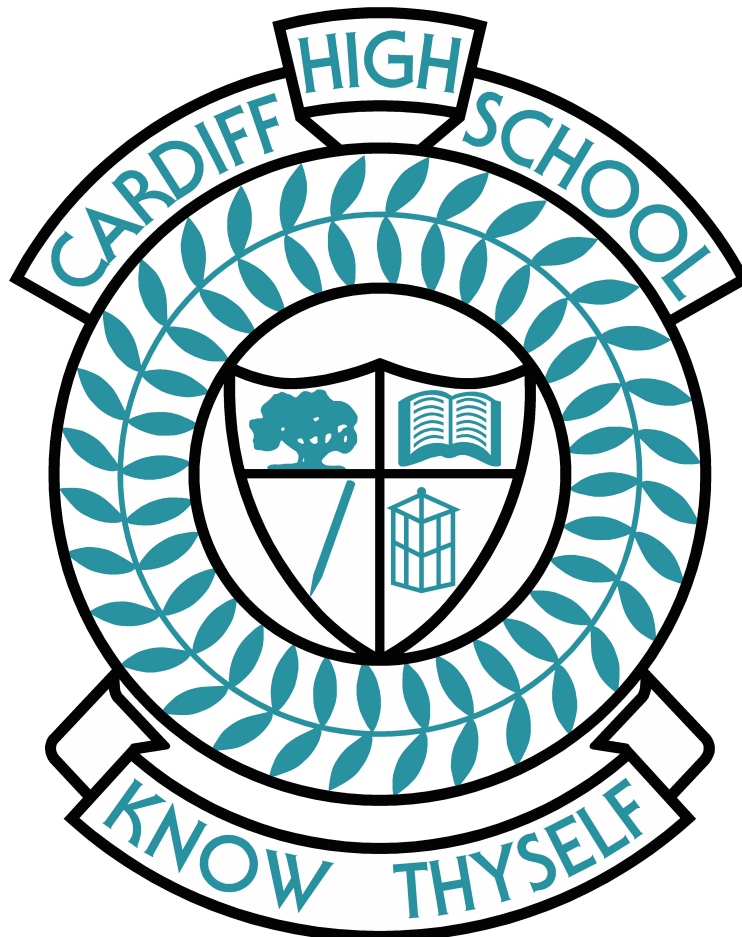


2023 Annual Report

Cardiff High School



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Introduction

The Annual Report for 2023 is provided to the community of Cardiff High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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.

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Message from the principal

As Principal of Cardiff High School, it is my privilege to lead this vibrant and exciting learning community. Co-educational and comprehensive, Cardiff High School has a rich and successful history of nurturing student development and achievement within a community focused educational setting.

Our strong and improving academic results, evidenced by recent HSC achievement validates our school commitment to continual teacher professional learning and development. Quality teaching and diverse curriculum choices allow Cardiff High School students to experience success and build connections within our supportive and individualised learning environment.

In 2023, CHS experienced outstanding results through the External Validation process. CHS was previously evaluated in 2018 and assessed as "Delivering" in 12 of 14, and "Sustaining and Growing" in 2 of 14 elements of the School Excellence Framework. Our 2023 External Validation submission was ratified by the EV panel, confirming growth and improvement across 12 of 14 elements. An outstanding achievement validating the successful teaching, learning, and leading personnel, and programs within CHS.

The school will implement a new Strategic Improvement Plan (SIP) for 2024 - 2027. Our new SIP highlights three main priorities: 1) Student growth and attainment, 2) Belonging, and 3) Aspiration. At Cardiff High School, we're committed to developing the individual talents of all students, whilst developing strong partnerships with parents and community members.

Whilst the Cardiff High School learning community cherishes what is worthy and worthwhile in its history, our learning community is a learning community of, and for, the 21st century. The school's curriculum and co-curricular activities, wellbeing programs, sporting and cultural programs, as well as experienced staff, ensure that Cardiff High students have a broad and well-rounded education within a caring and accepting environment.

Cardiff High students develop a strong sense of belonging and connectedness with their school, their fellow students, and their teachers. Within the Cardiff High community, young people develop intellectually, socially, and culturally and emerge as young people who are confident and adept at relating to and working with, citizens in national and international contexts.

Importantly and reassuringly, the school's values of respect, safety, and engagement, shine within our students and inform the staff's professional operation.

Please enjoy reading our 2023 Annual School Report.

Mr Josh Gane

Principal

Cardiff High School Parents and Citizens Association Annual School Report 2023

Dear Parents, Carers, and Members of the Cardiff High School Community,

It is with great pleasure that I present to you the annual report of the Cardiff High School Parents and Citizens Association (P&C) for the year 2023. Throughout the year, the P&C remained steadfast in its commitment to supporting Cardiff High School (CHS) and fostering a collaborative environment that promotes educational excellence and community engagement.

Strengthening Partnerships with CHS: The P&C continued to strengthen its partnership with CHS through monthly P&C Meetings, providing a platform for parents, carers, and school staff to come together and discuss important matters related to the school. These meetings featured key CHS staff members and served as a critical tool for keeping parents informed and facilitating collaboration on school changes, processes, and initiatives.

Farewell to Sue Smith: At the conclusion of 2023, the CHS P&C bid farewell to our long-serving canteen worker, Sue Smith. Sue dedicated over 35 years of service to the CHS canteen and P&C Federation. The CHS P&C extends heartfelt thanks to Sue for her remarkable dedication and contribution to CHS.

Contributions to School Activities: Throughout 2023, the P&C made significant contributions to various school activities, including:

- Consultation on the new School Strategic Improvement Plan
- Management of the daily operation of the school canteen
- Consultation on changes to school uniforms and suppliers
- Consultation on a proposed School Master Plan
- Participation in several staff Merit Selection Panels
- Purchasing new commercial equipment for the school canteen
- Representation and involvement in local Aboriginal Education Consultative Group (AECG) meetings
- Continuation of the P&C-funded Cultural Ambassador Scholarships, awarding a Year 10 and 11 students with a laptop (\$3,200 total)
- Inclusion in whole school events, such as MADD Night and school performance evenings

Acknowledgements: The P&C extends sincere thanks to departing members Cassandra Vizintin, who dedicated 10 years of service, and Kylie Ambrose for her years of service. Their contributions have been invaluable, and we wish them the very best in their future endeavors.

Looking Forward to 2024: As we reflect on the achievements and contributions of 2023, the P&C eagerly anticipates continuing our strong working relationship with CHS in 2024. Together, we will strive to uphold the values of our school community and support the ongoing success and growth of Cardiff High School.

Thank you to all parents, carers, volunteers, and supporters for your unwavering dedication and commitment to Cardiff High School.

Sincerely,

Keith Smith

P&C President

Message from the students

STUDENT REPORTS:

Junior Aboriginal Education Consultative Group Report: Achievements and Milestones (2023)

The Junior Aboriginal Education Consultative Group (Junior AECG) has been actively engaged in fostering cultural awareness, education, and empowerment within the community. The following report highlights the significant achievements and initiatives undertaken by the Junior AECG in collaboration with our Aboriginal Education Officer and JAECG Coordinator.

