

# 2021 Annual Report

## Cambridge Park High School



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# Introduction

The Annual Report for 2021 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 Strategic Improvement 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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## School vision

Cambridge Park High School builds a positive learning culture where challenge, practice and persistence lead to learning mastery for teachers, students and parents. We embrace challenge and work persistently to improve our skills to develop learning mastery and strong academic performance. We value strong positive relationships to create an environment in which students are supported to develop mindsets that value personal growth and lifelong learning. Students learn the meta-cognitive skills to approach new learning confidently and the agility to be able to transfer those skills with discernment.

Our students are active members of learning partnerships and in these are supported to develop their self-efficacy to be able to recognise, adapt to and manage change here at school, in their families and in the community. Students strive to become independent in their learning, to adapt to new ways of thinking and to be creative, innovative and resourceful learners. Students also develop their abilities to collaborate with others to work in teams and learn from each other.

In supporting our students to be active and informed members of the Cambridge Park community, students learn about the cultural, religious and social diversity of their environment. They learn how to affect change and leverage their essential skills to work for the common good.

## School context

Cambridge Park High School is a proudly comprehensive school of 680 students with an Autism unit of 5 classes, in Western Sydney. The student population of 680 reflects a growth of 100 students in the past 3 years. Our school community is culturally and linguistically diverse. 20% of our students have a language background other than English with a minority requiring EAL/D support. 12% of students proudly identify as Aboriginal and/or Torres Strait Islander. Our students engage in quality learning experiences that embed high leverage strategies to promote excellence, engagement and equity in learning.

The school's staffing entitlement in 2021 was 65 teaching staff and 15 non-teaching staff. In addition to this we employ a Deputy Principal, Instructional leader, Business Manager, a Technical Support officer, a Head teacher Academic Engagement, Head teacher Professional Practice, a Pasifika Programs teacher and 3 Student Learning and Support officers from school funds. Our executive team is stable with the majority being in their positions for more than 3 years. 14% of staff are relieving in higher duties positions to support our equity programs. Teacher absence and teacher turnover is low. The majority of the school's equity funding is used to support initiatives developed in the 2021-2024 Strategic Improvement Plan. Some funds will be used to support other activities such as the collaborative learning curriculum, small group tuition program and our Aboriginal and Pasifika cultural programs.

The school is a partner hub school with Western Sydney University in developing quality induction and practicum programs for pre-service and early career 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 co-curricular learning experiences in state of the art facilities for students with an interest and passion in technology and applied science, sport, creative and performing arts, leadership and community service. We value the positive contribution that parents play in our success.

Through our situational analysis, we have identified a need to up-skill teachers to deliver high leverage literacy and numeracy teaching to improve student learning confidence, skill and proficiency in essential skills. Teachers focus on using the Literacy and Numeracy progressions to embed targeted skills into the teaching and learning programs culminating in formal assessments of the focus skills, bench-marked to the progressions. Through the school HSC analysis, we have identified extended writing and examination skills as areas for focus. Developing ways to implement evidence based pedagogical practice which promotes accelerated learning growth is a school priority. Our Instructional Rounds project during 2019-2021 has identified patterns of teaching practice which we seek to refine. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. The student-led Instruction Rounds focusing on Student Learning identified a sub culture of low learning expectations and under-engagement by students in their learning. Teachers learn to coach and mentor students to set, work towards and evaluate personalised learning and attendance goals to support improved engagement in and motivation for learning.





## 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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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	2021 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	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

To improve student growth and achievement by fostering the development of learning skills to support every student to learn and grow each year and achieve their best through refined school structures and processes, staff professional learning and increased opportunities for students to practice their skills.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Literacy and Numeracy
- Higher School Certificate

### Resources allocated to this strategic direction

**Socio-economic background:** \$4,950.00

**Professional learning:** \$10,450.00

**Low level adjustment for disability:** \$1,100.00

### Summary of progress

Student growth and attainment has been a key focus across 2021, even with the impacts of Covid and the extended period learning from home our internal data indicates we have been making learning progress in terms of literacy and numeracy skills development and student learning growth in Stage 6. The 2021 NAPLAN results have highlighted areas of improvement and growth as well as areas requiring further attention. We have not reached our system generated targets for both reading and numeracy.

### NAPLAN

The actual Reading target achieved was 5.50% with the annual trajectory lower bound being 9.08%, while the actual Numeracy target achieved was 1.80% with the annual trajectory lower bound being 8.52%. However, for reading our average scaled growth of 31.6% is slightly higher than both the similar school groups (SSSG) as well as the state at 28.7% and 28.6% respectively. While at or above expected growth in reading we are slightly higher at 46.4% than the SSSG at 46.1%, however we are lower than the State growth of 52.6%. While our average scaled growth of 48.2% is significantly higher than both the similar school groups (SSSG) as well as the state at 39.3% and 33.6% respectively. While at or above expected growth in numeracy we are again significantly higher at 57.7%, SSSG 49.3% and the State growth of 49.5%. So while we have not reached our systems targets in reading or numeracy there is positive growth and the strategies being implemented to target students' knowledge and understanding such as the Check-in literacy and numeracy program and English language lessons are having an impact.

