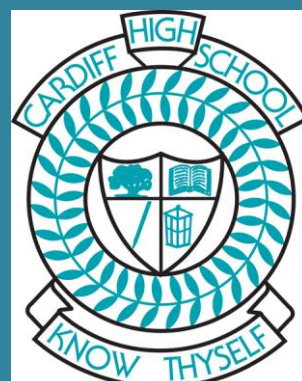




# Cardiff High School Annual School Report



# 2011



## ***Our school at a glance***

### **Students**

Students at Cardiff High School are provided with a breadth of educational opportunity in a strongly supported environment that values challenging students to achieve their personal best. Students are also offered many opportunities in performing arts, sport, extra curricula activities and leadership.

### **Staff**

Our staff entitlement in 2011 was 51.4. This consisted of 43 teaching staff including a support teacher, 2 counsellors and 0.7 Support Teacher Learning Assistance. Our executive staff consisted of 8 head teachers, deputy principal and principal. An ESL teacher (0.1) was also appointed during 2011.

All teaching staff meet the professional requirements for teaching in NSW public schools.

### **Significant programs and initiatives**

Each of these will be found in greater detail later in the report.

**Career and Transition (CAT) Programs** were a major focus in 2010 involving students from year 7-10.

**Student Volunteering** A group of 25 students were involved in 2 volunteering programs.

**Lakeside Transition Initiative** Six local school joined to form a partnership to deliver innovative programs to students to build personal and employability skills as well as clarify future goals and plans.

**Leadership Review** Students led a review of the leadership programs in the school.

**Colours Day** As part of improving school culture and reinvigorate house competition a successful Colours Day as held.

**Welfare Initiatives** All students participated in a range of welfare programs relationships, study skills, motivation, cyber bullying, sexting, resilience, 'Roadwhys' and Driver Education.

Students also saw the play 'Cybershorts' which initiated discussion on cyber bullying.

**Review of Learning Support Team (LST)** A review and refinement of Learning Support Team structures occurred during 2011 resulting in better communication with staff and ongoing support of students.

### **Student achievement in 2011**

Wonderful results in HSC with students achieving above the state in Ancient History, Business Studies, Community and Family Studies, Engineering Science, English Standard, Food Technology, Industrial Technology, Information Processing and Technology, Music, PDHPE, Senior Science, Society and Culture, Software Design and Development, Textiles and Design and Visual Arts.

In the School Certificate strong performances are shown in achievements in the top 3 bands.

Year 9 NAPLAN results indicate performance is below State. However, growth data in reading and numeracy is above the State.

Year 7 NAPLAN results indicate performance below the State. However growth data in spelling is above the State.

### **Principal's message**

Students at Cardiff High School are provided with a breadth of educational opportunity in a strongly supported environment that values challenging students to achieve their personal best. Students are offered many opportunities in performing arts, sport, extra curricula activities and leadership. 2011 was an exceptional year that truly celebrated excellence, opportunities and success for our students. I hope you enjoy reading about our students and their achievements.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

**Suzanne Russell**

## P & C and/or School Council message

Thanks to the wonderful group of parents who help at our canteen. Our canteen is the focal point for all fund raising and this year we decided to employ an extra worker 2 days a week due to falling numbers of volunteers. Many of our exiting volunteers continue to come even though their own students have left school. We really appreciate their time and commitment to our school.

Our major achievement for 2011 was the financial support offered to build a Covered Outdoor Learning Area (COLA) over the school basketball court. Initially funding would not allow the full cover to be built. Fortunately, our committed funds were not required which leaves us with a healthy budget for planning in 2012.



We purchased a commercial espresso machine for use in the senior Hospitality course. We supported student leadership initiatives and training of our captains. We also continued to keep parents informed of school events through the fridge magnet calendar. We look forward to parents supporting our school through attendance at meetings, through volunteering time in the canteen and our planning for our 50<sup>th</sup> Anniversary in 2013.

**Kristine Eyre**

## Student representatives' message

Looking back on 2011 ... representing Cardiff High as leaders, both in the school and the wider community, has been a priceless experience filled with cherished memories that will remain with us always. In many ways, it brings us great sadness

to leave the security of Cardiff High where we have spent six action packed years. However, all good things must come to an end and now it is time for us to venture out into the big wide world.

During this time, we were honoured to be elected by our peers and teachers as School Captains for 2011. The year brought countless opportunities such as attending NSW Leadership Conference, a tour of Parliament House in Sydney, meeting the Premier Barry O'Farrell and participating in the ANZAC Dawn Service. However, none of this would have been possible if not for the ongoing commitment and support of the ultimate leader, Mrs Russell, whose enthusiasm and pride in Cardiff High is inspiring.

During our time as Captains, we have witnessed the reinvigoration of the SRC and the role of House Captains. The aim of the SRC is to spread the opportunities for leadership within each year group. We would like to thank Mrs Freeman for her mentorship of the SRC and Ms O'Donnell who managed the leadership training sessions.

