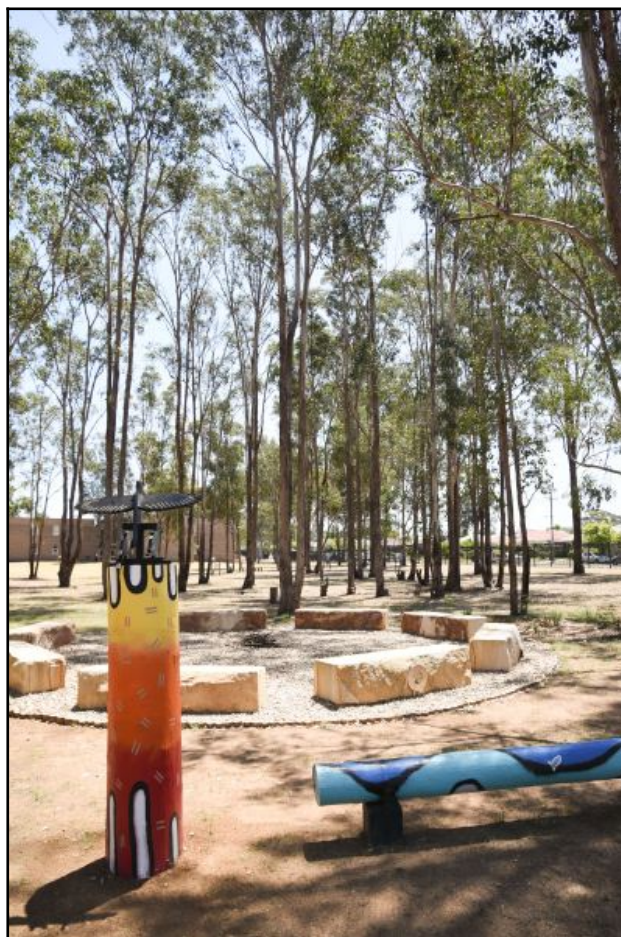


Cambridge Park High School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

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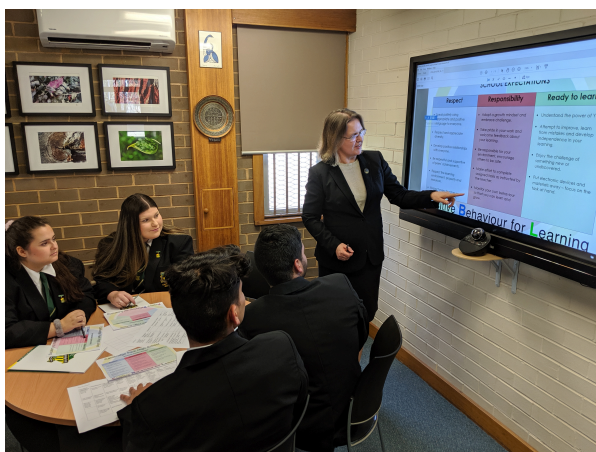
Message from the principal

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.

Everyone in our community students, parents and staff have worked diligently on our school management plan – to realise the goals we have set for ourselves and to ensure our vision is embodied by the people in our school . We are proud of the exceptional growth our students show in all aspects of their learning and we endeavour to make improvements to their learning outcomes each year.

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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

| Elements | 2019 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture | Sustaining and Growing |
| LEARNING: Wellbeing | Delivering |
| LEARNING: Curriculum | Sustaining and Growing |
| LEARNING: Assessment | Sustaining and Growing |
| LEARNING: Reporting | Sustaining and Growing |
| LEARNING: Student performance measures | Delivering |
| TEACHING: Effective classroom practice | Delivering |
| TEACHING: Data skills and use | Delivering |
| TEACHING: Professional standards | Delivering |
| TEACHING: Learning and development | Sustaining and Growing |
| LEADING: Educational leadership | Sustaining and Growing |
| LEADING: School planning, implementation and reporting | Excelling |
| LEADING: School resources | Excelling |
| LEADING: Management practices and processes | Sustaining and Growing |

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.

Improvement Measures

There is a positive change in student habits in applying feedback to improve performance.

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.

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.

Overall summary of progress

We have continued to move forward in the implementation of this strategic direction. Staff have worked collaboratively to undertake lesson observations to reflect on practice to improve teaching and learning. Policies and processes have been reviewed to develop greater consistency within and between faculties in regards to assessment practice and feedback processes to encourage students to apply feedback to improve their performance. A range of strategies have also been delivered focused on improving student's literacy and numeracy skills to assist in moving us closer to meeting our NAPLAN and HSC goals.

Progress towards achieving improvement measures

Process 1: Design and implement effective, evidence-based feedback processes across the school, supported by professional learning, collaboration and tools.

| Evaluation | Funds Expended (Resources) |
|---|--|
| <p>Staff continued to apply the professional learning undertaken in 2018 focused on evidence-based feedback processes. Staff refined their delivery of the feedback template incorporated into assessment tasks to encourage students to reflect on what they did well, areas to improve and what to do next, rather than students just focussing on the mark they received. This was an important step in supporting students to apply the feedback to improve their performance. Greater consistency in the language used to support students to identify their areas of strengths and areas for improvement, alongside the next steps to be taken encouraged students to continue to seek feedback from their teachers.</p> <p>Formal feedback processes were also developed and were included into the Assessment and Reporting policy to ensure fairness and equity in the delivery of feedback before tasks were submitted. This process was developed to encourage students to improve their performance by seeking feedback on their tasks before submission to identify areas for further development and improvement.</p> | <p>Funding Sources:</p> <ul style="list-style-type: none">• Support for beginning teachers (\$82000.00) |

Process 2: Rigorous assessment tasks introduced across key learning areas, reflect growth mindset and effective feedback practices to support student growth and learning achievement.

| Evaluation | Funds Expended (Resources) |
|--|---|
| <p>Growth mindset principles continued to be implemented in assessment practices across all faculties. The redesign of the Cambridge Park Learning Model (CLM) reinforced the importance of learning intentions and success criteria being explicitly addressed to provide students with a clear</p> | <p>Funding Sources:</p> <ul style="list-style-type: none">• Spice assessment and evaluation (\$14700.00)• Casual Teacher salaries (\$3500.00) |

Progress towards achieving improvement measures

understanding of what the intended outcome of the learning should be as well as the expected performance 'closing the gap' between student's previous knowledge and their developing understanding.

A comprehensive review was undertaken of the Assessment and Reporting policy and processes to ensure consistency in assessment practice and compliance with DoE and NESA requirements. As well as developing students understanding of assessment policy and process in relation to assessment and course requirements, absence from tasks, disability provisions, subject specific assessment schedules and course specific performance descriptors.

Stage 6 Assessment practices were externally evaluated in 2019 and were found to have a high level of consistency across the school. The evaluation was focused on enhancing the quality of assessment practices. The methods of evaluation included analysis of practices and planning in assessment, student and teacher survey results, Head Teacher interviews and student focus groups.

To support students in their assessment practices Year 12 students participated in forums to strengthen their understanding of the importance of school assessment in the calculation of their HSC results and explicitly informed of NESA support documents available and how to utilise these in their study.

These assessment practices will assist in moving CPHS towards our goals of achieving student growth in the higher HSC bands.

- Elevate student program (\$9000.00)

Process 3: Specific literacy and numeracy improvement programs across key learning areas focus on improving skills and meet literacy and numeracy targets.

| Evaluation | Funds Expended (Resources) |
|---|---|
| <p>A range of practices and tools continued to be implemented to strengthen the literacy and numeracy skills of our students.</p> <p>Class profiles were developed by teachers at the start of the school year and focused on NAPLAN band achievement of students. These profiles also included the Best Start and PAT testing of year 7 students was also included in class profiles. This data was used to inform teaching practice and further develop student's literacy and numeracy skills throughout the year.</p> <p>Literacy and numeracy sessions were delivered to Year 7 parents and focused on how parents can support student learning at home. Parents provided positive feedback on the information session.</p> <p>Quicksmart literacy and numeracy programs continued in 2019 as another tool to support the development of student's skills.</p> <p>The HSC minimum standard has been introduced to ensure students have a functional level of literacy and numeracy. To support students in achieving the HSC minimum standard workshops were delivered to students to develop competency before undertaking the testing.</p> <p>Faculties focused on developing homework activities centred on literacy and numeracy skills required within their KLA.</p> <p>Staff also continued to undertake professional learning related to the literacy progressions focussing specifically on creating texts to improve student writing skills.</p> <p>Although there was not growth in the proportion of students in the top three bands between 2018 and 2019. There was good student growth the 2019 Year 9 cohort when compared to their performance in Year 7.</p> | <p>Funding Sources:</p> <ul style="list-style-type: none"> • PAT Testing resources (\$2000.00) • HSC Minimum Standards – School Learning and Support Officer salary (\$25012.00) • Teacher professional learning (\$48000.00) |

Next Steps

In 2020, there will be an increased focus on formative assessment in the classroom, through questioning and verbal feedback. A formal feedback period on the task notifications will be introduced to encourage students to focus on seeking feedback on task performance before submission to refine and improve student assessment performance. Stage 6 students will undertake regular study skills workshops designed to improve student school assessment results and examination performance. These workshops will focus on deconstructing questions, applying the NESA directive terms and using the syllabus, task rubrics and marking criteria to move up the mark range. Professional learning will be delivered to staff in line with the study skills workshops to ensure common language and shared understanding with students to improve performance.

