

Cardiff High School

2019 Annual Report



8903

Introduction

The Annual Report for 2019 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.

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Message from the principal

2019 saw Cardiff High School's continued improvement in the key areas of Literacy and Numeracy with the school achieving its best ever growth in Year 9 NAPLAN assessment. Importantly, Aboriginal student growth and overall achievement were higher than state average. These results, confirmed the success and efficacy of the teaching and learning programs and supports the significant alignment of equity funding to sponsor these initiatives. The ability to extend students was further evident in the proportionately high number of HSC students achieving Band 6 course results with very significant value-adding. The school also experienced a halving of suspension rates across the last two years, due largely to the outstanding support and leadership provided by the Year Advisors, Executive and Welfare and Wellbeing staff.

The school continued to restructure its leadership team to best support the targeted and strategic approach to the utilisation of funds, achievement of improved evidence-based student outcomes, and to more equitably share administration tasks and roles. The Home Economics and Industrial Arts Faculty were merged to create a Technological and Applied Studies Faculty, allowing the creation of a new Head Teacher Administration role. The school also funded a Head Teacher – Teaching and Learning position to extend upon the successful Bump it Up strategy and associated high-impact teaching and learning initiatives. At the end of 2019 to further improve the management of student welfare and support practices, the school created a further leadership role, Head Teacher Learning and Wellbeing.

The school day was reviewed with an extensive consultation on a proposal for the implementation of a new bell timetable. The change was emphatically endorsed by all levels of the school community and has been successfully implemented at the beginning of 2020.

Cardiff High School was recognised and acknowledged by the NSW Department of Education as supporting and promoting practices to ensure 'Every student is known, valued and cared for'. Further positive recognition was achieved for the school's inclusive practices in supporting students with disabilities with the school winning the national Grow Inclusion Schools Competition, held to mark the International Day of People with a Disability.

Due to the positive student achievement data and recognition of successful practice it was perhaps unsurprising that the school's annual School Excellence Framework Self-Assessment resulted in improvement in the school's achievement in five elements with further promotion through the elements strongly anticipated in the future.

Gareth Erskine

Principal

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 2019, Cardiff High School recorded 723 student enrolments, including 80 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

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

The 2019 assessment saw the school progress from 'Delivering' to 'Sustaining and Growing' in five elements: Teaching: Effective classroom practice, Data Skills and use; Leading: School planning, implementing and reporting, School resources, and Management practices and processes. This significant improvement is reflective of the overall growth in the school's depth in leadership, processes and practices, and evidenced by improving student outcomes. With only two elements assessed as 'Delivering' and all others being assessed as 'Sustaining and Growing', the school leadership team will focus on strategies within the next school plan to aim for all domains to be assessed as 'Sustaining and Growing' with three domains to be targeted for progression to 'Excelling'.

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.

Improvement Measures

Bump it Up(BiU) program target – Increase the proportion of students in the top 2 NAPLAN bands to 16% (Year 9 2019)

Greater than 60% of students achieve expected growth in Year 9 NAPLAN testing in Reading and Numeracy

Greater than 55% of students achieve expected growth in Year 9 NAPLAN testing in Writing, Grammar and Punctuation, and Spelling

Overall summary of progress

Strong student expected growth results for Year 9 NAPLAN were achieved including:

- Reading = 64.1% (school average 56.9%)
- Writing = 62.7% (school average 54.03%)
- Spelling = 58.8% (school average 48.48%)
- Grammar and Punctuation = 54.4% (school average 54.03%)
- Numeracy = 58.3% (school average 52.26%)

The school successfully achieved its Bump it Up Target in 2018, however, whilst student expected growth was at record levels, achievements in the top bands fell year on year.

Progress towards achieving improvement measures

Process 1: Student support programs – The implementation of targeted programs and processes to enhance literacy and numeracy outcomes.

Evaluation	Funds Expended (Resources)
High expectations are held for student growth and improved top band achievement due to the continued improvement and innovation within existing school Literacy and Numeracy Programs and ambitious targets to be set through the next School Plan.	<ul style="list-style-type: none">• \$250,00 for Literacy and Numeracy programs; QuickSmart Literacy, QuickSmart Numeracy, MultiLit and School–developed Deficit Recovery Program• \$50,000 for higher duties Head Teacher Teaching and Learning, Elevate Study Skills and Bump it Up Programs. Funding Sources: <ul style="list-style-type: none">• Socio–economic background (\$300000.00)

Process 2: Evidence–based Quality Teaching – The continuation and development of quality, evidence–based pedagogy in support of whole school literacy and numeracy improvement measures.

