

2022 Annual Report

Cambridge Park High School



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Introduction

The Annual Report for 2022 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

Cambridge Park High School

Harrow Rd

Cambridge Park, 2747

<https://cambridge-h.schools.nsw.gov.au>

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

4731 6722

School vision

Cambridge Park High School fosters a positive learning culture that encourages challenge, practice, and persistence, leading to proficiency for teachers, students, and parents. We embrace challenges and persistently work to improve our skills, developing proficiency in learning and achieving strong academic performance. We value positive relationships and strive to create an environment where students are supported in developing mindsets that value personal growth and lifelong learning.

Students learn meta-cognitive skills that enable them to approach new learning with confidence, and the agility to transfer these skills with discernment. They become active members of learning partnerships, supported in developing self-efficacy, and can recognise, adapt to, and manage change in the school, their families, and the community. Our students strive for independence in their learning, adapt to new ways of thinking, and are creative, innovative, and resourceful learners. They also develop their abilities to collaborate with others, work in teams, and learn from each other.

We support our students to be active and informed members of the Cambridge Park community, providing learning opportunities for them to appreciate the cultural, religious, and social diversity of their environment. They learn how to effect change and use their essential skills to work for the common good.

School context

Cambridge Park High School (CPHS) is a proudly comprehensive school in Western Sydney with 670 students including a Support Unit of six Autism classes. Our school community is culturally and linguistically diverse. Twenty per cent of our students have a language background other than English with a minority requiring English as an Additional Language or Dialect (EAL/D) support. Twelve per cent 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 2022 was 63 teaching staff and 15 non-teaching staff. In addition to this, we employed a Deputy Principal, Instructional Leader, Business Manager, a Technical Support Officer, a Head Teacher Academic Engagement, Head Teacher Professional Practice and a Pasifika Programs Teacher from school funds. Our executive team is stable, with the majority being in their positions for more than 3 years. Fourteen per cent of staff are relieving in higher duties positions to support our equity programs. Teacher absence and teacher turnover are low. Most of the school's equity funding is used to support initiatives developed in the 2022-2025 Strategic Improvement Plan (SIP). 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 (WSU) 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 that 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 found a need to up-skill teachers to deliver high leverage literacy and numeracy teaching to improve student learning confidence and proficiency in essential skills. Teachers will 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, benchmarked to the progressions. Through the school's Higher School Certificate (HSC) analysis, we have identified extended writing and examination skills as areas for focus. Developing ways to implement evidence-based pedagogical practice that promotes accelerated learning growth is a school priority. Our Instructional Rounds project during 2019-2022 has identified patterns of teaching practice that we seek to refine. Specifically, we will focus on 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 subculture of low learning expectations and under-engagement. Teachers will 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. 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.

Our self-assessment 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>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

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

Professional learning: \$25,228.72

Socio-economic background: \$259,983.60

Summary of progress

Student growth and attainment has been a key focus across 2022, our internal data indicates we have been making strong learning progress in terms of literacy and numeracy skills development and student learning growth in Stage 6. The 2022 NAPLAN results have highlighted areas of improvement and growth as well as areas requiring further attention. While we have made progress towards our targets, we have not yet reached our system generated targets for reading and numeracy.

NAPLAN

11.3% of students achieving in the top 2 bands for reading, falling just short of the agreed lower bound target of 12%. However, this still shows a 5.85% improvement in students achieving in the top 2 bands. In numeracy, 6.19% of students achieving in the top 2 bands, which is lower than the agreed lower bound target of 11.60%. However, we still managed to show a 4.4% improvement in students achieving in the top 2 bands. Although we did not achieve our targets in reading or numeracy, we are pleased to see positive growth. Our strategies to enhance students' knowledge and understanding include our "Check-in" literacy and numeracy program, "do-it-now" activities that focus on literacy and numeracy and English language lessons. These approaches have proven to be effective in developing students' literacy and numeracy skills.