Students in Year 7–10 will complete targeted literacy and numeracy activities during roll call to develop mastery of skills required for NAPLAN and HSC minimum standards. This work will be supported through our NAPLAN action plan where faculties will plan to address assigned skills each week through their teaching and learning programs.



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.

Improvement Measures

Improvement in attendance rates that halves the difference between CPHS and the state average for attendance on an annual basis.

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

All stakeholder groups in our community understand and can apply the principles of Growth Mindset

Progress towards achieving improvement measures

Process 1: Implement training of all staff and students on the principles of Growth Mindset and make this training available to parent and community members.

| Evaluation | Funds Expended (Resources) |
|---|---|
| Professional Learning on the importance of reflection and goal setting was delivered at staff meetings and linked to growth mindset. Growth mindset continues to be a focus for students and teachers. Students were introduced to the idea of growth mindset, neuroplasticity and mistakes and failures and the teachers continue to use the language of growth mindset in their classrooms. The language of growth mindset, used by teachers in the classroom, has been identified and teachers continue to ensure it is consistently used and referred to regularly with the students. The goal setting process is continuing into 2020. | Professional readings/resources Funding Sources: <ul style="list-style-type: none">• 'Empower Me' Casual teacher salaries (\$2900.00) |

Process 2: Positive Behaviour for Learning program undergoes a comprehensive review and re-alignment to link it with the Growth Mindset priorities of the school.

| Evaluation | Funds Expended (Resources) |
|---|---|
| Positive Behaviour for Learning (PBL) continues to outline the consistent procedures used by teachers in the school, classroom and playground environments. New signage was introduced around the school. The PBL recognition assembly was held to reward students displaying the PBL expectations of respect, responsibility and ready to learn. A PBL Rewards day was also held at the end of 2019 . It proved to be successful with 280 students participating. Future planning needs to take into account increased student numbers, more activities and smaller group sizes. | Awards for assembly Resources and equipment for activities Prizes for PBL rewards day |

Process 3: Review and develop improved attendance structures and procedures, focused on regular monitoring and feedback to parents and students.

| Evaluation | Funds Expended (Resources) |
|--|--|
| Students were able to monitor their attendance twice per term. The Attendance Co-ordinator and the Year Advisor monitored attendance via fortnightly attendance meetings and communication with students and/or parents. The excursion planned for those students unfortunately could not go | Student self-tracking sheets Excursion Vouchers |

Progress towards achieving improvement measures

ahead due to unforeseen circumstances; however, the students were provided with another form of reward for their excellent attendance of 95% or greater. 2019 did see a slight increase in overall attendance (0.4%) across all years as a whole. However, attendance will continue to be a focus in 2020 with tighter processes in place for all appropriate stakeholders.

Funding Sources:

- Attendance Coach salary (\$85000.00)

Next Steps

PBL, Growth Mindset and attendance continue to be a focus in the school setting in 2020. Each week there will be a PBL focus with fortnightly draws for students and each semester will be a PBL rewards day, based on the evaluation and feedback from 2019. The staff and students will work on goals through the PDP process for staff and students will be introduced to goal setting. Attendance measures and processes were evaluated at the end of 2019 and based on this, attendance processes will be monitored closely by all appropriate stakeholders.



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.

Improvement Measures

30% of Year 7 and 9 EALD & ATSI students moved to Band 8 or above in writing, spelling and numeracy.

70% of Year 9 ATSI students achieving at or above State growth in literacy and numeracy

All staff improve the quality of effective questioning techniques.

20% improvement in students' capacity to demonstrate higher order thinking skills through extended responses in formal examinations with identified equity groups..

Progress towards achieving improvement measures

Process 1: Implement targeted literacy and numeracy teaching practices to improve EALD and ATSI students' outcomes.

| Evaluation | Funds Expended (Resources) |
|--|--|
| <p>Pre and post testing is embedded in all English and Mathematic classes. Teachers continue to analyse data and redirect their teaching more accurately to address areas of need. All faculties continue to use Do-it-Now exercises, using NAPLAN style questions to improve literacy and numeracy skills of all students. Learning and Support have implemented targeted literacy and numeracy programs including Quick Smart as well as small group and individualised support in classrooms. All faculties are including persuasive and creative writing tasks in units of work.. All lessons have strong writing components, including practical lessons. Staff review and amend these to reflect the learning needs of individual students, ensuring all students are able to develop and build their writing skills. The Homework Centre continues to run three times a week and an average of 30–40 students attend. This continues to be valued by students and parents.</p> <p>The impact of these strategies has led to students writing in more depth and increasing their capacity to manage extended writing pieces. There has been a greater increase in assessment submission in the junior years in English. The Mathematics staff have been able to identify areas for re-teaching around specific mathematical areas to ensure students are able to move on to the more complex and higher order elements of Mathematics. However, there is still a need for continual practice and understanding around the writing of persuasive and narrative texts.</p> | <p>Funding Sources:</p> <ul style="list-style-type: none">• Teacher and School Learning Support Officer salaries salaries (\$275000.00) |

Process 2: Develop and implement high quality professional learning in effective questioning techniques.

| Evaluation | Funds Expended (Resources) |
|--|---|
| <p>Professional learning has been provided to staff to help them develop a deeper understanding of the current research around the benefits of quality questioning in the classroom and the impact on student engagement and learning. The implementation of Instructional Rounds professional learning was implemented with 50% of staff completing the training in 2019. This training is about embedding a whole school approach to quality teaching and learning and links closely to the areas of feedback and quality questioning.</p> | <p>Professional readings and research.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional Learning resources and training (\$38000.00)• Casual Teacher salaries (\$9600.00) |

Progress towards achieving improvement measures

Process 3: Implement whole school approach to developing higher order thinking skills and improve academic achievement.

| Evaluation | Funds Expended (Resources) |
|--|--|
| With the implementation of Instructional Round professional learning, the school has identified that challenging learning opportunities to develop higher order thinking skills are a key area for improvement. Continual professional learning to improve this area will be a focus for 2020. | Funding Sources: <ul style="list-style-type: none">• Teacher salaries (\$190000.00) |

Next Steps

Literacy and numeracy will remain a key focus in 2020. Mini practice around skill development will continue in Roll Call for Years 7–10. Study skill sessions will continue to focus on deconstructing HSC Examination questions and developing extended writing skills. This will include regular practice around improving critical thinking skills in response to key concepts. Professional learning will continue with all teaching staff to ensure embedding of quality questioning in programs, units of work and the classroom, using the 6P framework. Instructional Rounds professional learning will be completed in 2020. The focus will then shift to the embedding of this knowledge and identified areas for improvement across the whole school. In 2020 students in Years 7–9 will undertake targeted writing for narrative and persuasive texts in cohort examination style practice as well as a re-focus in all faculties on deconstructing the language and literacy elements of these two text types. The English faculty will work closely with other faculties to develop skills of staff to deliver best practice exemplars and model writing to students.