Evaluation	Funds Expended (Resources)
An evaluation of evidence of impact of teachers in regards to student growth	<ul style="list-style-type: none">• \$50,000 for higher duties Head

Progress towards achieving improvement measures

in Year 9 NAPLAN shows very positive improvement in terms of consistency across all NAPLAN test components. One on one support for staff, TPL opportunities throughout the year and the well-attended Bump it Up Committee Meetings have all served to build staff knowledge in teaching Literacy and Numeracy and help focus on challenging and extending students.

Teacher Teaching and Learning, Elevate Study Skills and Bump it Up Programs.

- School Services Personnel.

Funding Sources:

- Socio-economic background (\$50000.00)

Process 3:

Evaluation	Funds Expended (Resources)
N/A	N/A

Process 4:

Evaluation	Funds Expended (Resources)
N/A	N/A

Process 5:

Evaluation	Funds Expended (Resources)
N/A	N/A

Process 6:

Evaluation	Funds Expended (Resources)
N/A	N/A

Process 7:

Evaluation	Funds Expended (Resources)
N/A	N/A

Process 8:

Evaluation	Funds Expended (Resources)
N/A	N/A

Process 9:

Evaluation	Funds Expended (Resources)
N/A	N/A

Process 10:

Evaluation	Funds Expended (Resources)
N/A	N/A

Process

Progress towards achieving improvement measures

11:

Evaluation	Funds Expended (Resources)
N/A	N/A

Next Steps

Consolidation and extension of well-established and embedded processes will be the main focus due to the success derived from these programs. The school will evaluate and review top band Year 9 NAPLAN results and performance to inform the approach of related strategies.

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.

Improvement Measures

20% increase in the number of HSC subjects at or above State average

20% reduction in the number of students receiving N Award Warning letters for non completion of assessment tasks

80% of Yr 12 students engaging with mentors

Year 10–12 students achieve at or above state attendance figures for both Aboriginal and non-Aboriginal students

A 20% increase in the number of Year 10 students achieving an Exemplary grade for SCOPE assessment .

All faculties to implement writing strategies

Overall summary of progress

- 16.67% increase in the number of HSC subjects at or above State average
- 22.84% decrease in the number of N Warning Letters issues in comparison to 2018
- 100% of students who applied for a teacher mentor received support
- Overall school attendance matched the state average
- 39% increase in number of High Distinctions awarded in SCOPE assessment

Progress towards achieving improvement measures

Process 1: Data informed practice – staff analyse and use data to inform teaching practice and enhance student learning outcomes.

Evaluation	Funds Expended (Resources)
Staff increased their familiarisation in data analysis with the use of the RAP Package, SCOUT Data and presentations utilising the ATAR Estimator software. The staff particularly focused on discrepancies between school-based and HSC external assessment.	<ul style="list-style-type: none">• Staffing entitlement Funding Sources: <ul style="list-style-type: none">• (\$0.00)

Process 2: Supporting senior students – Staff implement a range of programs to support senior students to maximise their holistic development in support of learning.

Evaluation	Funds Expended (Resources)
Whilst there was an outperformance in students achieving Band 6 results, the number of HSC subjects at or above state average remained steady. Pleasingly, there was a 22.84% decrease in the number of N Warning Letters issues in comparison to 2018. The student mentoring program and High Achievers program provided significant mentoring support for students in their HSC year. Student attendance numbers matched the state percentage and there was a 39% increase in the number of High Distinctions awarded for SCOPE assessment.	<ul style="list-style-type: none">• Elevate Study Skills Program• High Achievers Program• SCOPE Co-ordinator Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$15000.00)

Process 3: Improved assessment systems – Staff review and implement consistent and authentic assessment practices to increase student understanding, engagement and achievement.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
The review of assessment tasks highlighted inconsistencies with the level of student understanding, whole school consistency and quality control process. A more rigorous system of review and adoption of consistent practice will support future directions in this area.	• School Assessment Review Team

