

# 2023 Annual Report

## Cambridge Park High School



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# Introduction

The Annual Report for 2023 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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## Message from the principal

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At Cambridge Park High School we believe:

- Strong positive relationships are vital to learning;
- **Everyone** can learn and improve;
- Feedback is an important part of learning;
- 'Learning how to learn' is fundamental to learning growth; and
- Challenge, practice and persistence lead to learning mastery.

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

This year our Aboriginal HSC students continued to show significant growth with their results being 7.5% higher than similar schools and 4.8% higher than state average. I acknowledge the important role our staff, Aboriginal Education team, parents and carers play in supporting our students with their learning.

We look forward to continuing to foster strong learning growth through the delivering of high quality teaching and learning and our extra curricular programs that support student engagement and skill development.

Kristine MacPhail, Principal.

## Message from the school community

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Our parent community provided feedback that they continue to feel there is a strong focus on academic improvement and are actively supporting learning at home.

Parents feel a sense of connection and belonging to the school and we have had an increase in the percentage of parents attending the school for meetings or school functions.

Parent feedback also indicates an increase in community satisfaction regarding communication from the school via several platforms (including Facebook, community groups, meetings, newsletters and the Student and Parent portal) as being clear, varied, and purposeful.

## Message from the students

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The student representative council (SRC) shared their vision for Cambridge Park High school providing ideas and suggestions to facilitate improved outcomes for attendance and ways to improve Positive Behaviour for Learning (PBL) and House Competition into everyday school life.

This information was presented to the executive of Cambridge Park High School and shared and discussed with teachers in each faculty to shape a pragmatic, informed and evaluated approach to student engagement and academic progression.

Students feel that they have teachers who have a high expectation of success for them, and their peers. Students feel that they experience effective learning time and encounter explicit teaching practices and feedback in the classroom.

Students also feel they are in a positive learning climate, which includes clear rules and expectations in the classroom and that they have positive student teacher relationships.

There are many opportunities for students to follow their passions, both in curricular and extra-curricula programs in our school.



## 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 632 students including a Support Unit of 7 Autism classes. Our school community is culturally and linguistically diverse. Nineteen per cent of our students have a language background other than English with a five percent requiring English as an Additional Language or Dialect (EAL/D) support. Sixteen 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 2023 was 64 teaching staff and 17 non-teaching staff. Staff employed to support the school vision include a Business Manager, a Technical Support Officer, 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. Staff were supported throughout the year in Higher Duties positions, demonstrating our school's continued success in developing leaders. Teacher absence and teacher turnover remain relatively low. Most of the school's equity funding is used to support initiatives developed in the 2022-2026 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.

Building on the success of infrastructure redevelopment in 2022, our school is undergoing continued construction works to ensure 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 and seek to work in partnership to achieve improved learning outcomes for our students.

Through our situational analysis, we have found a need to further develop teachers' capacity 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 across our diverse range of learners is a school priority.

Our Instructional Rounds project during 2023 identified the success of the focus elements from 2022 in observable teaching practice. From the 2023 observations it was identified depth of knowledge in student learning was a primary focus. A sequence of professional learning was developed and delivered to staff. The result was in the Term 4 Instructions Rounds, depth of teaching and learning increased along with other positive trends focusing on positive behaviour and student engagement in the classroom. The school focused on High Potential and Gifted Education (HPGE) with the Maths and English Faculties designing new programs for the new curriculum through an HPGE lens with specialist staff. Additionally, the whole staff engaged in universal HPGE professional learning aim at lifting the performance of all students in all domains.

We identified a need to further refine our processes and strategies to improve student attendance and increase students' sense of belonging at school. We will continue to engage with student voice and improve student's self-efficacy in setting and monitoring learning and attendance goals.



Eliza Hughes in the Bear Pit

## 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	2023 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 growth and performance	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	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

### 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**

**Per capita**

**English language proficiency**

**Professional learning**

### Summary of progress

Student growth and attainment has been a key focus across 2023, 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 2023 DoE Check-in Assessment 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.

### DoE Check-in Assessment

The DoE Check-in Assessment has shown an increase in the mean scaled score for Reading for Year 7, however Year 9 as a cohort were lower in 2023 compared to the 2022 mean scaled score. While Year 7 has shown similar level of achievement in the mean scaled score for 2023 compared to 2022 in numeracy, the 2023 Year 9 cohort has not been as strong in numeracy as the 2022 cohort. Although we did not achieve improvement across cohorts, we acknowledge there is further work to be undertaken to drive improvements in reading and numeracy particularly with the Year 9 cohort. Our strategies to enhance students' knowledge and understanding include our "Check-in" literacy and numeracy program, "do-it-now" activities and authentic learning experiences focusing on literacy and numeracy and English language lessons. These approaches have proven effective in developing students' literacy and numeracy skills but their needs to me more individualised targeted approaches and improved online examination technique.

