



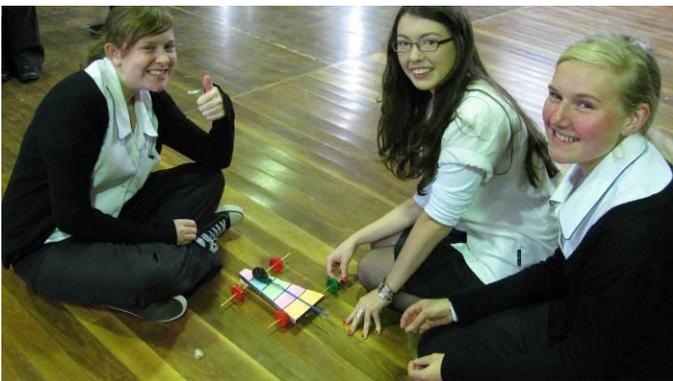
Education &  
Communities

Public Schools NSW

8903



# Cardiff High School Annual School Report



# 2012



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

### **Students**

Students at Cardiff High School are provided with a breadth of educational opportunities in a strong supportive 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 2012 was 53.4. This consisted of teaching staff including: a support teacher, 2 counsellors, a careers teacher and 1.6 Learning and Support teachers appointed in Semester 2. Our executive staff consisted of 8 head teachers, a deputy principal and principal.

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

### **Significant programs and initiatives**

**Manufacturing in Education (ME) program** 30 Year 9 students were given the opportunity to be involved in the Robotics program offered under the ME banner. Students learnt the basics of building and programming. 18 students then continued developing their expertise to enter a Robotics competition at Newcastle University.

**Brighter Futures Program** 22 Year 8 students competed in this Science and Engineering challenge at Newcastle University. Cardiff High was the champion school.

**GATS Project** 7L and 10E1 were given the opportunity to be involved in an independent GATS project where they developed their concepts and proceeded to develop these ideas into a presentation. Parents were invited to this celebration of learning which displayed a vast array of talent and interest.

**Career and Transition (CAT) Programs** were a major focus in 2012 involving students from year 7-10. Sport, mentoring, bricklaying courses and training for Rural Fire Service were just some of the activities.

**Student Volunteering** A group of 25 students were involved in 2 volunteering programs including: Garden Suburb School and Garden Suburb Nursing Home.

**Lakeside Transition Initiative** Six local schools joined to form a partnership to deliver an award winning program to students to build personal and employability skills as well as clarify future goals and plans.

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

### **Student achievement in 2012**

Solid HSC results were achieved with students excelling in Industrial Technology Timber, Engineering Studies, Visual Arts, Senior Science and Extension Mathematics. While NAPLAN results were below State, they show improvement from previous years.

### **Principal's message**

2012 was an exceptional year that truly celebrated excellence, opportunity and success for our students.

2012 saw the consolidation of our enrolment which allowed us to appoint a second deputy for 2013.

We have had an interesting year as we plan for our 50<sup>th</sup> anniversary to be celebrated in 2013. It has been a time for reflection as well as planning.

Our students continue to be offered a breadth of educational opportunity in a strong supportive environment that values challenging students to achieve their personal best. Students are offered many opportunities in performing arts, sport, extra curricula activities and leadership. 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

All parents, carers and community members are encouraged to attend meetings and share in discussions. It is an ideal way to get up-to-date information, to hear about the opportunities for your child, to help decide how funds are allocated, to ask questions and to gain a better understanding of school policies, curriculum and activities. Our meetings are casual and friendly.

The funds raised through the canteen contribute to the many ways that the P&C support the school. The P&C's major area of funding in 2012 was the purchase and installation of 6 whiteboards.

The P&C thank the current canteen volunteers who give generously of their time, but additional volunteers are always welcome and needed. If you have a spare day, even once a month, your help and support would be greatly appreciated. If you are able to assist please contact our Canteen Supervisor, Annette Salmon.

**Kim Knight (P&C president)**

## Student representative's message

2012 saw the revised SRC format of the Leadership Team of the SRC introduced. Sports Captains took a more active role in organisation of carnivals as well as whole school leadership. We again supported Jeans for Jeans and held our annual Red Day in memory of Ben Davies. It was terrific to invite Elly, his sister, to return.



We also held a fundraiser for Chris Simpson, another former student who sadly passed away in December. The Yr 12 leadership team visited Halogen Leadership day in Sydney. The SRC undertook training with Mr de Beer and finished

the year planning celebrations for our students for next year's anniversary celebrations.

