

Cardiff High School

Annual Report



2018



8903

Introduction

The Annual Report for **2018** is provided to the community of Cardiff 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.

Gareth Erskine

Principal

School contact details

Cardiff High School

Boronia St

Cardiff, 2285

www.cardiff-h.schools.nsw.edu.au

cardiff-h.school@det.nsw.edu.au

4954 9966

Message from the Principal

2018 was a significant year for the school wherein the continued focus on raising academic standards culminated in outstanding student achievement. The school recorded its two highest ever ATAR scores and Year 12 HSC students performed strongly across their subject areas with many noteworthy individual and group achievements. Students sat NAPLAN Examinations online for the first time, with Year 9 results comprehensively the school's best ever. Both of these overall results validate and support the planning, programming and alignment of resources which has occurred in the preceding years to achieve set goals and targets. It also highlights and emphasises the strength, dedication and commitment of the school's teaching and support staff and their ability to challenge and extend their students to achieve their academic potential.

In the area of Aboriginal Education, there were three very considerable achievements with the election of the first Aboriginal Captain in the school's history, the highest ever ATAR result by an Aboriginal student and the best ever Year 9 NAPLAN results. Continued provision of academic, personal and cultural support will help to consolidate and build upon these groundbreaking achievements in the coming years.

The school community celebrated completion of the \$3.4 million Secondary Schools Renewal Program building works. This has significantly enhanced the access, street appeal and amenity of the front of school and the rebuilt Administration Building allows the school to provide high level services to students, staff and parents in a truly 21st century space.

A long awaited power upgrade allowed the school to install air conditioning in over half of the classrooms within the school, providing cool relief to students and staff alike and will undoubtedly enhance student comfort and learning in what has often been very uncomfortable conditions. The significant investment in this venture was supported by our school P&C, for which the school is extremely appreciative.

The efficacy of the school's welfare support initiatives, including the implementation of a Year 7 Peer Support program led by Year 10 students and increased allocations to Year Advisors, was evidenced by the halving of suspensions and significant reduction in referrals of negative behaviour.

The growing academic achievements complemented the continuing strength and success in sport and music over many years. Cardiff High School students again excelled in a range of individual sports, with students representing at State and International level in Athletics and Swimming. Indeed, many long-standing records are being replaced year-on-year as a group of outstanding athletes progress through the school ranks. The school's music staff perhaps surprised even themselves with results that would be the envy of any school and testament to a rigorous, meticulous and supportive collective program that develops students to be the best.

School background

School vision statement

Cardiff High School strives to be the school of choice for families in the Cardiff, Garden Suburb, Hillsborough, and Macquarie Hills areas. In its preparation of students as 21st century learners and citizens, the school provides a caring, safe and supportive environment.

Our students graduate with the skills and knowledge to be successful in the next stage of their lives. The school culture is built on positive relationships between staff and students and high standards and expectations for students to reach their potential.

A balanced education, supporting students' academic, sporting and cultural development provides students with a wide range of opportunities to excel. The school acknowledges and celebrates the success of our students and staff, valuing the contributions they provide each and every day.

Cardiff High School is strongly connected to our local community, fostering partnerships in education, vocational pathways and cultural and commemorative events. The school actively supports our families to be engaged in the life of the school, valuing education and working together to foster students' learning and development.

School context

Cardiff High School is a comprehensive, co-educational secondary school located in the City of Lake Macquarie. The school draws its enrolments from the Cardiff, Garden Suburb, Hillsborough and Macquarie Hills Communities. The school has a culture of academic achievement, success in sport and creative and performing arts.

In 2018, Cardiff High School recorded 706 student enrolments, including 67 Aboriginal students. The school curriculum caters for a wide variety of interests and needs, with a growing number of students accessing tertiary study and local-industry post-school pathways. The school is focused on improving student academic outcomes through key programs including the Enrichment Class, QuickSmart Literacy and Numeracy, MultiLit, High Achievers, and the Bump it Up strategy.

Aboriginal students are encouraged to excel through their involvement in academic and cultural support programs. Special Education Facilities cater for students with mild, moderate and severe physical and intellectual disabilities. Cardiff High School's Japanese language program is fostered by a long-standing sister-school relationship with Tanagura Junior High School, Japan.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

Learning

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

Learning Culture – Sustaining and Growing

The school has been working hard to shift the prevailing whole school community aspirational expectations for learning and achievement. High expectations and targets for achievement are explicitly communicated within the **School Plan**, staff meetings and public forums and events.