**Laura Goodwin and Yuri Jaremus**

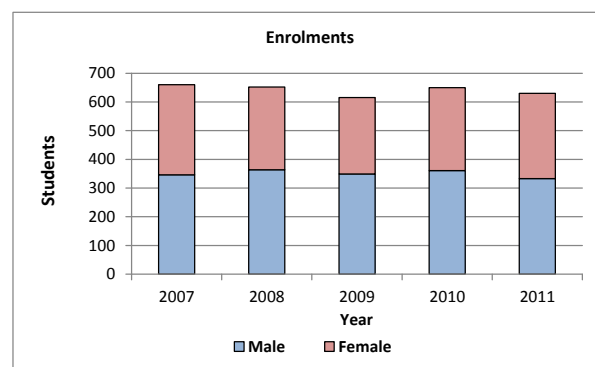
## School Captains 2011

## School context

### Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

### Student enrolment profile



Our enrolment has remained stable with slightly more boys than girls enrolled.

### Student attendance profile

Attendance in the junior school compares very favourably to the region. Lower attendance figures in the senior school reflect late notification to the school of students gaining work, traineeships or attendance at TAFE.

School	Year	2008	2009	2010	2011
	7		92.4	93.9	91.5
	8		90.6	92.9	88.3
	9		89.7	91.7	85.5
	10		88.6	93.0	87.9
	11		85.0	91.4	82.7
	12		87.7	91.9	82.3
	Total	90.1	89.3	92.6	86.9
Region	7		91.5	91.7	91.2
	8		88.9	89.6	88.8
	9		87.8	87.6	87.5
	10		87.6	87.2	85.7
	11		88.2	87.5	85.5
	12		88.4	88.7	87.4
	Total	#N/A	88.7	88.7	87.7
State DEC	7		92.3	92.6	92.5
	8		90.0	90.5	90.1
	9		88.8	89.1	88.8
	10		88.7	88.3	87.1
	11		89.4	89.1	87.6
	12		89.4	89.8	89.2
	Total	89.9	89.7	89.9	89.2

### Management of non-attendance

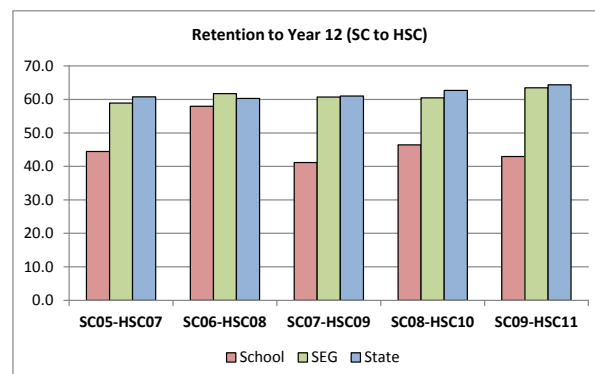
A daily roll call takes place at 9 a.m. The Millennium system is used to manage student attendance. Letters are generated weekly for unexplained absences. Staff members follow up on fractional truancy through Millennium reporting, contacting parents as required. Long term non-attendance is reported to the Home School Liaison Officer

### Structure of classes

Year 7 is based on mixed ability with designated enrichment and literacy classes. Year 8-10 Core classes are determined by each faculty and include mixed ability and graded classes

### Retention to Year 12

Retention from Year 10 2009 to Year 11 2010 was 75%. Retention from Year 11 2010 to Year 12 2011 was 68%. While this appears low compared to the State and Region, the students who leave do so to work, traineeships and apprenticeships. This is due to the outstanding work of our Careers Adviser and our Career and Transition Team.



### Year 12 Post-school destinations

University	58%
TAFE	21%
Work	15%
Traineeships/Apprenticeships	4%
Unknown	2%

### Year 12 students undertaking vocational or trade training

Vocational Courses offered at school included Business Services and Information Technology. These were studied by 0.5% of Year 12. 15% of students completed vocational courses at TAFE including Electro-technology, Music Industry, Animal Care, Construction and Tourism.

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

Fifty seven students attained the HSC. Of these 21% obtained Certificate II Qualifications as part of their HSC.





## Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Our staff is highly professional and committed to achieving the best for our students.

## Staff establishment

Position	Number
Principal	1
Deputy Principal	1
Head Teachers	8
Classroom Teachers	36
Teacher of Mild Intellectual Disabilities	1
Support Teacher Learning Assistance	0.7
Teacher Librarian	1
Teacher of ESL	0.1
Counsellors	2
School Administrative & Support Staff	11.2
Total	62

Our Aboriginal Education Officer is Aboriginal.

## Staff retention

2011 marked the retirement of Mrs H Matthews (Deputy), Ms H Kelsey (Head Teacher Mathematics), Mr S Colyvas (English teacher) and Mr D French (Careers) left the teaching service. Staff retention for 2011 was 95%.

## Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Degree or Diploma	92%
Postgraduate	8%

## Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary:	30/11/2011
<b>Income</b>	<b>\$</b>
Balance brought forward	273294.31
Global funds	504458.15
Tied funds	262648.25
School & community sources	292659.05
Interest	20649.32
Trust receipts	18336.56
Canteen	0.00
Total income	1372045.64
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	105598.90
Excursions	100131.56
Extracurricular dissections	106307.35
Library	9219.99
Training & development	1007.19
Tied funds	269838.53
Casual relief teachers	135969.89
Administration & office	120124.33
School-operated canteen	0.00
Utilities	87430.87
Maintenance	64634.29
Trust accounts	16593.17
Capital programs	13720.00
Total expenditure	1030576.07
<b>Balance carried forward</b>	<b>341469.57</b>

## School performance 2011

Cardiff High students continue to excel in all extra curricula opportunities.

## Achievements

### Creative and Performing Arts

In 2011 a very enthusiastic group of Year 7 arrived keen to be involved in the artistic life of the school. A number have been attending wind group on Thursdays at lunchtime while others have joined Tuesday afternoon Rock Project.

Year 8 elective music has proven popular with these students performing with great success at many school events.

Elective music courses continue to be popular with students developing their musicianship in areas of performance, composition, analysis and research. These students possess significant talent and a wide skill base.

Year 12 led by example, participating with great enthusiasm and application in all performance

opportunities offered. The HSC Performance Night staged a week leading to the exams delivered many excellent performances, displaying precision, polish and professionalism.



MADD night was a sell out with standing room only. The cast and crew delivered probably the slickest show in memory with a wide variety of music, dance and drama performances, short films and an excellent art display.



Visual Arts continues to be a strong feature of our talented students with many fine and diverse works on display during MADD and in our foyer. Our students also had the opportunity to participate in a Community Art Project, designing and painting a mural on the Winding Creek Basin Weir.

## Sport

We had another successful sporting year. We have introduced some new sports including

Theatre Sports and Zumba. Our weights program has expanded with expert supervision and instruction from Mrs Crow and Mr Hunt, both of whom are accredited personal trainers. Our volleyball team benefitted from the training on program run by Mr Welch. Our Open Boys Volleyball team reached the final four in the region before going down to Merewether. Our soccer team was coached by Mr Gaul who has devoted much time and effort in nurturing our younger talent.

We offered our usual range of sports but also included some personal growth programs including RUSH, DARE and the Volunteer Program.



Cardiff High hosted an inter-zone Year 7 carnival at Ulinga. We competed against six other schools from Westlakes with Cardiff winning boys and girls mixed soccer, netball and touch football.

We competed in Zone and Regional Swimming, Cross Country and Athletics. Carissa Borrow excelled in swimming and Lenden Pratt and Trent Thomson excelled in Athletics. We had regional representatives including Tye Ansell for Soccer, Kirsten Stanton for Touch Football, Adrienne Harvey for Tennis. Kelsey Flanagan shone in the State Gymnastics Titles. Brock Griffiths excelled in BMX, Drew and Wade Lambert were selected by AIS for Basketball as was James Broderick for Lawn Bowls. Maddison Jones represented the school in Equestrian events. Emily Hourighan travelled to Tasmania to compete in the Australian Aerobics Titles and Blake Windred was invited to participate in the NSW Golf Open.

Staff undertook development activities on a Staff Development Day to learn how to encourage participation and refine their own skills.

## Community Participation

Fifty Year 10 students participated in a leadership activity called Lift Up Australia. They completed community service activities, supported by the Cardiff Chamber of Commerce, removing graffiti from public spaces.



## Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

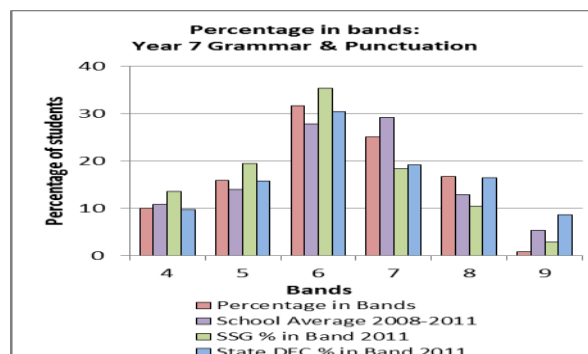
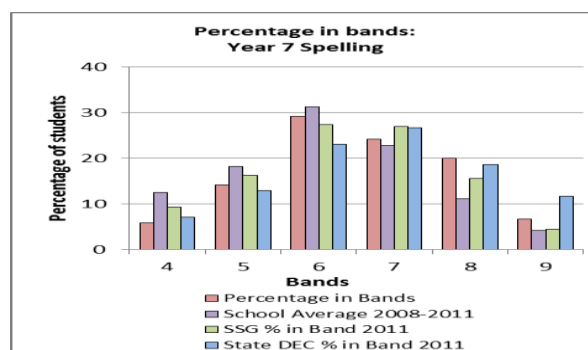
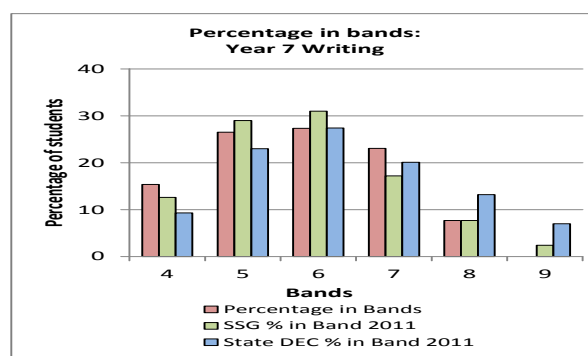
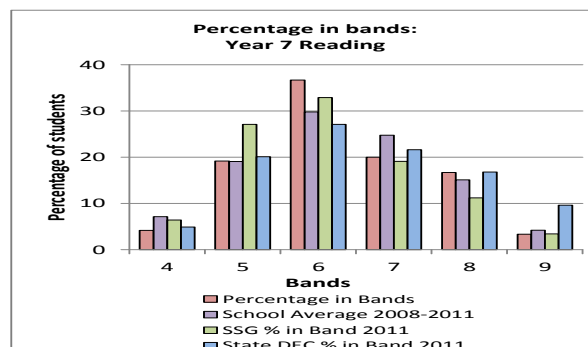
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