| Key Initiatives | Resources (annual) | Impact achieved this year |
|--------------------------------------|---|--|
| Aboriginal background loading | Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$73 390.00) | <p>All Aboriginal and Torres Strait Islander 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 throughout the school. All events are introduced with an acknowledgement of country. Aboriginal Education is embedded throughout all teaching and learning programs.</p> <p>NAIDOC day continues 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 a traditional game competition.</p> <p>Aboriginal and Torres Strait Islander students have continued to have additional support to help them excel both academically and in their future endeavours. The Homework Centre provides students one-on-one support from teachers from a number of key learning areas to complete assessment tasks, homework, revision and to develop literacy and numeracy skills.</p> <p>The AIME program continues to be highly well received by students and parents and provides students with mentors from a range of universities who run workshops for students to develop study skills, set goals, network with other schools and transition into the workforce.</p> <p>The Young, Strong and Deadly program ran again in 2019. This program provides young people with an opportunity to participate in a cultural learning day. Students are taught aspects of Aboriginal history and the cultural significance in each region, along with broader Aboriginal cultural knowledge and ways of connecting back to country. The Deadly Thinking workshop is designed to give the participants the tools to help them deal with personal issues and to provide them with the tools to support family and friends across a range of social and emotional areas.</p> <p>The Aboriginal Outdoor Learning Centre was opened with guest speakers, elders, community members in attendance. This was a significant event in the 2019 school calendar and was an extremely proud moment for the entire school community. The centre is now a key learning area for all students within the school.</p> |
| English language proficiency | N Award Prevention Program | Ensuring that all students who are eligible for English as an Additional Language/Dialect |

| | | |
|---|---|--|
| <p>English language proficiency</p> | <p>LaST</p> <p>SLSO</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$42 686.00) | <p>(EAL/D) are adequately supported and catered for has remained a priority throughout 2019. There were 131 students out of 740 (17.7%) classified as having a 'Language Background Other Than English' (LBOTE) and 42 (0.056% of the total school population) are classified as requiring EAL/D Support intervention to assist them in achieving English language proficiency. Of these students, 4 were identified as <i>Emerging</i>, 7 as <i>Developing</i> and 29 as <i>Consolidating</i>. The main methods of receiving support included individual and group withdrawal from class, resource assistance to mainstream teachers of EAL/D students and assessment task differentiation assistance. SLSO support was provided to work with EAL/D students in Years 10–12 to support meeting NESA requirements. SLSO support was provided through in class support with targeted students to assist with completing class work and assessment tasks. The Learning and Support Teacher and SLSOs also worked with EAL/D students individually to assist in achieving the HSC minimum standards. The Learning and Support Teacher tested EAL/D students in Years 10–12 using the YARC, the SA spelling test and the ACER e–Write.</p> |
| <p>Low level adjustment for disability</p> | <p>Learning and Support Teachers</p> <p>QuickSmart Literacy</p> <p>SLSOs</p> <p>PAT Testing</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$345 936.00) | <p>PAT testing continued in 2019 to help assess students literacy and numeracy levels. Using this information, students were identified for individual support and targeted group programs. QuickSmart Literacy continued in 2019 to support targeted students improve their literacy. This program, along with QuickSmart Numeracy will continue in 2020. Our Learning and Support Teachers helped to diagnose student learning needs and worked closely with teachers to assist them differentiate teaching and learning practices within the classroom. SLSOs worked in class to support students as well as work with individuals and small groups. One of the Learning and Support Teachers evaluated Disability Provisions processes and implemented new processes. Learning and Support Teachers also reviewed approximately 80 Individual Education Plans, created approximately 20 Learner Profiles, and completed advanced testing on 26 students and 11 functional behavioural analysis. There was also small group withdrawal for students that tested at below a Year 2 level in literacy. These students completed a 10 week intensive literacy program with the Learning and Support Teacher.</p> |
| <p>Socio–economic background</p> | <p>Funding Sources:</p> <ul style="list-style-type: none"> Socio–economic background (\$648 709.00) | <p>A significant portion of funding is used to enable class structures which allow us to meet the needs of our learners at different stages. SLSO support in–class is a key feature of this model. Community engagement programs continue to grow with</p> |

| | | |
|---|---|--|
| <p>Socio-economic background</p> | <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$648 709.00) | <p>the school offering a range of programs to parents and information around wellbeing initiatives to support students within the school. We continue to live stream our Community Group meetings/presentations to enable more parents to access these forums. Feedback continues to be positive. Once again, the school ran a highly successful Cambridge Learning Community Performing Arts Festival and this again increased community involvement and strengthened our partnerships across the Cambridge Learning Community. We continued the Learning to Lead program which provides our students with opportunity to sports coach, tutor and mentor students in our primary schools who may otherwise not have this opportunity. The Targeted Music program continued and the school widened opportunities in the creative arts area in 2019, offering Targeted Dance and Art programs, which have been well received by the students and community. We continued with the 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, staff have embedded feedback practices and Growth Mindset language in all classrooms, leading to improvements by students in their understanding of their own learning and areas for improvement. We continued to employ the Attendance Coach to help improve student engagement and at the end of 2019 we saw an increase of 10% in attendance across a number of year groups. Reward programs for high levels of attendance have again been acknowledged by the school..</p> |
|---|---|--|



Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2016 | 2017 | 2018 | 2019 |
| Boys | 302 | 362 | 378 | 364 |
| Girls | 353 | 334 | 329 | 317 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2016 | 2017 | 2018 | 2019 |
| 7 | 91 | 89.1 | 90.1 | 88.9 |
| 8 | 88.3 | 87.2 | 81.6 | 86.7 |
| 9 | 86.3 | 86.8 | 82.9 | 81.9 |
| 10 | 85.5 | 82 | 80 | 79 |
| 11 | 85.5 | 86.2 | 77.1 | 78.3 |
| 12 | 89.5 | 85.1 | 81.5 | 83.4 |
| All Years | 87.8 | 86.3 | 82.5 | 82.9 |
| State DoE | | | | |
| Year | 2016 | 2017 | 2018 | 2019 |
| 7 | 92.8 | 92.7 | 91.8 | 91.2 |
| 8 | 90.5 | 90.5 | 89.3 | 88.6 |
| 9 | 89.1 | 89.1 | 87.7 | 87.2 |
| 10 | 87.6 | 87.3 | 86.1 | 85.5 |
| 11 | 88.2 | 88.2 | 86.6 | 86.6 |
| 12 | 90.1 | 90.1 | 89 | 88.6 |
| All Years | 89.7 | 89.6 | 88.4 | 88 |

Monitoring and improving attendance

Initiatives to promote school attendance focus on **engaging students and parents** to ensure the positive outcomes of regular attendance are promoted: opportunities to learn, build skills and friendships.

Students and staff **monitor personal attendance data** through tracking attendance strategies.

Students who are at risk can then be monitored through **personalised programs** and students with **improved and good attendance can be recognised**.

We use school funding resources to employ a dedicated Attendance coach to case manage complex attendance cases which require an inter-departmental and/or interagency approach.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

| Proportion of students moving into post-school education, training or employment | Year 10 % | Year 11 % | Year 12 % |
|--|-----------|-----------|-----------|
| Seeking Employment | NA | NA | 13.0 |
| Employment | 2.0 | 27.0 | 14.0 |
| TAFE entry | 4.0 | 3.0 | 10.0 |
| University Entry | NA | NA | 25.0 |
| Other | 13.0 | 23.0 | 15.0 |
| Unknown | 1.0 | 12.0 | 23.0 |

Cambridge Park High School supports students accessing a range of learning pathways and post school destinations throughout Years 10, 11 and 12. Many students followed a traditional school-based HSC pathway, however some students opted to take advantage of vocational learning and work opportunities with the support of the school. These included school based apprenticeships and traineeships, VET and TVET courses.

Year 12 2019– The graduating cohort of Year 12 2019 at Cambridge Park High School consisted of 40 students. **University Pathway**– 28.6% of Year 12 2019 students gained entry into university in a range of areas of study. These included Arts, Education, Journalism, Health, Business, Criminology, Social Work and Accounting.

– Six students are currently studying full-time at Western Sydney University, one at Torrens University, one at University of Newcastle, one at University of Wollongong and one of University of Notre Dame Sydney.

Pathway to University– 5.7% of students gained entry into a pathway to university Diploma level course.

– One student is currently studying full-time at WSU The College in a Diploma level Health course to gain entry into a Nursing degree in 12–16 months. One student gained entry into ACUs College program for a Nursing degree.

Traineeship and Apprenticeship Pathways– 2.9% of students commenced traineeships upon completion of their HSC.

– 5.7% of students commenced apprenticeships upon completion of their HSC.

– The majority of these pathways were trade based, with students engaging in apprenticeships in plumbing, electro-technology, carpentry and construction.

– Traineeship pathways were for Early Childhood Education and Care.

Australian Defence Force– One student has gained entry into the Australian Defence Force – Army.

Employment– Not including students engaged in traineeship and apprenticeship pathways, 14.3% of students are currently engaged in full-time employment, 31.4% are employed part-time and 11.4% have casual employment. – Areas of employment include: hospitality, retail, childcare and sport and recreation.

– 31.4% of students had no employment stated. However, many of these were engaging in full-time studies either at university, pathway programs or TAFE.

– Six students are unemployed but are actively seeking employment, traineeships or apprenticeships with continued support.

Year 12 students undertaking vocational or trade training

44.44% of Year 12 students at Cambridge Park High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

96% of all Year 12 students at Cambridge Park High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.



Workforce information

Workforce composition

| Position | FTE* |
|---|-------|
| Principal(s) | 1 |
| Deputy Principal(s) | 2 |
| Assistant Principal(s) | 1 |
| Head Teacher(s) | 9 |
| Classroom Teacher(s) | 43.3 |
| Learning and Support Teacher(s) | 2.4 |
| Teacher Librarian | 1 |
| School Counsellor | 1 |
| School Administration and Support Staff | 13.68 |
| Other Positions | 1 |

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

| Staff type | Benchmark ¹ | 2019 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| School Support | 3.30% | 7.20% |
| Teachers | 3.30% | 2.90% |

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

In 2019, one of the focuses of our professional learning was our work with the school's academic partner through Instructional Rounds. The focus this year was to improve practice around questioning, including increased wait time. This

professional learning will continue in 2020. Other professional learning sessions included learning around the school's learning platform, Canvas, National Minimum Standards, the Literacy and Numeracy progressions, NCCD and behaviour management. The staff also commenced professional learning on trauma-informed practice, which will continue in 2020.

