

# 2020 Annual Report

## Cambridge Park High School



8516

# Introduction

The Annual Report for 2020 is provided to the community of Cambridge Park High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

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## Message from the principal

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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.

This year sustaining our improvement agenda during the Covid -19 pandemic and resultant school closure for 7 weeks was more challenging, however it turned out to be a year of renewal, innovation and student learning growth. Our HSC students showed enormous resilience and learning independence, and our HSC results demonstrated an 11% improvement in top band performances against the State trend of declining HSC performance in 2020. I acknowledge the pivotal role our parents and carers played in sustaining learning at home for our students during the closure of the school. And as always, the exceptional staff of Cambridge Park High School were agile in their ability to transform their face-to-face teaching to the on-line environment overnight through creative problem-solving, collegiality and the determination to ensure that students continued to learn well for the remainder of year whether they were at home, at school or a mixture of both. It has been a year we will not easily forget.

Kristine MacPhail, Principal.

## Message from the school community

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The Tell Them from Me parent survey data indicated that parents feel there is a strong focus on academic improvement and a solid sense of connection and belonging to the school. In 2020 community access to school events was severely impacted by Covid-19, however, the use of technology to live-stream school events and meetings such as Year 12 Graduation and Presentation events have been positive ways of engaging the community. In addition, our continued use of Facebook, community groups, meetings, newsletters, Canvas platform and the Student and Parent portal have been well received by the community. The Parent and Community group was re-activated in 2020 and this will be a strong means of developing community collaborative engagement around school planning and future directions.

## Next Step:

Building the community engagement in the school by providing stronger communication through the expansion of, and



participating in, the P&C and increasing the percentage of parents completing the Tell Them from Me Survey are key steps for 2021.

## Message from the students

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Students were invited to observe and conduct first-hand research into the learning environments of Cambridge Park High School in 2020. Initially, teachers were led by an experienced facilitator to observe, identify and categorise specific trends apparent in classrooms in small, intimate groups. A diverse range of students were selected to participate in Instructional Rounds in order to enhance student engagement and strengthen student voice. Students were also consulted about the school's Strategic Improvement Plan to amplify student agency and empower students within their classrooms and school.

Additionally, Madison Peckham has been nominated as Cambridge Park High School's first SRC President in 2020. She organised a fundraising event for a student's sibling who has Hypoplastic Left Heart Syndrome. Madison's initiative and compassion exemplifies the leadership capacity of the team she represents and the unity of Cambridge Park High School students. "I believe that the event involved every student through the various activities and opportunity to wear a mufti in exchange for a gold coin donation. They also had the opportunity to learn more about the effects of a serious, life-threatening condition. The SRC embraced this cause and were motivated to provide a fundraiser towards the needs of the community. Events like these are able to unite the school community and demonstrate that we are cohesive and willing to support those in need. I am excited to run more events in 2021".

Moreover, student leaders conducted, thorough qualitative research by surveying students about their attitudes towards their engagement in the classroom. Students were asked about potential reasons and subjective opinion regarding the causes of student disengagement in the classroom. Students collated this data and presented their findings to the executive of Cambridge Park High School. This data was also shared and discussed with teachers in each faculty in order to shape a pragmatic, informed and evaluated approach to student engagement and academic progression. This data also enabled teachers to identify patterns of correlation between the students' findings and the findings from their participation in Instructional Rounds throughout 2020.

## School vision

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.



Ms Magee, Deputy Principal, addresses the school assembly.

## 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>

### Self-assessment using the School Excellence Framework

Elements	2020 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	Sustaining and Growing
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
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	Excelling

**LEARNING:** Our focus has been on strengthening our learning culture through improved attendance to maintain the continuity of learning. Student wellbeing has been supported through a growth mindset being embedded into our Positive Behaviour for Learning expectations and staff undertaking professional learning on trauma informed practices. All staff have engaged in professional learning on differentiating teaching and learning and a review of teaching and learning programs has shown this is an area that requires further development. The Stage 6 SPICE evaluation showed strong assessment processes and consistency across faculties, however, formative assessment is an area for future focus to ensure consistency in practice and to improve student learning growth. The redesign of the report structure in Stage 4 and 5 has been effective in targeting the skills demonstrated by students in their learning across the semester and to explicitly identify areas of focus for future learning growth, as this will be a key component as we move forward with goal setting for our students. When reviewing student performance in regards to NAPLAN we have focused on implementing a strategy of practice and feedback to improve future outcomes.

**TEACHING:** All teachers are committed to identifying, understanding and implementing explicit teaching methods, with a focus on evidence-based teaching strategies and data analysis. There are regular professional learning opportunities, time for collaboration, observation and feedback to sustain quality teaching practice. As a Western Sydney University HUB school we are committed to coaching and mentoring staff across all stages of their career, with a specific focus on beginning teachers. We have worked collaboratively to design and deliver programs and resources specifically focused

on strengthening the delivery of literacy and numeracy. However, this is an area for future focus to ensure consistency in the delivery across all courses.