### HSC

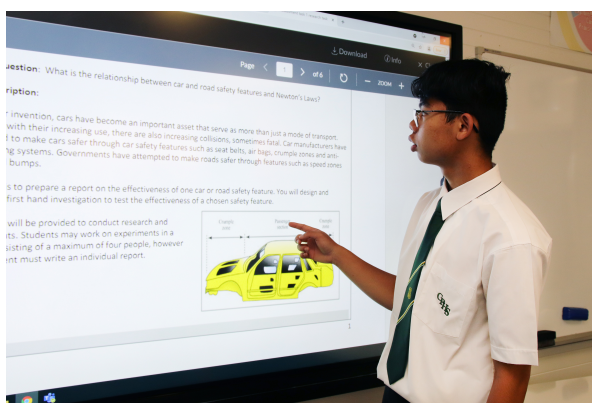
Our internal assessment data when compared to the 2020 cohort shows positive learning growth with the average final course mark increasing from 54.62% in 2020 to 61.76% in 2021. HSC predicted band targets were set to assist in tracking student growth and attainment. This was effective as students tracked their learning growth with their teachers and reflected on their learning and focused on the feedback given to identify areas of strength and gaps to close. External HSC data showed strong movement towards our HSC targets. 36% of students were in the top 3 HSC bands (Target: 43.3%) showing 3.35% growth on 2020 results. 11% of students are in the top 2 HSC bands (Target: 14.2%) showing growth of 5.12% on 2020 results. Students engaged strongly in the development of their learning skills, including improving examination technique and their writing through the use of ALARM as a whole school writing strategy. These initiatives have effectively contributed to the improvement in HSC attainment in 2021.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improvement in the percentage of students in the top two bands to be	5.50% of students achieved in the top two bands in NAPLAN reading indicating progress toward the lower-bound target.

above the school's system-negotiated target baseline in reading of 6.16% and numeracy of 5.43%.	1.80% of students achieved in the top two bands in NAPLAN <b>numeracy</b> indicating progress yet to be seen toward the lower-bound target.
Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy to be above the school's system-negotiated target baseline in reading of 19.4% and numeracy of 16.5%.	In 2021 we have 15.38% of Aboriginal students achieving in the top 3 NAPLAN bands in reading and 7.14% of Aboriginal students achieving in the top 3 NAPLAN bands numeracy. While reading is just lower than the system-negotiated baseline target of 19.4%, our numeracy result is significantly lower than the 16.5% target. However, the 90.9% at or above expected growth in numeracy for our Aboriginal students is a positive figure and significantly higher than the state at 48.4%.
Improvement in the percentage of students achieving expected growth to be above the system-negotiated target baseline in reading of 57.58% and numeracy of 66.91%.	The percentage of students achieving expected growth in <b>readings</b> was 43.37%, indicating progress yet to be seen toward the lower bound target of 63.60% .  Percentage of students achieving expected growth in <b>numeracy</b> was 59.76% indicating progress toward the lower bound target of 66.91%.
Improvement in the percentage of HSC course results in the top two bands from the 7.8% baseline trending towards the lower bound target 14.2%.	10.91% of students attained results in the top two bands demonstrating progress toward the lower bound target of 14.2%.
Improvement in the percentage of HSC course results in the top three bands from 37.7% baseline trending towards the lower bound target of 43.3%.	36.82% of students attained results in the top three bands demonstrating progress toward the lower bound target of 43.3%.
Increase the % of Aboriginal students attaining the HSC whilst maintaining their cultural identity to above the system-negotiated target baseline	Our retention of Aboriginal students attaining the HSC in 2021 was 34.4%. There has been an increase of 44.5% on the number of students who attained their HSC in 2020.



## Strategic Direction 2: Strengthening student engagement

### Purpose

To explicitly teach students a range of meta-cognitive skills to support them to engage strongly in their learning and experience success through their achievements. Students will create, work towards, evaluate and reflect on learning and attendance goals.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Attendance
- Student Learning Goals & Reporting

### Resources allocated to this strategic direction

**Professional learning:** \$9,500.00

**Socio-economic background:** \$2,000.00

### Summary of progress

Strengthening Student Engagement has been identified as a significant area of focus. In 2021, the COVID-19 pandemic, lock down and the change to Learning from Home, meant that Cambridge Park High School had to pivot to delivering an educational program that saw students learning from home and teachers working from home. This time was challenging for all members of the school community and made it difficult to engage with all students and families. As a result, a number of planned activities and growth in this area have been rescheduled for 2022.

Attendance data was analysed twice per term by teachers and students and is used to inform planning. Whole of school and personalised attendance approaches, through setting an attendance goal, through the check-in time/process, have started to improve regular attendance rates for all students, including those at risk. All students and teachers have actively engaged with analysing attendance data. This provides check in teacher with a snapshot of which students may need to improve and can prompt conversations to understand why the student's attendance is where it is. Students analyse their data and reflect on where their strengths and weaknesses are in their attendance patterns. The support from the HSLO provides the school with appropriate strategies to help reengage students back to school and their learning.