## Literacy – NAPLAN Year 7

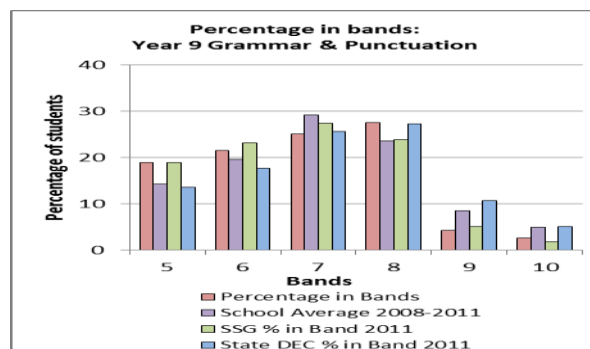
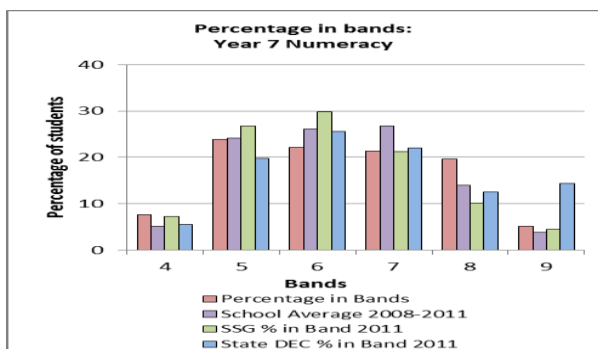
Reading, Spelling and Punctuation and Grammar sections show improvement in students achieving through to the higher bands. Writing is still an area of concern.



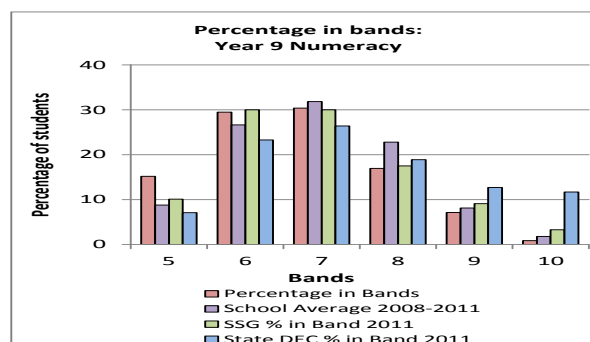
## Numeracy – NAPLAN Year 7

In Numeracy there is improvement indicated in students achieving in the higher bands. However,

more students are entering below the benchmark.

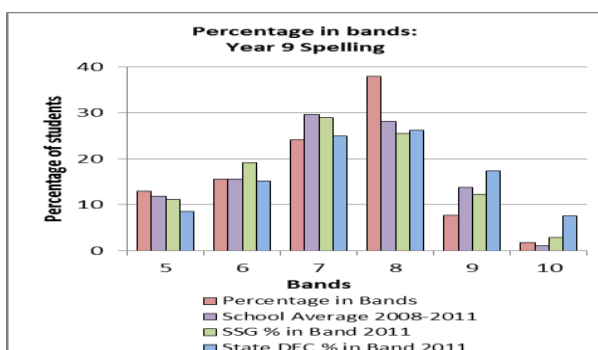
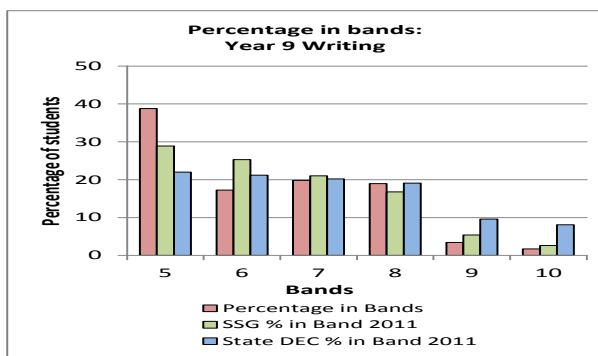
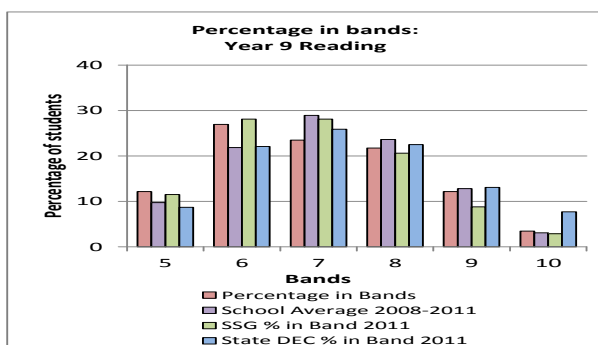