**LEADING:** Staff members have been trained in instructional leadership for continuous improvements and high expectations with a major focus on trauma-informed practice, feedback, assessment and quality questioning. While this is ongoing and requires further professional development for all school members, the embedding of process and practice has begun. Facility and technology upgrades continue to the school kitchens, woodwork rooms, Wellbeing Centre and library with refurbishments ongoing. The school is continuing to strengthen the relationships and engagement with our broader community in order to improve the achievement and well-being of our students. This is reflected in our planning, resource allocation and proactive engagement with families across a variety of platforms, including but not limited to school newsletters, the school Facebook page, community group meetings, the parent portal and CANVAS the school's learning management system. .

## 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 continue to meet the School Excellence Framework measures for learning culture and assessment at the Sustaining and Growing level. We have strong systems and processes in place to deliver feedback to students and increasingly students are understanding the importance of seeking regular feedback to improve their performance. Processes have been re-structured and improved to ensure that assessment practices reflect a growth mindset and include learning intentions and success criteria. We have also implemented a study skills program designed to explicitly teach the key learning tools and strategies to enhance student performance. While we did not reach the 50% growth target, in the number of Bands 4, 5 and 6 results in the HSC, our results did continue to improve. A range of strategies have continued to be delivered focusing on providing opportunities for student's to practise and master a range of literacy and numeracy skills. Although this target has not been met across the 2018 - 2020 School Plan, it will continue to be a key focus area.

### 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)
We continue to meet the <i>School Excellence Framework</i> measures for <i>Learning Culture</i> and <i>Assessment</i> at the <i>Sustaining and Growing</i> level. We have strong systems and processes in place to deliver feedback to students and increasingly students are understanding the importance of seeking regular feedback both in class and on assessments and taking action to improve their performance. There is a positive change in students' habits in applying feedback to improve performance.	Instructional Rounds Coach  Teacher Relief  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional learning (\$30235.00)</li><li>• Socio-economic background (\$33965.00)</li></ul>

**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)
Processes are being re-structured and improved to ensure that assessment practices reflect a growth mindset and include learning intentions and success criteria. Cambridge Park High School has also strengthened student and teacher feedback processes. The growth in the Top 3 HSC bands was 11% and whilst we have not met this target yet, with stronger data over a longer period we should see further growth reflected in Bands 4, 5 and 6 in the HSC. Therefore, this should continue being a focus area for Cambridge Park High School in 2021.	External evaluation by SPICE Evaluation.  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$14000.00)</li></ul>

## Progress towards achieving improvement measures

**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)
A targeted literacy and numeracy program was implemented through Roll Call for students in Years 7-10. This program provided time for students to practice literacy and numeracy skills identified as areas for improvement through NAPLAN data. Faculties established regular homework structures and monitored homework completion. Each faculty was assigned key literacy and numeracy focus areas in line with curriculum areas to be embedded into teaching and learning programs and assessment tasks in order to provide more opportunities for these key learning skills to be reinforced.	NAPLAN Practice Paper Marking  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$1225.00)</li></ul>

## Next Steps

In 2021 there will continue to be a strong focus on improving student growth and achievement by fostering the development of learning skills to support every student to learn and grow. Explicit literacy and numeracy skill development programs will be delivered and linked to the literacy and numeracy progressions to track student progress across each year group and each semester. For students, learning and assessment skills will be explicitly taught through a targeted program mapped for every year group across each term. While professional learning will be delivered to support staff in the consistent delivery of learning and assessment skills in their teaching and learning practice. School systems and processes will also be refined to use, monitor and evaluate data to assess student progress and identify areas for intervention.



## 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

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

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

#### 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)
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. We have been extremely successful in ensuring students and staff understand and can apply the principals of growth mindset. This has been demonstrated in the data and the application of the growth mindset principals in assessment, feedback, PBL, learning improvement and positive letters home. However, we have not had the same results with the community. More work needs to be done to achieve similar results with the community. The 2021 plan distinctly outlines student goal setting as an improvement measure - specifically to track learning progress. This will be structured and processes will be put in place to ensure every student from 2021 has learning goals.	James Anderson PL \$7696