The check-in mentoring program was implemented in 2021 and replaced the regular roll call program. Teachers engaged in professional learning focused on mentoring and it was implemented throughout 2021 as a pilot program. Teachers have supported students to set learning goals. Teachers actively monitored student behaviour and engagement based on data, building strong student-teacher relationships. Students have also taken ownership and responsibility of their engagement in school and continue to be supported by mentor teachers to work towards these goals.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students attending school more than 90% of the time moving towards 46.1% or above.	The number of students attending greater than 90% of the time or more has decreased to 38.66%.
Increase in-class attendance for each year group by 2%.	The attendance data in 2021, especially the in-class attendance, was skewed due to the Learning from Home period. This year, Cambridge Park High School saw an increase in class attendance across Year 11 by 2.5% and Year 10 by 3.6%. However there was a decrease in Year 9 by 6.9% and Year 8 by 0.8%, while Year 7 remained steady. A year of face-to-face teaching and learning without the interruption of a COVID-19 lock down may have seen improved in-class attendance.
65% of students achieve their	During 2021, students at Cambridge Park High School have been made

attendance goal by the end of the set time period.	aware of their attendance during the Check-In Mentoring Program. Students set an attendance goal at the start of Semester One; 57% of students achieved this. However, it was difficult for teachers to connect with all students to reflect on this goal during the Learning from Home period as the focus had shifted to check-in on student wellbeing. Additionally, due to attendance collection occurring in a different way during the Learning from Home period, based on work completion/submission, it was difficult to navigate attendance in the usual way. We have made relevant reports and followed up with student attendance concerns, specifically those who have not returned post-COVID. It has also been difficult for students to reengage with their attendance goals due to the nature of the term.
All staff are trained in mentoring through face-to-face and online Professional Learning.	In 2020 and 2021 we had 51 staff members who took part in the Peer Mentoring training which was conducted by TAFE NSW. We have 10 new staff members who were unable to complete the training in 2021, however due to COVID-19 pandemic, this will be resumed in 2022.
65% of students achieve their learning goal by the end of the set time period.	With teacher support, students set a learning goal at the start of Semester One, based on their previous semester's report and reflect on the goal at the start of Semester Two, setting another goal at this point if necessary; 55% of students achieved this. However, staff and students need further professional learning and assistance with setting SMART goals that are based on the skills and concepts rather than performance. The Learning from Home period hindered this process significantly as many students and families were difficult to contact during this time.

## Strategic Direction 3: Consistent and refined teaching practice

### Purpose

To build the capacity of all teaching staff to develop consistent, explicit teaching practices that create a positive learning environment for all, culminating in improved teacher efficacy and students who are strongly engaged in their learning.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Explicit and Consistent Teaching Practice
- Classroom Management

### Resources allocated to this strategic direction

**Socio-economic background:** \$4,400.00

**Professional learning:** \$11,000.00

**Beginning teacher support:** \$6,600.00

**WSU Hub partnership to support early career teachers:** \$34,302.00

### Summary of progress

The school analysed a range of data sets to identify problems of practice, teachers' strengths and gaps, and the learning progress of students. Embedded and explicit systems and processes were used, which facilitated and supported professional learning of effective and explicit teaching. Clear evidence of whole-school informed teaching methods demonstrated a shared understanding, leading to a positive learning culture that optimised progress for all students. Continued teacher professional learning surrounding explicit teaching and quality assessment tasks, along with the adoption of a whole school approach to explicit teaching, will result in further improvements to student learning outcomes.

A school wide approach to effective and positive classroom management was evident and teachers consistently used the language, processes, systems and scaffolds of Positive Behaviour for Learning to create a safe and positive classroom. This led to reductions in low-level disengagement and disruptive behaviours. The analysis of whole school data, including well-being data, indicated that disruptions stemming from the pandemic have had a negative impact on student perception of classroom practices and advocacy. Teacher professional learning ensured that teachers' model and share a wide range of strategies for classroom management, which promoted student engagement and responsibility for learning.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Professional learning provided to teachers on quality questioning, formative assessment and embedding explicit teaching practices into learning programs.	100 % of teaching staff completed professional learning on quality questioning, formative assessment and embedding explicit teaching practices into learning programs.
Early Career teachers are provided professional learning on explicit teaching, the Cambridge Learning Model and Positive Behaviour for Learning (PBL).	100 % of Early Career teachers completed professional learning on explicit teaching, the Cambridge Learning Model and Positive Behaviour for Learning (PBL) and felt supported in their development of professional practices.
Professional learning on embedding into programs higher order thinking skills, using concept driven questions and strategies, is delivered to all staff.	Professional learning on higher order thinking skills, using concept driven questions and strategies was delivered to all teaching staff. A review of faculty programs showed that teachers from 5 of 7 key subject areas had implemented higher order thinking skills into teaching and learning programs and activities.