## Numeracy – NAPLAN Year 9



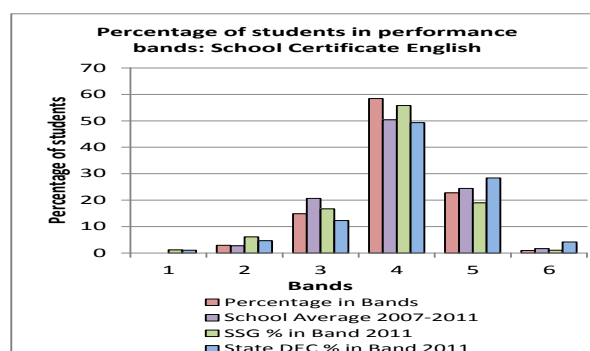
## Literacy – NAPLAN Year 9

While performing below the state in all areas, growth data in reading and numeracy is above state and region.



## School Certificate

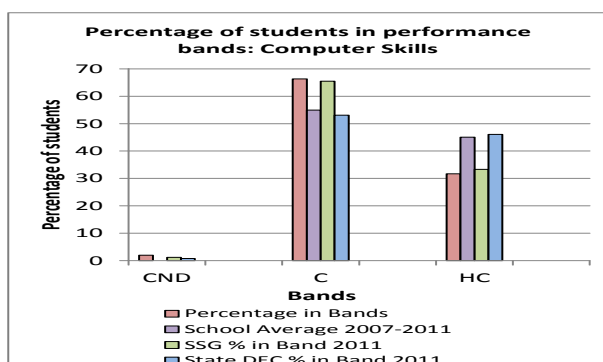
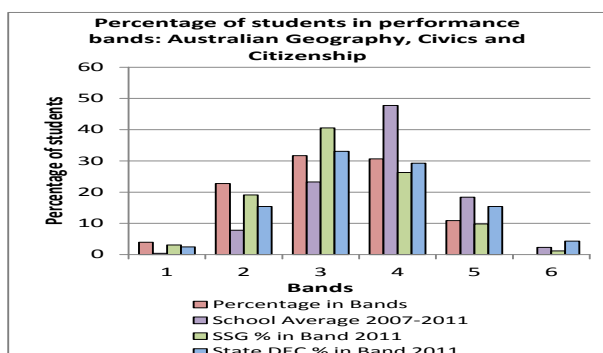
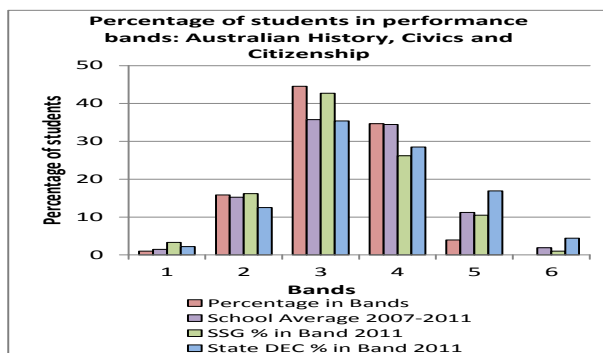
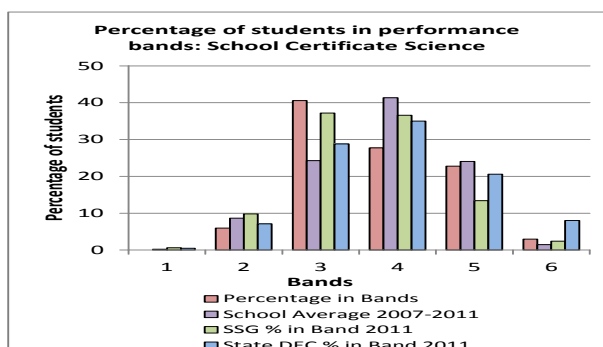
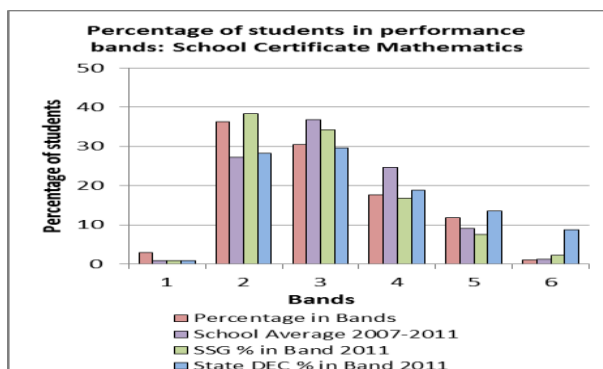
Strong performance was recorded in the top 3 bands in all areas. Of particular note is the outstanding result for English. English and Mathematics show improvement. Note, no students achieved Band 1 in English and Science.