**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)
Growth mindset was linked with Positive Behaviour for Learning and underpinned all student engagement and achievement. The PBL matrix was realigned to reflect the language of Growth Mindset and the PBL tickets were redesigned to have 3 different tickets (respect, responsibility, ready to learn). Each week, a new weekly focus was reinforced on the PBL board, via email to staff and on the whole school assembly. The staff handbook and induction program outlined PBL; the structures and whole school processes. The PBL rewards day was held across the last 2 days of Term 4, PBL was reinforced and prizes were drawn using the PBL reward tickets collected over the year. The students thoroughly enjoyed the event as it was engaging and challenging - leading to an overall individual winner and house group winner over the 2 days.	PBL Prizes PBL Tickets Game resources per faculty PBL Passport for students <b>Funding Sources:</b> <ul style="list-style-type: none"><li>Socio-economic background (\$4950.00)</li></ul>

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

## Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Student attendance was monitored via fortnightly attendance meetings and communication with students and/or parents and the Year Advisor. The school attendance rate increased from 82.5% in 2018 to 82.9% in 2019. However the Covid-19 pandemic has caused the overall attendance rate for 2020 to drop slightly to 80.9%. The percentage of students attending school 90% of the time or more in Semester 1 increased from 2018 - 46.06% to 2019 - 43.92% and 2020 - 54.2%. Whilst fractional truancy is not the focus of the improvement measure it has an impact on student engagement in learning. In reviewing whole day attendance, we have become aware of the impact of fractional truancy on whole day absences and learning engagement. However, attendance will continue to be a focus in 2021 with tighter processes in place for targeted students.</p>	<p>Attendance coach wages</p> <p>Attendance incentives</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$95000.00)</li></ul>

## Next Steps

Positive Behaviour for Learning, Growth Mindset and attendance will continue to be a focus for the school in 2021. Attendance measures and processes were evaluated at the end of 2020 and based on this, attendance processes will be monitored closely by the school and Department of Education support staff to monitor improvements. We will continue with a nuanced PBL focus to promote stronger engagement in learning based on the evaluation and feedback from 2020. Staff and students will be introduced to mentoring and goal setting and will facilitate students setting learning goals and attendance goals in 2021.

### 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..

#### Overall summary of progress

We continue to meet the *School Excellence Framework* measure for *Explicit Teaching* at the *Delivering* level. Teachers' understanding of effective strategies in teaching literacy and numeracy skills and knowledge remains an area for improvement. However, differentiation, where programs are adjusted to address individual needs, including planning with students and parents to support learning remains at *Excelling*. Student Writing remains below the target achievement score. Greater understanding and use of directive terms and HSC verbs has improved, however, sustained thinking which demonstrates critical thinking skills remains an area for improvement. Continued professional learning around the next steps to embed quality teaching and learning in all classrooms across the school, specifically building on areas of formative assessment, higher order thinking skills, challenging questioning and discussion, will be a component of the 2021 plan. To improve higher order thinking skills, further work is needed where high expectations including explicit teaching is evident across all classes rather than in pockets around the school.

#### 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>Teachers' understanding of effective strategies in teaching literacy and numeracy skills and knowledge remains at <i>Delivering</i> in the <i>School Excellence Framework</i>. However, differentiation, where programs are adjusted to address individual needs, including planning with students and parents to support learning remains at <i>Excelling</i>.</p> <p>Writing remains below the target achievement score. Focus on literacy and numeracy improvement to continue in 2021 as part of the SIP - strategic direction 1. To improve these areas the following to be implemented in 2021:</p> <ul style="list-style-type: none"><li>• Specialist teachers to work across English and Mathematics classes to support basic skills development.</li><li>• Review of the use of pedagogical frameworks such as 8Ways of Learning to ensure programs reflect the learning needs of ATSI students.</li><li>• Targeted attendance issues to be a key focus in 2021 to ensure attendance improvement and retention into the senior years for EALD and ATSI students - leading to tertiary education.</li></ul>	<p>Culturally relevant programs and pedagogical practice as a means of engaging EALD and ATSI students.</p> <p>Targeted interventions to support literacy and numeracy skills for EALD students</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Aboriginal background loading (\$97644.00)</li><li>• Socio-economic background (\$43753.00)</li></ul>

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

Evaluation	Funds Expended (Resources)

## Progress towards achieving improvement measures

We continue to meet the *School Excellence Framework* measure for *Improvement of Practice* at the *Delivering* level.

Survey of students and staff indicate a need for continued professional learning around the next steps in improving problems of practice (Instructional Rounds) to embed quality teaching and learning in all classrooms across the school, specifically building on areas of formative assessment, challenging questioning and discussion, higher order thinking skills.

Analysis of school data and survey data indicates embedding of key adjustments for improvement of identified problems of practice to continue in 2021.