Students Tell Them from Me data improves from 6.3 to 6.5 in the area of effective and explicit teaching.	In 2021 there has been a steady score reflecting students feel that classroom practices are well organised and teacher feedback is timely and effective in improving learning.
Staff Tell Them From Me data improves from 7.2 to 7.4 in the area of quality feedback and in the area of planned learning opportunities.	According to the November 2021 Teacher Tell Them From Me (TTFM) survey there has been a steady score of 7.1 where teachers indicated that students attending Cambridge Park High School receive written feedback on their work, that is timely and distributed throughout the learning cycle.
School data indicates an 8% increase in the number of positive entries.	School data indicated a 14.1% increase in reported positive behaviour during 2021 when compared to 2020.
School data indicates a 5% reduction in negative behaviour entries.	As a result of targeted professional learning, a comparison of negative behaviour data from Term 1 2020 and Term 1 2021 (two terms that were not impacted by learning from home due to COVID-19) showed a 1.3% reduction in negative incidents.
Student Tell Them from Me data improves from 5.9 to 6.1 in the area of school advocacy.	During 2021, student Tell Them from Me survey findings report that there has been a 0.5 decrease in students who feel that have someone at school who consistently provides encouragement and can be turned to for advice. The extended period of time that students were learning from home throughout term 3 and into term 4 may account for this decline.
Student Tell Them from Me data improves from a score of 6.4 to 6.5 in the area of Expectations for Success.	After initially seeing a 0.3 increase the area of Expectations for Success in the April 2021 student TTFM survey, the more recent November 2021 TTFM results show a decline of 0.3 from a score of 6.7 to 6.4.



Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$1,846.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• release time for staff to provide targeted support to students, including mentoring and tutoring</li> <li>• strengthening orientation and transition program for identified students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students having targeted support for learning and wellbeing and improving student self efficacy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To strengthen the mentor and tutoring program to continue to develop student learning skills to improve student outcomes.</p>
<p>Integration funding support</p> <p>\$105,760.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Cambridge Park High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• intensive learning and behaviour support for funded students</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> <li>• record and analyse student data on engagement, wellbeing, literacy, numeracy skill development.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All eligible students demonstrating progress towards their personalised learning goals. PLSPs have been updated and are responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To formally incorporate integration funding decision-making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student personalised learning and support plan reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$1,240,807.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Cambridge Park High School who may be experiencing educational disadvantage as a result of their socio-economic</p>

<p>Socio-economic background</p> <p>\$1,240,807.00</p>	<p>background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Literacy and Numeracy</li> <li>• Explicit and Consistent Teaching Practice</li> <li>• Classroom Management</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement specific wellbeing programs to support identified students with additional needs</li> <li>• engage with external providers to support student engagement and retention</li> <li>• employment of additional staff to support quality curriculum delivery</li> <li>• providing students without economic support a fee-free education, educational materials, uniform, equipment and other items</li> <li>• professional development of staff to support student learning and achievement</li> <li>• additional staffing to support the design, implementation and evaluation of high leverage student engagement programs</li> <li>• professional development of staff to support the observation and assessment of quality teaching across the school</li> <li>• employment of additional staff to manage school technology systems and platforms to enhance the range of student learning tools available to students and teachers</li> <li>• employment of additional Office staff support to manage enhanced attendance procedures</li> <li>• providing extra-curricula opportunities and programs for students</li> <li>• providing resources for a daily Breakfast Club</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Student improvement evidenced by:</p> <ul style="list-style-type: none"> <li>• The implementation of universal and targeted literacy and numeracy strategies resulting in student growth in internal and external performance measures. The provision of optimal conditions for learning including</li> <li>• Universal and targeted, intensive Attendance support strategies reviewed and enhanced. Leading to 38.66 % of students attending 90% of the time.</li> <li>• All year 12 students provided with a laptop and dongle where necessary to access online learning resources. Resulting in 100% of Year 12 students achieving minimum standards and 36.82% achieving top 3 bands , indicating growth towards the lower bound target .</li> <li>• Additional staff 3.0 employed to reduce class sizes and broaden the curriculum. Increase in the variety of stage 6 courses and stage 5 electives, resulting in more students staying at school and an increase in academic achievement.</li> <li>• Wellbeing - student assistance provided for students - breakfast and uniform support, a Community Liaison Officer employed provides welfare and mental health support for targeted students.</li> <li>• 100 % of teaching staff completed professional learning on quality questioning, formative assessment and embedding explicit teaching practices into learning programs.</li> <li>• 100 % of Early Career teachers completed professional learning on explicit teaching, the Cambridge Learning Model and Positive Behaviour for Learning (PBL) and felt supported in their development of professional practices.</li> <li>• Professional learning on higher order thinking skills, using concept driven questions and strategies was delivered to all teaching staff. A review of faculty programs showed that teachers from 5 of 7 key subject areas had implemented higher order thinking skills into teaching and learning programs and activities.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p>
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<p>Socio-economic background</p> <p>\$1,240,807.00</p>	<p>To continue to refine the delivery of universal and targeted literacy and numeracy strategies to support our trajectory towards achieving targets; to strengthen our work with Department of Education personnel to support re-engagement in school for targeted students; to strengthen student voice initiatives and expand the extra-curricula opportunities for a broader range of students; to continue to provide high quality professional development to new and existing staff through Instructional Rounds and to strengthen whole school processes and practices surrounding explicit and consistent teaching practice and classroom management.</p>
<p>English language proficiency</p> <p>\$67,656.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Cambridge Park High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional teacher time to provide targeted support for EAL/D students and for development of literacy and numeracy programs</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• additional teacher time to provide targeted in-class support for EAL/D students</li> <li>• additional staffing to implement Individual Educational Plans for all EAL/D students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> EAL/D students being more confident and prepared to take risks with their language use, as noted in teacher observations and work samples as well as improvements in internal and external assessment measures. Student progress data reveals a high level of growth on the EAL/D learning progressions, with 98% of EAL/D students achieving expected or above expected growth.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Learning and Support staff will review Individual Educational Plans for all EAL/D students and ensure they have a focus on development of core literacy and numeracy skills, and appropriate supports as required. Ongoing professional learning will be targeted at classroom teachers of students needing significant supports, and also assist with the identification of language and cultural demands across the curriculum.</p>
<p>Low level adjustment for disability</p> <p>\$392,764.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Cambridge Park High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• support for students, teachers and families in Life Skills programs</li> <li>• support for students, teachers and families for students on individual learning programs</li> <li>• support for students, teachers and families for students eligible for special provisions</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• targeted students are provided with evidence-based interventions</li> </ul>