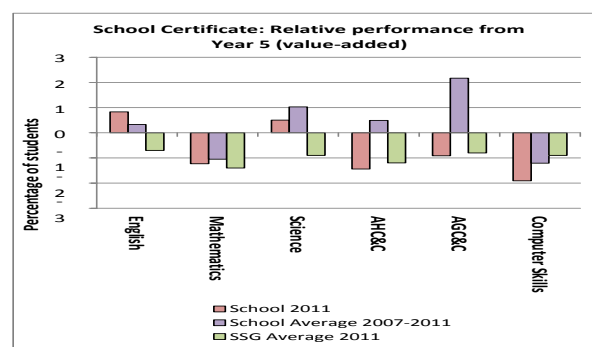
**82.2%** of students achieved a band 4, 5, or 6. This was some of the highest achievement data realised by the faculty in recent years and placed the school above state % average for high achievement bands

23.8% of students achieved a band 5 or 6



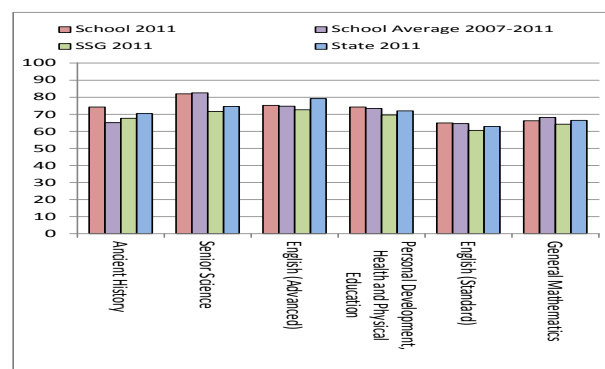
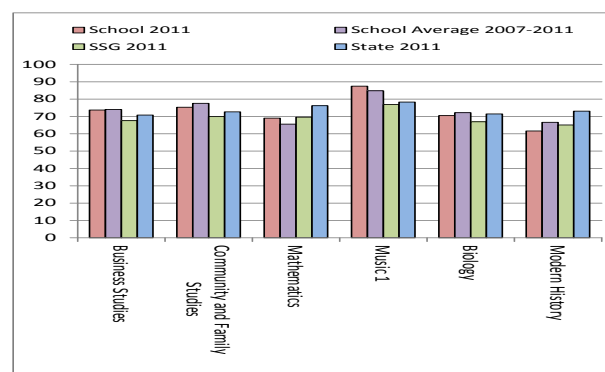


## School Certificate relative performance comparison to Year 5 (value-adding)



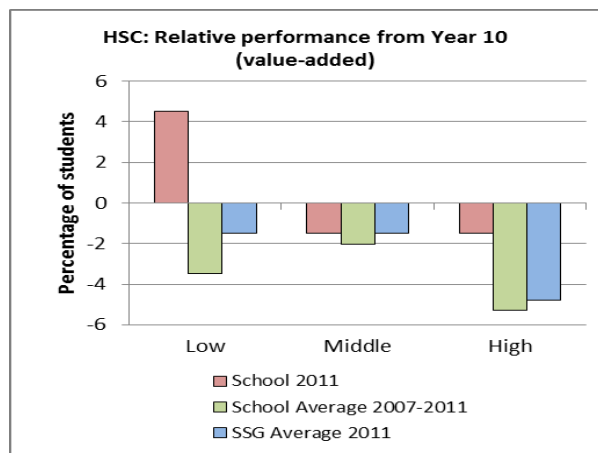
## Higher School Certificate

Some outstanding results were achieved in 2011. Deserving particular attention is Music and Senior Science. Wonderful results in HSC saw students achieving above the state in Ancient History, Business Studies, Community and Family Studies, Engineering Science, English Standard, Food Technology, Industrial Technology, Information Processing and Technology, Music, PDHPE, Senior Science, Society and Culture, Software Design and Development, Textiles and Design and Visual Arts.



## Higher School Certificate relative performance comparison to School Certificate (value-adding)

Improvements in all areas is noted.



## Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

### Minimum Standards data

Percentage of Year 7 students achieving at or above minimum standard (exempt students included)	
Reading	95.8
Writing	84.6
Spelling	93.4
Grammar & Punctuation	89.3
Numeracy	92.3

Percentage of Year 9 students achieving at or above minimum standard (exempt students included)	
Reading	87.1
Writing	60.7
Spelling	86.3
Grammar & Punctuation	80.3
Numeracy	84.1

Writing continues to be an area of concern. Persuasive writing is the new area currently being tested.

## Significant programs and initiatives

**Career and Transition (CAT) Programs** were a major focus in 2010 involving students from year 7-10. The CAT team met Year 10 every day during roll call to inform them of planning, work experience and opportunities available to them. Year 7 were involved in a “buddy” leadership program to assist transition to high school. The Rural Fire Service ran a cadet program with students from Year 9. Students from Year 9 and 10 were involved in a leadership initiative with Cardiff Primary which resulted in the building of garden beds. Jobquest and Landcare were also involved.



**Student Volunteering** A group of 25 students were involved in 2 volunteering programs. The major initiative was to visit our local aged care facility to link with the residents, chat and entertain. The residents were always eager to see our students who quickly established a rapport with the elderly. Music, singing, conversation and many manicures were completed. Some of these students also volunteered as servers in the school canteen.

**Lakeside Transition Initiative** Six local high school joined forces to be able to deliver innovative programs for students who needed assistance with transition to senior school and or work. The Employability Passport Program was the initial program where we worked with Careerlinks to deliver information and skills to build student knowledge and confidence and help clarify future options. Many other community organisations including Lake Macquarie Council, TAFE,

Westfield and Passmores were involved. This initiative grew and we were successful in gaining a grant of \$58,000 to further develop this project.

**Colours Day** As part of improving school culture and reinvigorating house competition a successful Colours Day was held. Students and staff were encouraged to dress in their House colours, met with their newly elected captains, learnt the history of the Houses and learnt the House chant. Competitions were held around the chant prior to a barbecue and an afternoon of House based competition. A great fun day had by all.



### **Welfare Initiatives**

Programs that ran at Cardiff High School with the assistance of the Welfare team included the following –

#### **RUSH**

RUSH provides a self-esteem program called - 'Positive'. This program is aimed at developing resilience and self-esteem in young people, especially girls in Year 7-10.

This program took place at school during sport allocated time, in Terms 1- 4. Sue Prosser, an experienced youth worker from RUSH Mentoring Services facilitated this program. Sue has 20 years' experience working with young people.

Throughout the term, the students addressed their life's dream, work life, respect at school, anger management, how to party safe and girl meets boy. At the end of the program, there was a graduation whereby the students received a certificate.

An exciting year lies ahead with presentations from Cybershorts for Year 7 and a play call Real Life for the other years. A fee contribution of \$5 covers this cost.

Girls Advisor

Kara Osborne

### **Aboriginal education**

In 2011, Cardiff High Aboriginal enrolment was 9% of the whole school population. 2 Aboriginal students were successful in the HSC and 6 completed the final School Certificate. Retention increased, 80% of Aboriginal student returned to continue their studies in Year 11, one successfully gained an in -school traineeship. Norta Norta funding provided a support tutor three days a week. The improvement in student engagement was recognised in all areas.

The students had the opportunity to attend Indigenous Job Market, this assisted several students selecting their career paths. Students also attended International Youth Day Touch Carnival sponsored by Lake Macquarie Council; our students had the opportunity to show their community pride and sportsmanship. In school we had an Information day; a variety of community services came together and discussed what resources were available to the students. A pilot Aboriginal transition program was implemented; it was successful and helped establish contact between our current and future students. NAIDOC was celebrated with a former student returning to the school and mentoring students as they created a beautiful Mural of Lake Macquarie. Our Memory Wall continues to grow and each year is developing more depth. Identity of Aboriginal students was increased and support for our students was demonstrated with our designer NAIDOC shirts. A Junior Aboriginal Education Consultative Group was established within the school and we look forward to watching the students take stronger leadership roles within the school.

### **Multicultural education**

One of the high points of the year was the annual visit from our sister school in Japan, Tanagura Junior High. This was particularly poignant for us because of the ongoing effects of the triple tragedy: the earthquake, the tsunami and the Fukushima nuclear disaster. Many of our current and former students felt concern for their billets as these events unfolded.

## Progress on 2011 targets

### Target 1

#### *Improved engagement and achievement*

Our Achievements:

- Student growth data in Year 9 indicates significant growth in reading and numeracy
- Significant increase in student recognition for academic achievement
- Successful student recognition assemblies held.
- Reduction in number of students receiving N determinations
- Improved interest and involvement in student leadership programs

### Target 2

#### *Improved retention*

Our Achievements:

- A wide range of Career and Transition activities were completed for all students.
- Effective transition programs for Year 6 to 7 completed with growth of interest from Out of Zone students
- Positive feedback from parents on transition programs offered.
- Students who left prior to Year 12 transitioned to work involving further education.