Quality Questioning resources

External academic expert

Survey of students, staff indicate areas for further training and next step in improving problems of practice (Instructional Rounds)

### Funding Sources:

- Socio-economic background (\$8742.00)

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

Evaluation	Funds Expended (Resources)
<p>We moved the <i>School Excellence Framework</i> measure for <i>High Expectations</i> from <i>Delivering</i> in 2018 to <i>Sustaining and Growing</i> in 2019 and maintained this in 2020.</p> <p>The milestone of embedding higher order thinking skills and improving academic achievement has not been fully met yet and will need to be continued in 2021 to see the movement in practice and student achievement we anticipate.</p> <p>Sustained thinking which demonstrates critical thinking skills remains an area for improvement for students, however, greater understanding and use of directive terms and verbs has improved but we are yet to meet the targets..</p> <p>Understanding directive terms in HSC questions still remains an area for development for students.</p> <p>Teachers are yet to embed explicit teaching practices (I do, we do, you do together, you do alone) consistently. To improve higher order thinking skills, further work is needed where high expectations including explicit teaching is evident across all classes rather than pockets.</p>	<p>Past HSC questions - across all subject areas</p> <p>Completion of past examination questions completed under examination conditions</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$16790.00)</li> </ul>

## Next Steps

Improving literacy and numeracy skills remain a key component of the new *Strategic Improvement Plan* and reflect the Department of Education targets. All students in 2021 will undertake a skill development and mentoring support program as part of a daily Check-In program. All students will undertake study skills lessons to build and improve skill requirements. A whole school approach to ensure consistency and refined teaching practice is a key focus of Professional Learning in 2021. All Early Career teachers will be provided with a mentor/coach to support their professional growth. A focus on strong, explicit teaching and use of PBL systems and processes will occur to ensure all students are building their capacity around improving learning outcomes.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Teacher and School Learning Support Officer salaries</p> <p>Targeted Education Programs</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$114 774.00)</li> </ul>	<p>The Aboriginal Education Team collaborated with students, and parents to ensure that Aboriginal and Torres Strait Islander students developed their personalised learning pathways, outlining their learning goals for the year.</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 CPHS 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 Aboriginal Education Team ensured that the school celebrates Aboriginal culture throughout the school. All events are introduced with an acknowledgement of country. Aboriginal perspectives have been and are embedded throughout all teaching and learning programs and there are specific topics studied in a number of curriculums that are focused on Aboriginal cultures and histories. The Aboriginal Outdoor Learning Centre continues to be utilised by staff and students to enhance student-learning experiences and we look forward to expanding the use of this space to continue enhancing student, staff and the community interactions.</p> <p>The <i>Aurora Education Foundation</i> provides aspiration inspired scholarships that target students at the end of Year 7 and provide financial, academic, and cultural support from Year 8 until the first year post Year 12. Currently Cambridge Park High School has 1 student in Year 9 and 5 students in Year 8 involved in this program. Additionally, a number of students were involved with other programs, including <i>The Girls Aboriginal Leadership program</i> and <i>The Boys' Shed - Building Resilience and Self-Esteem</i>.</p>
<b>English language proficiency</b>	<p>Teacher salary</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>English language proficiency (\$54 540.00)</li> </ul>	<p>Ensuring that all students who are eligible for English as an Additional Language/Dialect (EAL/D) support are adequately catered for has remained a priority throughout 2020. There were 139 students out of 754 (18.4%) classified as having a 'Language Background Other Than English' (LBOTE) and 50 (6.6% of the total school population) are classified as requiring EAL/D Support intervention to assist them in achieving English language proficiency. Of these students, 9 were identified as Emerging, 9 as Developing and 36 as Consolidating. The main methods of receiving support included individual and group withdrawal from class with the EAL/D teacher and/or Learning and Support Teachers (LaSTs), resource assistance to mainstream teachers of EAL/D students and</p>