Process 4:

Evaluation	Funds Expended (Resources)
N/A	N/A

Process 5:

Evaluation	Funds Expended (Resources)
N/A	N/A

Process 6:

Evaluation	Funds Expended (Resources)
N/A	N/A

Process 7:

Evaluation	Funds Expended (Resources)
N/A	N/A

Process 8:

Evaluation	Funds Expended (Resources)
N/A	N/A

Next Steps

The school will continue to monitor and evaluate the quality of assessment tasks in 2020. Further emphasis will be placed on the use of data and the upskilling of staff. The school will continue to provide a suite of opportunities to support HSC students to achieve at increasingly higher levels.

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.

Improvement Measures

2018–2020 Technology Plan informs the procurement of technology
2018–2020 21st Century Learning Procurement Plan informs purchase of resources
10% increase in BYOD stakeholders across the school.
5% increase in number of SkoolBag app downloads and school website hits
Continued development of school website to include resources to support learning
Year on Year improvement in the TellThem From Me Student, Staff and Parent Survey Data

Progress towards achieving improvement measures

Process 1: Technology is used to enhance teaching and learning outcomes.

Evaluation	Funds Expended (Resources)
The school utilised RAM Equity Funding as per our 2018–2020 Technology Procurement Plan to inform the purchase of laptops, interactive panels, cabling and desktop computers. Purchases of additional furniture for a reading space in the library were put on hold pending the appointment of a new librarian. The Technology Support and Communications Officer role continues to provide outstanding service to students, staff and teachers.	<ul style="list-style-type: none"> • \$110 000 Technology Budget • 2018–2020 Technology Procurement Plan • Employment of Technology Support and Communications Officer Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$190000.00) • T4L Points (\$0.00)

Process 2: High quality school communication practices support student and parent engagement in learning and school life.

Evaluation	Funds Expended (Resources)
The school's SkoolBag app and Facebook page have provided the CHS community with a high level of quality communication and information with increased downloads and likes indicating greater uptake and usage by students and parents.	<ul style="list-style-type: none"> • School website, Facebook page and SkoolBag app. • Technology Support and Communications Officer • Library Assistant Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$80000.00)

Process 3:

Evaluation	Funds Expended (Resources)
N/A	N/A

Progress towards achieving improvement measures

Process 4:

Evaluation	Funds Expended (Resources)
N/A	N/A

Process 5:

Evaluation	Funds Expended (Resources)
N/A	N/A

Process 6:

Evaluation	Funds Expended (Resources)
N/A	N/A

Next Steps

The school will continue to follow the 2018–2020 Technology Procurement Plan to inform purchasing. In 2020, the school will undertake an upgrade and/or relocation of the school Computer Room and has organised training for all staff in the Cardiff Community of Schools in the use of Microsoft Teams.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • Employment of school AEO • Funding of Year 12 Aboriginal Student Graduation Dinner • Funding of cultural celebrations • Funding of NAIDOC Year 7 program Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$79 805.00) 	Strong indicators of success have been identified with the highest number of Aboriginal students completing Year 12 in 2019 and above state average results for Year 9 students in NAPLAN.
Low level adjustment for disability	<ul style="list-style-type: none"> • Employment of Learning and Support Teacher (LaST) 0.4 in addition to 1.6 allocation • Employment of School Learning Support Officers • Integration Funding Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$258 809.00) • Integration Funding (\$171 058.00) 	All staff employed under Low Level Adjustment for Disability, and Integration Funding were brought together in 2019 to form a Learning and Wellbeing Faculty. This process provided a more strategic approach to equitably providing support for students commensurate with their funding. Supported by much higher levels of Integration Funding, the school was able to deliver a comprehensive program of support for identified students and staff across the school. The funding of a higher duties Learning and Wellbeing position in 2020 will help further develop and extend support for students at Cardiff High School.
Socio-economic background	<ul style="list-style-type: none"> • Head Teacher Teaching and Learning Higher Duties allocation • Purchase of technology equipment including student and staff laptops, desktops and interactive panels • Payment of SLSO wages • TPL opportunities Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$367 902.00) 	School performance data strongly endorses the strategic use of these finances in supporting teaching and learning. These achievements are discussed widely throughout this report.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	360	361	348	338
Girls	322	328	347	337

Student attendance profile

School				
Year	2016	2017	2018	2019
7	93.1	92	92.4	91.5
8	89.1	89.7	89.8	88.5
9	87.4	88	85.9	86.9
10	86.2	86	84	87.4
11	87.1	84.2	86.6	86.6
12	88.2	87.8	86.1	85.8
All Years	88.6	88	87.8	88
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

Overall attendance for 2019 matched the state attendance data, which is a pleasing result.