The school's **Year 6 into 7 Transition Program** has been lauded for its outstanding success in preparing students for High School and forging strong relationships, and collaboration between the Cardiff Community of School Communities.

Student attendance is recognised as being pivotal to student academic success. The school adopts a data driven approach engaging in weekly reviews with Executive and Year Advisors to identify students at risk, implementing proactive communication and strategies, and rewarding exceptional attendance.

Wellbeing – Sustaining and Growing

The school is actively improving practice and innovating in the area of student wellbeing. **Tell Them From Me Survey (TTFM)** data previously identified that the school was below state average in measures directly affecting student mental health and wellbeing. This has informed a comprehensive, holistic and proactive approach to addressing these reported issues led by the Executive, Year Advisors, Girls' Advisor and Learning and Support Committee.

Curriculum – Sustaining and Growing

As a smaller, comprehensive High School, Cardiff seeks to offer and provide a broad curriculum which caters for student learning needs and areas of interest. In recent years, the school has offered new subjects including Stage 5 Aboriginal Studies and STEM elective, as well as Stage 6 Japanese Beginners and Sports Coaching. The school also surveyed junior students regarding their satisfaction with Stage 4 mini electives.

With a diverse student cohort, teaching and learning programs, **differentiated tasks** and **learning plans** individualise educational support for students with disabilities and learning difficulties. As a **Bump it Up** school, strategies, programs and resources have been aligned to challenge and extend junior and HSC students to achieve at the highest levels.

Assessment – Sustaining and Growing

The school utilises a range of independent external assessments such as the **OZCAAS** and ICAS GAT Test in support of key school programs such as **Intervention Programs**, **Talented Enrichment** and **Transition**. Whole school assessment processes, policy and documentation have been developed to ensure consistency in assessment and to further support student learning.

The school's **7–10 SCOPE Assessment Program** provides an opportunity for students to reflect on their evidence of learning through an interview process, whilst processes such as **HSC Monitoring** assist in ensuring that academic rigour in assessment is maintained in a transparent and supported manner.

Reporting – Sustaining and Growing

Cardiff High School offers opportunities every term for parents to be informed of their child's progress. The school has implemented well–developed policies and processes to consistently produce a high–quality, detailed and informative **School Report** to parents and students. **Parent/Teacher Interviews** are extremely well attended and teachers thoroughly prepare for these meetings to provide detailed information regarding student achievement and areas for improvement. The school solicits feedback from parents regarding reporting through P&C Meetings and the **TTFM**

Survey.

Student Performance Measures – Delivering

Scout Data reveals that the school has shown positive improvements in student **value-add for Year 9–12**, supporting the efficacy of the previous **School Plan**. However, an overall progression to Sustaining and Growing is limited at this time by achievement in the top two bands for NAPLAN, which is being addressed through the **Bump it Up** initiatives, as well as the achievement of school-identified growth targets. Further work in aligning student achievement in internal and external assessment is also required.

Teaching

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

Effective Classroom Practice – Delivering

A whole-school focus on classroom practice is evidenced through the **Bump it Up and Instructional Rounds Programs**. Additionally, a cross curricular School Assessment Review Team is driving improvements through faculty collaboration and the consistent implementation of evidence-based teaching and assessment practices. The school's **Junior Assessment and Homework Policy** provides a clear framework and guidelines to support student feedback and learning.

The school is fortunate to have a mostly settled and positive learning environment, with new and visiting staff often commenting on the 'vibe' of the school. This dynamic has developed over a period of time and is continued through processes and supports such as the **Beginner and New Teacher Induction Programs** and the **Staff Handbook**. More challenging student behaviour is comprehensively managed, as evidenced by **Student Behaviour Support and Risk Assessment Plans**.

Data Skills and Use – Delivering

The use of data in teaching is perhaps the school's greatest opportunity for development both in teaching practice and School Excellence Framework progression. Data is regularly and extensively analysed at a whole-school level and the school community is kept well-informed of the school's progress through the **Annual School Report, School Website, Parent/Teacher Interviews**, and presentations to parents, students and staff.

The use of analytics in planning is clearly evident through documentation such as the **School Plan 2018–2020** and **Student Intervention Programs**. However, greater future engagement of staff with school and external data at a class and student level will justify a higher assessment in this area.

Professional Standards – Delivering

Teacher **Professional Development Plans (PDPs)** are showing greater awareness and engagement of staff with Australian Professional Standards, with many teachers identifying the link between their goals and the standards. Teacher and Non-Teacher PDPs are reviewed by supervisors and school leaders and assist in staff planning and the provision of **Staff Professional Learning**.