1. Aboriginal Girls Dance Group:

The establishment of the Aboriginal Girls Dance Group has proven to be a thriving cultural initiative. The group has not

only provided a platform for artistic expression but has also contributed to the preservation and celebration of Indigenous dance traditions.

2. Aboriginal Boys Dance Group:

Led by Uncle Roo Faulkner, the Aboriginal Boys Dance Group has added a dynamic and energetic dimension to our cultural activities. This group has played a crucial role in showcasing traditional dance forms and instilling a sense of pride among our male Indigenous youth.

3. Language Program for Years 7-9:

Roo Faulkner's Language Program focusing on Gomerioi and Awabakal languages for students in years 7-9 has been a significant step towards the revitalisation of Indigenous language programs at CHS. This initiative not only preserves linguistic heritage but also nurtures a deeper understanding of cultural roots.

4. Social Koori Touch Day at CHS with Glendale High School's Junior AECG:

The collaborative effort with Glendale High School's Junior AECG in organising the Social Koori Touch Day at CHS has strengthened community bonds and promoted healthy lifestyles. This event has provided an inclusive space for cultural exchange and physical activity.

5. NAIDOC Assembly and CCoS Excellence Awards:

The hosting of the NAIDOC assembly, coupled with the CCoS Excellence Awards, was a remarkable celebration of Indigenous culture and achievement. This event not only acknowledges the accomplishments of our students but also raises awareness of the rich cultural heritage of our Aboriginal and Torres Strait Islander communities.

6. Dance Performances and Cultural Workshops at Feeder Primary Schools NAIDOC Celebrations:

The outreach efforts at feeder primary schools during NAIDOC celebrations have been instrumental in spreading cultural awareness among younger generations. Dance performances and cultural workshops have provided valuable insights into Indigenous traditions, fostering appreciation and understanding.

7. Aboriginal and Torres Strait Islander Year 6 Transition Day:

The Junior AECG's leadership in organising the Year 6 Transition Day has facilitated a smooth transition for Indigenous students entering high school. This initiative aims to create a supportive environment for students, ensuring they feel connected and valued in their educational journey.

8. Invest In Yourself Program for Years 9-12 with the Aboriginal Partnership Program and Sydney School of Entrepreneurship:

The collaboration with the Aboriginal Partnership Program and Sydney School of Entrepreneurship has led to the implementation of the "Invest In Yourself" program. This initiative equips students in years 9-12 with valuable skills and resources to foster entrepreneurship and self-development.

9. Junior AECG Membership Growth:

The Junior AECG is proud to announce a significant membership growth, tripling from 8 members in 2022 to 25 members in 2023. This surge in participation reflects the increasing interest and engagement of the community in our cultural and educational initiatives.

10. Boys Yidaki Group:

The introduction of the Yidaki Group, led by Uncle Alex Nean, has significantly enriched the cultural initiatives of the Junior Aboriginal Education Consultative Group, bringing authentic insights and a deeper connection to traditional practices, and fostering a vibrant platform for artistic expression within the community.

Conclusion:

The Junior AECG, in collaboration with dedicated individuals and organisations, continues to make meaningful strides in promoting Indigenous education and cultural awareness. These achievements mark a testament to our commitment to building a stronger, more connected community that celebrates and embraces its rich Aboriginal heritage.

Student Representative Council (SRC) Report:

The SRC has actively engaged in various initiatives throughout the year, showcasing a commitment to community

involvement and student wellbeing. Fundraising efforts, such as the highly successful Jeans for Genes Day, resulted in a notable \$1306 donation to the charity. Student leaders played a key role in transition days for the local primary school, aligning with the DoE Wellbeing model of Connect, Succeed, and Thrive, as they collaborated with the Junior Aboriginal Education Consultative Group (JAECG) to welcome year 6 students and teaching staff, offering tours and assisting with a BBQ lunch. Student-led meetings with the Principal facilitated successful collaborations on various school issues, including updates to student bathrooms and the installation of new drink bottle refill stations. The SRC, in collaboration with the JAECG, ensured the daily display of school flags, promoting a sense of pride and unity. Notably, all year 11 SRC students in 2023 applied for Senior leadership roles for 2024, with several successfully securing positions as Captains and Senior Prefects. Additionally, SRC members demonstrated their dedication by volunteering at the school canteen during break times and actively supporting school community events, exemplified by their management of a BBQ for MADD night. These accomplishments reflect the SRC's integral role in fostering a positive and engaged school community.

School vision

To be a nurturing educational setting that promotes success and opportunity, based on mutual respect and the building of partnerships in the pursuit of excellence.

School context

Cardiff High School is a comprehensive, co-educational secondary school located in the City of Lake Macquarie. The school operates a SOAR Learning Centre (special education) comprising 7 classes catering to students with disabilities and other additional needs. The school draws its enrolments from the Cardiff, Garden Suburb, Hillsborough and Macquarie Hills Communities. The school has a culture of academic achievement, success in sport and creative and performing arts.

In 2023, Cardiff High School recorded 729 student enrolments, including 114 Aboriginal students. Cardiff High School has experienced steady growth in enrolment numbers over recent years. Noteworthy growth is recognised within our population of students from Aboriginal and Torres Strait Islander backgrounds, currently being 16%. The school curriculum caters for a wide variety of interests and needs, with a growing number of students accessing tertiary study and local-industry post-school pathways. The school is focused on improving student academic outcomes, plus student and staff wellbeing and leadership.

The school's staffing entitlement in 2023 was 64 teachers and 18 non-teaching staff. In 2023 the school funded three additional Head Teachers in the areas of Wellbeing, Quality Teaching and Student Engagement. Throughout 2023 the school engaged the services of a full time Business Manager. The teaching staff within Cardiff High School is stable, with a considerable number working high proportions of their career at Cardiff High School.

A comprehensive situational analysis has been conducted which led to the development of the 2021 - 2024 Strategic Improvement Plan. Genuine consultation was achieved with students, staff, parents, the Local Kumardha AECG and community groups. The situational analysis identified priorities for the school's equity funding. The majority of the school's equity funds are utilised to employ additional Learning and Support Teachers and School Learning Support Officers to operate the School Learning Centre. The Learning Centre targets academic and social development for a range of students throughout the school year.

The school is committed to ongoing staff professional development through robust systems and professional learning teams. Aligned to Professional Learning, the school is an active member of the Cardiff Community of Schools (CCoS), inclusive of five feeder Primary Schools. A highlight of the CCoS is a biennial multi-school development day occurring in term 3.

The school has an ongoing focus on academic performance through teacher data skills analysis. A further key focus area is developing aspirant leaders to excel in future leadership opportunities.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

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

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	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 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	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Purpose

Cardiff High School is committed to the pursuit of excellence, ensuring all students are known, valued and cared for. To achieve academic success and prepare students for higher education, training and work we use explicit evidence based literacy and numeracy strategies to promote and support the individual needs of every student.