HSC

Consistent analysis of internal assessment data allowed for close monitoring of student growth and progress. HSC predicted band targets were set to track student growth and attainment effectively. Students tracked their learning growth with their teachers and reflected on their learning. They focused on feedback to identify strengths and areas for improvement. External HSC data showed strong progress towards our HSC targets, with 41.88% of students in the top 3 HSC bands (Target: 43.3%), a 5.06% growth from 2021 results. Additionally, 14.14% of students were in the top 2 HSC bands (Target: 14.2%), a growth of 3.23% from 2021 results. Students engaged strongly in developing their learning skills through initiatives such as creating study notes, improving examination techniques, and enhancing their writing using A Learning & Responding Matrix (ALARM) as a whole-school writing strategy. These initiatives effectively contributed to improved HSC attainment in 2022.

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 achieving in the top 2 NAPLAN bands to be above the school's lower bound system-negotiated target in reading of 12%	• 11.30% of students achieved in the top 2 bands in NAPLAN reading indicating progress toward the lower-bound target.
Improvement in the percentage of students achieving in the top 2 NAPLAN bands to be above the	• 6.19% of students achieved in the top 2 bands in NAPLAN numeracy indicating progress toward the lower-bound target.

school's lower bound system-negotiated target in numeracy of 11.6%	
Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands to be above the school's lower bound system-negotiated targets in reading of 25.2%	<ul style="list-style-type: none"> • 25% of Aboriginal students are achieving in the top 3 NAPLAN bands in reading indicating we are in reach of our lower bound target of 25.2%.
Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands to be above the school's lower bound system-negotiated targets in numeracy of 22.1%	<ul style="list-style-type: none"> • 27.27% of Aboriginal students are achieving in the top 3 NAPLAN bands numeracy showing we are above our lower bound target of 22.1%
Improvement in the percentage of students achieving expected growth to be trending towards the school's lower bound system-negotiated target in reading of 63.6%	<ul style="list-style-type: none"> • Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
Improvement in the percentage of students achieving expected growth to be trending towards the school's lower bound system-negotiated target in numeracy of 71.10%	<ul style="list-style-type: none"> • Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
Improvement in the percentage of HSC course results in the top 2 bands from the lower bound target 14.2% trending towards upper bound target.	<ul style="list-style-type: none"> • 14.14% of students attained results in the top 2 bands demonstrating progress toward the lower bound target of 14.2%.
Improvement in the percentage of HSC course results in top 3 bands to meet the school's lower bound system-negotiated target of 43.3% or above.	<ul style="list-style-type: none"> • 41.88% of students attained results in the top 3 bands demonstrating progress toward the lower bound target of 43.3%.
Increase the percentage of Aboriginal students attaining the HSC whilst maintaining their cultural identity to be trending towards the system-negotiated lower bound target.	<ul style="list-style-type: none"> • 25% of Aboriginal students attained the HSC in 2022, with other students moving into apprenticeships or employment.



Strategic Direction 2:

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.

- Student Learning Goals & Reporting
- Attendance

Resources allocated to this strategic direction

Socio-economic background: \$86,216.10

Summary of progress

Strengthening student engagement has continued to be a focus in 2022, especially in the area of attendance and student learning goals. Attendance data was analysed twice per term by teachers and students and is used to inform planning. This analysis has provided check-in teachers with a clear understanding of which students need to improve their attendance and which students should be commended on their attendance. It has also provided staff with the opportunity to engage with whole school and personalised attendance strategies that improve attendance. Students have set attendance goals with the assistance of their check-in teachers and based on the analysis of attendance data. This has given students the opportunity to reflect on their attendance and also develop an understanding as to why attendance is important. The HSLO has supported both staff and students in improving attendance and re-engaging students with low attendance.

The check-in mentoring program has continued in 2022 and has continued to encourage the important conversations and strategies put in place to improve attendance and assist students set learning goals. Due to the 2022 teacher shortage the check-in groups became larger and students needed to be combined. This impacted the setting of learning goals as the teacher to student ratio did not enable the one-on-one work required to set effective 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. Teachers undertook professional learning in mentoring in which they learned how to:

- mentor effectively.
- use personal qualities and skills for effective mentoring.
- set goals with students.
- identify when students need mentoring.