Over 65% of staff participated in external professional learning opportunities through workshops and online training including syllabus related courses, improvements in Stage 6 assessment, teaching and student performance, student wellbeing and new Stage 6 course implementation.

Professional learning is provided to new and beginning teachers to ensure that their transition into our school is smooth and enables them to operate effectively using our school processes and platforms. The accreditation process for early career teachers to show a proficient standard is also an ongoing focus, including what evidence to collect and how to annotate documentation for submission. All teachers at Cambridge Park High School are accredited or working towards accreditation under NESA (NSW Education Standards Authority) and the Australian Professional Standards for Teachers. In 2019 three teachers gained their accreditation to proficient level. All other staff are now maintaining accreditation under the NESA guidelines.

The importance of providing opportunities for collegial interaction was again 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.

In 2019, faculty projects were completed in all faculties which focused on quality teaching and learning. These included, differentiation through co-teaching, [insert here the other faculty projects]. Staff were provided with a 1 period allowance per fortnight to work collaboratively with other staff members on faculty projects and programming. Each faculty will continue with new projects in 2020.



Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

| | 2019 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 1,715,548 |
| Revenue | 10,541,726 |
| Appropriation | 10,414,860 |
| Sale of Goods and Services | 43,391 |
| Grants and contributions | 79,250 |
| Investment income | 4,224 |
| Expenses | -10,074,871 |
| Employee related | -9,081,768 |
| Operating expenses | -993,103 |
| Surplus / deficit for the year | 466,855 |

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.



Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

| | 2019 Approved SBA (\$) |
|-------------------------|-------------------------------|
| Targeted Total | 909,782 |
| Equity Total | 1,542,810 |
| Equity - Aboriginal | 93,566 |
| Equity - Socio-economic | 1,014,886 |
| Equity - Language | 39,942 |
| Equity - Disability | 394,416 |
| Base Total | 7,031,052 |
| Base - Per Capita | 170,235 |
| Base - Location | 0 |
| Base - Other | 6,860,818 |
| Other Total | 517,640 |
| Grand Total | 10,001,284 |

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.

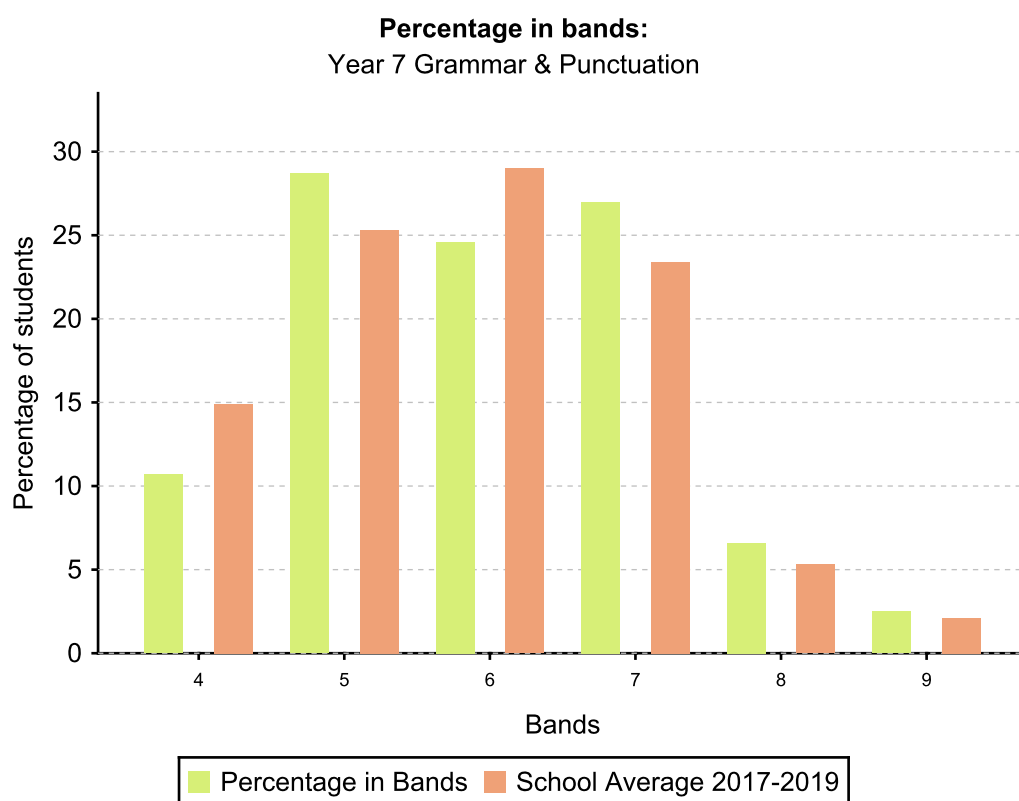


School performance - NAPLAN

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.

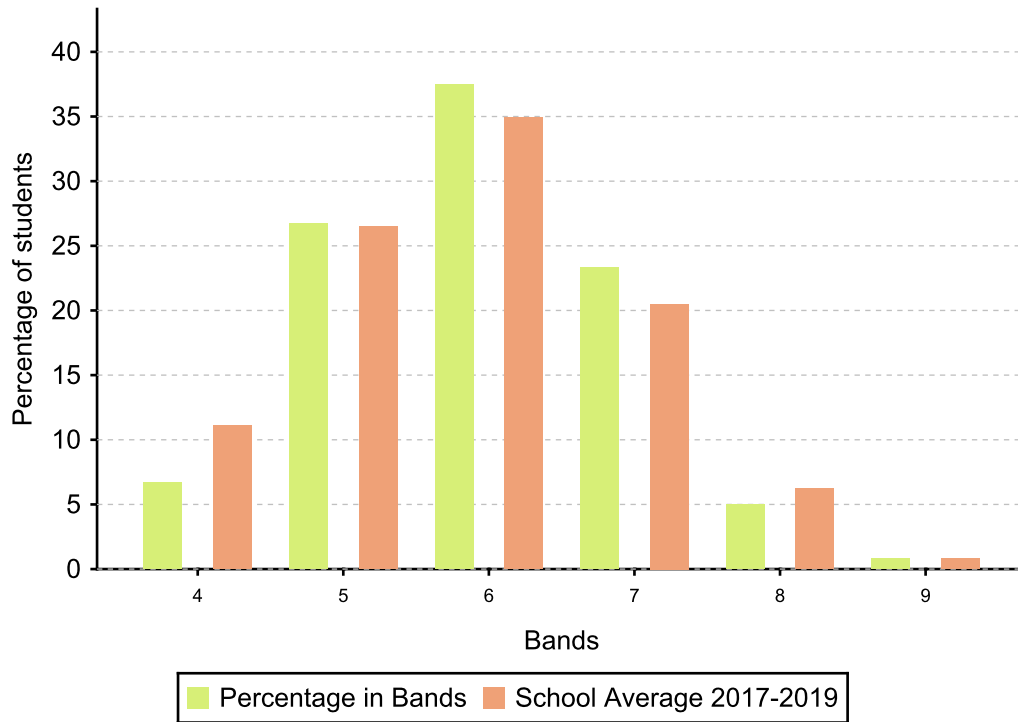
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