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 & Numeracy Improvement Measures
- Data Driven Practices

Resources allocated to this strategic direction

Low level adjustment for disability
Integration funding support
English language proficiency
Professional learning

Summary of progress

Cardiff High School (CHS) achieved impressive outcomes related to our strategic goal of ensuring student growth and attainment. Highlights within this strategic direction are summarised below:

The Head Teacher Quality Teaching:

Moving into 2023, CHS decided to appoint an ACIP Head Teacher Student Engagement. Based on the quality of candidates, the school decided to split this position into 2 ACIP roles, effectively creating an additional ACIP Head Teacher. The 2nd ACIP Head Teacher became known as the Head Teacher of Quality Teaching (HT QT). The decision to split this one position and fund a 2nd ACIP Head Teacher was highly successful. Based upon this success, and achievement, CHS will continue both positions in 2024. The HT QT applied a strong focus to quality teacher practices throughout CHS. Some of the HT QT's major achievements are included below:

- Development of the Cardiff High School High Achievement Strategy for students and staff, to ensure an inclusive and comprehensive approach to the talent development of all students.
- The launch of the Cardiff High School ALARM Hub to support staff in the delivery of writing strategies to students.
- The launch of Quality Teaching Rounds as high-impact professional development for staff. Seven teachers chose to opt in for 2023, undertaking training, observations, and coding discussions. Quality Teaching Rounds will expand in 2024, incorporating representatives from all KLAs.
- The implementation of the HSC Strategy at Cardiff High School, with the development of a Community of Practice that will target the delivery of explicit, evidence-based teaching strategies to Stage 6 students as a response to RAP analysis.
- The return of the High Achievers Assembly to celebrate the accomplishments of high performing HSC students in 2022.
- The formation of the Enrichment Day, a refinement of the selection process for high potential students entering Year 7 in 2024. The Enrichment Day enlisted the expertise of a range of staff members and allowed applicants to showcase a range of abilities across key learning areas, resulting in a more holistic approach to class structuring and allowing further opportunities for talent development.
- The supervision of the COVID Intensive Learning Support Literacy Program, in which students were supported to strengthen their skills in alignment with the literacy progressions and ALARM skills. Many students who undertook this program achieved growth in pre-and post-testing data, and also in school-based assessment.
- The successful delivery of a High Achievers Program in which selected HSC students engaged in a bespoke program to support high achievement in the school setting, including a focus on study skills and stress management.
- Facilitating the support and mentoring of six student teachers undertaking practicum successfully at Cardiff High School.
- The development of the Cardiff High School Reading Challenge for Stage 3 students to form connections with the Cardiff Community of Schools and to support the transition of incoming Year 7 students in engaging with a strong reading culture within the school.
- Formation of the High Achievement Community for launch in 2024 to support the talent development of and differentiation for students with high potential across a range of domains.

The Learning Centre & CILSP Program + Head Teacher Wellbeing

The Learning Centre comprised a team of School Learning Support Officers (SLSOs) with specialty training in literacy and numeracy programs. The program was coordinated by the school-funded Head Teacher of Wellbeing. The Literacy and Numeracy programs delivered were; QuickSmart Literacy, QuickSmart Numeracy, MultiLit, the School-developed Recovery & Review Program, and the Aboriginal Mentoring Program.

The Cardiff High School Learning Centre delivered high-quality targeted support to 160 students throughout 2024. Students completed this literacy and numeracy intervention during 1:1 (student:SLSO) or small group sessions.

The Learning Centre staff analysed assessment data through PAT, OZCAAS, and MultiLit Diagnostics, then supported students to improve their learning through the inclusion of the above programs. Results are recorded through weekly student growth measurements. On average, students have completed 10 Multilit levels, with 24% of those students moving from the Word Attack Skills Program to the Word Attack Skills Extension Program.

Impressively, achievement by students from Aboriginal and/or Torres Strait Islander backgrounds saw them outperform state and SSSG in all NAPLAN assessments. This impressive data has remained consistent throughout the inclusion of the Learning Centre Initiative at CHS.

Regarding Quicksmart Literacy, 96% of students have improved in response times and accuracy since starting the program. 31% of students have improved their speed to under 1 second (no student was under 1 second at the beginning of the program).

Regarding Quicksmart Numeracy, students completing Standard Addition have improved their speed by an average of 0.53 seconds with all students now attaining 100% accuracy. Students in Standard Subtraction operation have demonstrated an average speed improvement of 0.69 seconds with all students now achieving above 94% accuracy in each session.

Further impacts of the Head Teacher Wellbeing are discussed in our evaluation of Strategic Direction 2.

Head Teacher Learning and Support

The role of HT Learning and Support was established in 2024 following the allocation of a "Faststream" HT to Cardiff High School. Learning and support was assigned to this staff member as a growing faculty with a number of LASTs and SLSOs. It also aligned with the appointment of a Deputy Principal Inclusion and Support, and a growing focus on Learning and Support processes. A goal in establishing this position was the streamlining of learning and support roles, as well as processes within the school to demonstrate best practice. This included a review of disability provisions, NCCD data collection, and LST referrals.

Throughout the year to date, 107 students have been referred to the LST for additional support, and 129 students are receiving school-determined provisions to support their needs. Furthermore, the refinement of roles and processes has enabled the collaborative development, implementation, and review of 117 student Personalised Learning and Support Plans, and 33 Individual Behaviour Support Plans, as well as explicit support for OOH students, Kirinari Hostel students, and EAL/D students.

The Learning and Support faculty has grown due to the increase in student IFS funding, supporting the need for a continued Head Teacher to oversee day-to-day tasks and staff support, administration, as well as the development of larger scale goals and plans for the faculty as well as broad Learning and Support at Cardiff High School. Future plans include the introduction of the Year 7 Middle School class in 2024. There is a marked need for ongoing leadership of the Learning and Support faculty through a direct line manager, which has been highlighted by the successes in 2023 achieved through the implementation of this role.

Senior Learning Hub & Head Teacher Student Engagement and Attainment (HT SEA)

In 2023, CHS funded a HT SEA as a new initiative to improve stage 6 engagement and attainment. A key deliverable for HT SEA was the establishment of the Senior Learning Hub, located in the School Library. By utilising the Senior Learning Hub, the HT SEA curated a bespoke senior learning and study program. Throughout 2023, initiatives within the Senior Learning Hub have:

- Supported the development of self-regulated learners who are motivated to achieve their best and aim for continual improvement.
- Created a culture of aspirational expectations of learning progress and achievement of all students.
- Maximised student performance in the HSC in an inclusive learning environment.
- Support students to identify, monitor and achieve realistic learning goals..
- Assisted in providing study programs that better meet student needs enabling them to maximise their educational outcomes.
- Provided the necessary curriculum/pedagogical support required for individual students to achieve their short and long term goals.

- Enhanced preparation and greater understanding of the HSC requirements.
- Ensured the health and wellbeing of students throughout their HSC journey.