Whilst a number of staff had actively pursued higher levels of accreditation in recent years, the conclusion of this process has been prioritised below other competing interests.

Through school planning, a targeted whole-school Literacy and Numeracy focus is building staff knowledge and understanding in this fundamental area.

Learning and Development – Delivering

The school seeks to provide a variety of engaging Professional Learning activities to meet teacher needs and school and departmental priorities. Teacher release and meeting time is regularly provided for teams to work on syllabus and curriculum development and implementation.

A comprehensive **Beginner and New Teacher Induction Program** along with teacher mentors and targeted provision of funds all support the growing number of new teachers within the school to transition in a collegial, supported and effective manner.

The **Technology Procurement Plan and School Plan Strategic Direction 3: 21st Century Learning** were developed to ensure that students, staff and school would be provided with the resources to meet their needs. The school has rapidly adopted **Google Drive** for all levels of staff meetings and increasingly for student learning.

Leading

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

Educational Leadership – Sustaining and Growing

The school has tremendous depth in leadership at faculty and whole-school level. In the last two years, two teaching staff have relieved as Head Teachers at other local schools, whilst a Head Teacher was seconded as a Deputy Principal and another promoted to a District Office Position. Five teachers and two Head Teachers have also relieved in higher roles for substantial lengths of time within the school. These members of staff have been supported through school mentoring and support to access relevant Teacher Professional Learning opportunities to support career progression.

The school continuously seeks and addresses feedback on school performance through the **SkoolBag App**, **School Website** and **TTFM Survey**.

School Planning, Implementation and Reporting – Delivering

This is an area where the school is very close to progressing in SEF assessment, supported by evidence of impact in the near future. Highly collaborative processes at **Executive Meetings** have developed important school strategy documents such as the **School Plan** and **Technology Procurement Plan**. Greater Executive and whole-school engagement with processes such as **Milestone** planning and checking, is rapidly moving from nascent to established practice.

The **School Plan** was developed to continue the school's focus of improving academic performance, incorporating the Premier's Priority for Band Performance, and supporting quality educational delivery. Consultation was sought at school community level through Staff and P&C Meetings.

The **Annual School Report** is an amalgam of school resource, school performance, student achievement, and learning and wellbeing data and reports. Refinement of **Milestone** planning, greater detail of resource allocation and **Professional Learning** activities would justify a higher level of self-assessment.

School Resources – Delivering

School staffing is carefully managed to provide key staff with school program or leadership roles additional period allowances to support these important roles, such as management and leadership of **Student Intervention Programs**, Year Advisors and school initiatives.

A particular focus has been the enhancement of the school's amenity, resulting in the employment of an additional General Assistant, and the alignment of school resources through the **Technology Procurement Plan**, **School Plan** and global budget. The school also directs funding towards the employment of a Technical Support and Communications Officer to support provision in these two increasingly vital areas.

Community Use of Facilities had to be suspended for 14 months due to the school's Secondary Schools Renewal Program Building works, which has impacted on assessment in this area.

All school funds are aligned towards meeting school Strategic Directions and targets and are communicated through the school Faculty and Extra-curricular budgets, **Annual School Report** and Overall School Budget documentation.

Management Practices and Processes – Delivering

Administrative systems and processes are regularly reviewed to ensure continuous improvement. This is evident through supporting resources, procedures and documentation such as the **Staff Handbook**, **Website**, **Google Drive**, **SkoolBag App** and **Millennium database**. Further development of these areas and supporting **TTFM** or alternative satisfaction survey results would warrant a higher SEF rating.

The school has consistently sought, discussed and measured school community and satisfaction results, and promoted these findings through a variety of mediums, justifying an assessment of Excelling in the Community satisfaction theme.

Our self-assessment and the external validation 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

Bump it Up

Purpose

High expectations for achievement through the implementation of programs and teaching practices that challenge and extend students and support them to achieve at or above expected growth and top band results in NAPLAN testing.