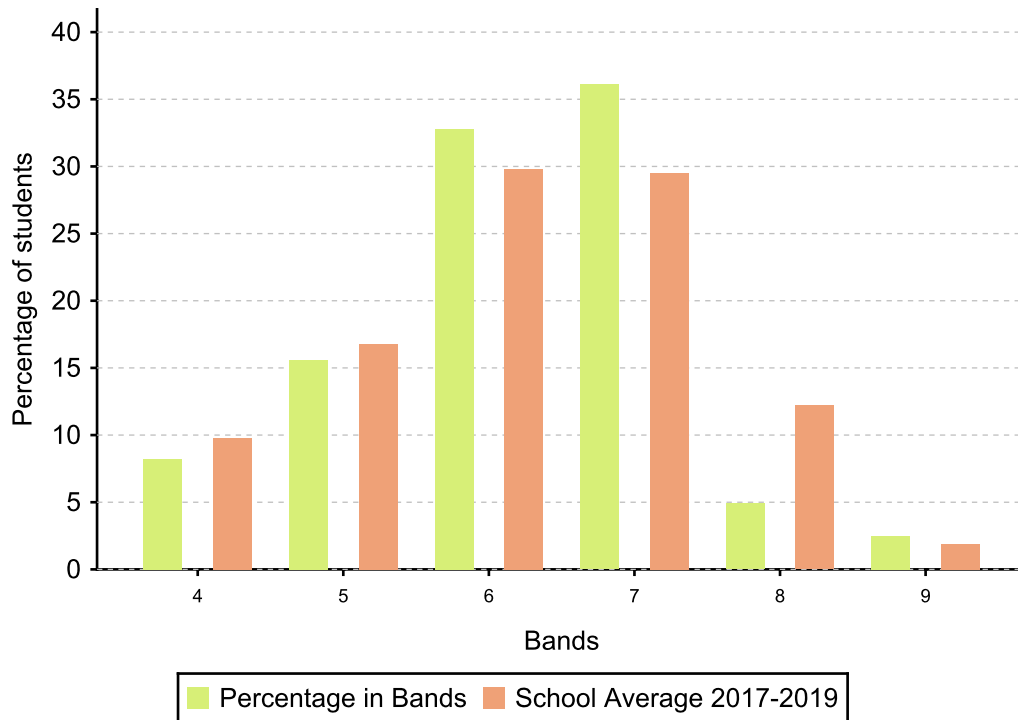
| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 10.7 | 28.7 | 24.6 | 27.0 | 6.6 | 2.5 |
| School avg 2017-2019 | 14.9 | 25.3 | 29 | 23.4 | 5.3 | 2.1 |

Percentage in bands:
Year 7 Reading



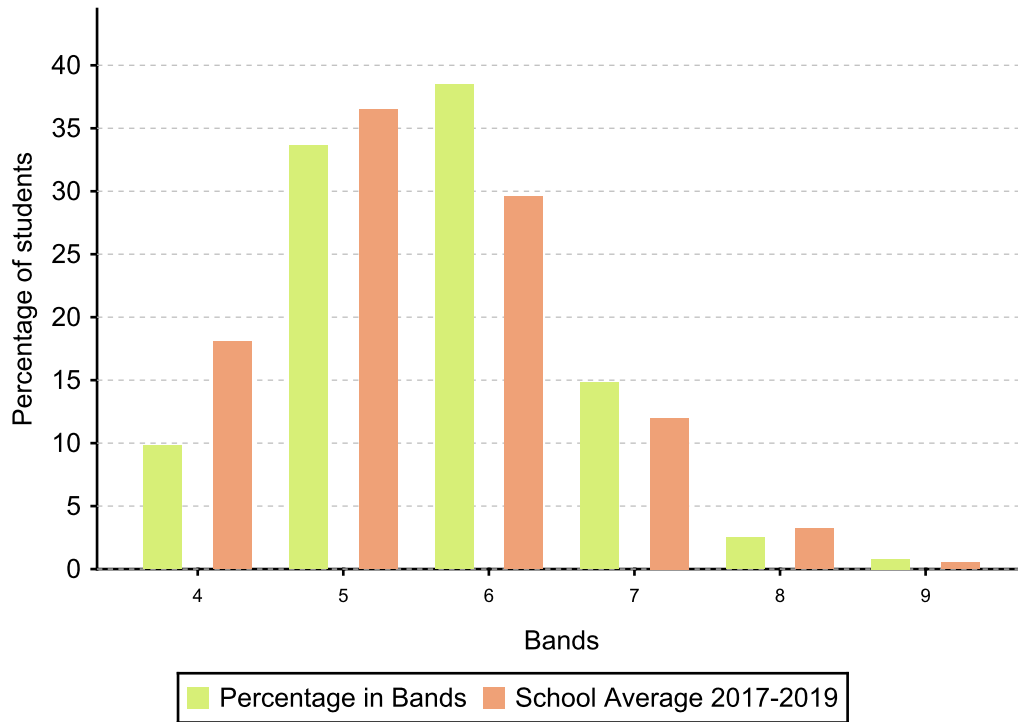
| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 6.7 | 26.7 | 37.5 | 23.3 | 5.0 | 0.8 |
| School avg 2017-2019 | 11.1 | 26.5 | 34.9 | 20.5 | 6.2 | 0.8 |

Percentage in bands:
Year 7 Spelling



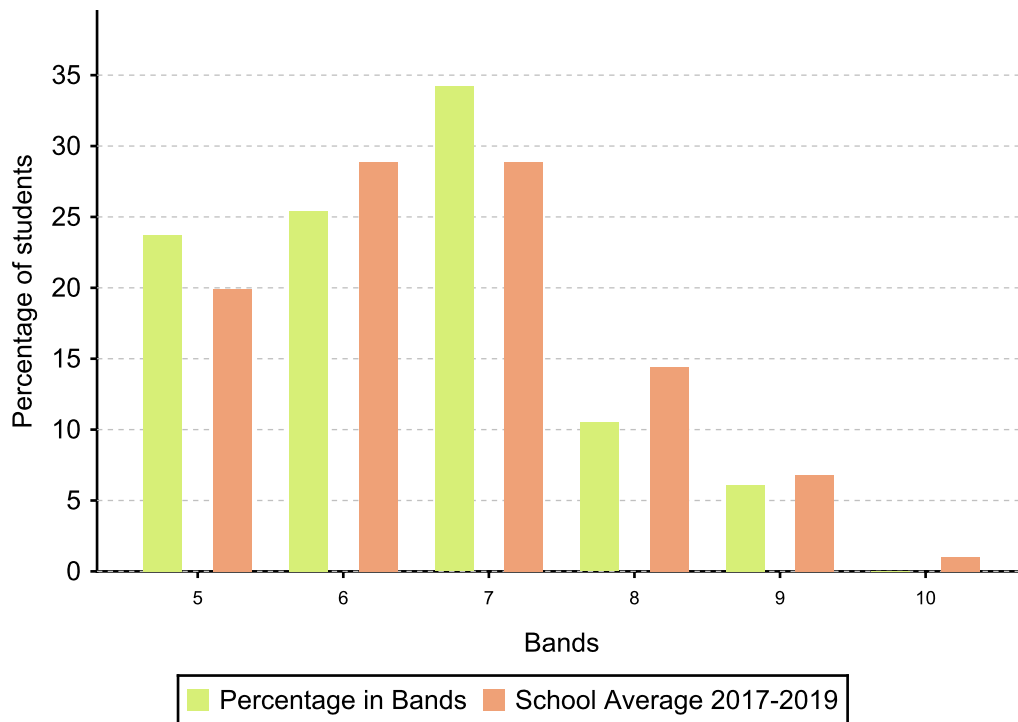
| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 8.2 | 15.6 | 32.8 | 36.1 | 4.9 | 2.5 |
| School avg 2017-2019 | 9.8 | 16.8 | 29.8 | 29.5 | 12.2 | 1.9 |

Percentage in bands:
Year 7 Writing



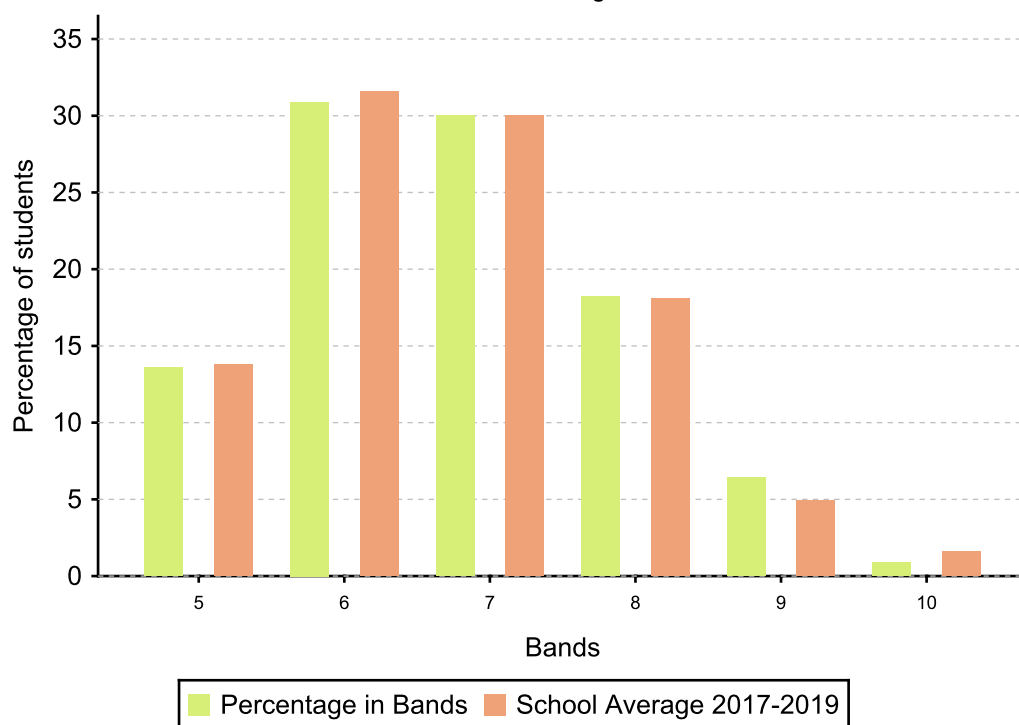
| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 9.8 | 33.6 | 38.5 | 14.8 | 2.5 | 0.8 |
| School avg 2017-2019 | 18.1 | 36.5 | 29.6 | 12 | 3.2 | 0.5 |