<b>English language proficiency</b>	<p>Teacher salary</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>English language proficiency (\$54 540.00)</li> </ul>	<p>assessment task differentiation assistance. The EAL/D teacher and HT Teaching and Learning also worked with EAL/D students individually to assist in achieving the HSC Minimum Standards. The EAL/D teacher ensured all testing for EAL/D students was up-to-date and that their results were mapped to the Department's EAL/D Learning Progressions.</p>
<b>Low level adjustment for disability</b>	<p>Learning and Support Teacher and School Learning Support Officer salaries</p> <p>QuickSmart Literacy Program</p> <p>Progressive Achievement Tests</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$397 174.00)</li> </ul>	<p><i>Progressive Achievement Tests (PAT)</i> testing continued in 2020 to help assess students' literacy and numeracy levels. All students from Years 7-10 completed testing in reading, numeracy and persuasive writing. Using the information from the testing, students were identified for individual support and targeted group programs, including <i>QuickSmart Literacy</i>. This program continued in 2020 with students in Years 7 and 8 targeted for the literacy intervention program and was delivered by the Learning and Support Teacher (LaST), Teacher Librarian and one School learning Support Officer (SLSO). The Learning and Support faculty helped to diagnose student learning needs and worked closely with teachers through a team teaching program to assist in differentiating teaching and learning practices within the classroom and assessment tasks. The LaSTs and Head Teacher Teaching and Learning created 50 Individual Education Plans (IEPs), reviewed approximately 20 IEPs and created 15 Learner Profiles. The LaSTs also completed advanced testing on approximately 25 students, including functional behavioural analysis for 5 students and 6 Wechsler Individual Achievement Tests (WIAT). 15 York Assessment of Reading for Comprehension (YARC) tests were completed to support identified students as part of the Disability Provisions processes for the 2021 Higher School Certificate.</p>
<b>Socio-economic background</b>	<p>Teacher and School Learning Support Officer Salaries</p> <p>Attendance Coach and Deputy Principal Wellbeing salaries</p> <p>Student technology program</p> <p>Homework Centre tutors and Exam Invigilators</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Socio-economic background (\$1 161 095.00)</li> </ul>	<p>A significant portion of this funding is used to meet the needs of the students by providing differentiated classroom structures and supports in addition to a range of wellbeing initiatives within the school and community. The class structures enable a variety of learning environments and supports to meet the needs of our learners at their educational stage and provide researched based interventions and supports. SLSO support in class, small group learning, and practical experiences are key features of this model. We 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 and we continue to develop this work across the school extending students growth and wellbeing. Community and student engagement is increased and strengthened with the wellbeing initiatives this funding provides to support students within the school. These programs include student support services, the Learning to Lead</p>



<p><b>Socio-economic background</b></p>	<p>Teacher and School Learning Support Officer Salaries</p> <p>Attendance Coach and Deputy Principal Wellbeing salaries</p> <p>Student technology program</p> <p>Homework Centre tutors and Exam Invigilators</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$1 161 095.00)</li> </ul>	<p>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, peer support programs, and targeted language, arts, dance, music, technology, and STEM programs. In 2020, we remained focused on the educational and wellbeing needs of the students with a dedicated wellbeing staff member, attendance coach, and year advisors. The school staff members, working with these dedicated key student support staff, resulted in an improvement in student engagement.</p>
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Student leaders help organise community fundraising for medical research.

## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	362	378	364	365
Girls	334	329	317	325

### Student attendance profile

School				
Year	2017	2018	2019	2020
7	89.1	90.1	88.9	90.6
8	87.2	81.6	86.7	86.4
9	86.8	82.9	81.9	83.5
10	82	80	79	82.6
11	86.2	77.1	78.3	75.1
12	85.1	81.5	83.4	87.3
All Years	86.3	82.5	82.9	84.2
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

### 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	N/A	N/A	7.36
Employment	9.84	24.42	30.52
TAFE entry	2.46	18.87	7.0
University Entry	N/A	N/A	30
Other	19.68	14.43	18.68
Unknown	2.46	0	12

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.

**University Pathway-** 30 % of Year 12 2020 students gained entry into university in a range of areas of study. These included Arts, Education, Journalism, Health, Business, Criminology, Social Work and Accounting. 25% of these students have commenced their university studies in 2021, whilst 5 % have opted to take a university gap year.

**Pathway to University-** 7% of students gained entry into a pathway to university.

**Traineeship and Apprenticeship Pathways-** 2% of students commenced traineeships upon completion of their HSC.- 10% 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.

**Employment-** Not including students engaged in traineeship and apprenticeship pathways, 18% of students are currently engaged in full-time employment, 21% are employed part-time and 15% have casual employment. Areas of employment include: hospitality, retail, childcare and sport and recreation. 33% of students had no employment stated. However, many of these students were engaging in full-time studies either at university, pathway programs or TAFE

## Year 12 students undertaking vocational or trade training

29.35% of Year 12 students at Cambridge Park High School undertook vocational education and training in 2020.

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

95.9% of all Year 12 students at Cambridge Park High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

19.32% of Year 12 students at Cambridge Park High School undertook vocational education and training in 2020.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	1
Head Teacher(s)	9
Classroom Teacher(s)	45.8
Learning and Support Teacher(s)	2.4
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	15.08
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Professional learning is provided to early career 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 reach the 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 2020 seven teachers gained their accreditation to proficient level. All other staff are now maintaining accreditation under the NESA guidelines.



Ms Turnbull and Mr Adams collaborate on PDHPE teaching programs.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	2,182,403
<b>Revenue</b>	11,347,441
Appropriation	11,303,092
Sale of Goods and Services	18,856
Grants and contributions	24,009
Investment income	1,484
<b>Expenses</b>	-11,634,100
Employee related	-9,620,335
Operating expenses	-2,013,764
<b>Surplus / deficit for the year</b>	-286,659
<b>Closing Balance</b>	1,895,744

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.



Students are learning how to bake using the Combi Oven.