Overall summary of progress

The continuation of many established programs and practices from the 2015–2017 School Plan, resulted in the school achieving unequivocally best ever results for Year 9 NAPLAN assessment. Individual Education Plans for targeted students underpinned the school's multi-faceted approach to achieving the Premier's Priority Target for top band achievement. The implementation of a whole school study skills program will continue to drive improvement into future years, particularly for students in Stage 4.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Bump it Up (BiU) program target – Increase the proportion of students in the top 2 NAPLAN bands to 16% (Year 9 2019)	<ul style="list-style-type: none">• 0.5 staffing allocation for Bump it Up Coordinator from staffing entitlement.• \$10,000 program budget• \$10,000 study skills program (whole school)	The success of this target will be measured by the achievement of the 2019 Year 9 cohort. The Year 9 2018 student cohort recorded 14.71% of students in the Top 2 Bands for Reading and 11.9% in Numeracy.
Greater than 60% of students achieve expected growth in Year 9 NAPLAN testing in Reading and Numeracy	<ul style="list-style-type: none">• \$250,000 Literacy and Numeracy programs: Bump it Up, QuickSmart Literacy, QuickSmart Numeracy and MultiLit.	Students achieved a best ever growth result for Reading with 64.2% of students achieving expected growth. In Numeracy 55% of students achieved expected growth. Whilst this was below the School Plan Target, the result was over 5% above the school's historical average.
Greater than 55% of students achieve expected growth in Year 9 NAPLAN testing in Writing, Grammar and Punctuation, and Spelling	<ul style="list-style-type: none">• \$250,000 Literacy and Numeracy programs: Bump it Up, QuickSmart Literacy, QuickSmart Numeracy and MultiLit.	Students achieved the 55% target in Writing, 52.4% in Grammar and Punctuation, and 48.6% in Spelling. These achievements were all well above the long term average, however, it is hoped that these measures will continue to grow with the successful implementation of targeted strategies.

Next Steps

In 2019, the school will increase the focus on student assessment with a review of tasks' academic rigour, accessibility to students and whole school consistency. The achievement of the Bump it Up Premier's target set in 2016 will be the pre-eminent focus. Student growth targets set through the plan will also be closely reviewed and analysed to build upon increasingly positive results.

Strategic Direction 2

High Achievement

Purpose

High achievement in the HSC through the implementation of personalised mentoring, study skills programs and teaching practices that challenge and extend senior students and support them to achieve at or above historical results in the HSC.

Overall summary of progress

Exceptional HSC ATAR results for the 2018 cohort evidenced the school's successful approach to improving high achievement. The positive result in student value-added data led to the school achieving an Excelling rating in SCOUT data.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
20% increase in the number of HSC subjects at or above State average	<ul style="list-style-type: none">• \$2,000 High Achievers Program• \$10,000 Study Skills Program	Despite overall outstanding results, there was a reduction in the number of subjects performing at or above the state average.
20% reduction in the number of students receiving N Award Warning letters for non-completion of assessment tasks	N/A	There was a 19% reduction in the number of students receiving N Warning letters for non-completion of assessment tasks.
80% of Yr 12 students engaging with mentors	N/A	Mentors were assigned to all students who applied through the EOI process. Students targeted through the High Achievers program received additional support.
Year 10–12 students achieve at or above state attendance figures for both Aboriginal and non-Aboriginal students	N/A	Year 11 overall attendance matched the state average, whilst Year 10 and 12 were well below state average and an area for continued improvement.
A 20% increase in the number of Year 10 students achieving an Exemplary grade for SCOPE assessment .	N/A	Baseline data has been established with the number of students consistent with the previous year.
All faculties to implement writing strategies	N/A	Staff were inserviced in the implementation of the 'WHEEL' writing matrix. Exploration and implementation of additional matrices may be required across the school.

Next Steps

The school will continue to work towards increasing the number of students achieving in the top HSC Bands and reducing the number of students achieving Band 1 and 2 results. The Lakeside Transition Partnership High Achievers program will change focus to support students in Year 11 in 2019, with a school-based program providing specific support, including mentors, for Year 12 students. Value-adding for the Year 12 2019 cohort will be prioritised due to their underperformance in Year 9 2016 NAPLAN.

Strategic Direction 3

21st Century Learning

Purpose

Emphasis on core skills and competencies such as collaboration, communication, digital literacy, critical thinking and problem solving supported through access to technology, resources and technological support to enhance learning and engagement in a 21st Century environment.