### 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 44.38% of students in the top 3 HSC bands (Target: 43.3%), a 2.5% growth from 2022 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 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
An increase in Check-in Assessment mean scaled score for reading in 2023 for Year 7 and 9 compared with Year 7 and 9 in 2022.	In 2023, Year 7 students achieved a mean scale score for reading of 402.4, compared to 394.2 in 2022. Year 9 students achieved a mean scale score of 404.7 in 2023 compared to 412.4 in 2022.
An increase in Check-in Assessment mean scaled score for numeracy in	In 2023, Year 7 students achieved a mean scale score for numeracy of 393.9, compared to 394.2 in 2022. Year 9 students achieved a mean scale

2023 for Year 7 and 9 compared with Year 7 and 9 in 2022.	score of 403.6 in 2023 compared to 416.9 in 2022.
An increase in Check-in Assessment mean scaled score for Aboriginal students for reading in Year 7 and 9 for 2023 compared with Year 7 and 9 in 2022.	In 2023, Year 7 Aboriginal students achieved a mean scale score for reading of 391.8, compared to 399.5 in 2022. Year 9 Aboriginal Students achieved a mean scale score of 379 in 2023 compared to 429.9 in 2022.
An increase in Check-in Assessment mean scaled score for Aboriginal students for numeracy in 2023 for Year 7 and 9 compared with Year 7 and 9 in 2022.	In 2023, Year 7 Aboriginal students achieved a mean scale score for numeracy of 379, compared to 393.2 in 2022. Year 9 Aboriginal Students achieved a mean scale score of 407 in 2023 compared to 413.7 in 2022.
Improvement in the percentage of HSC course results in top three bands to meet the school's lower bound system-negotiated target of 43.3% or above.	In 2023, 44.38% of students attained results in the top three bands of the HSC. This is an increase from 2022 meeting the school's lower bound system-negotiated target of 43.3% or above.
Increase the percentage of Aboriginal students attaining the HSC whilst maintaining their cultural identity to meet the school's lower bound system-negotiated target.	In 2023, 52% of Aboriginal students attained the HSC, whilst maintaining their cultural identity. This is a 108% increase from 2022 (25% of Aboriginal students attaining the HSC). The performance of Aboriginal students in their HSC subjects in 2023 was an average course mark of 69.7; this is 5 marks higher than the state average for Aboriginal and Torres Strait Islander (ATSI) students and 7.5 marks higher than ATSI students in similar schools to Cambridge Park High School.



Taine Jury - School Captain receiving a community service award.



## Strategic Direction 2: Strengthening student engagement

### 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
- Inclusive Learning Environments

### Resources allocated to this strategic direction

**Socio-economic background**  
**Low level adjustment for disability**  
**Professional learning**

### Summary of progress

#### Attendance

At the beginning of 2023 the focus was on improving attendance. Staff were provided with professional learning on attendance follow up procedures, roll marking and using Sentral data correctly. There was a need for an attendance improvement plan and the attendance team which included the Deputy Principal, Head Teacher Wellbeing, a Student Administrative Support Staff member, Home School Liaison Officer and the Aboriginal Student Liaison Officer worked diligently with students, parents and staff to deliver this. The team met weekly and used a range of available data to analyse trends and implement strategies to improve attendance. This initiative led to more students being placed on the Home School Liaison program and other programs being developed for students to assist with improving attendance such as Non-Intervention Attendance programs and Attendance monitoring cards. A designated SASS position has been created to support Attendance monitoring processes, resulting in more accurate and complete data sets for teacher analysis. The SASS attendance officer also makes initial contact with families regarding attendance. Teaching staff engaged in professional learning on the importance of attendance to student learning outcomes. Teachers were provided with scripts and opportunities to practice having supportive conversations with students and parents about attendance.

#### Inclusive Learning Environments

Promoting inclusion and positive learning environments that cater for the needs of all students has been a key strategic focus in 2023. The Learning and Support team systems and processes were refined with a focus on matching appropriate evidence-based interventions to identified student need. The result was an increase in student interventions being implemented and tracked. Professional learning was delivered to all staff that built capacity to create and implement Teaching for Inclusion Plans for students who have been identified as needing support. . Trauma informed practices were built upon by staff attending Berry Street Education Model training with a focus on universal, classroom-based interventions. Trained staff were observed applying appropriate trauma informed practices consistently in their teaching.

