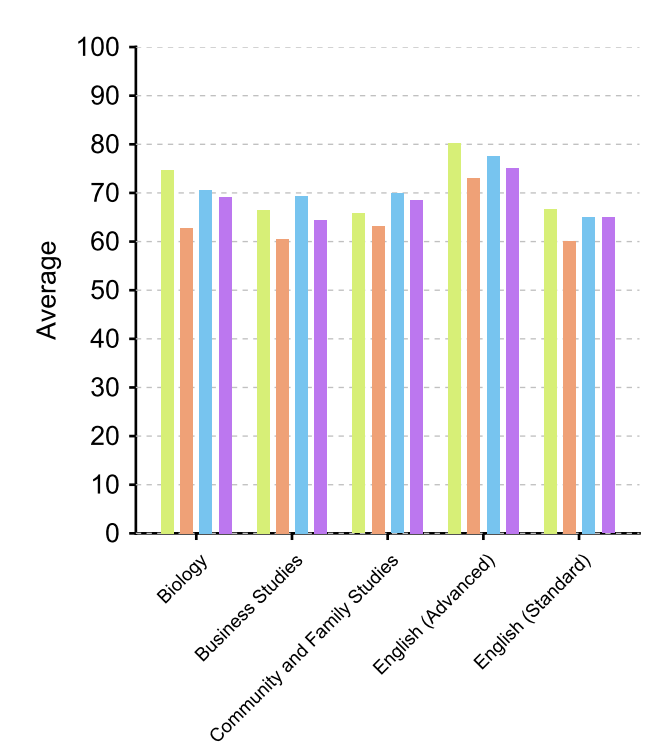
In 2018, the Writing, Reading and Numeracy elements of NAPLAN were our strongest with 10% of students performing in the Top 2 bands. Ensuring that our Aboriginal students have every opportunity to learn and hone their literacy and numeracy skills is a priority strategic direction in our school. For more information on our specific programs and strategies, please see Strategic Direction 3 earlier in this report.

### Higher School Certificate (HSC)

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

In 2018, students presented the following courses for the award of the HSC: English Extension 1 & 2, English Advanced, English Standard, English Studies, Mathematics Extension 1, Mathematics, Mathematics General, Biology, Chemistry, Senior Science, 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.

Janavee Gurunathen was our *Dux* and Christine Kioko was the *Proxime Accessit*.



### Areas of strength

In 2018, we saw an increase in the number of students who achieved results in the top three bands by 100%. There were 108 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 an 11% drop in Band 1 and 2 performances. This year we continue to improve in this area with an overall 37% drop over the last three years. English Extension 1 & 2, English Advanced, English Standard, Mathematics Extension 1, Mathematics General, Biology, Chemistry, Community and Family Studies, Legal Studies, Personal Development, Health and Physical Education and Drama 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.

In 2018, 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.
- Most feel that their learning time is well organised and concepts are taught well.
- Most students try hard to succeed in their learning but only about a quarter are interested in their learning.
- Most believe they have someone at school they can turn to for advice.
- 65% of students plan to finish Year 12.

- A majority of students feel teachers are responsive to their needs, have high expectations and encourage independence with a democratic approach.

The parent responses are summarised below.

- Most parents feel staff have high expectations of their students and that they want them to do well through working hard.
- They also believe that their children know the school rules and that staff expect students to pay attention in class.
- 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 or attended meetings at the school.
- Parents in the main felt that the school was supportive of their child's education.
- Most encourage their child to do well at school but only spent a small amount of time helping them with their homework.
- Most were satisfied with the amount of communication they received from the school, although would like more information about future opportunities for their child.

Staff key responses are as follows:

- Collaboration across the school continues to be seen as a strength.
- 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.
- The majority provide formal feedback to students to help them achieve their learning goals.
- The use of technology for students to track their own progress and for staff to provide more feedback was seen as an area for improvement.
- They believe that parents receive regular feedback about their child although this was not as strong as other categories.
- They strongly indicated that the school is an inclusive environment where clear expectations are set for students.

## Policy requirements

### Aboriginal education

In 2018, 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 and SCOUT 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. Additionally, CPHS partnered with the Blue Mountains Aboriginal Culture and Resource Centre to deliver the Young, Strong and Deadly program. The program allows students to take part in a cultural



awareness session and a mental health workshop.

In 2018, the Aboriginal Education team were fortunate enough to be approached by The Aurora Education Foundation to seek Aboriginal and Torres Strait Islander students who would be eligible for The Aspiration Initiative long-term program. The Aspiration Initiative works closely with Aboriginal and Torres Strait Islander high school students and their parents and/or carers for six years – from Year 8 through to the end of their first year out of high school. Aurora provides students with over 200 hours of individualised support with the aim of achieving academic excellence and strengthening cultural identity. The Aboriginal Education team has continued to grow. 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 2019.



### Multicultural and anti-racism education

Multiculturalism is incorporated within teaching and learning programs as stipulated by the NSW Education Standards Authority ('NESA'). Through these program, students develop increased understanding of cultural diversity including customs, diet and values. Harmony Day and NAIDOC Day are celebrated annually as whole school community events where students broaden their understanding of cultural diversity and the value of immigration to Australia as a whole. As our local community continues to change, there has been significant changes to the cultural diversity of the school community. There have been increased enrolments of students from diverse cultural backgrounds. These students and their families bring with them new skills and ideas to share with and aid our community in developing an expanded focus and understanding towards different cultures. However, occasionally support is needed and the school's Anti-Racism Contact Officer (ARCO) mediates to resolve the conflict. Interactions and discussions with the students referred to the ARCO are aimed towards making students aware of their responsibility to show respect and tolerance towards others, regardless of cultural differences.

### Other school programs

### Faculty Review – Science Faculty

For the first time the faculty review was conducted by an external agency. The evaluation and report will become a blue print by which all faculties will be supported to ensure they meet the Department of Education and NESA mandated requirements. The findings indicate that the faculty has some excellent teaching practices that assist students in their learning and that students appreciate. Collegiality within the faculty is strong and resources are shared, although a more structured and organised approach to the sharing of resources needs to be developed. There were a range of findings and recommendations for further improvement, this included the updating of programs, a greater emphasis on practical lessons to ensure the indicative hours required by NESA are adhered to by the school. There is also a need for more structured homework and feedback. It was noted that the current state of the laboratories impacted on the completion of practical lessons and this is an area of concern, especially with the implementation of the Stage 6 Investigating Science course.