Overall summary of progress

The acquisition of technology to support 21st Century learning was prioritised through the school budget with the purchase of laptops and interactive panels for classrooms. A plan was developed for the school library to continue to evolve to support a large number of flexible formats and learning opportunities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
2018–2020 Technology Plan informs the procurement of technology	\$63,000 plus T4L points	The school utilised RAM funding as per our 2018–2020 Technology Procurement Plan to inform the purchase of laptops, interactive panels and desktop computers.
2018–2020 21st Century Learning Procurement Plan informs purchase of resources	\$12,000	A three year plan was developed to continue to transform the library as a flexible 21st Century Learning Space, with the first round of purchases made.
10% increase in BYOD stakeholders across the school.	N/A	Promotion of the BYOD policy was facilitated in Term 4, 2018. The 7L 2019 class was prioritised as a BYOD class.
5% increase in number of SkoolBag app downloads and school website hits	N/A	The school will transition to a new website in 2019. The school also introduced a Facebook page in 2018 to complement the other two communication platforms.
Continued development of school website to include resources to support learning	N/A	Transition to new website in 2019.
Year on Year improvement in the TellThem From Me Student, Staff and Parent Survey Data	N/A	Please refer to Parent/caregiver, student and teacher satisfaction section.

Next Steps

The BYOD strategy has been reviewed with an emphasis on students in Stage 4 having access to devices, especially with the increasing number of online assessments and to help prepare them as digital citizens of the future. The 2019 Technology budget has been increased further to assist with the acquisition of more laptops to replace ageing devices and assist faculties in delivering technology-based lessons. Investigation of 21st Century learning spaces and the redevelopment of the school's computer room will be facilitated in 2019.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	\$251,872	The school utilised these resources to employ Learning and Support Teachers 1..6 Full Time Equivalent and the flexible funding component to provide in class support to students identified through the Learning Support Committee. The support provided by these members of staff included Disability Provisions, IEP Meetings, In class support and differentiation of learning strategies and practices.
Socio-economic background	\$378,685	The school used these resources to fund the highly successful Literacy and Numeracy programs, provide technology in the classroom, student assistance for uniforms and mandatory activities and study skills seminars, as well as supporting a range of student support, welfare and learning initiatives.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	368	360	361	348
Girls	322	322	328	347

2018 saw the largest number of Year 7 enrolments in ten years, supported by a strong retention rate from feeder Primary schools. Forward modelling projections show that the school's overall enrolment should increase significantly from 2021 following the transition of smaller cohorts in the senior years.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	92.6	93.1	92	92.4
8	90.6	89.1	89.7	89.8
9	88.1	87.4	88	85.9
10	85.9	86.2	86	84
11	88.1	87.1	84.2	86.6
12	88.6	88.2	87.8	86.1
All Years	89	88.6	88	87.8
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

Cardiff High School is focused on improving the attendance profile of our students to equal or better the State Average. The school employs SMS messaging of parents and caregivers as the primary method of communication regarding absences. Attendance patterns of students are reviewed at weekly Senior Executive and Year Advisor Meetings, where short and long term absence and truancy data is reviewed. Deputy Principals meet with Year Advisors fortnightly to analyse and discuss student attendance, initiating

parent or student contact where required, as well as welfare support. Students with chronic attendance issues are referred to the Home School Liaison Officer.

In 2018, the school's overall attendance rate fell by 0.2%, however, the state level fell by 1.2%, meaning that the school in fact significantly improved its attendance pattern in comparison to the state average.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	6	8.75
Employment	2.67	10	33.75
TAFE entry	0	8	12.5
University Entry	0	0	22.5
Other	0.89	0	16.25
Unknown	0	0	6.25

There was a large increase in the number of students going directly into the workforce and an equally big drop in students accessing TAFE courses. However, the TAFE numbers were more in keeping with data from previous years. Other measures remained largely consistent year on year.

Year 12 students undertaking vocational or trade training

30 students were enrolled in vocational or trade training in Year 12 in 2018. Courses studied included Business Services, Construction, Hospitality, Retail Services and Sport Coaching. 24 of these students achieved a Certificate II in their course, whilst 6 others achieved a Statement of Attainment.

Year 12 students attaining HSC or equivalent vocational education qualification

98% of students attained an HSC qualification in 2018.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	39.7
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	13.68
Other Positions	1

*Full Time Equivalent

4% of Cardiff High School staff identified as Aboriginal in 2018.

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

The school utilised Professional Learning (PL) funding, supplemented by RAM funding, to continue to enhance teacher capacity and drive the school plan to achieve positive learning outcomes for students. Identified specific focus areas for the year included:

1. New syllabus programs and resource development for relevant faculties.
2. The Cardiff Community of Schools Professional Learning Day, including guest speaker Anh Do.
3. Training of staff in QuickSmart Literacy, QuickSmart Numeracy and MultiLit programs.
5. Faculty release time to standardise across school programming, assessment, scope and sequence, and school website updates.