Next steps in 2024 include a school wide focus on Social and Emotional Learning, commencing with delivery to the School Executive Team. The Learning and Support team will be focusing on refining and targeting the support provided by the Learning and Support Teachers to focus on in-class support promoting an Inclusive Learning environment.

### 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.	There has been an increase of 4.9% to 31.3% in the percentage of students attending more than 90% when compared to 2022. School wide strategies targeted family support and the systems and processes staff use to achieve consistently accurate attendance data.
Shared understanding with staff and	Staff professional learning on writing SMART goals to support improved



students what SMART learning, including an attendance goal. Students set SMART learning goals and these are monitored by teachers.	student attendance was provided. The creation of a Check In curriculum focusing on Social Emotional learning supported students to create SMART learning and attendance goals. The goals were monitored by students and their teacher. In 2024 we will create systems and processes to monitor and analyse student goals.
Increase of 5% in students with a Teaching for Inclusion Plan	Professional Learning presented to staff in Term 1 resulting in 44 students having a Teaching for Inclusion Plan, representing 6.95% of the school student population. The Learning Support Team have commenced monitoring and implementing Teaching for Inclusion Plans as part of the regular meeting and referral cycle.

## 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

#### 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 10 staff present each meeting. Two ECT conferences were conducted, one each semester with the Term 1 conference having 22 attendees across six schools, and the Term 4 conference having 26 attendees across seven 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. Four ECT completed their NSW Educational Standards Authority (NESA) teacher accreditation in 2023. Fourteen ECT received an allowance through ECT funding: six second-year teachers and eight first-year teachers.

The delivery of consistent teaching practices phase 1 push was temporarily put on hold across 2023 to ensure there is a consistent delivery in line with the school's Positive Behaviour for Learning matrix. The PBL matrix was being reviewed and updated across 2023 leading to an update on consistent classroom practices phase 1 being redelivered at the end of term 4, 2023.

Instructional rounds training was conducted to build the capacity of staff across the school and work towards the identified problem of practice. There has been a focus on explicit teaching practices with the focus across 2023 being on Learning Intentions, Success Criteria and teaching modelling. The data from instructional rounds has been used to develop and deliver a range of professional learning sessions to staff which has resulted in a positive improvement in the application and use of these skills 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 in 2024.

### 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
Staff are implementing <b>Explicit Teaching</b> and utilising quality teaching practices which improve student outcomes.	<p>Professional learning has been delivered to all staff around both Learning Intentions and Success Criteria and Teacher Modelling resulting in a 25% increase in teacher use across the school.</p> <p>The work on explicit teaching remains a focus with instructional rounds data informing the professional learning staff are undertaking. In 2023, four Instructional Rounds were conducted with the first focused on developing the problem of practice with 7 staff who observed 12 classes, and the other</p>

Staff are implementing <b>Explicit Teaching</b> and utilising quality teaching practices which improve student outcomes.	three rounds focused on data collection for analysis of the progress towards our identified problem of practice with a total of 15 staff members observing 36 classes. Explicit teaching was identified as one key area to address the problem of practice, and was included in the observations across terms 2, 3 and 4.
Staff morale is improving. Staff mentoring is a priority at Cambridge Park High School. A plan for implementing PL for all staff to develop capacity as mentors and coaches through PL has been developed.	Staff mentoring remains a priority at the school and a professional learning plan to increase staff capacity as mentors and coaches has been developed for implementation in 2024.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$459,911.00</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>• intensive learning and behaviour support for funded students</li> <li>• consultation with external providers for the implementation of individual student learning and wellbeing supports</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Funded students have Individual Education Plan/Personalised Learning and Support Plan documents which inform learning and wellbeing supports and drive learning engagement and growth. Classroom teachers are supported with SLSO staff within their classroom so that funded students are assisted within an inclusive education lens. There has been increased participation and individualised, responsive supports through tracking of student interventions in the learning support team meeting process across 2023.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To provide more individualised and tailored staffing based supports to students receiving Integration Funding Support (IFS) to ensure maximum support for their specific needs. A Head teacher Teaching and Learning will be funded through IFS to provide a more explicit focus on designing and delivering plans and support for IFS students with complementary teaching staff 1-2 days per week focusing on explicit social emotional learning and re-engagement of select highly-disengaged IFS students.</p>
<p>Socio-economic background</p> <p>\$1,172,447.64</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><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>• 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>• professional development of staff in High Potential and Gifted Education to meet the needs of our diverse range of learners</li> <li>• enrichment programs to improve and maintain student engagement</li> <li>• staff release to conduct engagement and well-being programs</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Student attendance, learning and wellbeing has improved across the year as a result of the initiatives and activities implemented.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to support the differentiation of learning through student adjustment plans as well as the setting and monitoring of student learning</p>