<p>Low level adjustment for disability</p> <p>\$392,764.00</p>	<p>(including Quicksmart) to increase learning outcomes</p> <ul style="list-style-type: none"> <li>• implementing educational platforms (including Education Perfect, ACER Testing Platform) to assist with student assessment &amp; learning needs</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students are supported to access the curriculum in all environments. Learning and Support case management has seen increased support to students and improved overall student welfare. In-class support of identified students and fast-track classes has assisted with classwork completion and student learning growth. Testing of students has allowed students with disabilities, as well as students who are gifted or talented, to be identified and then supported. Implemented learning platforms have supported student learning across a range of learning environments, including students with additional needs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continued implementation of the above programs which have yielded positive results; resumption of Quicksmart programs which were paused due to the pandemic and subsequent impacts; continued evaluation and subsequent implementation of potential support programs for students in classrooms.</p>
<p>Professional learning</p> <p>\$103,824.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Cambridge Park High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy</li> <li>• Higher School Certificate</li> <li>• Attendance</li> <li>• Explicit and Consistent Teaching Practice</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Professional learning targeting a robust attendance monitoring process.</li> <li>• Professional learning targeting communication with students and parents regarding attendance monitoring.</li> <li>• Professional learning focused on reviewing student attendance data to inform specific approaches to support students.</li> <li>• Professional learning around coaching and mentoring of staff.</li> <li>• Staff participated and engaged in the Instructional rounds professional learning to reflect on identified problems of practice.</li> <li>• Professional learning for Early Career teachers across a range of pedagogical practices and processes.</li> <li>• Professional learning offered to all staff around using learning intentions, success criteria, modelling and scaffolding and joint construction.</li> <li>• Professional learning around the use of formative assessment to inform student goals.</li> <li>• Professional learning targeting the development of higher order thinking skills and using quality questioning.</li> <li>• Professional learning focused on explicitly teaching and embedding Literacy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> A focused improvement in the skills and quality of teaching being delivered by all staff. Staff are more aware of the impact student attendance has on achieving learning outcomes and how the data can inform their approaches. A focused approach to professional learning that targets identified problems of practice through the instructional rounds process resulting in an improvement in the delivery of explicit and consistent teaching and embedding quality Literacy approaches.</p>

<p>Professional learning</p> <p>\$103,824.00</p>	<p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continued implementation of the instructional rounds process upskilling new staff and reviewing school progress towards improving the identified problems of practice. Delivering targeted professional learning that aligns with newly identified focus areas and the continued support of early career and new teachers to demonstrate explicit and consistent teaching practices and delivery of quality Literacy approaches.</p>
<p>Beginning teacher support</p> <p>\$6,600.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Cambridge Park High School during their induction period.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit and Consistent Teaching Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Instructional Rounds training to support the evaluation of explicit teaching practice</li> <li>• Early Careers Teachers Conference</li> <li>• Supervising teacher network meetings to support quality induction programs</li> <li>• Targeted professional learning focusing on explicit teaching, formative feedback and quality questioning.</li> <li>• Penrith Education Alliance early career teacher network meetings</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>100% of early career teachers achieved Proficient Accreditation. Early career teacher have collaborated with colleagues, external professional and community representatives, and have contributed to the academic and cultural life of the school. These teachers create effective teaching and learning experiences for their students by designing and implementing engage teaching programs that meet curriculum, assessment, and reporting requirements.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continued work with our new beginning teachers to support them with the Proficient teacher Accreditation process. Continued implementation of the Early Career teacher conference to support the growth and development of beginning teachers in the Greater Penrith region. Professional learning offered to Early Career and beginning teachers to facilitate their continued growth in Explicit and consistent teaching practices.</p>
<p>WSU Hub partnership to support early career teachers</p> <p>\$82,613.17</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Cambridge Park High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit and Consistent Teaching Practice</li> <li>• Classroom Management</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this allocation include:</b></p> <ul style="list-style-type: none"> <li>• Professional learning run to assist Early career teachers.</li> <li>• Hub Early Career Teacher conference for Network schools.</li> <li>• Implementation of Early Career Teacher Network meetings.</li> <li>• Running of an Early Career Data day to develop skills in using SCOUT, RAP and internal data.</li> <li>• Rural and remote teacher experiences provided to build deep understanding of how rural schools operate and features of quality Aboriginal Education programs.</li> </ul>