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 to meet the school's lower bound system-negotiated target of 53.6% or above.	<ul style="list-style-type: none">• In 2022 Year 9 and Year 12 had an increase in attendance by 4.1% and 4.2% respectively. The overall attendance rate decreased by 2.2%. However, the global COVID-19 pandemic affected the attendance data from 2021 and it is not accurate to compare it with 2022. We are continuing to use and develop effective strategies that proactively engage students and the community to increase attendance.• The number of students attending greater than 90% of the time in 2022 was 31.02%, however; this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID 19.
Increase in-class attendance for each year group by 2.5%.	<ul style="list-style-type: none">• Inconsistent data regarding in-class attendance has been analysed. There has been a slight increase, however the data is not accurate due to the teacher shortage and classes being collapsed.

70% of students achieve their attendance goal.	<ul style="list-style-type: none"> • Unable to report on this target due to the teacher shortage and collapsing of Check-In classes and the reliability of data gathered.
All staff are trained in mentoring through face-to-face and online Professional Learning.	<ul style="list-style-type: none"> • All staff completed face-to-face mentoring training from TAFE.
70% of students achieve their learning goal.	<ul style="list-style-type: none"> • Unable to report on this target due to the teacher shortage and collapsing of Check-In classes and the reliability of data gathered.



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

Professional learning: \$1,120.00

GTIL NERA: \$550.00

Summary of progress

Beginning teacher support has been provided to all beginning teachers, with reduced face to face teaching responsibilities, fortnightly meetings and semesterised conferences delivering professional learning targeted at developing skills and teacher capacity. Fortnightly meetings were well attended with an average of 14 staff present each meeting. Two ECT conferences were conducted, one each semester with the Term 2 conference having 15 attendees across four schools, and the Term 4 conference having 26 attendees across 7 schools. Beginning teachers were provided with a four period reduction per fortnight for first year teachers and two period per fortnight reduction in teaching load for second year beginning teachers, to support their programming, planning and provide time to collaborate with their mentor. This enabled the access of additional support in the compilation of evidence for proficient teacher accreditation.

We supported ECT to compile evidence for Proficient Teacher Accreditation. Five ECT completed their NSW Educational Standards Authority (NESA) teacher accreditation in 2022. Nine ECT received an allowance through ECT funding: two second-year teachers and seven first-year teachers.

Explicit and consistent teaching practices, has been a key component of Strategic Direction 3 throughout 2022. Phase 1 of this initiative in 2022, encompassed staff professional development and discussion, to collaboratively determine the key practices to be included in teacher explicit instruction at the start of lessons. Consistency within lessons and across the school was a focus, along with the explicit teaching of these expectations to students. A video was created by selected staff and delivered to the whole staff, which modelled the practices to be implemented across the school in 2023. Student leaders created their own video and drafted a script to be delivered to cohorts in 2023 on a rotating basis.

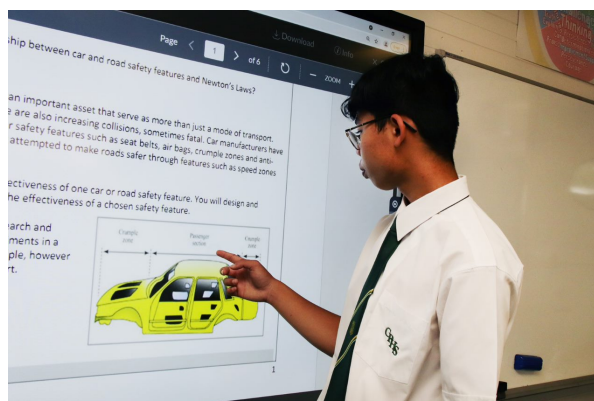
Instructional rounds training was conducted to build the capacity of staff who had not previously participated in instructional rounds. A refresher training session was conducted to remind all staff of the importance of engaging with instructional rounds to improve staff teaching practices and ensure consistency across the school. The delivery and collation of data from staff observations, as part of the instructional rounds process, provided insight into the patterns of learning occurring across the school. This data provides evidence to underpin the decisions made, when planning for future professional learning, to effect change in teaching practice moving forward into 2023.

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
All staff, through professional development, feel confident in delivery of explicit and consistent teaching practices as evidenced by survey results after instructional rounds professional learning.	<ul style="list-style-type: none">• All staff who completed the instructional rounds professional learning stated that they had an improved sense of what rounds are and how they can benefit the school to determine a problem of practice and work towards improving delivery.