<p>Socio-economic background</p> <p>\$1,172,447.64</p>	<p>goals to foster learning growth and resilience.</p>
<p>Aboriginal background</p> <p>\$108,720.55</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>• community consultation and engagement to support the development of cultural competency</li> <li>• engaging Aboriginal agencies to deliver cultural activities to build cultural identity and understanding</li> <li>• community engagement with students, parents/carers and external agencies to conduct Personalised Learning Plans</li> <li>• staffing release to support the development and implementation of Personalised Learning Plans</li> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>The establishment of community outreach programs and partnerships; creating a collaborative network between schools, families, and local Indigenous communities. This increased community involvement provides students with additional support and resources.</p> <p>The integration of culturally enriching activities and materials into the curriculum by teachers being supported by the Aboriginal Education team has not only enhanced the students' understanding and appreciation of their cultural heritage but has also fostered a sense of belonging and pride, positively impacting their overall well-being.</p> <p>Academic support programs, tutoring, and culturally relevant curriculum resources have resulted in improved academic outcomes for Aboriginal and Torres Strait Islander students.</p> <p>Targeted initiatives to address attendance challenges for some students included mentoring, cultural engagement activities, and community involvement, and have contributed to an increase in student attendance.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>Vocational training, skill development programs, and career counselling to expand opportunities beyond high school.</p> <p>Expanding our tutoring program and peer support to improve academic results at school and in external assessments such as NAPLAN, Check-in and HSC.</p> <p>Continuing to improve attendance by implementing programs for students to make a genuine connection to their schooling and building students skills to develop and plan short term and long term goals.</p>
<p>English language proficiency</p> <p>\$38,860.77</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>• Literacy and Numeracy</li> <li>• Other funded activities</li> </ul>

<p>English language proficiency</p> <p>\$38,860.77</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Ensuring that all students who are eligible for English as an Additional Language/Dialect (EAL/D) are adequately catered for has remained a priority throughout 2023. There were 133 students out of 680 (19%) classified as having a 'Language Background Other Than English' (LBOTE) and 37 (5% of the total school population) are classified as requiring EAL/D Support intervention to assist them in achieving English language proficiency. Of these students, 2 were identified as Emerging, 8 as Developing and 53 as Consolidating. The main methods of receiving support included individual and group withdrawal from class and in class support with Learning and Support Teachers (LaSTs), resource support to mainstream teachers of EAL/D students and assessment task differentiation assistance. The LaSTs also worked with EAL/D students individually to assist in achieving the HSC Minimum Standards.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Further refinement of EAL/D adjustments and differentiation within teaching and learning programs and assessment.</p>
<p>Low level adjustment for disability</p> <p>\$464,656.62</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>• Inclusive Learning Environments</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 in a range of programs including but not limited to; Life Skills; Individual Learning Plans/Profiles; HSC Special Provisions</li> <li>• employment of LaST and interventionist teacher</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Additional testing continued in 2023 to help assess students' literacy and numeracy levels. Using the information from the testing, students were identified for individual support and targeted group programs. The QuickSmart program continued in 2023 with students in Years 7 and 8 targeted for the literacy intervention program and was delivered by the Learning and Support teacher (LaST) and Head teacher Teaching and Learning. The LaSTs and HTs Teaching and Learning created and reviewed 20 Individual Education Plans (IEPs), created 20 Individual Learning Plans (ILPs) and 48 Teaching for Inclusion plans (TFI). The LaST and HT Teaching and Learning also completed advanced testing on approximately 17 students and also included YARC tests to support identified students as part of the Disability Provisions processes for the 2023 HSC.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To focus on consistent learning and academic interventions through the Learning and Support Team referral process with supports aligned to tiered systems of support. Additionally, 2024 will focus on increasing LaST time in</p>