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	3	11	10
Employment	2	9	31
TAFE entry	1	4	23
University Entry	0	0	31
Other	1	2	3
Unknown	0	0	2

Year 12 students undertaking vocational or trade training

32.53% of Year 12 students at Cardiff High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

87.7% of all Year 12 students at Cardiff 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
Head Teacher(s)	9
Classroom Teacher(s)	39.9
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

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.

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	439,762
Revenue	9,510,666
Appropriation	9,229,057
Sale of Goods and Services	6,686
Grants and contributions	273,963
Investment income	860
Other revenue	100
Expenses	-9,406,646
Employee related	-8,510,434
Operating expenses	-896,211
Surplus / deficit for the year	104,020

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	858,374
Equity Total	708,444
Equity - Aboriginal	79,805
Equity - Socio-economic	367,902
Equity - Language	1,927
Equity - Disability	258,809
Base Total	6,838,591
Base - Per Capita	168,320
Base - Location	0
Base - Other	6,670,271
Other Total	574,648
Grand Total	8,980,056

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.

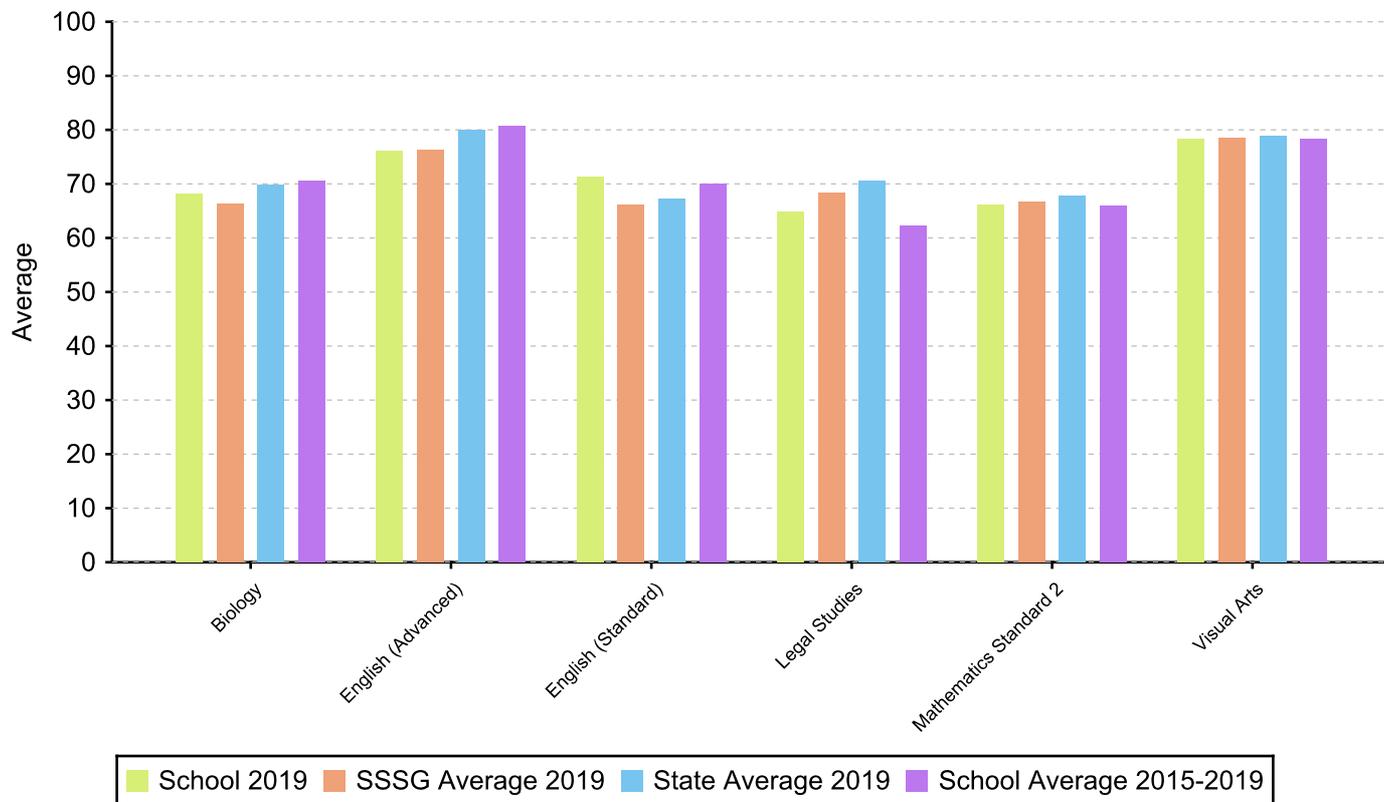
NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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](https://myschool.edu.au) website.