Furthermore, analysis of Sentral data revealed the following trends associated with this initiative:

- Overall reduction of N-Warnings across the Year 12 2023 cohort compared to the Year 12 2022 cohort Year 12 2022 (42) vs Year 12 2023 (16).
- Year 11 2022 was a smaller cohort that received 102 N warnings, Year 11 2023 was a significantly larger cohort that received 120. This equates to a minor decrease in N warnings per student during Year 11.
- Incursion scan-ins for 2023 = Students scanned in/and out of the Senior Learning Hub a total of 2013 times in total across 2023. This is monitored via incursion listing. This will be compared to 2024 data to identify if there is an increase in students accessing the senior learning area.

The Literacy and Numeracy (LN) Team

Related to whole-school numeracy improvement, in 2023, data analysis by the LN team identified the priority areas of graphing, time, and measurement.

Related to whole-school literacy improvement, in 2023, data analysis by the LN team identified the priority areas of writing development and the expansion of our ALARM focus in all KLAs. A further key focus was addressing grammar consistency.

The LN team produced consistent learning aides for all classrooms, providing students and staff with tools to unpack and understand the facts and properties of graphs, time, and measurement. The LN team developed these whole school consistent routines through regular professional learning sessions delivered during staff and faculty meetings.

Professional learning time and teacher release was provided to individuals and faculties, allowing 1:1 ALARM KLA development, led by the HT QT.

The LN team led the school's in-depth NAPLAN analysis, resulting in the development of student profiles, ensuring teachers were differentiating learning to best meet the needs of their students and classes.

Year 12 Mentoring Program

The implementation of the Stage 6 Mentoring Program has cultivated a learning environment across the school that inspires students to excel in their Stage 6 patterns of study. With direct links and intended outcomes to the School Wellbeing Framework, students are empowered through collaborative partnerships with staff and SMART goal setting.

Analysis of the Student Mentor Program identified the following achievements in 2023:

- Individual students engaged in the Year 12 mentoring program were less likely to receive N-Warnings compared to their Year 11 performance.
- Students engaged in the Year 12 mentoring program accessed more career services including Early Entry Applications and support in employment and post-school education applications. (22 students accessed Early Entry successfully who were engaged with a mentor. The total number of students engaged in the program was 38)
- Students with mentors who exited school before the end of the HSC left for employment or post-school education. No student engaged with a mentor left to 'Seek employment'.
- Year 12 students engaged in the mentoring program have accessed more support services throughout the school including The Learning Support Team, Disability Provisions, and Counsellors.

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 Year 8 and 9 for 2023 compared with Year 8 and 9 in 2022.	CHS achieved this progress measure. Achievement growth was evident across Year 8 & 9. CHS average reading scores outperformed SSSG and State Averages.
An increase in Check-in Assessment mean scaled score for numeracy in Year 8 and 9 for 2023 compared with Year 8 and 9 in 2022.	CHS check-in numeracy assessment scores remained consistent 2022 - 2023. CHS achieved a slight uplift in Year 8 scores and a slight decrease in Year 9 scores. Both Year 8 and 9 groups outperformed SSSG.

<p>The percentage of students achieving HSC course results in the top two bands increases 4.5% from baseline.</p>	<p>CHS students placed in the top 2 HSC bands in 2023 was 7.8% below baseline. Despite not achieving this target, the average CHS HSC score improved from 2022 - 2023, together with a 28% decrease in Band 1&2 scores.</p>
<p>The percentage of students achieving HSC course results in the top three bands increases 4.5% from baseline.</p>	<p>CHS achieved a 7% increase in students achieving results in the top 3 HSC bands (2022 - 2023). Overall top 3 band achievement was 2.5% below baseline.</p>
<p>School Excellence Framework Self-Assessment of the elements Assessment (focus theme: Data Skills and Use) indicates improvement from Delivering to Sustaining and Growing.</p>	<p>CHS achieved this improvement measure. This achievement was confirmed through the External Validation process (Term 3 2023).</p>
<p>The proportion of Aboriginal Students completing the HSC increases by 19.3% to be at or above the Principal network's negotiated target whilst also maintaining their cultural identity.</p>	<p>The number of students from Aboriginal and/or Torres Strait Islander Backgrounds achieving their HSC remained consistent 2022 - 2023.</p>

Strategic Direction 2: Enhanced Wellbeing

Purpose

Cardiff High School actively works to ensure students and staff have a strong sense of belonging and school connectedness. The promotion and establishment of positive wellbeing informs school initiatives and actions. All students and staff know how to access support and actively look to support each other.

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.

- Staff Wellbeing
- Student Wellbeing

Resources allocated to this strategic direction

Socio-economic background

Aboriginal background

Summary of progress

Cardiff High School (CHS) achieved impressive outcomes related to our strategic goal of enhanced wellbeing. Highlights within this strategic direction are summarised below:

Student Attendance

CHS achieved impressive positive growth related to student attendance in 2023. Analysis of student attendance revealed:

In 2023, 50.2% of students have attended 90% of the time or more, this 12% above SSSG. This is compared to 22% in 2022. Our student attendance rate in 2023 was 86.9%. This is on par with State, 0.08% below network and 4.5% above SSSG.

CHS below 85% attendees in 2023 was 30.2%, in 2022 it was 57.7%. This is an improvement of 27.5%

Attendance patterns have remained consistent between 2022 and 2023; however, the overall percentage of attendance has increased significantly (10% increase). The school has identified that further improvement in student attendance rates can be achieved by focusing on the importance of attendance during the last week of each term. .

Between 2022 and 2023 there was a 65% decrease in the number of unjustified absences entered.

Aboriginal Education

CHS welcomed a new Aboriginal Education Officer (AEO) at the commencement of 2023. The new AEO's transition has been highly successful. The AEO has established strong links with the community, initially through the hosting of a community Yarn Up in January.

In term 2, the Cardiff Community of Schools inaugurated the Regional North Aboriginal Student Excellence Awards. The excellence awards were presented during the network NAIDOC assembly on 30 June. Excellence awards were given in the following categories: Literacy, Numeracy, Leadership, Attendance, Sport and Special Education.

The school experienced a highly successful Term 2 School Development Day focusing on Aboriginal Education. The day commenced with a smoking ceremony to welcome our new AEO, followed by a whole-school Yarn Up coordinated by local Aboriginal Elders. The SDD also featured numerous workshops delivered by community members.

Excitingly, a CHS student was selected as the NSW 2023 NRL Youth Ambassador. Further student investment was identifiable through the tripling of student membership in the Junior AECG.