<p>Low level adjustment for disability</p> <p>\$464,656.62</p>	<p>classrooms and providing timetabled support to cater for the identified range of student learning adjustment and support needs.</p>
<p>Professional learning</p> <p>\$73,780.90</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>• Higher School Certificate</li> <li>• Explicit and Consistent Teaching Practice</li> <li>• Classroom Management</li> <li>• Inclusive Learning Environments</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>• HPGE Twilight evening where all school staff were professionally developed on identifying and catering for HPGE students.</li> <li>• Two English and two Mathematics faculty workshops, where a specialist supported the embedding of HPGE strategies into the new curriculum creation, with 6 English and 6 Mathematics teachers being professionally developed in both curriculum development and effectively integrating HPGE into lessons.</li> <li>• Staff professional learning activities were delivered to all staff on Learning Intentions and Success Criteria and Checking for Understanding to ensure consistent classroom practices and improve classroom management, using the data generated and analysed after Instructional Rounds.</li> <li>• Tier 2 HPGE Leadership training was completed by 3 executive members, to coordinate the implementation of the HPGE policy across the school.</li> <li>• 6 Staff members completed the Berry Street training on trauma informed practices, to ensure staff are skilled in the support of our students with trauma backgrounds.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>English and Mathematics teaching and learning programs for the new curriculum for Years 7 and 9, which include HPGE strategies. Instructional Rounds data reflected a 25% increase in the use of Learning Intentions and Success Criteria and improvements in student engagement. 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.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>To continue the development of programs for the new curriculum for Year 8 and 10 which include HPGE strategies.</p> <p>A continuation of the cycle of Instructional Rounds and data collection in Week 7 of each term and the use of data collected to inform the professional learning focus for the following term.</p>
<p>Beginning teacher support</p> <p>\$123,026.42</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>• 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>• ongoing feedback and support that is embedded in the collaborative practices of the school</li> <li>• reduced responsibilities or teaching loads sufficient to support the</li> </ul>



<p>Beginning teacher support</p> <p>\$123,026.42</p>	<p>development of their skills</p> <ul style="list-style-type: none"> <li>• teacher mentors access specific training and flexibility in their teaching responsibilities to support classroom observation and provide structured feedback</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Six first year teachers and 1 second year teacher were supported in the development of their capacity to deliver the curriculum and successfully create programs, assessment tasks and report on student achievement.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to support early career teachers' professional development. ECT will engage in just in time professional learning, coaching and mentoring to support the growth of their teaching practice and expertise in delivering quality learning outcomes for students.</p>
<p>COVID ILSP</p> <p>\$391,765.75</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 2023.</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/educators to deliver small group tuition</li> <li>• development of resources and planning of small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy</li> <li>• providing intensive small group tuition for identified students who were identified as having a learning gap based on cohort testing</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> There was an increase in the number of students engaging with the CILSP in 2023 including the addition of in-class tutoring support to compliment the small group withdrawal program. This enabled tutors to engage students in their classroom so that the focused skills were being more readily transferred through to their classroom work and teaching staff were exposed to the skills being developed. The result was a more inclusive and integrated tutoring program. Over 270 students were exposed to the tutoring program with the majority experiencing clear numeracy and literacy growth in pre/post program testing. The 2023 focus was strongly implemented following the pause due to staffing in 2022.</p> <p>In addition, the after school Homework Centre complimented the school hours tutoring program to provide students with targeted assessment and homework-based support. The program was strongly attended with increased applications from staff to be tutors which expanded the course and skill offerings to students by teachers.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To implement tutoring within the funding parameters for 2024. A refined after school Homework Centre will be offered and targeted small group skill tutoring sessions will be provided during school hours. Referrals will be managed through the Learning and Support team to ensure student support and intervention complement other school funded interventions.</p>
<p>Student Support Officer</p> <p>\$99,516.00</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>• Other funded activities</li> </ul>

<p>Student Support Officer</p> <p>\$99,516.00</p>	<p><b>Overview of activities partially or fully funded with this Staffing - Other include:</b></p> <ul style="list-style-type: none"> <li>• Identify and establish support networks for students with staff, the school community, and locally based government services and community agencies.</li> <li>• Establish referral pathways to appropriate local services through community partnerships.</li> <li>• SSOs contribute to the implementation of the whole-of school approach to wellbeing with a focus on early intervention.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved student wellbeing indicators with increased support to students identified as needing specific wellbeing, social and emotional supports.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue alignment of the SSO interventions through the Learning and Support Team to ensure that school interventions are consistently implemented.</p>
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Cambridge Park High School has two industrial kitchens that are used to delivery mandatory technology, food technology and VET Hospitality courses.