## Financial summary - Equity loadings

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	70,719
<b>Equity Total</b>	1,727,583
Equity - Aboriginal	114,774
Equity - Socio-economic	1,161,095
Equity - Language	54,540
Equity - Disability	397,174
<b>Base Total</b>	8,579,956
Base - Per Capita	169,623
Base - Location	0
Base - Other	8,410,333
<b>Other Total</b>	510,294
<b>Grand Total</b>	10,888,552

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.

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

### 2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

At Cambridge Park High School, we used past NAPLAN papers as a means of diagnostic testing to assess students' skill sets and capabilities. We used the results to implement explicit literacy teaching and learning strategies designed to target our areas for improvement. Additionally, Roll Call has been replaced with "Check In" where students attempt literacy focused activities. Literacy is a powerful, wide-ranging life skill that plays a central role in determining an individual's life choices and life chances. It is our goal at Cambridge Park High School to improve our students' literacy, give them the tools to achieve their goals, and to equip them with the tools to be successful, life-long learners.

A range of practices and tools continue to be implemented to strengthen the numeracy skills of our students. 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 student. This data was used to inform teaching practice and students' numeracy skills throughout the year. Faculties focused on embedding numeracy skills into their teaching programs that were appropriate to their syllabuses and courses. Professional learning was undertaken by staff related to the numeracy progressions to ensure that explicit teaching and learning strategies were developed to target KLA focus areas. Students in Year 7-10 completed targeted numeracy activities during roll call to develop mastery of skills required for NAPLAN and HSC minimum standards. This work was supported through our NAPLAN action plan to address skills each week through their teaching and learning programs. This program has been replaced with Check In and all teachers are working with smaller groups of students to further specialise in the development of fundamental numeracy and literacy skills that are essential for success beyond their school lives.