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	68.1	66.4	69.9	70.6
English (Advanced)	76.2	76.2	80.0	80.7
English (Standard)	71.3	66.2	67.3	70.0
Legal Studies	64.8	68.3	70.6	62.3
Mathematics Standard 2	66.1	66.7	67.7	66.1
Visual Arts	78.4	78.5	78.8	78.3

Parent/caregiver, student, teacher satisfaction

The Student, Parent/Carer and Staff Tell Them From Me Surveys (TTFM) have been used at Cardiff High School for the last six years to help gauge parent/carer, student and teacher satisfaction. The greatest variables affecting this data appear to be the timing of the survey and in regards to the parent/carer survey, the number of parents to complete the survey. It is pleasing in regards to the latter that over 100 parents/carers have engaged in this process in both of the last two years.

The results of the Parent/Carer survey saw the school improve in the opinions of parents in six of the seven domains, with only the Safe School domain dropping by 0.1. All other areas; Inclusive School, School Supports Positive Behaviour, School Supports Learning, Parents Support Learning at Home, Parents are Informed and Parents Feel Welcome all increased between 0.1–0.4 on the 0–10 scale. This data now has greater validity given the consistent numbers of respondents year on year.

The results of the teacher survey saw the areas of Collaboration, Technology, and Planned Learning Opportunities all increasing, with Inclusive Schools remaining steady. Other areas were down in the 0.1–0.2 range.

Student results were incredibly positive, with improved results in 21 of the 31 constituent areas, with four staying steady year on year. The most significant growth was observed in Students with positive sense of belonging, Participation in school sports, Intellectual engagement, Grades in English, Mathematics and Science, and Effective learning time.

In 2020, the school will transition to the Department of Educations TTFM testing schedule to allow greater comparison with state data and alignment with the newly introduced target setting approach.

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.

The school celebrated the significant achievement of Year 9 Aboriginal students recording overall results above state average. This result was testament to the learning, cultural and welfare support provided to these students, as well as their involvement in the school's targeted Literacy and Numeracy processes.

Cardiff High School also had the highest number of Year 12 Aboriginal students ever graduate at the school's Year 12 graduation Dinner at Yumaloong in September 2019. The school's first Aboriginal Captain was also one of the highest achieving HSC students, including a Band 6 and InTech nomination in Industrial Technology.

Cardiff High School sought to broaden the number of staff involved in the Personalised Learning Pathway (PLP) process with all staff invited to nominate a student with whom they would engage with this process throughout the year. As part of the PLP process, school staff also were involved in a tour of the local Kirinari hostel where nine of the school's Aboriginal students reside.

The school's Aboriginal Education Committee saw a big increase in membership with a committed group of fifteen staff meeting regularly in support of Aboriginal student learning with a number of committee members also attending the local AECG Meetings. Delegates from the Kumuridha AECG also assisted with school-based celebration events and representation on school employment panels.

The school observed a number of key events including Closing the Gap, National Sorry Day, and NAIDOC Week, with the school hosting a NAIDOC Celebration Assembly with students from all of the Cardiff Community of Schools primary schools.

Students had the opportunity to participate in Bro Speak and Sista Speak and the Aboriginal Dance Group was extremely popular with requests for performances throughout the year.

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.

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.