Percentage in bands:
Year 9 Grammar & Punctuation



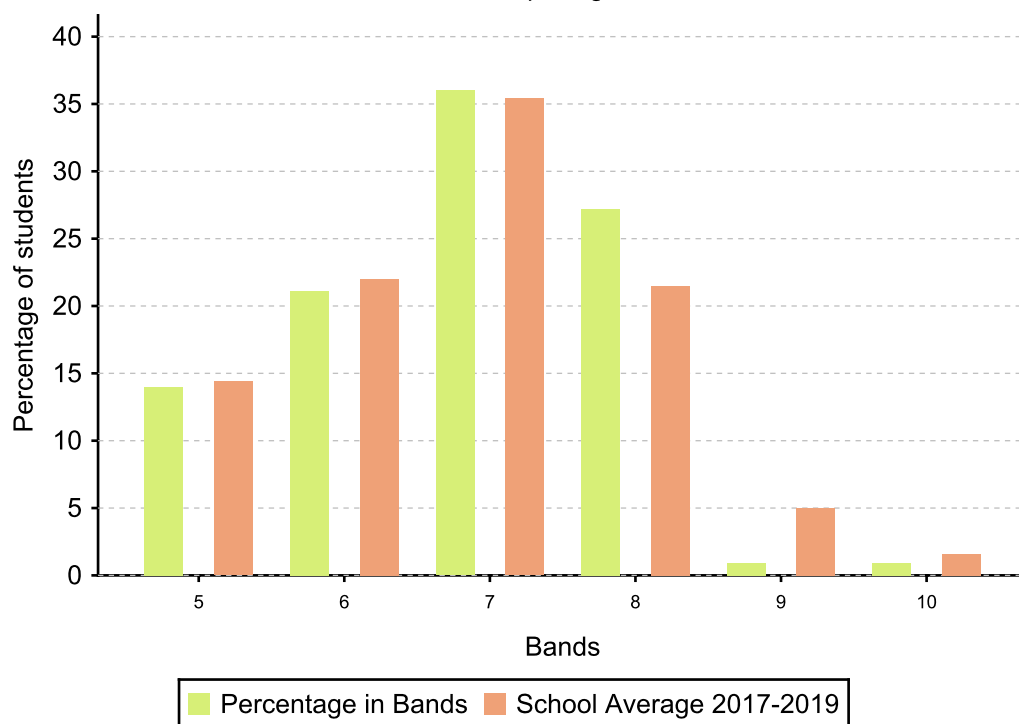
| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 23.7 | 25.4 | 34.2 | 10.5 | 6.1 | 0.0 |
| School avg 2017-2019 | 19.9 | 28.9 | 28.9 | 14.4 | 6.8 | 1 |

Percentage in bands:
Year 9 Reading



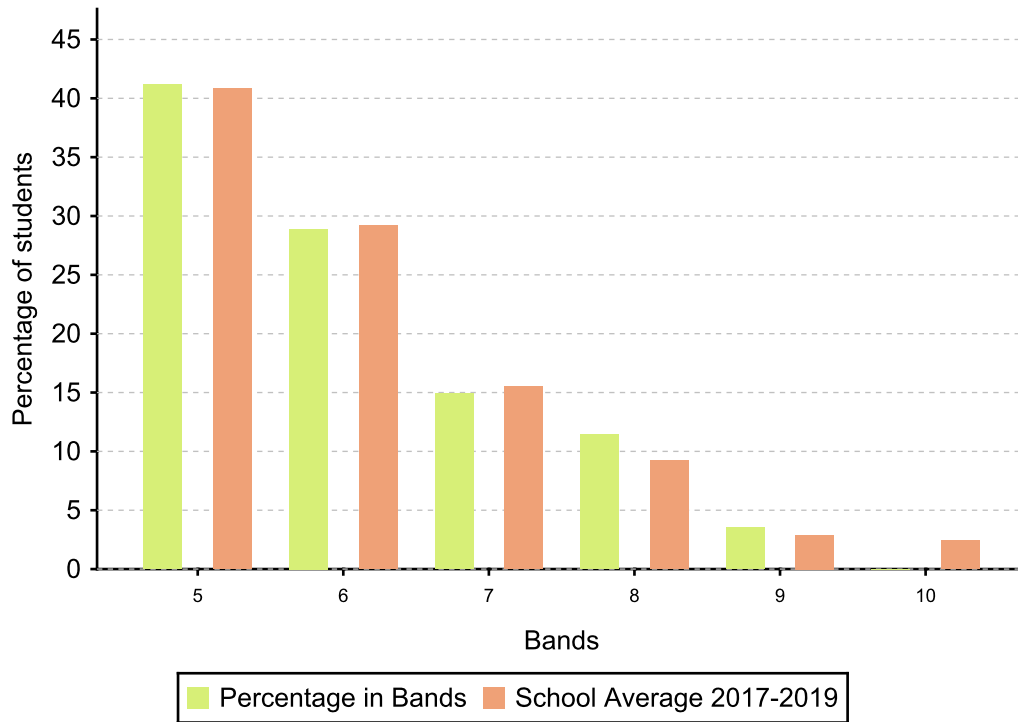
| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 13.6 | 30.9 | 30.0 | 18.2 | 6.4 | 0.9 |
| School avg 2017-2019 | 13.8 | 31.6 | 30 | 18.1 | 4.9 | 1.6 |

Percentage in bands:
Year 9 Spelling



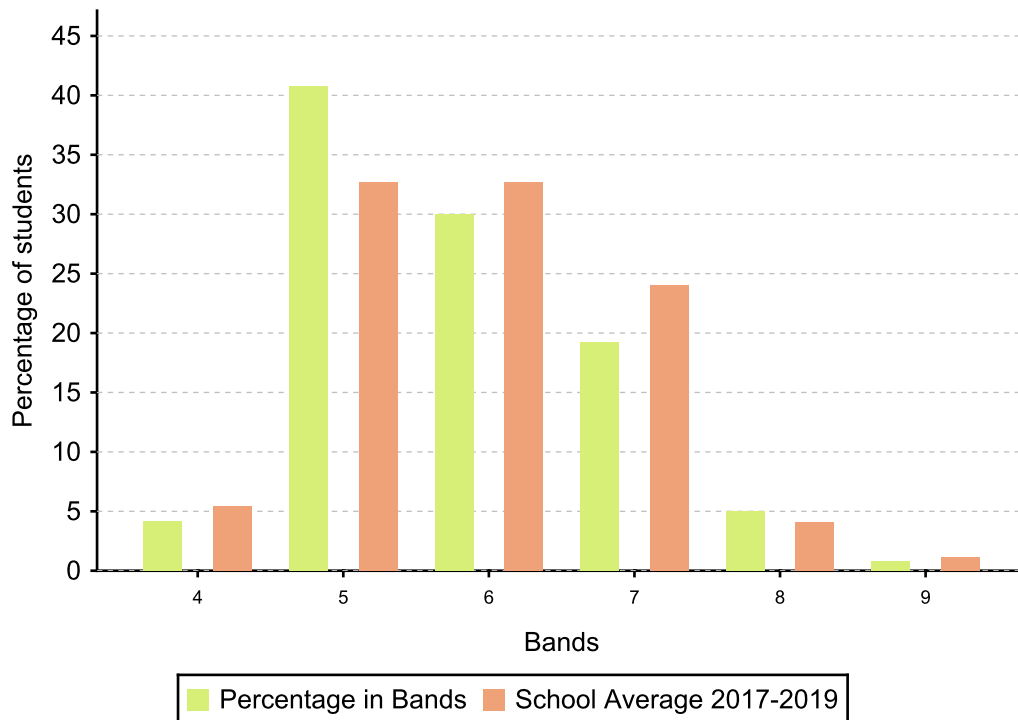
| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 14.0 | 21.1 | 36.0 | 27.2 | 0.9 | 0.9 |
| School avg 2017-2019 | 14.4 | 22 | 35.4 | 21.5 | 5 | 1.6 |