## Student information

### Student enrolment profile

	Enrolments			
Students	2020	2021	2022	2023
Boys	365	330	306	323
Girls	325	317	323	308

### Student attendance profile

School				
Year	2020	2021	2022	2023
7	90.6	83.7	81.7	84.3
8	86.4	83.3	79.2	78.8
9	83.5	74.7	78.8	75.1
10	82.6	74.2	70.6	71.9
11	75.1	78.2	67.0	67.9
12	87.3	76.8	81.0	76.9
All Years	84.2	78.5	76.3	76.1
State DoE				
Year	2020	2021	2022	2023
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11	88.2	83.6	80.0	81.7
12	90.4	87.0	83.9	86.0
All Years	89.6	85.9	81.7	83.9

The focus for Attendance at Cambridge Park High School in 2023 was to restore student attendance to pre Covid-19 levels and to strengthen procedures and understanding regarding the Department of Education's Attendance Policy. This was initiated through the implementation of the CPHS Attendance Action plan. This action plan was modelled using the Centre for Educational Statistics and Evaluation (CESE)'s multi-tiered system of support for strategies to address school attendance. The universal prevention strategies fostered a positive school culture through promoting connectedness, belonging and building positive relationships between the community, parents, students and the school. School wide Professional Learning was delivered to enhance the understanding of the required expectations of the roles and responsibilities of all staff. The purpose of the Action Plan was to deliver a range of targeted interventions to support the various needs of students. These included:

- Every Minute counts initiative which aligned with the DoE resource Attendance Matters;
- Daily Breakfast Club provided an opportunity for students to engage in a social setting which increased their sense of belonging and connectedness as part of the school community;
- Attendance recognition assemblies where student achievements were celebrated;
- Positive primer discussions between staff and students to build rapport and enhance relationships;
- Check in mentoring program provided students an opportunity to track their attendance data and set goals to improve attendance;
- Improved correspondence with families through the use of Social Media and parent/student surveys to collate valuable data to improve school wide attendance practices.

### Management of non attendance

The CPHS Attendance action plan included initiatives targeted at improving student attendance rates. Where required, external support and resources were utilised to assist students to restore attendance and re-engage in their learning. The initiatives included:

- Professional Learning providing staff with the ability to analyse student attendance data;
- Developing attendance improvement plans in discussion with students and their families;
- Streamlined communication processes to the school community regarding low levels of student attendance;
- Daily SMS to parents and carers to inform of lateness and absenteeism;
- Non-Attendance interview program;
- Home School Liaison program referral.

## Attendance

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NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

## 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	0	0	26
Employment	2.78	8.8	30
TAFE entry	1.39	2.64	12
University Entry	N/A	0	32
Other	8.34	5.28	0
Unknown	0	0	1

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 Pathways*

In 2023, 32% of our Year 12 students received university offers in various fields of study. These included arts, education, business, criminology, graphic design, animation and social science. Most of these students started their university studies in 2024, while 6% decided to take a gap year.

### *Traineeship and Apprenticeship Pathways*

12% of our students secured traineeships or apprenticeships after finishing their HSC. Most of these were trade-based, such as childcare, beauty, library services, plumbing, carpentry, and construction.

### *Employment*

Not including students engaged in traineeships and apprenticeship pathways, 30% 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. 1% of our students did not report their employment status. However, we continued to offer them support and guidance.

## Year 12 students undertaking vocational or trade training

28.36% of Year 12 students at Cambridge Park High School undertook vocational education and training in 2023.

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

94.3% of all Year 12 students at Cambridge Park High School expected to complete Year 12 in 2023 received a Higher School Certificate or equivalent vocational education and training qualification.



## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Assistant Principal(s)	1
Head Teacher(s)	9
Classroom Teacher(s)	43.3
Learning and Support Teacher(s)	2.7
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	17.28
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 2023, 2.5% 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 <sup>1</sup>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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



Professional learning has been offered to all staff across 2023 to support their professional development and meet their professional requirements set out by the Department of Education. The staff development days across the year had a focus on professional development and compliance including mandatory training requirements which included but are not limited to; WHS, Incident reporting, Code of Conduct, Child protection, general workplace induction, Aboriginal Education policy and practices, HPGE and Explicit teaching practices. These have allowed us to support staff with maintaining their professional requirements along with working towards their maintenance of accreditation obligations.

Along with staff development days provided to staff across the year, they were also supported to attend and participate in a range of professional learning opportunities identified by staff to meet their professional growth or targeted at growth in the schools' strategic direction areas.

#### *Teacher Accreditation*

4 teachers achieved Proficient teacher accreditation

12 teachers achieved Maintenance of teacher accreditation when it became due in 2023.





## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,953,609.92
<b>Revenue</b>	14,465,213.68
Appropriation	14,334,480.06
Sale of Goods and Services	27,510.94
Grants and contributions	38,289.39
Investment income	20,704.57
Other revenue	44,228.72
<b>Expenses</b>	-13,854,139.64
Employee related	-10,816,564.90
Operating expenses	-3,037,574.74
<b>Surplus / deficit for the year</b>	611,074.04
<b>Closing Balance</b>	2,564,683.96

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.