6. Maintenance and support of the Cardiff Community of School's initiatives, creating successful networks focusing on transition, literacy and numeracy in middle school years, extended writing, and data sharing.

7. Mandatory training including Anaphylaxis, CPR, First Aid and Asthma Training.

8. Purchase of professional learning resources.

9. Purchasing whole school membership of the Teacher Learning Network enabling online access to up-to-date professional learning opportunities. This site has been recognised nationwide as a lighthouse for PL.

10. Train the trainer funding, enabling a staff member to be trained as a CPR and Anaphylaxis deliverer so local staff can source mandatory training on site at a smaller cost than private providers.

Five members of staff successfully achieved the Proficient teaching standard and one member of staff maintained Proficiency.

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	327,761
Revenue	9,163,889
Appropriation	8,903,454
Sale of Goods and Services	-17,017
Grants and Contributions	275,256
Gain and Loss	0
Other Revenue	0
Investment Income	2,196
Expenses	-9,051,888
Recurrent Expenses	-9,051,888
Employee Related	-8,123,028
Operating Expenses	-928,860
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	112,001
Balance Carried Forward	439,762

School Finances are regularly monitored with rigorous processes in place to ensure that spending complies with related policies and supports the goals and targets outlined in the School Plan. School staff have undertaken extensive training in the last 24 months to understand and successfully implement the new financial systems and processes. In 2019, the school will be funding an additional SAM to assist in managing the school budgetary processes.

The school has maintained funds to finance a number of school improvement projects in 2019 including the air conditioning of 28 learning spaces, offices and the new administration building, new phone and bell systems, LED lighting in Main Block, tree maintenance and the installation of signage.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	6,736,317
Base Per Capita	137,683
Base Location	0
Other Base	6,598,634
Equity Total	702,740
Equity Aboriginal	72,183
Equity Socio economic	378,685
Equity Language	0
Equity Disability	251,872
Targeted Total	787,042
Other Total	318,872
Grand Total	8,544,970

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.

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.

Year 9 student growth scaled scores were the school's best ever result in Reading, Writing, Spelling, and Grammar and Punctuation. Expected growth was also the best ever in Reading and Spelling. Despite the school's FOEI data being below state average, the school outperformed with above state average results in all Year 9 test aspects.

Year 7 results were very impressive with students scoring above the state average in almost all aspects of Literacy. 27.14% of students achieved in the Top 2 Bands in Reading resulting in a highly notable overall result for the Premier's Priority Target.

Year 9 Numeracy Scaled Scores were also a best ever achievement for the school, supported by very positive student growth results.

Year 7 results continued to build upon the positive three year trend with outstanding Top 2 Band achievement by this cohort with 26.09% of students achieving a Band 8 or 9 result in Numeracy.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