A successful network for Early Career Teachers (ECT) across the area is operational, whereby ECTs are well supported, through mentoring and professional learning, as evidenced by attendance at regular ECT meetings and feedback from ECT conferences.	<ul style="list-style-type: none"> ECTs from both Cambridge Park High School and other local participating schools attend regular professional learning meetings.
Staff mentoring and coaching practices have been planned for widespread implementation in 2023.	<ul style="list-style-type: none"> Staff mentoring was postponed until 2023 in response to teacher shortages and staff taking on additional loads to cover classes.
Staff focus by teachers at Cambridge Park High School to regularly use student plans to identify areas of individual support and differentiate instruction to accommodate and facilitate learning, has been planned for whole school implementation in 2023.	<ul style="list-style-type: none"> The identification of a structure for creating high quality plans, using common language and evidence based practices, is planned for implementation in 2023.
The Cambridge Learning Model for explicitly teaching behavioural expectations to students has been co-developed by staff using the Positive Behaviour for Learning matrix, staff have been professionally developed and implementation of the whole school initiative has been planned for 2023.	<ul style="list-style-type: none"> All staff at Cambridge Park High School have been professionally developed in Phase 1 (Lesson Start), of consistent classroom practices, ready for implementation in classes in 2023. 90% of staff surveyed after the professional learning session, stated that they rate themselves 4 - 5 out of 5 (on a likert scale) for being confident to embed consistent classroom practices into their teaching practice.
Staff morale is a focus at Cambridge Park High School, with an established Staff Wellbeing team implementing regular initiatives to support wellbeing, the ability to manage challenges and grow resilience.	<ul style="list-style-type: none"> A Staff Wellbeing team has been established. Wellbeing initiatives occur weekly, with staff morning teas and a range of well attended events occur during Week 8 of each term. Staff morale has improved, as evidenced by the increase in participation in social events and positive feedback provided after initiatives.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$229,041.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) • record and analyse student data on engagement, wellbeing, literacy, numeracy skill development <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - all eligible students demonstrating progress towards their personalised learning goals. IEPs / 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>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - 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>Socio-economic background</p> <p>\$1,213,646.41</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 background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy • Higher School Certificate • Attendance • Student Learning Goals & Reporting • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Enrichment programs to improve and maintain student engagement • Staff release to conduct engagement and well-being programs • Providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact:</p> <p>Student engagement has improved across the year as a result of the initiatives and activities implemented to support learning and wellbeing.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>To support the differentiation of learning through student adjustment plans as well as the setting and monitoring of student learning goals to foster</p>

<p>Socio-economic background</p> <p>\$1,213,646.41</p>	<p>learning growth and resilience.</p>
<p>Aboriginal background</p> <p>\$104,354.24</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • community consultation and engagement to support the development of cultural competency • Engaging Aboriginal agencies to deliver cultural activities to build cultural identity and understanding • Community engagement with students, parents/carers and external agencies to conduct Personalised Learning Plans • staffing release to support the development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Aboriginal student attendance has increased. - connection to cultural identity has been embedded in whole-school events. - Aboriginal students are being supported through SLSO assistance. - community engagement has seen an increase when completing student PLPs. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continuing to embed strategies to ensure sustainable processes and practices are effective in improving student attendance, strengthening student connection to their cultural identity and improving learning outcomes and HSC retention through direct links to PLP goals.
<p>English language proficiency</p> <p>\$57,784.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement Individual Educational Plans for all EAL/D students • additional teacher time to provide targeted support for EAL/D students and for development of programs • withdrawal lessons for small group (developing) and individual (emerging) support • access to technology to support teaching and differentiation for EAL/D students <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - EAL/D students being able to access learning through the use of technology to support their development of language use as measured through internal and external assessment measures. Data shows 26.19% of EAL/D students achieved in the top 2 NAPLAN bands in reading and numeracy.