Further to the introduction of our new AEO, the leadership of Aboriginal Education at CHS shifted in term 2, with a new teacher leading this critical school focus area. The school Aboriginal Education Team continued to flourish in 2023, including 24 staff members meeting fortnightly to plan support and initiatives to bolster the experiences of our whole-school community. Noteworthy new programs introduced in 2023 included:

- Yidaki Group with Uncle Alex Nean

- Aboriginal Girls Dance Group
- Aboriginal Boys Dance group with Uncle Roo Faulkner
- Language program for years 7-9 with Roo Faulkner, learning Gomerioi and Awabakal Language
- Social Koori Touch Day at CHS with Glendale Technology High Schools Junior AECG
- Cardiff Community of Schools NAIDOC Excellence Awards
- Dance Performances and Cultural workshops at Feeder Primary school NAIDOC celebrations
- Aboriginal and Torres Strait Islander Year 6 Transition Day Led by the Junior AECG
- Invest In Yourself Program for Yrs. 9-12 with the Aboriginal Partnership Program and Sydney School of Entrepreneurship.

Student Wellbeing Framework

Continuing with the whole-school framework in 2023, junior students (7-10) have been involved in wellbeing days in both Semester 1 and Semester 2. These were whole year group focused with sessions including the PYLO, Beyond Blue, Blackdog Institute, Headspace, and Kids Helpline.

Year groups have also been delivered targeted sessions on Cyber Bullying, Drug and Alcohol awareness, and respectful relationships. Senior Students (11-12) have been engaged in the ELEVATE Program, Tomorrow Man and Woman, RYDA as well as Life Ready programs. Targeted students have been involved in small group intervention programs throughout the year including Raise Mentoring, Samaritans, and Art of Manliness. A variety of groups have been run in break times to enhance wellbeing opportunities including board games, Lego, Dungeons and Dragons, Art, Music, and Drama groups.

Tell Them From Me data shows a need to continue our wellbeing framework, and to continue our focus on the development of belonging and respectful relationships. The number of wellbeing presentations and initiatives has increased in 2023 with many activities receiving positive comments from students. Senior students have utilised ideas from the ELEVATE Program with many accessing the online content to support their studies. Overwhelming positive feedback was received related to the impact of the Tomorrow Man and Woman workshop (rated 93.25/100 by students). Feedback from the Raise mentoring program, both from mentors and mentees, has been extremely positive.

Resilience In Our Teens Program (RIOT)

CHS launched the RIOT program in term 2. 9 CHS staff were selected as RIOT champions through an EOI process. The RIOT Champions undertook 2 days of professional learning during term 2. The whole school staff participated in RIOT PL during the Term 3 SDD. In term 3, CHS facilitated a highly effective family information evening led by RIOT founder and psychologist Michael Hawton. Over 150 parents attended the evening, which focused on managing teenage anxiety. The RIOT program continued to feature throughout 2023 staff meetings.

CHS has decided to deliver RIOT lessons during the timetable 'wellbeing period', which will be introduced in the 2024 timetable. RIOT lessons will be delivered to students in years 7 and 8.

School stakeholders will participate in pre and post-surveys to identify growth throughout and following this project. CHS has made a 2-year commitment to the RIOT program and will continually roll out initiatives and procedures following the delivery of program milestones.

Technology and Communications Officer (TCO)

The TCO continued to deliver upon the CHS 4-year School Technology Plan. The TCO is a critical connection point between the school and our community. The TCO has driven connection through the management of the school website, school bytes tool, Facebook page, and parent email platform.

Achievements within this funded strategic direction include: Converting old Windows devices into Chromebooks suitable to be loaned as student devices. Expanding the school's laptop resources from 9 trolleys to 22 trolleys, a 60% increase in student devices. Supporting online exams and activities (NAPLAN, Minimum Standards, VALID8, Check-in, All My Own Work, and TTFM). Repurposing obsolete ICT tablets to be utilised within e-wellbeing activities. Configuring devices to support the school's BYOD initiatives. Continual support of students and staff IT needs. Launching the Sentral Parent App and Sentral Messaging System.

Project Health Monitoring Wellbeing App

Year 7 students participated in fortnightly wellbeing and school readiness check-ins via the PHM app throughout 2023. The PHM app has allowed CHS staff members to identify wellbeing concerns and allocate support. Previously some of these concerns may have gone unreported due to student reluctance to speak with staff directly. The app has been excellent at identifying problems in their infancy. Students feel comfortable accessing the app to request support. Following reported wellbeing concerns, a triage process connects students to the most relevant staff member.

Staff Wellbeing Team

The staff wellbeing team continued to meet once a term in 2023. The goal has been the development and introduction of initiatives to increase staff sense of belonging, recognition, and appreciation.

The introduction of a term-by-term wellbeing luncheon had over 50 staff in attendance on each occasion. Staff tokens of appreciation have also had a large uptake since their inception in Term 3, with over 380 tokens being submitted, increasing staff sense of recognition and appreciation. These initiatives have been acknowledged as being highly valuable for increasing morale.

Targeted Sports Program - Cardiff Crows Rugby League Academy

The TSP commenced successfully with 54 students enrolled, surpassing expectations. High student engagement was evident, together with identifiable skills development. The TSP has included community members coaching CHS students. TSP students were recognised during a formal jersey presentation ceremony, involving family and community members. The TSP has bolstered performance at regional gala days, particularly in younger age groups. and girls' rugby league teams. Overall, TSP students have increased school attendance and reduced behavioural referrals.

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
A formulated approach to Staff Wellbeing has been developed and improved staff wellbeing scores have been achieved in the TTFM and school operated Wellbeing survey.	Throughout 2023, CHS delivered our planned approach to wellbeing (The Wellbeing Framework). Results from the PMES indicated an impressive uplift in staff wellbeing/satisfaction scores 2022 - 2023. Our greatest staff improvement gains were in the following areas: 1) Recognition, 2) Feedback / performance management / job purpose, and enrichment, 3) Employee voice, 4) Risk and innovation.
Growth in the proportion of students reporting Expectations of Success, Advocacy, and Sense of Belonging at School.	Student responses in the TTFM survey indicated that expectations of success and school advocacy remained consistent in 2022 - 2023. Student sense of belonging scores declined by 5%.
Percentage of students attending 90% or more of the time increases 5.7% from baseline.	The school exceeded this improvement measure, recording an uplift of 28.2% in students attending 90% or more.
Further Improved / growth within identified areas of the TTFM survey exceeding similar school groups	In 2023, student responses in the TTFM survey indicated increases in student engagement relating to school extra-curricular activities and sport. Students also recorded above SSSG scores related to success in Maths and English.

Strategic Direction 3: Excellence in Leadership

Purpose

Cardiff High School will grow and maintain a culture of high performance and aspiration, developed through research based leadership development. All students and staff will have opportunities to lead and access leadership development in a school environment of high expectations, continuous improvement and collaboration.

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.

- Strengthening Connections
- Leadership capabilities

Resources allocated to this strategic direction

Socio-economic background Professional learning

Summary of progress

Cardiff High School (CHS) achieved impressive outcomes related to our strategic goal of excellence in leadership. Highlights within this strategic direction are summarised below:

Aspirant School Leadership Program (ASLP)

24 CHS staff members continued their participation in the ASLP. 2023 was the 2nd consecutive year of the ASLP, which continued based on its considerable success in 2022. In 2023 the ASLP focused primarily on building team cohesion, psychological safety, leadership coaching, and belonging. Each term, members of the ASLP engaged in a half-day leadership PL focused on "Lead" teaching standards.