<p>WSU Hub partnership to support early career teachers</p> <p>\$82,613.17</p>	<ul style="list-style-type: none"> <li>• Beginning Teacher conferences run once per semester.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Levels of support for Pre-service and Early career teachers has improved, allowing them to feel confident in their career progression and training. Improved connections between network schools to better facilitate the support of both pre-service and early career teachers. Early Career teachers have a clearer understanding of supports available and have engaged in targeted professional learning opportunities.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Early career teachers will continue to be supported and participate in a range of professional learning and networking experiences to facilitate their growth in the teaching profession. Continued work around the strengthening of supports available amongst network school to ensure Pre-service and Early Career teachers are confident in their practice.</p>
<p>COVID ILSP</p> <p>\$336,112.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of teachers and paraprofessionals to deliver small group tuition, including supervising students and monitoring progress of students and groups. <ul style="list-style-type: none"> <li>o Tutors provided targeted, explicit instruction for student groups in literacy and numeracy based on identified knowledge gaps in pre-testing.</li> </ul> </li> <li>• Releasing staff to analyse school and student data to prioritise students for tuition based on NAPLAN performance and other appropriate metrics.</li> <li>• Allocating an administration period per day for program staff to: <ul style="list-style-type: none"> <li>o plan lessons and activities</li> <li>o develop resources</li> <li>o track student progress</li> <li>o support administration of the program.</li> </ul> </li> <li>• Employing staff to coordinate the program and lead professional learning activities within the team (incorporated as part of an additional Head Teacher Teaching &amp; Learning role)</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Approximately 320 tutoring program-positions (instances of students enrolled in a program) being completed to a satisfactory standard. Close to 200 of these students completed detailed, program-specific pre- and post-tests with data recorded to assess growth across the program period. Of these students:</p> <ul style="list-style-type: none"> <li>- 58% of those in Numeracy programs demonstrated a growth in pre/post-test performance across the program</li> <li>- 71% of those in Literacy programs demonstrated a growth in pre/post-test performance across the program</li> </ul> <p>Consistent reports from teachers of observed and anecdotal growth in confidence and self-direction for students in the program Consistent reports from families that they and their students in the program found it beneficial Support of complimentary small group programs in addition to the main literacy and numeracy offerings, including:</p> <ul style="list-style-type: none"> <li>- The "On Track" program, that integrated tutoring activities with class work / assessment work</li> <li>- Homework Centre that assists students with homework and assessments after school</li> <li>- A school holiday program that supported students in developing literacy and/or numeracy activities while focusing on selected topics of interest</li> </ul>



<p>COVID ILSP</p> <p>\$336,112.00</p>	<p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>To continue the program into 2022 based on approved budget for implementation from DoE; utilise, where possible, integrated tutoring delivery models in future program delivery, providing a strong link between tutoring activities and class/assessment work; ensure appropriate professional learning is selected and made available to tutors delivering CILSP to develop small group instruction strategies as well as assist in assessing and meeting student knowledge gaps.</p>
<p>Aboriginal background</p> <p>\$99,176.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Cambridge Park High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• creation of an aboriginal learning hub to support personalised learning for Aboriginal students</li> <li>• supply all Aboriginal students with a laptop to use at school and at home</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• community consultation and engagement to support the development of cultural competency</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>A 32% increase in Aboriginal families engaging in the Personalised Learning Pathways process with Aboriginal students and their families. The Aboriginal Education information evening and opportunity to yarn, gave opportunities for conversations to be more authentic and continuous. As a result students are more likely to talk about their PLP goals with their teachers and use them in the school's learning engagement goal setting program.</p> <p>Stronger relationships with our local aboriginal community through our Community engagement project. Networking through DoE programs and strong involvement in the Yarramundi Aboriginal Education Community Group has resulted in more opportunities for the school to support our students academically and personally.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Engaging a literacy and numeracy focused Aboriginal identified position to deliver differentiated and personalised support to Aboriginal students; working with families to support student literacy and numeracy progression through homework and nuanced home learning programs.</p>





# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	378	364	365	330
Girls	329	317	325	317

## Student attendance profile

School				
Year	2018	2019	2020	2021
7	90.1	88.9	90.6	83.7
8	81.6	86.7	86.4	83.3
9	82.9	81.9	83.5	74.7
10	80	79	82.6	74.2
11	77.1	78.3	75.1	78.2
12	81.5	83.4	87.3	76.8
All Years	82.5	82.9	84.2	78.5
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

## Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

### Management of non-attendance

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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	1.89
Employment	4.5	15.0	13.21
TAFE entry	1.8	2.8	15.09
University Entry	N/A	N/A	54.72
Other	11.7	13.6	3.77
Unknown	N/A	N/A	11.31

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-** 55% of Year 12 2021 students gained entry into university in a range of areas of study. These included Policing, Nursing, Creative Industries, Education, Psychology, Medicine, Business, Law -Criminal Community Justice, Social Work and Health.

**Pathway to University-** 7.5% of students gained entry into a pathway to university.

**Traineeship and Apprenticeship Pathways-** 9.4% of students commenced traineeships or 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, 13% of students are currently engaged in employment, either full-time or along side vocational study. Areas of employment include: retail and services, nursing and aged care, logistics, and sport and recreation . 3% of students had no employment stated. However, these students were offered continued and ongoing support by the school Careers Advisor to make a successful a transition from school to work or other suitable pathways.

### Year 12 students undertaking vocational or trade training

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39.73% of Year 12 students at Cambridge Park High School undertook vocational education and training in 2021.