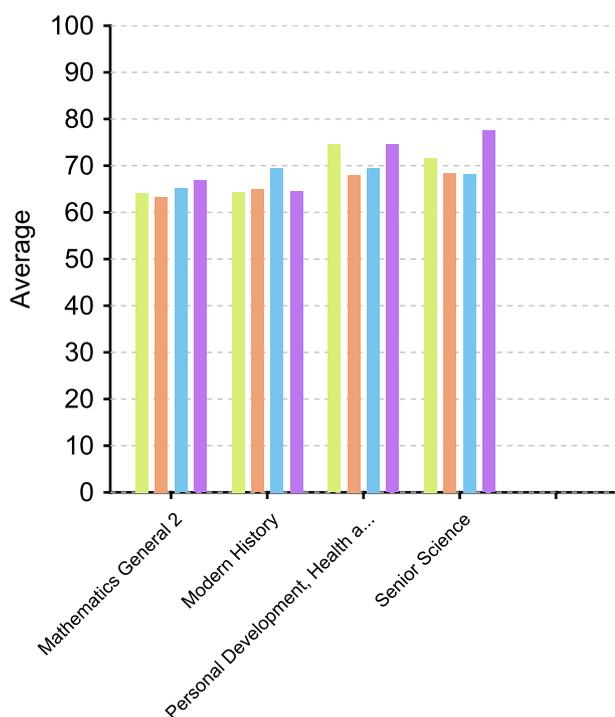
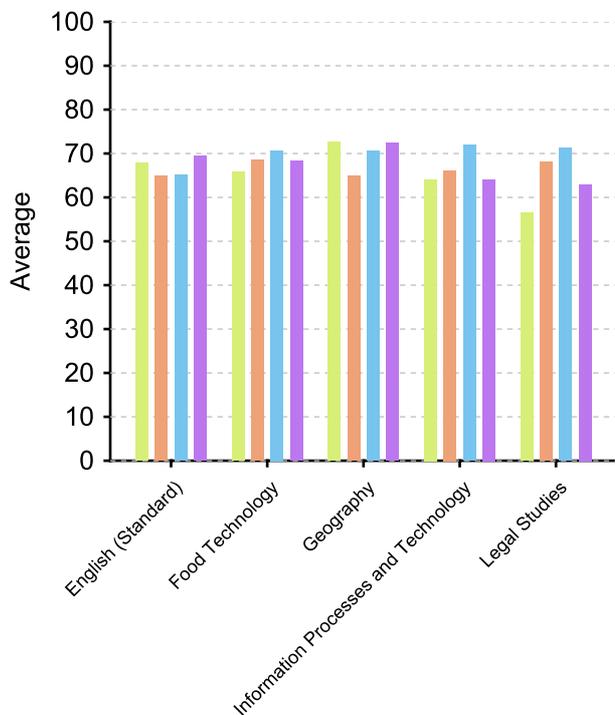
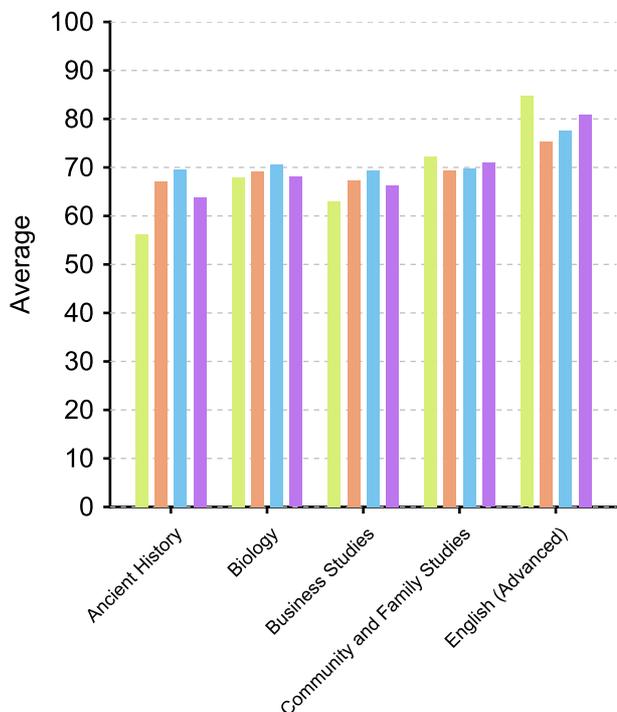
Most pleasing was the significant improvement in Year 9 Aboriginal student Literacy and Numeracy achievement. Results for all test aspects except for Numeracy were above the Similar School's Group and Average NAPLAN State Score. 14.29% of students achieved a Top 2 Band result in Numeracy and 12.5% in Reading.

Only 5.88% of Year 7 students achieved a Top 2 Band result in Numeracy with 5.26% in Reading. However, with intensive support through the school's key Literacy

and Numeracy, and Learning Support programs it is hoped that these students will in time show similar growth and achievement to the Year 9 2018 cohort.

Higher School Certificate (HSC)

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



Cardiff High School achieved its two highest ever ATAR results with 97.3 and 96.7 in 2018. Overall, Band 6 results were achieved in English (Advanced), English Extension 2, CAFS, PDHPE, Music 1, Visual Arts with a number of these subjects recording their highest ever results. English (Advanced), English Extension 2, Music 1, PDHPE, Senior Science, Hospitality (Food and Beverage) also achieved results above the state

average.

Two students' compositions were nominated for the ENCORE published program for Music 1.

The school comprehensively outperformed the similar school's group and HSC Value Added data was reported as 'Excelling' in SCOUT.

Parent/caregiver, student, teacher satisfaction

2018 was the fifth year Cardiff High School has completed the Tell Them From Me survey with a very useful bank of longitudinal data developing to inform school planning and processes. With the success of the trial of a paper version of the survey with parents in 2017, in combination with the online survey, this continued dual approach saw over 100 parent respondents this year.

Student survey data was extremely pleasing with positive changes in 16 areas surveyed with minimal change in most areas. Interestingly, reported participation in school sports fell significantly, which will be an area to monitor in the future. Year-on-year improvement was noted in the areas focused on learning and engagement, which reflects the school's increased academic focus and success.