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	359,550
<b>Equity Total</b>	1,784,686
Equity - Aboriginal	108,721
Equity - Socio-economic	1,172,448
Equity - Language	38,861
Equity - Disability	464,657
<b>Base Total</b>	9,086,387
Base - Per Capita	172,433
Base - Location	0
Base - Other	8,913,954
<b>Other Total</b>	861,678
<b>Grand Total</b>	12,092,300

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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.

At Cambridge Park High School, we used practice NAPLAN style questions 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 and numeracy 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.

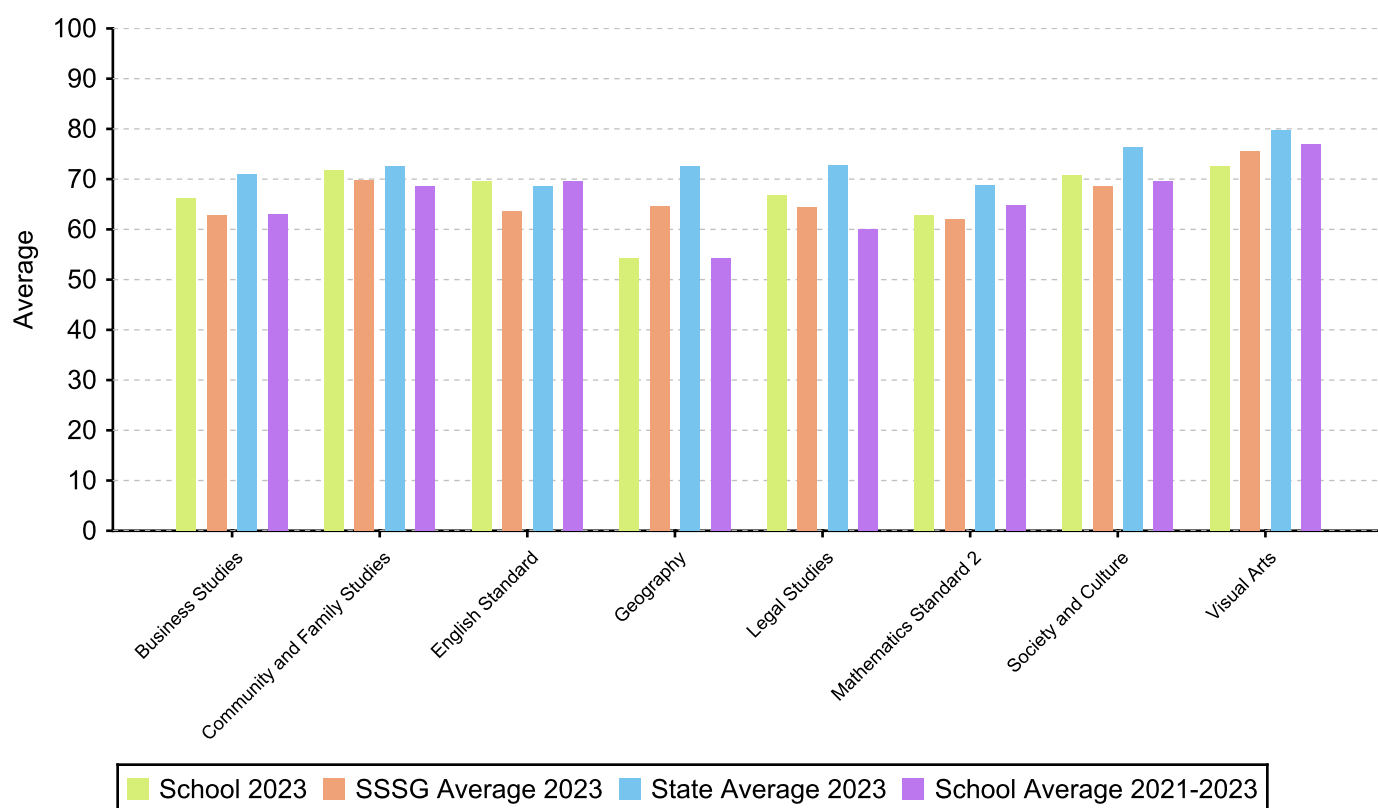
As this was the first year students sat the online tests we do not have comparative data. However, our students Year 7 students achieved an average score of 491.6 in reading and 492.5 in numeracy. When examining our Year 9 student results our Aboriginal and Torres Strait Islander students achieved higher than the cohort with the average reading scores being 526.1 compared to 525.9. While our average numeracy scores for our Aboriginal and Torres Strait Islander students was 516 compared to 512.6.