In 2023 the ASLP engaged deeply with the work of performance coach Owen Eastwood. Owen's book "Belonging" formed the foundation for our leadership PL focus. Reading Owen's book "Belonging" was a significant experience for several staff. Considerable growth in understanding regarding the power of school connections and relationships transpired whilst focusing on Belonging. The foundation of "Belonging" within the Executive Team inspired growth in relationships, collaboration, and team performance. It is notable that group dynamics within the school executive and identified aspirant leaders are positive, ensuring purposeful progression in school initiatives and focuses.

Data from the TTFM and PMES displays considerable improvements related to staff morale and confidence in school leadership. An identified area of our SIP is improving middle leadership (head teacher level). It is identifiable that CHS middle leaders have grown in capability and capacity throughout their involvement in this program.

A review of our bespoke ASLP revealed that 40% of participants achieved promotions (internal & external) throughout the 2-year delivery of this program.

Restorative Practices:

CHS staff participated in a highly successful PL program on Restorative Journeys at the commencement of 2023. All staff departed this PL with a toolkit for implementing restorative practice in classrooms. The school executive commenced including restorative practice questions in student conduct meetings, including family meetings. The learning from restorative practice PL was integral in the CHS behaviour management review. Building from this PL, CHS stakeholders collaborated to create our new whole-school approach to behaviour management - "The Cardiff Code".

Student Leadership:

The school continued to promote leadership opportunities for students. Regularly scheduled meetings occurred between the principal and SRC/Junior AECG students. Students are allowed a voice when it comes to school decisions and improvements. Student involvement in the Junior AECG has increased with 25 current student members. The JAECG has also been involved in regional AECG meetings, delivering the JAECG and Aboriginal Education report on behalf of CHS. The school continued its arrangement with SRC/JAECG roll call. Coordinator teachers facilitated roll calls, allowing students to collaborate on SRC matters daily. Moving into 2024, CHS will partner with the Newcastle Wildfires to deliver the Impact Players Program. This leadership development program will be offered to SRC students in Term 2. The program is part of CHS's ongoing focus on not only offering representation opportunities but also developing leadership

skills within students.

External Validation:

CHS successfully navigated External Validation in Term 3 2023. The school's self-assessment and determinations were 100% ratified by the EV team. CHS was assessed at Sustaining and Growing in 13 SEF elements and Excelling in 1 (school resourcing). Impressively, CHS improved from "delivering" to "sustaining and growing" in 12 of 14 SEF areas. CHS also improved from "sustaining and growing" to "excelling" in 1 area. The school's considerable EV improvement from 2018 to 2023 also featured zero regression of any SEF element. The School EV team consisted of 6 executive staff, working across the school. The EV team ensured that all school faculties were featured in our final EV submission. CHS submitted an extensive EV report (124 pages). CHS summarises its element assessment below:

Learning

All forms of differentiation were evident at Cardiff High and students were able to easily and effectively move from one type of differentiation to another due to effective processes recording student goals, interests, and capacities.

Teaching

There was energy and enthusiasm demonstrated by staff around all the themes evident in the teaching domain. There is further enthusiasm for utilising modern research-supported pedagogies and a significant energy around engaging with the new Head Teacher Quality Teaching to ensure that such pedagogies are effectively applied to the specific needs of various faculties and their specific skill sets.

Leading

Throughout our evaluations, staff emphasised their appreciation of Cardiff High School's egalitarian pathways to leadership.

Business Manager:

The continuation of our Business Manager has been highly beneficial to the stakeholders of CHS. The BM acquired additional roles throughout 2023, with a considerable focus assigned to improving school facilities and infrastructure. In partnership with the Principal, the BM supervised the planning and preparations for our new multi-purpose sporting courts and outdoor amphitheater (\$200,00+). Additionally, considerable infrastructure improvements were achieved through student bathroom renovations, the installation of permanent school pathways, new roofing to our canteen building, carpeting and painting throughout the school, school hall floor repairs, and significant improvements to our grounds.

In 2023, the BM supervised a new General Assistant. This successful supervision arrangement has led to considerable grounds improvement throughout our school. A focus on school beautification has achieved impressive results, with significant positive feedback being received.

The BM has been critical in monitoring and managing the 2023 school budgets. In 2023, CHS achieved 100% spending of equity funds, ensuring current funding was spent on current stakeholders. The BM worked collaboratively with the Senior Exec to ensure accurate staff planning was reflected throughout the eFPT tool. An improved financial position was achieved through the introduction of School Bytes financial software, allowing families easier access to the payment of excursion payments and school contributions. A considerable increase in financial contributions was achieved in 2023, which was allocated directly to enhancing student resources.

School Executive Support Officer

In 2023, CHS continued its engagement of a SAO in the position of School Executive Support Officer (1 day per week).

The SESO provided ongoing administrative support the the Deputy Principals and Principal, whilst enhancing community connections. The SESO acquired numerous administrative roles and tasks, ensuring senior executive staff were afforded greater time and opportunities to focus on whole-school leadership.

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
The school maintains and further	Student leadership opportunities expanded throughout 2023, with higher

<p>develops a strongly identified Student Representative Council (SRC) and Junior AECG, able to elevate student leadership opportunities and voice within CHS.</p>	<p>student engagement, an identified student leadership daily roll call group, and the election of Junior AECG students into School Captaincy positions.</p>
<p>Continued strong engagement and cohesion with the P&C and school leadership teams.</p>	<p>P&C meetings continued successfully in 2023. In 2023, the P&C achieved a considerable increase in funds raised, which were purposefully invested into school improvements. Further links between CHS and our P&C were established through the delivery of a P&C-sponsored Cultural Ambassador Scholarship program.</p>
<p>Aspirant staff program is reviewed and strengthened ensuring enhanced leadership skills and pathways to promotion.</p>	<p>Our successful Aspirant School Leadership program continued throughout 2023. 40% of group members achieved promotion in 2023.</p>

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$6,479.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Cardiff 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 targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: Employment of Learning and Support Teacher (LaST) to conduct literacy and numeracy assessments of our identified students. The LaST then utilised student results to support learning growth and development within identified students.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to apply New Arrivals Funding to this model.</p>
<p>Integration funding support</p> <p>\$447,545.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Cardiff 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"> • Literacy & Numeracy Improvement Measures • Data Driven Practices • 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 • consultation with external providers for the implementation of [strategy] • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: The funding has allocated specialised staff to identified students. Our specialised staff have provided targeted support related to learning and behavioural development.</p> <p>After evaluation, the next steps to support our students will be: Our IFS allocation model and programs will continue in 2024.</p>
<p>Socio-economic background</p> <p>\$369,102.90</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Cardiff 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"> • Student Wellbeing • Strengthening Connections • Leadership capabilities • 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 additional staff to support The Learning Centre program