<p>English language proficiency</p> <p>\$57,784.00</p>	<p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - earning and Support staff will continue to review Individual Education Plans for all EAL/D students and ensure they have a focus on the development of core literacy and numeracy skills, and appropriate supports as required. Ongoing professional learning will be targeted at classroom teachers of students requiring significant supports, and also assist with the identification of language and cultural demands across the curriculum.
<p>Low level adjustment for disability</p> <p>\$394,360.90</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • hiring School Learning and Support Officers (SLSOs) to assist students in mainstream classes • providing an evidence-based intervention program Quicksmart to improve learning outcomes for targeted students • employing additional staff to help teachers differentiate the curriculum and develop resources and activities for students with diverse learning needs • supporting students with additional learning and support needs- e.g., Life Skills; Individual Learning Plans/Profiles; HSC DisabilityProvisions • developing a needs-based learning and support program where specialist staff collaborate with classroom teachers to build their capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - students are supported to access the curriculum across all KLA's. Learning and Support case management has seen increased support of identified students and improved engagement and student wellbeing. In-class support of identified students and fast-track classes has assisted with class work completion and improved student learning growth. Testing of students has allowed students with additional learning needs to be identified and supported. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to continue to refine systems and processes to effectively provide targeted learning and support to a larger base of identified students and continue to deliver targeted programs such as Quicksmart to support students to develop core literacy and numeracy skills.
<p>Professional learning</p> <p>\$70,022.76</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy • Explicit and Consistent Teaching Practice • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • specialist teachers develop teaching programs and resources to support delivery of literacy and numeracy skills • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • professional Learning to upskill staff on Instructional Rounds

<p>Professional learning</p> <p>\$70,022.76</p>	<ul style="list-style-type: none"> • various curriculum and leadership based professional learning activities <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - the development of targeted literacy and numeracy programs and resources has resulted in a significant improvement in learning growth as evidenced through internal and external data. - 100 % of staff completing the Instructional Rounds training found it informative and useful. These staff are now upskilled and participating in rounds, to observe staff and determine the extent to which the problem of practice is being addressed in the classroom. - 17 school leaders are successfully trained in the Covey 7 habits of successful leadership and able to utilise these newly developed skills to improve their leadership and overall efficiency of teaching and student learning. - School Administrative Support Staff (SASS) were upskilled in Administrative practices such as SENTRAL Front Office System, Attendance, Variation to Routine organisation and communication as well as excursion procedures. Teaching staff were professionally developed on CPR Train the Trainer, Science practices, behaviour management, Multilit, HSIE teaching practices, Mathematics teaching practices. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continued development of targeted literacy and numeracy teaching and learning programs and resources to address identified gaps in student knowledge and understanding. - executive staff will implement the Covey 7 habits and lead staff to future successes. - instructional rounds will continue each week 7 of term, to identify a new problem of practice which will drive future professional learning for 2023. - teaching and SASS staff will continue to be professionally developed in line with whole school priorities.
<p>COVID ILSP</p> <p>\$350,769.00</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 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers and paraprofessionals to deliver small group tuition, including supervising students and monitoring progress of students and groups • tutors provided targeted, explicit instruction for student groups in literacy and numeracy based on identified knowledge gaps in pre-testing • releasing staff to analyse school and student data to prioritise students for tuition based on NAPLAN performance and other appropriate metrics • allocating an administration period per day for program staff to: <ul style="list-style-type: none"> * plan lessons and activities * develop resources * track student progress * support administration of the program • employing staff to coordinate the program and lead professional learning activities within the team (incorporated as part of an additional Head Teacher Teaching & Learning role) <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - approximately 92 tutoring program-positions (instances of students enrolled in a program) were completed to a satisfactory standard. - due to staffing needs, the program was paused for almost 30 weeks to release teacher-qualified tutors and supervisors. - 55 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>COVID ILSP</p> <p>\$350,769.00</p>	<ul style="list-style-type: none"> * 88% of those in Literacy programs demonstrated a growth in pre/post- test performance across the program. * 66% of those in Numeracy programs demonstrated growth in pre/post-test performance across the program. * 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: <ul style="list-style-type: none"> * Homework Centre that assists students with homework and assessments after school. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to continue the program into 2023 based on approved budget for implementation from DoE; utilising, where possible, integrated tutoring delivery models in future program delivery. To provide 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.
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	364	365	330	306
Girls	317	325	317	323