## 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 2023	SSSG	State	School Average 2021-2023
Business Studies	66.2	62.8	70.9	63.0
Community and Family Studies	71.8	69.8	72.7	68.5
English Standard	69.6	63.6	68.5	69.6
Geography	54.3	64.7	72.5	54.3
Legal Studies	66.7	64.4	72.9	60.1
Mathematics Standard 2	62.8	62.0	68.7	64.7
Society and Culture	70.8	68.6	76.3	69.7
Visual Arts	72.5	75.6	79.8	76.9

The subjects represented in the graphs and tables above show our most popular subjects. However, students have access to many small cohort subjects to ensure they can choose from a range of subjects in their pattern of study and align these to their learning strengths.

Our strongest performing subjects in 2023 Community and Family Studies, Visual Arts, Society and Culture, English Standard and Music 1.

Teachers and students worked diligently to develop key learning skills and utilise the study skills to reinforces their learning. We are proud of the learning growth our students have shown over their six years of high school.

The performance of Aboriginal students in their HSC subjects in 2023 was an average course mark of 69.7; this is 5 marks higher than the state average for Aboriginal and Torres Strait Islander (ATSI) students and 7.5 marks higher than ATSI students in similar schools to Cambridge Park High School.

Our learning from the 2023 HSC and focus areas for 2024 are:

- Preparing students well for the literacy and numeracy demands of our HSC courses using high leverage strategies.
- Sustained writing which demonstrates critical thinking skills will continue to be focus area for explicit teaching and learning.
- Understanding the directive term in an HSC question and responding appropriately with enough depth is a challenge and forms an important area of focus for teachers and students.
- Focus on student attendance to school and class.
- Minimum Assessment task benchmark = 45%.
- Develop academic resilience and grit when the learning gets hard.
- Developing learning mastery through monitored class work and homework.



## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinion of parents, students and teachers about the school. In 2023 CPHS participated in the Tell Them from Me Student, Parent and Staff Surveys.

### A summary of student responses are:

- Communicating with others, working as part of a team, thinking critically, creatively, and problem solving were identified by students as very important skills for future job or career plans.
- 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 teachers are responsive to their needs and encourage independence with a democratic approach exceed the NSW government norm.
- The number of students who have someone at home or community who consistently provides encouragement and can be turned to for advice 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 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 in line 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.
- They feel welcomed at school, written information is in clear, plain language, exceeding the NSW government norm.
- 56% of parents reported that they had at two or more opportunities to discuss their child's progress during the school year.
- That CPHS teachers have high expectations of their child and expect their child to work hard.
- That 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 and indicated a strong sense of belonging.





# 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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In 2023, Cambridge Park High School made significant strides in Aboriginal Education, aligning closely with the Aboriginal Education Policy and the Aboriginal Education Consultative Group (AECG) Partnership Agreement. We recognise the importance of fostering a supportive environment for our Aboriginal students, their families, and the wider community. We committed to ensuring all Aboriginal students were provided opportunities to meet their potential in all areas of their schooling. We also ensured that cultural perspectives were integrated in whole school events and in all curriculum areas. Central to our efforts was the engagement of an Aboriginal Education Officer, fostering direct engagement with students, parents, staff, external agencies, and the wider community.

The establishment of the HUB for Aboriginal students marked a pivotal moment in our efforts, it became a focal point for nurturing student mental health, wellbeing and academic success. The HUB provides a dedicated time to check in on student attendance, academic progress, and access to mentorship opportunities. Moreover, it serves as a platform for delivering internal and external programs focused on resilience and building cultural understanding, fostering a sense of belonging and empowerment among our Aboriginal student community. We have seen an improvement in academic growth in our Aboriginal students across many areas- including the HSC, Check-in assessment and NAPLAN.

Throughout 2023, CPHS remained committed to fostering an environment where Aboriginal culture is celebrated and woven into the fabric of everyday school life. Our initiatives were not solely about educational outcomes but also about nurturing a sense of belonging and pride among our Aboriginal students and embedding cultural awareness and understanding in all students. We continued our week-long NAIDOC celebrations and the hands-on Indigenous experience day as well as the celebration and recognition of other significant events. Our school leadership team remains highly represented with Aboriginal students in several roles and in 2023 we introduced a new student leadership role- the Cultural Ambassador which focuses on Aboriginal student voice and cultural integration. As we look towards the future, we are excited about the continued growth of Aboriginal Education at CPHS, guided by our policies, partnerships, dedicated staff, and most importantly, the invaluable contributions of our students and 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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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.