Percentage in bands:
Year 9 Writing

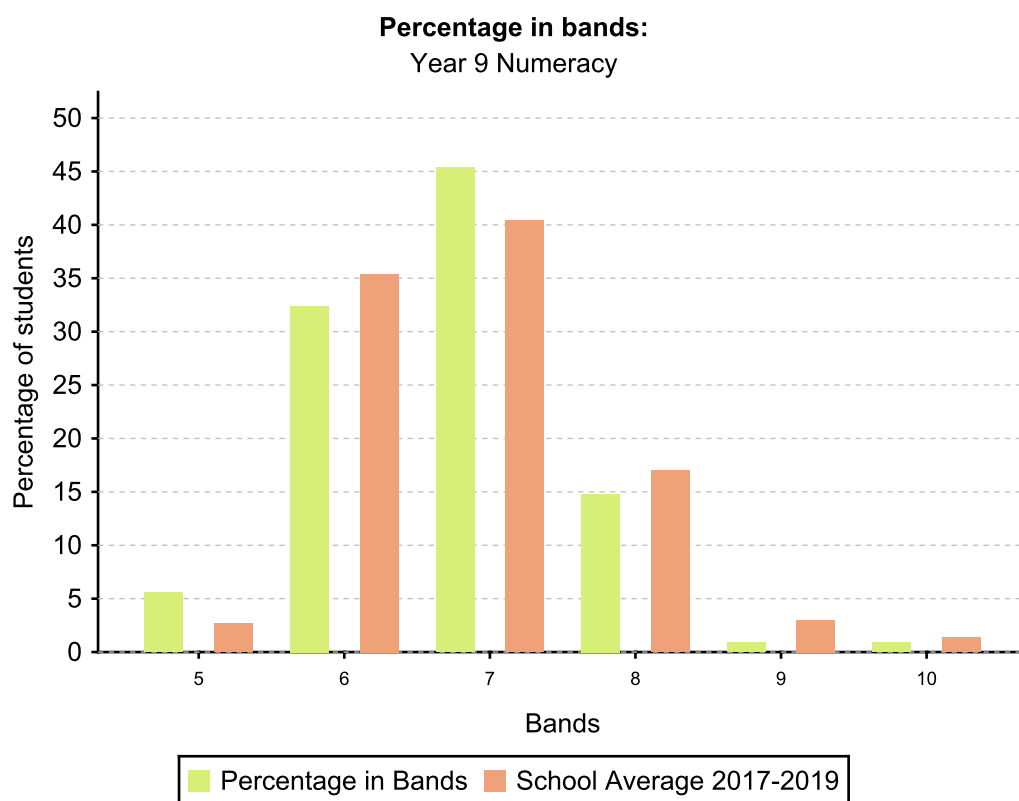


| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 41.2 | 28.9 | 14.9 | 11.4 | 3.5 | 0.0 |
| School avg 2017-2019 | 40.8 | 29.2 | 15.5 | 9.2 | 2.9 | 2.4 |

Percentage in bands:
Year 7 Numeracy



| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|-----|------|------|------|-----|-----|
| Percentage of students | 4.2 | 40.8 | 30.0 | 19.2 | 5.0 | 0.8 |
| School avg 2017-2019 | 5.4 | 32.7 | 32.7 | 24 | 4.1 | 1.1 |



| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|-----|------|------|------|-----|-----|
| Percentage of students | 5.6 | 32.4 | 45.4 | 14.8 | 0.9 | 0.9 |
| School avg 2017-2019 | 2.7 | 35.4 | 40.4 | 17 | 3 | 1.4 |

In 2019, our NAPLAN results presented us with a snapshot of our students learning in a range of basic literacy and numeracy skills. We use this information to refine learning sequences in teaching programs and to provide individualised support for students. Our students are showing growth in every component of NAPLAN. Our school's performance based on the NALAN performance between students performance in Year 7 (2017) and Year 9 has been judged by the *Centre for Educational Statistical Evaluation* as **Sustaining and Growing** again in 2019.

The strengths our students demonstrate in *Reading* are understanding an idiom, identifying a significant event and associated information in a narrative and linking information across sentences. Students struggled to understand inference in the information they read and the purpose of grammatical structures.

The strengths our students demonstrated in *Writing* a narrative was the ability to construct a beginning, a complication and a resolution. Students Used paragraphs to structure their information and to partition events and ideas, however a majority of students found it difficult to deliver a controlled, coherent and complete narrative.

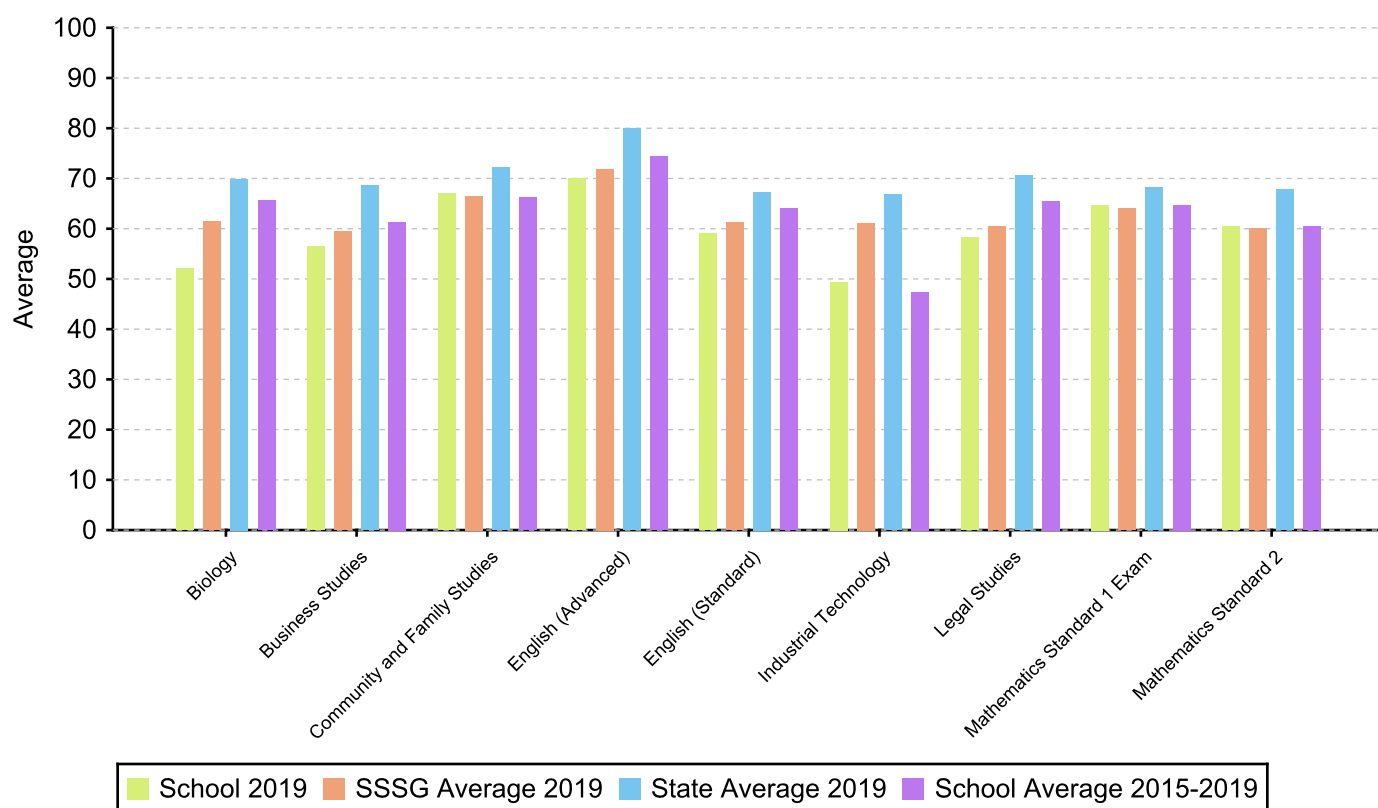
The strengths our students demonstrated in *Numeracy* are solving problems using rates and ratios, using a scale involving negative decimals, interpreting graphs and working with nets. Students struggled with converting fractions to percentages, converting between metric units and using ratios involving decimals to solve problems.



School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



| Subject | School 2019 | SSSG | State | School Average 2015-2019 |
|------------------------------|-------------|------|-------|--------------------------|
| Biology | 52.1 | 61.4 | 69.9 | 65.7 |
| Business Studies | 56.4 | 59.4 | 68.6 | 61.3 |
| Community and Family Studies | 67.0 | 66.5 | 72.2 | 66.2 |
| English (Advanced) | 70.0 | 71.9 | 80.0 | 74.3 |
| English (Standard) | 59.1 | 61.2 | 67.3 | 64.0 |
| Industrial Technology | 49.4 | 61.2 | 66.8 | 47.4 |
| Legal Studies | 58.2 | 60.4 | 70.6 | 65.5 |
| Mathematics Standard 1 Exam | 64.7 | 64.1 | 68.1 | 64.7 |
| Mathematics Standard 2 | 60.4 | 60.0 | 67.7 | 60.4 |

The subjects represented in the graphs and tables above show our most popular subjects. However, students have access to many small cohort subjects to ensure they can choose from a wide range of subjects in their pattern of study and align these to their learning strengths. These include Ancient History, Dance, Drama, Food Technology, Hospitality (Food and Beverage), Investigating Science, Mathematics, Personal Development, Health and Physical Education and Visual Arts.