The results of the teacher survey were mixed across the eight 'Drivers of Student Learning'. The clear areas of growth were in the teacher's use of data, teaching strategies and parent involvement. Collaboration and Leadership were areas where survey results were not as strong as previous years with Executive analysis and discussion seeking to determine the underlying factors.

Parent Survey data was perhaps skewed by the doubling of respondents over the last two years. However, the two areas that changed significantly indicated less parent support for student learning at home and parents indicating that they felt less informed about student progress. This would appear to be paradoxical given the growth in uptake of online communication, teacher survey data and parent attendance at information evenings and interviews. This area will also be closely monitored in the 2019 survey.

Parents and students are also able to provide open ended feedback through the survey and provide a wealth of information and insights for school leaders. With the installation of air conditioners in most classrooms the most often reported issue over the last five years has finally been resolved. Other feedback has been reviewed and discussed with plans to focus on addressing many of these issues in the next school year.



Policy requirements

Aboriginal education

In 2018, the school saw outstanding success for a number of our Aboriginal students. A Year 12 student achieved the highest ever HSC results for an Aboriginal student and the very first Aboriginal School Captain was elected. The school's commitment to Aboriginal education and outcomes has continued through community engagement, cultural events, the Aboriginal mentoring program and commemorative and celebratory ceremonies.

Community engagement was strong this year and began with a Year 7 student luncheon where there was a very good attendance by the students, parents/caregivers and staff. The annual Year 12 Graduation dinner was held at Yumalong for the five Aboriginal students who successfully completed their Higher School Certificate. This is an important event where the school celebrates with our Aboriginal and Torres Strait Islander students in their success of completing Year 12 with students, staff and family members.

Many successful cultural events were held, led by Aboriginal Education Officer, Darryl French. The first being the Closing the Gap Assembly. This campaign highlights the need to improve the lives of all Aboriginal and Torres Strait Islander Australians. The guest speaker, Mandy Cutmore, spoke to the students about working together to deliver better health, education and employment outcomes for Aboriginal and Torres Strait Islander people, and to eliminate the gap between Indigenous and non-Indigenous Australians. A very heart-felt and emotional assembly was held for National Sorry Day. The school had the honour of author Aunty Donna Meehan as guest speaker, who shared her story of the Stolen Generations with staff and students. Aunty Donna Meehan was an impressive speaker who moved the audience by sharing her insightful and emotional story.

The largest cultural event was the NAIDOC celebration, held in July. It saw a great collaboration of events with our Cardiff Community of Schools participating in dance performances and cultural immersion workshops and a wonderful guest speaker, Kathleen Butler, an Associate Professor from the Wollotuka Institute and Newcastle University. The cultural immersion workshops were conducted by community members and students enjoyed and participated in various classes, including

Aboriginal artefacts and weapons, Aboriginal languages, Aboriginal dance and Aboriginal art.

Aboriginal students had the opportunity to participate in excursions that will benefit them both culturally and socially. A two night excursion to Nambucca Valley was a great event that saw students participate in various community cultural activities. The welcome aspect of the Nambucca Aboriginal Community was wonderful, and they gave the students access to their organisations, their culture and community. While in the Nambucca Valley the students were exposed to cultural tours, bushwalks, bush tucker workshops, visits to Bowraville Central School and Macksville High School and the Muurbay Aboriginal Language and Culture Co-operative.

The students also had the opportunity to participate in the SistaSpeak and BroSpeak programs. Students visited significant Aboriginal and Torres Strait Islander organisations including the Awabakal Aboriginal Medical Service, The Glen Rehabilitation Centre and the Belmont Police Station. These visits benefit and raise awareness of the many social issues in society, as well as the resources that are available. Alongside programs like these, a mentor program was introduced to support senior Aboriginal students to achieve their Higher School Certificate goals.



Multicultural and anti-racism education

Cardiff High School has an increasingly diverse range of students with cultural backgrounds other than Australian. In 2018, the number of students who were born overseas increased to 17% of the student population. These students came from 38 different countries including Botswana, Poland, Uruguay and Zimbabwe. 54 students identified that, at times, a language other than Australian was spoken at home. The teaching of inclusivity is carried out by the PDHPE faculty in the junior school and is expanded upon in the CAFS and PDHPE senior subjects. An Anti Racism Contact Officer is trained and is available to deal with instances of racism in the school. The school recognised Harmony Day and the students were addressed on assembly about the diverse range of cultures at school. Students were also reminded about cultural inclusivity through their participation in a visiting theatre production.