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

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89.7% of all Year 12 students at Cambridge Park High School who commenced Year 12 in 2021 cohort received a Higher School Certificate or equivalent vocational education and training qualification.



# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	1
Head Teacher(s)	10
Classroom Teacher(s)	40.3
Learning and Support Teacher(s)	2.4
Teacher Librarian	1
Teacher ESL	0.2
School Counsellor	1
School Administration and Support Staff	14.28
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Professional learning is provided to early career and new teachers to ensure their transition into our school is smooth and enables them to operate effectively using our schools' processes and platforms effectively. Additional and ongoing professional learning and coaching is offered to early career teachers to further support their transition into the teaching profession, upskilling them around the Australian Professional Standards for teachers and providing professional learning on how to effectively support our students. 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. Ongoing support and professional learning were offered in 2021 to ensure staff can reach proficient teacher accreditation and to support those maintaining accreditation under the NESA guidelines.



# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,895,744
<b>Revenue</b>	11,621,508
Appropriation	11,569,272
Sale of Goods and Services	36,387
Grants and contributions	15,180
Investment income	668
<b>Expenses</b>	-11,527,035
Employee related	-9,898,286
Operating expenses	-1,628,749
<b>Surplus / deficit for the year</b>	94,473
<b>Closing Balance</b>	1,990,217

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.

	2021 <b>SBAR Adjustments (\$)</b>
<b>Targeted Total</b>	143,306
<b>Equity Total</b>	1,857,027
Equity - Aboriginal	99,176
Equity - Socio-economic	1,286,459
Equity - Language	67,656
Equity - Disability	403,735
<b>Base Total</b>	8,157,404
Base - Per Capita	177,064
Base - Location	0
Base - Other	7,980,340
<b>Other Total</b>	673,089
<b>Grand Total</b>	10,830,826

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

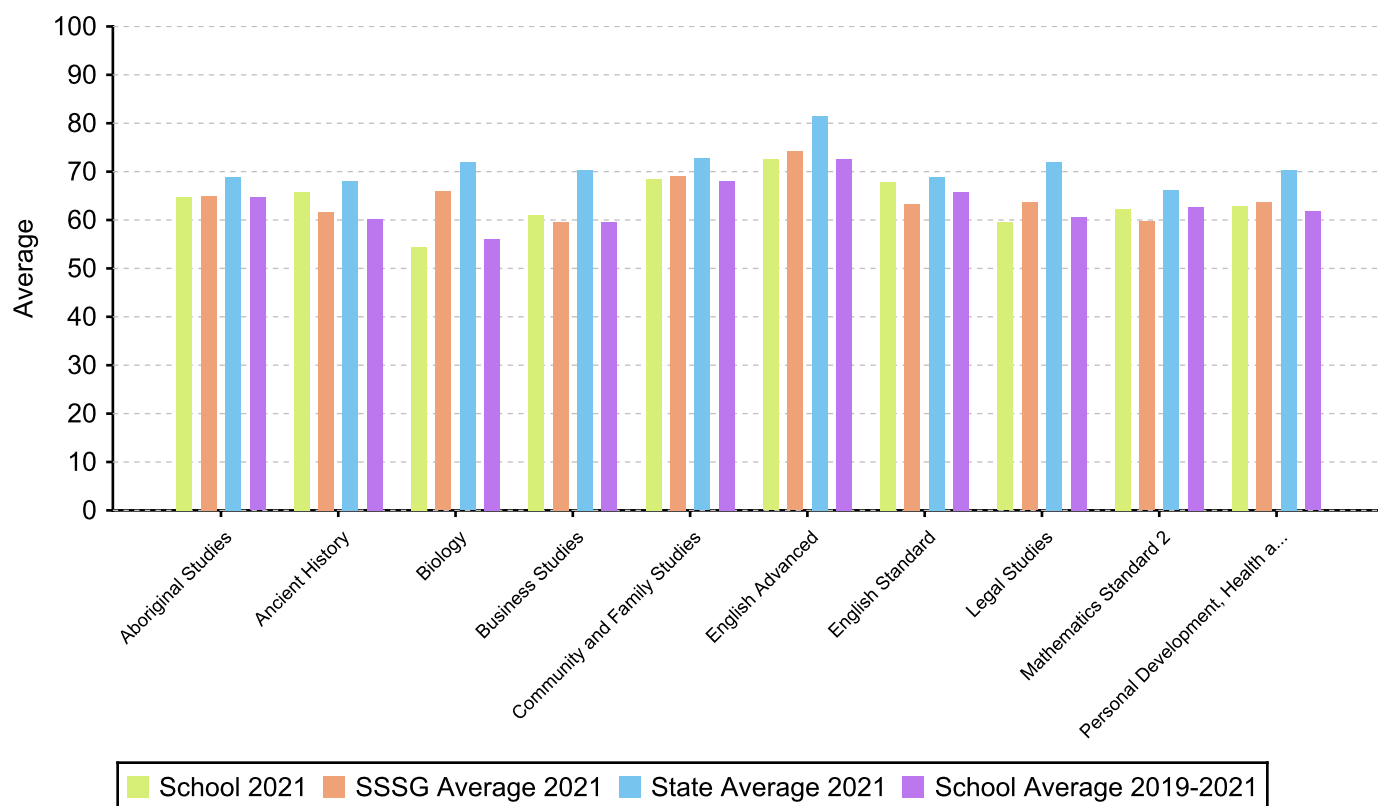
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