Student attendance profile

School				
Year	2019	2020	2021	2022
7	88.9	90.6	83.7	81.7
8	86.7	86.4	83.3	79.2
9	81.9	83.5	74.7	78.8
10	79.0	82.6	74.2	70.6
11	78.3	75.1	78.2	67.0
12	83.4	87.3	76.8	81.0
All Years	82.9	84.2	78.5	76.3
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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	6.1	6.3	7.01
Employment	9.9	11.7	35.08
TAFE entry	3.8	2.7	19.29
University Entry	N/A	0	33.33
Other	12.2	6.3	2.30
Unknown	N/A	N/A	3.12

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- In 2022, 33% of our Year 12 students received university offers in various fields of study. These included arts, education, journalism, health, business, criminology, social work, and accounting. Most of these students started their university studies in 2023, while 2% decided to take a gap year. Another 1% of our students enrolled in a pathway program to university.

Traineeship and Apprenticeship Pathways- 19% of our students secured traineeships or apprenticeships after finishing their HSC. Most of these were trade-based, such as childcare, beauty, plumbing, carpentry, and construction.

Employment- Not including students engaged in traineeships and apprenticeship pathways, 36% of our students found employment after leaving school. They worked full-time, part-time, or casually in sectors such as hospitality, retail, childcare, aged care and sport and recreation.

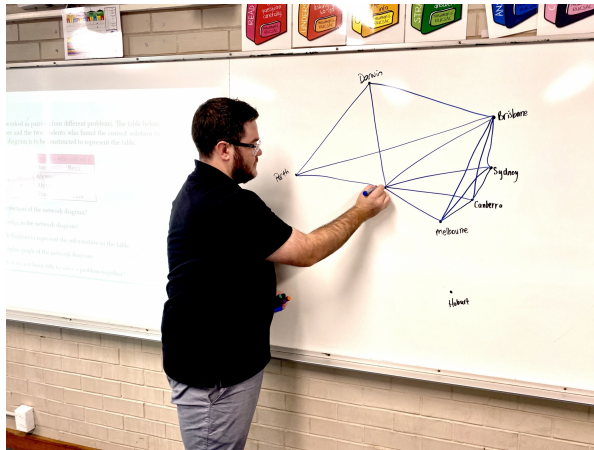
7% of our students did not report their employment status. However, we continued to offer them support and guidance from our careers advisor to help them transition successfully from school to work or other suitable pathways.

Year 12 students undertaking vocational or trade training

34.43% of Year 12 students at Cambridge Park High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

95% of all Year 12 students at Cambridge Park High School expected to complete Year 12 in 2022 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)	41.7
Learning and Support Teacher(s)	2.4
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	15.28
Other Positions	2

*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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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.

We support newly appointed and early career teachers with professional learning so they can smoothly transition into our

school and use our processes and systems effectively. We also offer ongoing coaching and learning opportunities to help them develop their skills based on the Australian Professional Standards for Teachers. These opportunities also help them support our students better.

All our teachers are accredited or working towards accreditation under the NSW Education Standards Authority (NESA) and the Australian Professional Standards for Teachers. In 2022, we provided support and learning for staff to reach or maintain their accreditation under NESA guidelines.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	1,867,656
Revenue	12,344,866
Appropriation	12,258,793
Sale of Goods and Services	46,845
Grants and contributions	32,873
Investment income	6,354
Expenses	-11,074,476
Employee related	-9,859,102
Operating expenses	-1,215,374
Surplus / deficit for the year	1,270,389
Closing Balance	3,138,046

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.

	2022 SBAR Adjustments (\$)
Targeted Total	191,479
Equity Total	1,770,524
Equity - Aboriginal	104,345
Equity - Socio-economic	1,213,815
Equity - Language	57,785
Equity - Disability	394,579
Base Total	8,555,952
Base - Per Capita	170,220
Base - Location	0
Base - Other	8,385,732
Other Total	841,468
Grand Total	11,359,423

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 to access the school data.