### Target 3

#### *Improved welfare structures to support staff and students*

Our Achievements:

- Proactive programs delivered to students
- Consistent student management procedures in place
- Learning support systems refined and support delivered in a timely and well managed way

- Processes devised to identify students' learning needs on Millennium, a student management system. This links to information about the disability and teaching strategies.

## Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of [Enter text here.]

## Educational and management practice

### Student Leadership

#### Background

SRC needed to review the effectiveness of their current structures and procedures.

#### Findings and conclusions

Staff and students were surveyed in regards to structures and procedures. Feedback indicated that there needed to be a review of the processes for election, the purpose of the SRC and increasing leadership opportunities beyond the SRC. The Sports Captains positions were reinstated with larger leadership responsibilities within the SRC.

#### Future directions

A focus group met to refocus the leadership opportunities and procedures. These recommendations have been implemented during 2011 and will be evaluated again in 2013.

## Curriculum

### Mathematics

#### Background

#### The Mathematics staff wanted to:

- assess student attitudes towards mathematics
- make links with partner primary schools to learn how maths was taught in that environment



## Findings and conclusions

Overwhelmingly students' attitude towards mathematics was positive.

Students could see the value of mathematics in gaining further employment

Students were positive about the level of assistance they received.

Three partner primary schools participated in the lesson observations both at the primary schools and the high school. It was noted that each primary school delivered a different commercial mathematics program that was based on answers only. Much discussion was had about ensuring the process and showing steps was clearly taught. The primary schools were happy to follow through with this explicit teaching before transition to high school.

## Future directions

Continued liaison with partner primary schools.

Mathematics teachers are reviewing their assessments to remove focus from testing.

## Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents were asked how likely they would be to recommend Cardiff High School to a family coming into the area. This was scored on a scale 1(Not at all)-10(definitely.)

100% of parents scored 7 or above, with 92 % scoring above 8.

When asked to explain why parents rated the school, the following comments were made:

- 2 of my children been through the school – satisfied with their schooling
- Teachers willing to support students through difficult issues, staff generally accessible, approachable – collaborative with parent input
- All my children enjoy the school
- Very helpful
- Conflict of subjects on lines

- Great staff, wonderful principal
- Some fighting after school
- Approachable, great teachers – overall an excellent school
- Great teachers – care about the students- keep parents up to date
- Small school – everyone knows everyone
- A few bad experiences in my first year
- Very happy – positive teachers- issues dealt with quickly
- School uniform – positive and proud
- Terrific principal, dedicated staff
- Feel part of family
- Transition programs

## Professional learning

Professional learning had three main focus areas in 2011:

- Student Management - sixteen staff completed four days of Basic Intensive Choice Theory Reality Therapy training
- Welfare teachers and support staff completed training in Access requests and Learning Support processes
- Introduction of Moodle – an information system to support learning for students

## School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department's planning documents.

## School priority 1

### Improved engagement and attainment

#### Outcome for 2012–2014

1. Improved NAPLAN results
2. Improved Technology implementation
3. Improved HSC results
4. Improved Sport engagement
5. Improved student leadership
6. Improved engagement and achievement of Aboriginal students

**Targets to achieve this outcome include:**

1. Growth in Year 7 and 9 Reading and Punctuation to Regional Levels ... an increase of 2%  
Growth in Year 7 and 9 Numeracy to Regional Levels ... an increase of 2%  
Growth in Year 7 and 9 Proficiency in Literacy to 25 %
2. Increased use of Technology across the School and Community
3. Increase student value added data in HSC across all KLA's
4. All students and staff actively participating in Sporting activities
5. Greater student access to leadership opportunities
6. Growth in achievements of Aboriginal students to Regional levels

**School priority 2****Implementation of Innovative Curriculum and Assessment****Outcome for 2012–2014**

- Implement Australian Curriculum
- Improve GATS program and student opportunities
- Implement innovative student welfare programs
- Implement innovative Career and Transition programs
- Implement improved Stage 5 Teaching and Learning programs
- Improve VET opportunities

**Investigate and implement alternate programs****Targets to achieve this outcome include:**

- High achieving students demonstrate strong value added data
- Students involved in dynamic welfare programs to meet emerging needs

- Career and Transition program is dynamic and effectively meets the needs of students 7-12
- Stage 5 actively engaged in learning and well prepared for senior school
- Early commencement VET implemented
- Alternate programs for students implemented

**School priority 3****Improved Organisational Effectiveness & Environment****Outcome for 2012–2014**

- Improved Student Management procedures
- Increased attendance
- Improved retention
- Strong Transition programs
- School promotion and anniversary celebrations completed
- Communication consolidation
- Environmental maintenance and upgrades
- Learning Supports Team procedures utilised
- Strategic Professional Learning and Succession Planning occurring
- LMBR – Learning Management Business Review implemented
- Curriculum review

**2012 Targets to achieve this outcome include:**

- Maintain student attendance above region and state average.
- Increase student retention rates to equal or above state average of 62.7%
- Planning for 50<sup>th</sup> Anniversary underway

## About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

<http://www.schools.nsw.edu.au/asr>