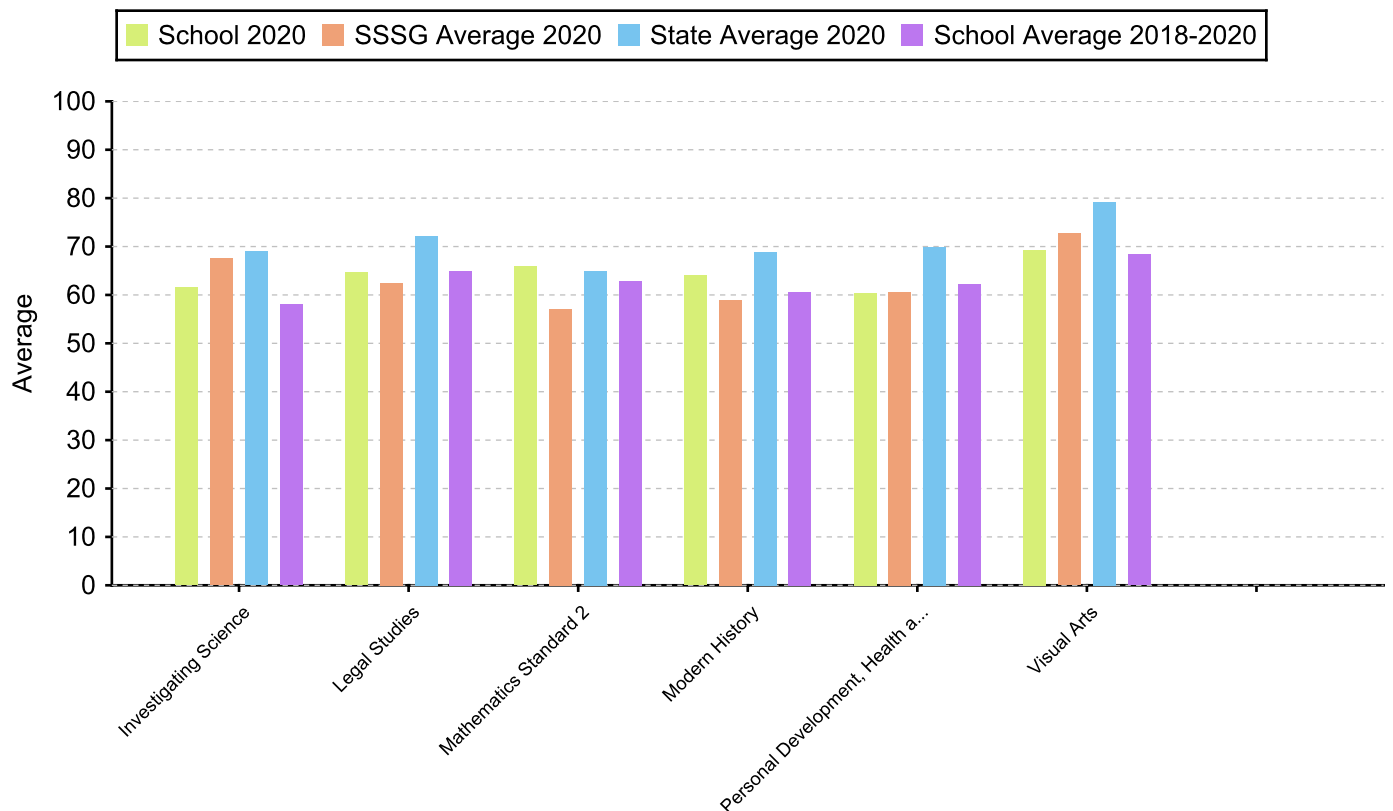
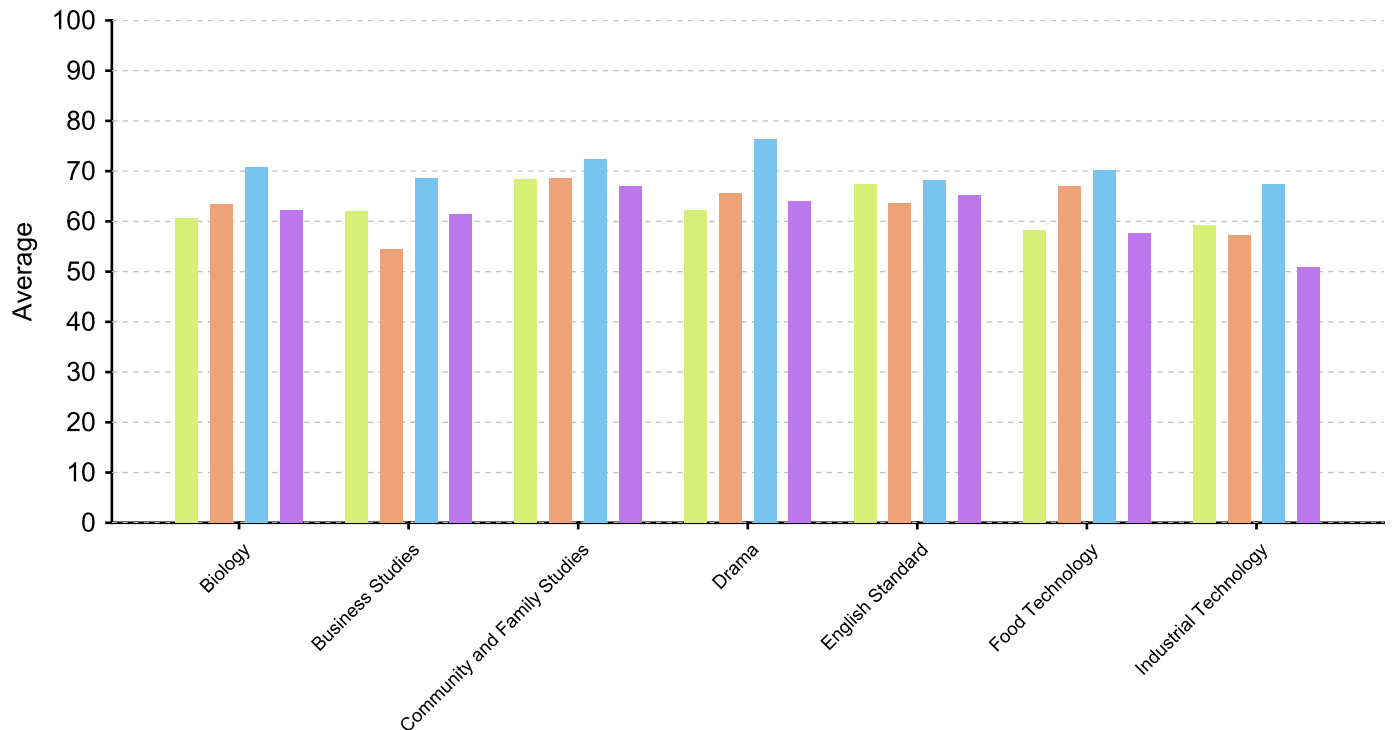


Ms Spragg is teaching Music composition through visual patterns and time.

## 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 2020	SSSG	State	School Average 2018-2020
Biology	60.7	63.4	70.8	62.3
Business Studies	62.0	54.5	68.6	61.4
Community and Family Studies	68.3	68.7	72.4	67.1
Drama	62.3	65.5	76.4	64.1
English Standard	67.3	63.6	68.1	65.1
Food Technology	58.3	67.0	70.2	57.7
Industrial Technology	59.3	57.2	67.5	50.8
Investigating Science	61.5	67.5	69.0	58.0
Legal Studies	64.6	62.5	72.1	64.9
Mathematics Standard 2	65.9	57.0	64.9	62.9
Modern History	64.0	59.0	68.9	60.6
Personal Development, Health and Physical Education	60.4	60.6	69.9	62.2
Visual Arts	69.3	72.7	79.2	68.4

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 2020 Community and Family Studies, Construction Exam, English Standard 2 Unit, Mathematics Advanced, Mathematics Standard 1, Mathematics Standard 2 and Music 1.