At Cambridge Park High School, we used past NAPLAN papers as a means of diagnostic testing to assess students' skill sets and capabilities alongside the DoE Check-In Assessments. We used the results to implement explicit literacy teaching and learning strategies designed to target our areas for improvement. Through our school "Check In" program students were required to attempt literacy and numeracy focused activities each week. This program was also supplemented by students in Years 7-9 completing literacy or numeracy focused "Do it Now" activities in each of their classes at the start of each lesson. We have had a consistent whole school approach to writing and targeted English lessons focused on reading and language conventions. 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 to be successful, life-long learners.

A range of practices and tools continued 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 students. 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 to ensure they were engaging in regular practice.

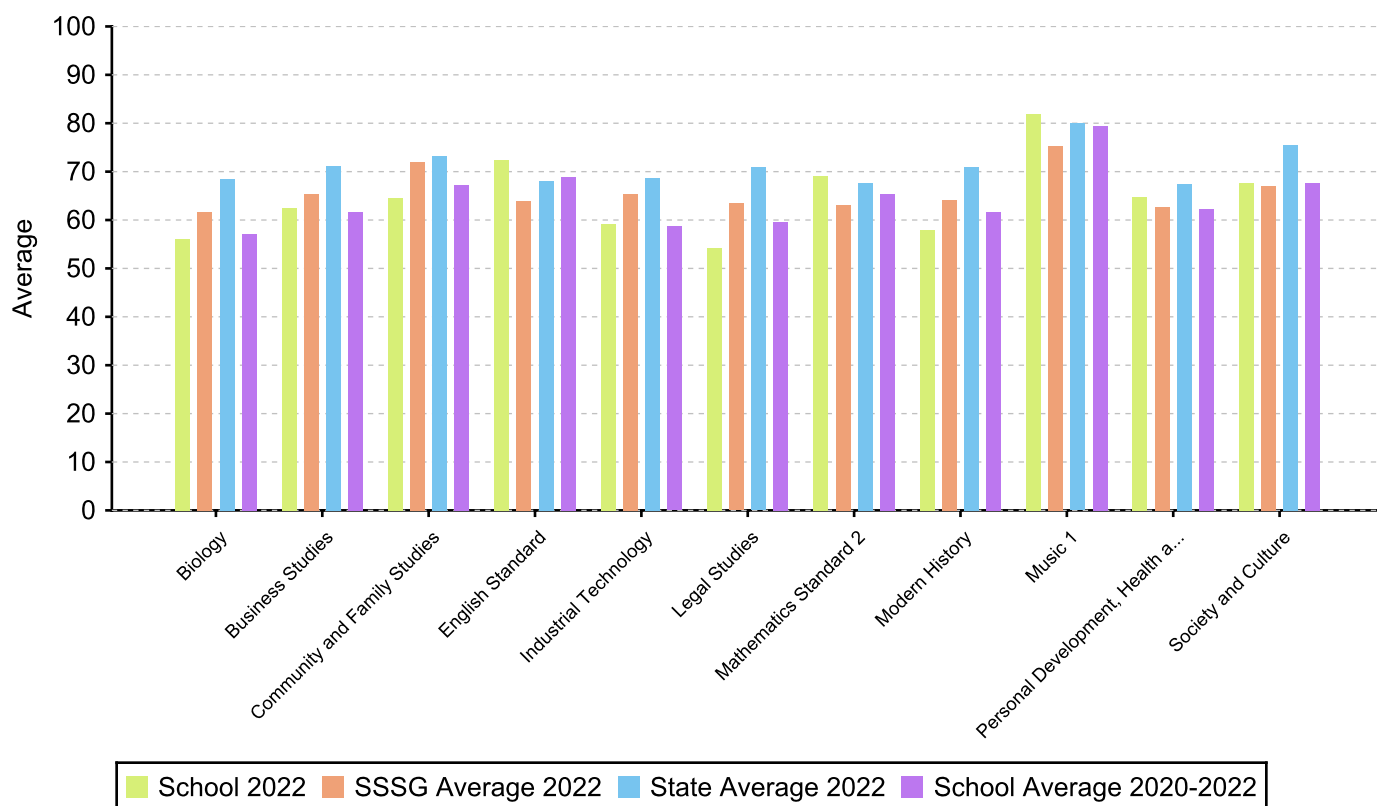
It has been the combination of these strategies that have culminated in improved results in reading and numeracy, most notably, our students achieving above state average in writing.