Our strongest performing subjects in 2019 were Mathematics, Mathematics Standard, English Advanced, English Standard, Dance Visual Arts. Teachers and students worked diligently to close basic skills learning gaps. These gaps for

a significant number of students in the 2019 cohort are present as a result of high levels of trauma, including poverty, fluid family structures, lack of access to stable housing and employment, family violence, drug use and abuse. We are proud of the learning growth our students have shown over their six years of high school.

Our learning from the 2019 HSC and focus areas for 2020 are:

- Sustained writing which demonstrates critical thinking skills will continue to be focus area for explicit teaching and learning.
- Understanding the directive term in an HSC question and responding appropriately with enough depth is a challenge and forms an important area of focus for teachers and students.
- Good attendance at school is strongly correlated with good HSC performance and the converse is also the case. Students, their families and our teachers are supported by a dedicated attendance coach.
- When a student receives a zero mark for assessment task non-submission, the overall HSC mark will be on average at least one band lower than their standards-based skills assessment show. Our more vulnerable students will be provided with stronger wrap around support to nullify this impact.



Parent/caregiver, student, teacher satisfaction

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

In 2019, CPHS participated in the Tell Them From Me Student, Staff and Parent Surveys.

- Most students feel they have someone at school who consistently provides encouragement and can be turned to for advice.
- Most students reported that classroom instruction is relevant to their everyday lives, that the instruction is well organised, with a clear purpose and the feedback they are provided with helps them learn.
- The majority of students believe that the skills of teamwork, thinking critically and creatively, problem solving and communicating with others are very important for their future job or career plans.
- The majority of students report that school staff have high expectations for all students to succeed and all students have someone at home or in the community who consistently provides encouragement.
- 64% of students plan to finish Year 12 with a large proportion of those students in the senior school.

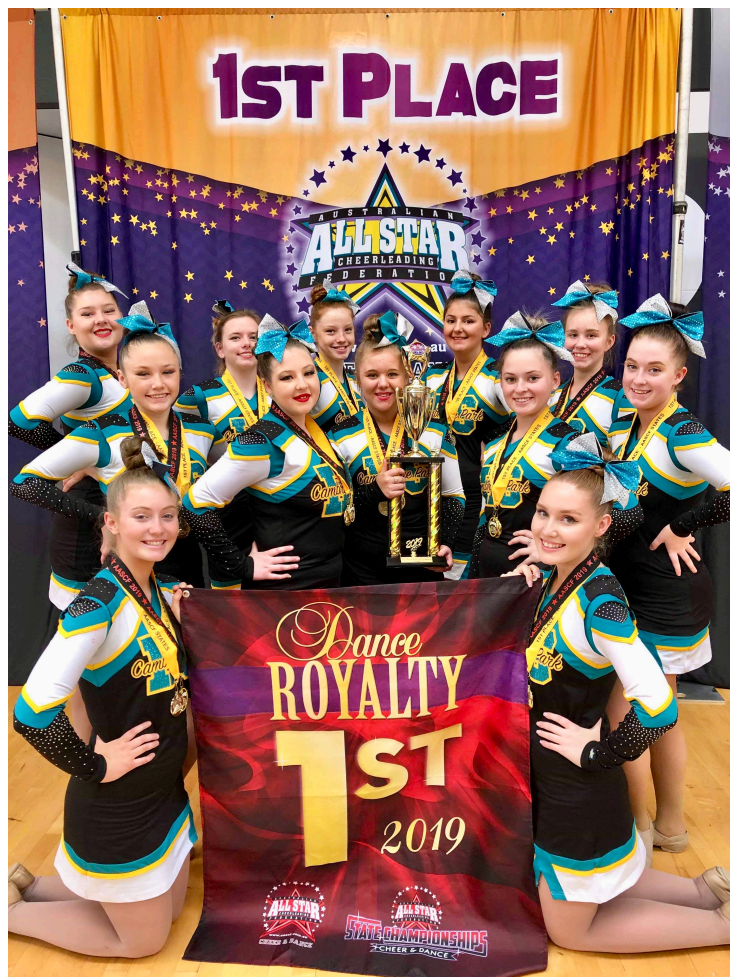
CPHS had a small number of the community complete the survey for a variety of reasons, including limited access to technology at home. The parent responses are summarised below.

- Most parents report that they support learning at home
- Most believe that information from the school is presented in terms they understand, but they would like more information on student's social and emotional development.
- The majority of parents attended meetings or social functions at the school on a number of occasions and they felt welcomed when they visited, but a significant portion of parents report that they are not involved in any school committees.
- Most parents encourage their child to do well at school, that the teachers expect their child to work hard, but parents only spent a small amount of time assisting students with their homework.
- The majority of parents are satisfied with the communication from the school. In 2019, this included Community Group meetings and for those parents that could not attend, the meetings were live-streamed on YouTube, as parents in 2018 reported that school events were not at a time that they could attend.
- Parents indicated they would like more information about future opportunities for their child.

Staff responses are as follows:

- Collaboration across the school continues to be seen as a strength, including collaboration regarding strategies to increase student engagement and sharing of resources.
- Teachers have high expectations of their students, they communicate the learning goals of lessons and provide written feedback to students on their work.
- They reported that the use of data to inform teaching practice as significant.
- Teachers report that the use of technology to assist students to track their progress was an area for improvement.
- They indicated that they strongly feel the school is inclusive, including supporting students with additional learning needs.
- Teachers strongly believe that they work with parents to assist with progressing their child's learning, but asking parents to review and comment on their child's work is an area for improvement.
- Teachers strongly believe that they set challenging and visible goals for students.







Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

In 2019, the learning and 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 SCOUT data. CPHS continued its involvement in the Australian Indigenous Mentoring Experience (AIME). This program targets students in Years 9 to 12 and provides a sample session for Years 7 and 8. This programs supports students as they equip themselves with knowledge, skills and the confidence to be successful at school and post school. CPHS continued to partner with the Blue Mountains Aboriginal Culture and Resource Centre to deliver the Young, Strong and Deadly program. The program assist students to develop a deeper understanding and cultural awareness. Year 8 students participated in the Aurora Education Foundation Aspiration initiative for the first time. The initiative works closely with Aboriginal and Torres Strait Islander students and their parents/carers over a six year period. Aurora provides students with over 200 hours of individualised support, including the first year of post high school. The Aboriginal Outdoor Learning Centre was opened in 2019, providing students and teachers with a place to develop a strong connection to culture and country.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

The school continued to support students to develop an understanding of racism and discrimination through a range of learning opportunities. However, occasionally support is needed and the school's Anti-Racism Contact Officer mediates to resolve conflict and works closely with students to develop a deeper understanding of their responsibility. These interactions and discussions aim to build respect and tolerance towards others.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Multiculturalism is incorporated within teaching and learning programs as stipulated by the NSW Education Standards Authority (NESA). Through these programs students develop increased understanding of cultural diversity including customs, diet and values. Events such as Harmony Day and NAIDOC are celebrated with the whole school community and this provides students and the community an opportunity to broaden their understanding of cultural diversity and the value of immigration to Australia. Other cultural programs have been implemented throughout the year such as the Pasifika program, and these have been widely valued by the students and community. The local community continues to change and this includes significant changes to the cultural diversity of the school community. These students and their families bring with them new skills and ideas to share with, and aid our community in developing an expended focus and understanding towards different cultures, leading to greater tolerance and respect, regardless of cultural difference.

Other School Programs (optional)

In 2019 the area for school review was across all faculties. The focus was on ensuring Stage 6 assessment practices at

the school meet NESA requirements and assist students to improve their learning and how this informs practice.

Again the school review was conducted by an external agency. The evaluation and report indicated that assessment practices in Stage 6 at the school were impressive with a high level of consistency across all faculties. Teachers demonstrate a high familiarity with NESA course documents and familiarity with Course Performance Descriptors and information from the Marking Centre. The school has completed excellent work on post task feedback and innovation and effectiveness of the Feedback Information Sheet is impressive. All faculties are using best practice notification proforma. This was seen by the external agency as excellent practice in the support and guidance provided to students. Areas for future whole school improvement were the provision of professional learning in the application of HSC Performance and Band Descriptors to the setting and marking of assessment tasks to reflect NESA standard referencing and the streamlining and monitoring of N Award data to ensure teachers have a clear understanding of NESA requirements and that there is consistency throughout the school.