## 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 2021	SSSG	State	School Average 2019-2021
Aboriginal Studies	64.7	64.9	68.8	64.7
Ancient History	65.8	61.6	68.1	60.2
Biology	54.4	65.9	71.9	56.1
Business Studies	61.1	59.6	70.4	59.6
Community and Family Studies	68.5	69.2	72.7	68.0
English Advanced	72.5	74.2	81.4	72.6
English Standard	67.8	63.3	68.8	65.7
Legal Studies	59.5	63.6	72.0	60.6
Mathematics Standard 2	62.3	59.7	66.1	62.6
Personal Development, Health and Physical Education	62.9	63.7	70.3	61.8



## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinion of parents, students and teachers about the school. In 2021 CPHS participated in the Tell Them from Me Student, Staff and Parent Surveys.

A summary of student **responses** are:

- The number of students who feel they have someone at school who consistently provides encouragement and can be turned to for advice is similar to the NSW government norm.
- The number of students who feel that important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives are inline with the NSW government norm.
- The number of students who find classroom instruction relevant to their everyday lives is similar to the NSW government norm.
- The number of students who feel teachers are responsive to their needs and encourage independence with a democratic approach exceed the NSW government norm.

A summary of **parent responses** are:

- 84% of parents indicated that their child is enrolled in their first choice of public school.
- 73% of parents indicated that the subjects that my child wants to study are available at the school.
- 71% of parents reported that they had at two or more opportunities to discuss their child's progress during the school year.
- Teachers have high expectation of their child and showed an interest in their progress.
- Their child's teachers encourage positive behaviour in classrooms.
- Their child is aware of the schools expectations and rules.
- A large number of parents of year 11 and 12 students feel two way-communication with the school is informative.
- A significant number of parents indicated that they actively support their child's learning at home.

**Staff responses** are as follows:

- The vast majority of staff feel that school leaders are leading improvement and change.
- The vast majority of staff feel that school leaders clearly communicate their strategic vision and values of our school.
- During learning from home, the majority of staff felt supported and well resourced, prepared and connected.
- Over 90% of staff conveyed they feel the school is a welcoming and culturally safe place for all students.

# 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.

## Aboriginal Education - School statement

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At Cambridge Park High School, the policy underpins and informs our planning, teaching practices and approaches we use for community engagement. We have been effective in implementing the policy in the following areas:

- 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.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

The focus is on a holistic approach to Aboriginal Education to provide staff and students with the opportunity to reflect and celebrate the history, achievements and acknowledge the First Nations People within our school and abroad. The whole school community celebrated National Sorry Day, NAIDOC and Indigenous Literacy Day online through an assembly and a number of workshops, students participated in a number of activities, such as colouring competitions, creating a badge for NAIDOC etc. The NAIDOC celebrations, National Sorry Day and Indigenous Literacy Day were promoted to the outside community on our school's Facebook page.

At the beginning of Semester 1 and Semester 2 Aboriginal Learning Pathway meetings were conducted with ATSI students. Our Aboriginal Education Team received specialised Professional Learning around conducting PLP's and how to use them effectively and this was conducted by The Aboriginal Education Contact Officer and Learning Support Team. This professional learning led to the creation of a new PLP structure and process, which has proven positive with our staff, students and community. These meetings ensure that Cambridge Park High School provide motivating, supportive and culturally inclusive learning environments for Aboriginal students. In addition, an ATSI student hub was created as a central place for students to attend and seek information and opportunities. Our Aboriginal and Torres Strait Islander students were also given an opportunity to explore post-school pathways through the Western Sydney University Pathway to Dreaming program which engaged students in Years 9-12 through campus visits and in-school mentoring sessions.

At Cambridge Park High School we will continue to effectively implement the Aboriginal Education Policy to ensure that our students achieve the best outcomes, our staff are provided with meaningful professional learning to empower them to deliver and engage in Aboriginal curriculum and activities and to build long lasting and impactful relationships with our Aboriginal and Torres Strait Islander community.

## Anti-Racism Policy

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

## Anti-Racism - School statement

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Cambridge Park High School is committed to the elimination of racial discrimination, racism, racial vilification, and harassment in all areas of the school. All staff are responsible for supporting students to develop an understanding of racism, 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. Cambridge Park High School has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism. The school has continued to support students to develop an understanding of racism and discrimination through a range of learning opportunities. When 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 are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

## Multicultural and anti-racism education - School Statement

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Cambridge Park High School is committed to grow as an inclusive, harmonious, and productive learning environment for the diverse students within the school community. Multicultural education is developed across the school in the curriculum and teaching programs of courses in all stages as stipulated by the NSW Education Standards Authority (NESA).

Events celebrating cultural diversity such as Harmony Day and NAIDOC Day are celebrated with the whole school community, and this provides students an opportunity to expand their respect and understanding of cultural diversity and the value of immigration to Australia.

The Pasifika program builds cultural awareness to engage students in fostering belonging and purpose in learning. Students involved in the Pasifika program regularly showcase their cultural heritage through performances at whole school events such as assemblies.

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 perspectives and skills 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. The school is dedicated to maintaining a strong community culture based on understanding, tolerance, and respect.