<p>Socio-economic background</p> <p>\$369,102.90</p>	<p>implementation.</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • employment of external providers to support students with additional learning needs <p>The allocation of this funding has resulted in the following impact: The employment of specialised staff to enhance the educational outcomes of our student population. This funding allocation directly supported students from disadvantaged or lower SES backgrounds.</p> <p>After evaluation, the next steps to support our students will be: These funded programs and personnel will continue in 2024.</p>
<p>Aboriginal background</p> <p>\$133,576.26</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Cardiff 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"> • Student Wellbeing • 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 additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (AEO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: Employment of full time permanent Aboriginal Education Officer, and funding of culturally significant events and programs.</p> <p>After evaluation, the next steps to support our students will be: CHS will continue the engagement of an AEO, how will lead cultural programs and initiatives throughout the school.</p>
<p>English language proficiency</p> <p>\$5,977.23</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Cardiff 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 & Numeracy Improvement Measures • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • establish a core practice for supporting students learning English as an Additional Language or Dialect • withdrawal lessons for small group (developing) and individual (emerging) support • additional staffing to implement Individual Educational Plans for all EAL/D students <p>The allocation of this funding has resulted in the following impact: Employment of SLSOs to work with identified students within the School Learning Centre.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to employ SLSOs to work with students who attract this funding.</p>
<p>Low level adjustment for disability</p>	<p>Low level adjustment for disability equity loading provides support for</p>

<p>\$341,892.04</p>	<p>students at Cardiff 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"> • Literacy & Numeracy Improvement Measures • 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 additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: Employment of 2 x Learning and Support Teachers (LaSTs) to work across out mainstream setting.</p> <p>After evaluation, the next steps to support our students will be: The employment of 2 LaSTs will continue in 2024.</p>
<p>Professional learning</p> <p>\$77,375.26</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 Cardiff 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"> • Data Driven Practices • Leadership capabilities • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • presentations by suitable and qualified facilitators, for example diabetes or first aid workshops <p>The allocation of this funding has resulted in the following impact: The School Professional Learning Team managed this budget, allowing staff equitable access to professional learning opportunities, together with engaging specialists to deliver whole school professional learning.</p> <p>After evaluation, the next steps to support our students will be: Our Professional Learning Team model will continue in 2024.</p>
<p>Beginning teacher support</p> <p>\$15,673.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Cardiff High School during their induction period.</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 initiative funding include:</p> <ul style="list-style-type: none"> • reduced responsibilities or teaching loads sufficient to support the development of their skills • mentoring structures and collaborative practices within the school or across a cluster of schools • professional learning that focuses on classroom and behaviour management, strategies to build student engagement, collaborative

<p>Beginning teacher support</p> <p>\$15,673.00</p>	<p>professional practices within the school and productive relationships with parents and caregivers.</p> <p>The allocation of this funding has resulted in the following impact: Reduction of teaching load for identified Beginning Teacher. Funding of relevant professional learning courses, and release of mentor teacher to work alongside beginning teachers.</p> <p>After evaluation, the next steps to support our students will be: The successful model will continue if CHS is allocated a beginning teacher in 2024.</p>
<p>COVID ILSP</p> <p>\$220,584.53</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>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/educators to deliver small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact: Employment of teachers and SLSOs to deliver our CILSP.</p> <p>After evaluation, the next steps to support our students will be: The school will continue this model of student support with our 2024 allocation of Small Group Tuition funding.</p>
<p>Per capita</p> <p>\$193,045.30</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Cardiff 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 operational funding include:</p> <ul style="list-style-type: none"> • Funding of school operational resources and assets. <p>The allocation of this funding has resulted in the following impact: Funding of school operational resources and assets to ensure the ongoing day-to-day running of CHS.</p> <p>After evaluation, the next steps to support our students will be: The same utilisation of this funding will continue in 2024.</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 Cardiff 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 Staffing - Other include:</p> <ul style="list-style-type: none"> • Improve the wellbeing, resilience, and pro-social behaviours of students by working in partnership with the wellbeing team and the school counselling service to prioritise and deliver individual, small group and

Student Support Officer

\$99,516.00

whole-school evidence-based programs and strategies.

- SSOs contribute to the implementation of the whole-of school approach to wellbeing with a focus on early intervention.
- working collaboratively with external and other government agencies in their support of students and their families.

The allocation of this funding has resulted in the following impact:

The school employed a full time Student Support Officer (SSO) in 2024.

After evaluation, the next steps to support our students will be:

The SSO will continue in 2024.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	361	377	361	376
Girls	349	347	339	342

Student attendance profile

School				
Year	2020	2021	2022	2023
7	92.0	89.1	83.3	86.8
8	92.3	80.9	80.7	81.1
9	91.9	83.6	76.3	80.0
10	89.3	82.8	78.1	76.1
11	93.1	78.8	73.6	78.4
12	93.9	81.2	84.3	83.5
All Years	91.9	83.1	79.2	80.8
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

Attendance

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

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	3	2
Employment	3	20	31
TAFE entry	1	4	7
University Entry	0	0	56
Other	0	0	4
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

24.66% of Year 12 students at Cardiff High School undertook vocational education and training in 2023.

Year 12 students attaining HSC or equivalent vocational education qualification

98.2% of all Year 12 students at Cardiff 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
Head Teacher(s)	9
Classroom Teacher(s)	44.5
Learning and Support Teacher(s)	2
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	18.68
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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 ¹	2023 Aboriginal and/or Torres Strait Islander representation ²
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.

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 Actual (\$)
Opening Balance	647,300.21
Revenue	12,565,132.31
Appropriation	12,259,308.62
Sale of Goods and Services	1,261.04
Grants and contributions	293,887.14
Investment income	10,575.51
Other revenue	100.00
Expenses	-12,679,042.58
Employee related	-11,310,469.33
Operating expenses	-1,368,573.25
Surplus / deficit for the year	-113,910.27
Closing Balance	533,389.94

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 SBAR Adjustments (\$)
Targeted Total	364,753
Equity Total	850,548
Equity - Aboriginal	133,576
Equity - Socio-economic	369,103
Equity - Language	5,977
Equity - Disability	341,892
Base Total	9,368,750
Base - Per Capita	193,045
Base - Location	0
Base - Other	9,175,705
Other Total	830,525
Grand Total	11,414,577

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.