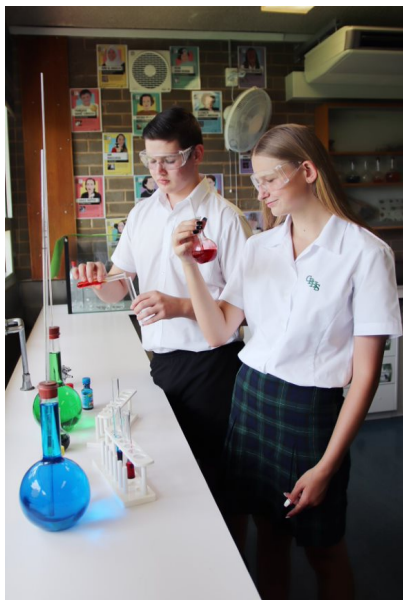
School performance - HSC

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 2022	SSSG	State	School Average 2020-2022
Biology	56.1	61.7	68.5	57.1
Business Studies	62.5	65.4	71.2	61.7
Community and Family Studies	64.5	72.0	73.2	67.3
English Standard	72.4	63.9	68.1	68.8
Industrial Technology	59.2	65.4	68.6	58.7
Legal Studies	54.2	63.4	70.8	59.6
Mathematics Standard 2	69.1	63.2	67.6	65.4
Modern History	58.0	64.1	70.9	61.6
Music 1	81.9	75.4	79.9	79.4
Personal Development, Health and Physical Education	64.8	62.7	67.5	62.3
Society and Culture	67.7	67.0	75.5	67.7



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinion of parents, students and teachers about the school. In 2022 CPHS participated in the Tell Them from Me Student, Parent and Staff 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 exceed the NSW government norm.
- The number of students who feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn 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.
- The number of students who feel that important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives exceed the NSW government norm.
- The number of students who feel school staff emphasis academic skills and hold high expectations for all students to succeed is inline with the NSW government norm.

A summary of **parent responses** are:

- A significant proportion of parents indicated that their child is enrolled in their first choice of public school.
- 68% of parents reported that they had at two or more opportunities to discuss their child's progress during the school year.
- Teachers have high expectations of their child and expect their child to work hard.
- Their child is clear about the school's expectations and rules.
- A significant number of parents indicated that they actively support their child's learning at home and encourage them to do well at school.

Staff responses are as follows:

- The vast majority of staff feel that school leaders are leading improvement and change.
- A significant proportion of staff feel that school leaders clearly communicate their strategic vision and values of our school.
- The vast majority of teachers discuss with other teachers' strategies that increase student engagement.
- Most staff conveyed they feel the school is a welcoming and culturally safe place for all students.



Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Aboriginal Education - School statement

At Cambridge Park High School, the Aboriginal Education Policy underpins and informs our planning, teaching practices, and 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 that 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, and achievements and acknowledge the First Nations People within our school and abroad. The whole school community celebrates days of significance and the achievement and improvement of Aboriginal students. Staff have been provided with a number of professional learning opportunities in relation to improving Aboriginal students' engagement, and academic outcomes and embedding cultural perspectives and Personalised Learning Pathways in teaching and learning programs.

Our NAIDOC celebrations were the highlight of 2022. We conducted a number of activities across the week to recognise this significant event. The week began with an assembly that included a smoking ceremony and we recognised the achievements of Aboriginal students in the following areas: school engagement and academic success. As the week continued we had students and staff participate in Aboriginal sports, and cultural performances and we concluded the week with a hands-on experience day. Staff and students attended a number of excursions and incursions where they had the opportunity to enhance their understanding of cultural identity through real-life experiences. The school and the community valued the experience and it had a positive impact on all aspects of education at Cambridge Park High School. In addition, we have continued to work in partnership with our Aboriginal and Torres Strait Islander external agencies to continue providing opportunities for our students and their families and maintain and improve engagement and learning outcomes.

At Cambridge Park High School we are committed to effectively implementing 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

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.

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.