Teachers and students worked diligently to close basic skills learning gaps. These gaps for a significant number of students in the 2020 cohort are present as a result of the impact of COVID and remote learning, 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 2020 HSC and focus areas for 2021 are:

- Preparing students well for the literacy and numeracy demands of our HSC courses using high leverage strategies.
- 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.
- Focus on student attendance to school and class.
- Class based targets for improved student achievement.
- Minimum Assessment task benchmark = 45%.
- Agile Learner characteristics explicitly taught to develop academic resilience and grit when the learning gets hard.
- Developing learning mastery through monitored class work and homework.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinion of parents, students and teachers about the school. In 2020 CPHS participated in the Tell Them from Me Student, Staff and Parent Surveys.

### Students reported:

- high rates of participation in art, drama or music groups; extra curriculum school activities or a school committee.
- the majority of students reported that they have friends at school they can trust and who encourage them to make positive choices.
- the majority believe that schooling is useful in their life and will have a strong bearing on their future.
- the majority of students do not get in trouble for disruptive or inappropriate behaviour.
- students reported they tried hard to succeed in their learning.
- an overwhelming majority of students perceived the importance of skills like writing, mathematics, reading, science, managing finance, group work, thinking critically, thinking creatively, technology skills, problem solving and communicating skills for career plans.
- student grades in English, Mathematics and Science were similar to NSW government norms.
- students reported positively about learning time, relevance, teaching practice and feedback in the classroom.
- students believe they had positive relationships with their teachers who were responsive to their needs and they encourage independence.
- students reported a positive learning climate and that their teachers emphasised academic skills and high expectations.
- 65% of students planned to finish Year 12 with the majority planning to continue on to future study.
- students survey indicated that students felt good about their culture.

CPHS had a small number of the parent community complete the survey for a variety of reasons, including limited access to technology at home. and lack of access to the school during COVID-19. A summary of **parent responses** are:

- most parents feel welcome at the school and find the school communication easy to read.
- most parents had at least two opportunities to discuss their child's progress.
- the teachers had high expectation of their child and showed an interest in their progress.
- their child's teachers encourage positive behaviour in class.
- their child feels safe at school.
- parents commented that their child was able to access lessons they liked.
- parents commented they would recommend the school and felt the school had a good reputation.
- the majority of parents felt the school was easy to access, well maintained and had a welcoming physical environment.
- an overwhelming percentage of parents stated CPHS was their first choice for their child.

### Staff responses are as follows:

- Teachers commented that they work collaboratively to improve student engagement and shared resources across different curricula.
- they set high expectations and focused on feedback to achieve learning goals.
- teachers worked on improving student outcomes by analysing their assessment task responses.
- teachers worked with parents to assist student learning outcomes.
- the majority of staff felt the school leaders were leading improvements in the school.
- the majority felt the leaders clearly communicated the school vision.



# Policy requirements

## Aboriginal Education Policy

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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.

Cambridge Park High School prides itself on the commitment made to Aboriginal Education in all facets of the school. Aboriginal culture is celebrated in a variety of ways both academically and through extra-curricular events. The Aboriginal Education Team collaborated with students, and parents to ensure that all Aboriginal and Torres Strait Islander students developed their personalised learning pathways, which outlines their learning goals for the year. Aboriginal perspectives are embedded throughout all teaching and learning programs and there are specific topics studied in a number of curriculums that are focused on Aboriginal cultures and histories. Each year we take the opportunity to celebrate NAIDOC day and this has continued to grow with specialist guest speakers, elders attending and the whole school taking part in cultural activities and raising awareness of the NAIDOC message. 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. We have been fortunate to be involved with a number of programs that have seen an improvement in student engagement. The Aurora Education Foundation provides aspiration inspired scholarships that target students at the end of Year 7 and provide financial, academic, and cultural support from Year 8 until the first year post Year 12. Currently Cambridge Park High School has 1 student in Year 9 and 5 students in Year 8 involved in this program. The AIME program continues to provide students and parents 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. The Aboriginal Outdoor Learning Centre continues to be utilised by staff and students to enhance student-learning experiences and we look forward to expanding the use of this space to continue to enhance learning and embed cultural perspectives, skills and understandings.

## Anti-Racism Policy

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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

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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 Day 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 that incorporates the He Waka Eke Noa program to build cultural awareness and Project Wayfinder to engage students in fostering belonging and purpose in learning. These programs 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.



2020 -21 Student Leadership