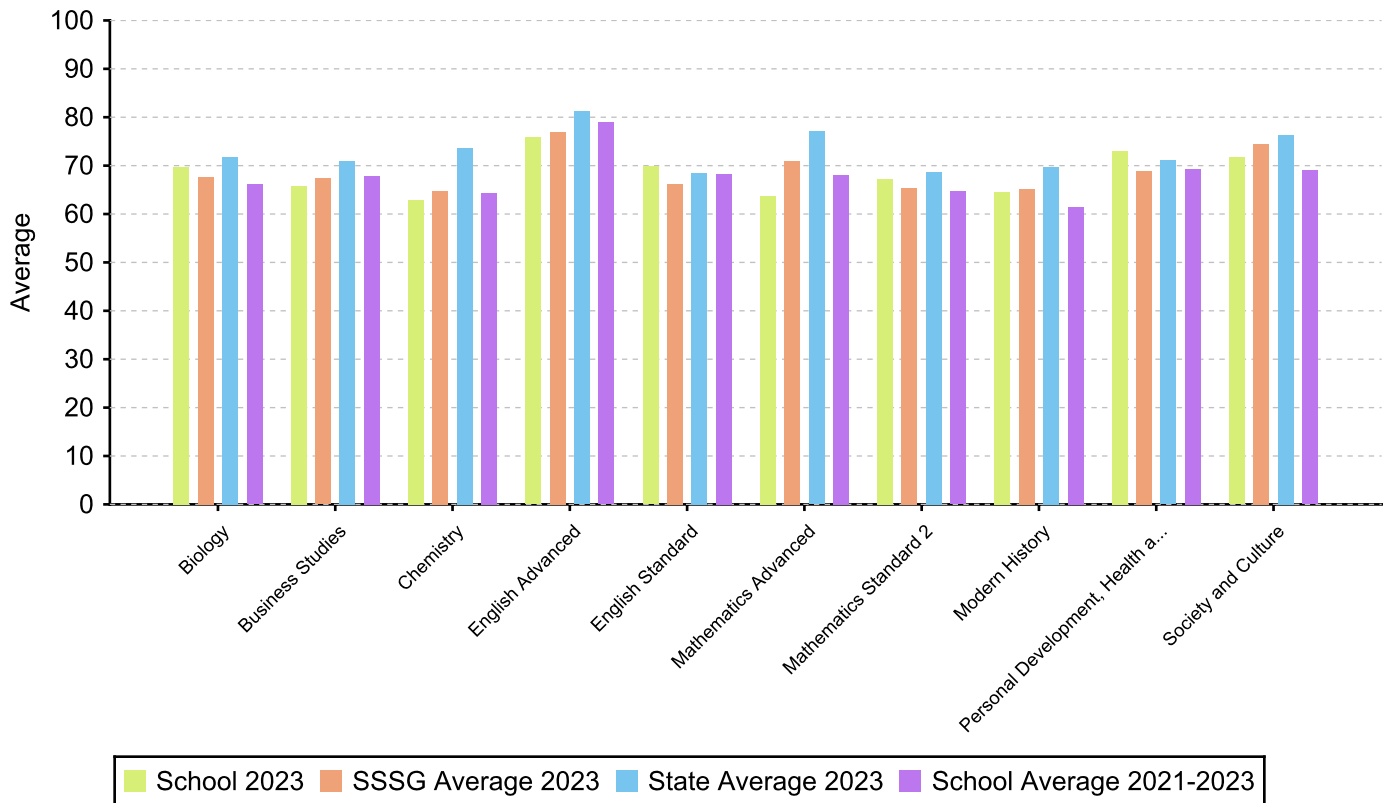
In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2023	SSSG	State	School Average 2021-2023
Biology	69.7	67.6	71.8	66.1
Business Studies	65.8	67.3	70.9	67.8
Chemistry	62.9	64.7	73.7	64.3
English Advanced	75.8	76.9	81.2	78.9
English Standard	69.8	66.3	68.5	68.3
Mathematics Advanced	63.7	71.0	77.0	68.0
Mathematics Standard 2	67.2	65.4	68.7	64.7
Modern History	64.6	65.2	69.6	61.5
Personal Development, Health and Physical Education	73.0	69.0	71.0	69.2
Society and Culture	71.7	74.5	76.3	69.0

Parent/caregiver, student, teacher satisfaction

Parent/caregiver, student and teacher satisfaction data. This information is provided following analysis of the Tell Them From Me (TTFM) Survey, and People Matter Employee Survey (PMES).

Analysis of the results of the 2023 TTFM survey and PMES data submitted by Cardiff High School students, parents and staff highlights many impressive strengths within Cardiff High School.

TTFM Student Data:

Student data reported the highest satisfaction scores in the following areas:

- Above 80% of students reported that they have positive behaviour and positive peer relationships at school.

- CHS Students recorded their highest participation in extra-curricular activities since 2017.

- In comparison to 2022, CHS experience positive growth regarding: positive homework behaviours, intellectual engagement, motivation, grades in English and Science, and an increased amount of students intending to attend University.

Student responses indicating a downward trend or lower than state response have informed planning in our new 2024 - 2027 Strategic Improvement Plan. Our data analysis has led to planning around the following identified areas; attendance, sustaining learning effort, and student advocacy.

TTFM Parent Data:

Parent data reported the highest satisfaction scores in the following areas:

- Feeling welcome when visiting the school, being well-informed about school activities, having their child encouraged to do their best work, and available extra-curricular programs.

- In comparison to 2022, CHS experienced positive growth regarding: being informed of school activities, being informed about student behaviour and academic progress, positive student achievement recognition, and improved student behaviour.

Parent responses indicating a downward trend or lower than state response have informed planning in our new 2024 - 2027 Strategic Improvement Plan. Our data analysis has led to planning around the following identified areas; informing parents about social and emotional development, communicating teacher high expectations of the learner, focusing on supporting student safety, and supporting students to make positive friendships.

TTFM & PMES Staff Data:

Staff data reported the highest satisfaction scores in the following areas:

- Impressively, staff reported positive growth (2022 - 2023) throughout 90% of the TTFM survey responses.

- Staff reflected positively that school leaders have established visible learning goals, provided feedback on teaching, maintained a safe school environment, and taken time to observe lessons.

- Overall improvements were recorded in the areas of: leadership, collaboration, learning culture, data informed practice, teaching strategies, technology, school inclusion, parental involvement, challenging and visible goals, planned learning outcomes, quality feedback, and overcoming obstacles to learning.

Staff responses indicating a downward trend or lower than state response have informed planning in our new 2024 - 2027 Strategic Improvement Plan. Our data analysis has led to planning around the following identified areas; linking learning relevance to student experiences, enhancing staff ICT capabilities, and increasing the use of technology within mainstream lessons.

People Matter Employee Survey (PMES) - staff

Cardiff High School was very pleased with the results of the 2023 PMES.

Areas with the highest favourable scores from our staff population included:

- 1) 93% Customer service, 2) 93% Risk and innovation, 3) 93% Employee voice, and 4) 93% Ethics and values

Area of the greatest improvement included:

1) Recognition, 2) Feedback and performance management/job purpose and enrichment, 3) Employee voice, and 4) Risk and innovation.

Staff responses from the PMES indicating a downward trend or lower than state response have informed planning in our new 2024 - 2027 Strategic Improvement Plan. Our data analysis has led to planning around the following identified areas;

1) Flexible working arrangements, 2) role clarity and support, and 3) teacher workloads.

Cardiff High School is fortunate to have a dedicated and long-serving staff population who value the Cardiff High School culture and dedicated extended periods of their career to our great school.

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.

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.

Multicultural Education Policy

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.