**Matthew Pichaloff and Christine Sheridan**  
*School Captains 2012*

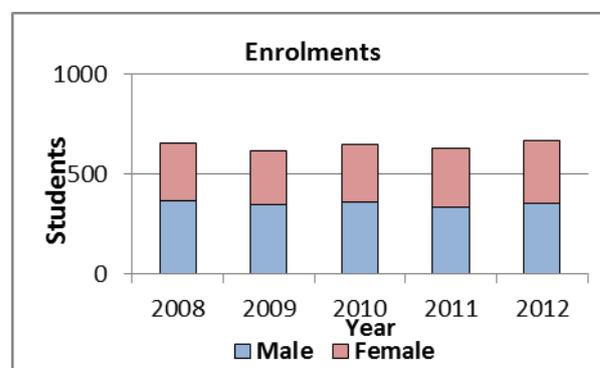
## School context

### Student information

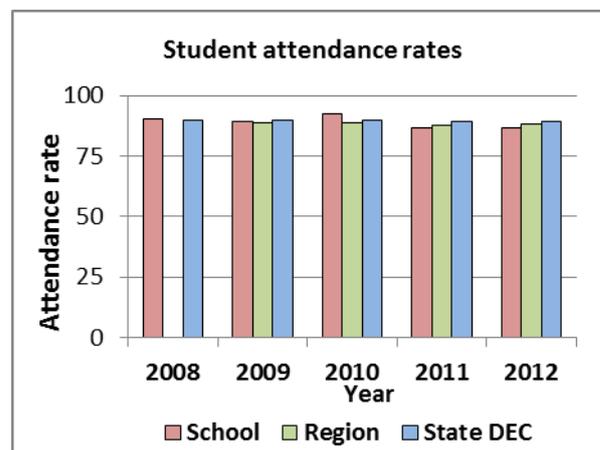
It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

### Student enrolment profile

Enrolments continue to grow. We still have slightly more boys than girls enrolled.



### Student attendance profile



### 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.

## Post-school destinations

In February we contacted our graduating Year 12 to confirm their pathways.

University	47%
TAFE	20%
Apprenticeship/Traineeships	11%
Working	14%
Job seeking	8%



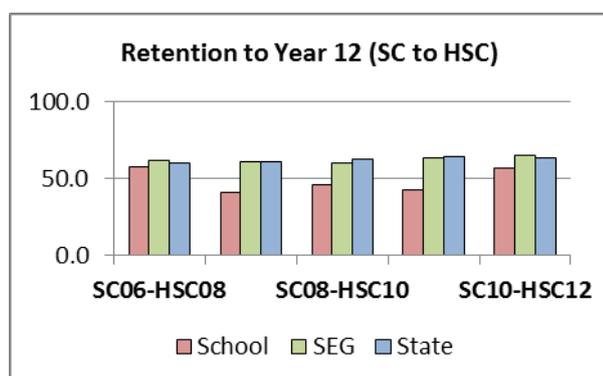
## Year 12 students undertaking vocational or trade training

32% of students undertook a Vocational subject from a range of Hospitality, Information Technology and Construction. 10% of students undertook TVET courses including 2 School based apprenticeships and one attending the Whitehouse school of Design.

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

100% of our candidature achieved the Higher School Certificate. 49% of students included a Certificate II component in this qualification.

While still slightly below State and Region our retention rate is growing. Students leave for full time employment, traineeships, apprenticeships or further training through TAFE.



## 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(s)	1
Head Teachers	8
Classroom Teachers	41.9
Teacher of Mod Intellectual Disabilities	1
Support Teacher Learning Assistance	1.6
Teacher Librarian	1
Counsellors	2
School Administrative & Support Staff	11.682
<b>Total</b>	<b>69.182</b>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

3% of our staff proudly identify as indigenous.

## Staff retention

Retention is currently 96%. In 2012 2 staff transferred and one retired.

## Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100%
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 2012 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	30/11/2012
<b>Income</b>	\$
Balance brought forward	341,469.57
Global funds	471,069.12
Tied funds	290,444.95
School & community sources	258,788.83
Interest	16,310.24
Trust receipts	22,138.25
Canteen	0.00
<b>Total income</b>	<b>1400220.96</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	105,347.71
Excursions	71,924.24
Extracurricular dissections	99,984.39
Library	12,010.76
Training & development	343.94
Tied funds	349,863.31
Casual relief teachers	130,528.53
Administration & office	113,422.65
School-operated canteen	0.00
Utilities	100,644.39
Maintenance	66,927.94
Trust accounts	20,531.00
Capital programs	17,068.00
<b>Total expenditure</b>	<b>1088596.86</b>
<b>Balance carried forward</b>	<b>311624.10</b>

Photography and Digital Media continues to grow in popularity as an elective with students displaying increasing skill.



## Music

Tuesday Afternoon Rock Project continues to attract students interested in polishing their performance and band skills. Elective courses continue to be popular.

A highlight of Year 12 Music class was the performance at Lizotte's Restaurant for parents and friends. An amazing and professional repertoire was witnessed by an appreciative audience.



Congratulations to Blake Banham in being awarded Musician of the Year for his engagement in the musical life of our school.

MADD night was an outstanding success with a variety of music, art and drama on display. Performances were enhanced by the installation of a new lighting rig in our hall. We welcomed the talent of students from our partner primary school Garden Suburbs who performed as part of our Music Night.

## School performance 2012

Cardiff High continues to be proactive and creative in designing and offering many diverse opportunities to our students.

### Achievements

#### Employability Passport Program (EPP)

Our joint venture with 5 other local high schools delivering an innovative career based program was recognised with a Community Participation Award.

#### Visual Arts

A wide variety of works were presented for the HSC this year showing a diverse range of talent and skills. We congratulate Christine Sheridan whose dramatic paintings titled "The Awakening" was selected as part of the Art Express Exhibition both in Sydney and Maitland.

Students continue to present a wide variety of art works with a constantly changing display in the foyer.



## Drama

Year 9/10 Drama students entered the 'Digi-tell' shared stories festival and film competition. The Festival was open for young people 12-25 in the Lake Macquarie area to share stories about the impact of issues such as: body image, bullying, alcohol and other drugs, and stress in young people's lives. Six short films were entered. Best overall story and Best Production was won by Tyler Beckley and Darren James.



Best story focusing on alcohol and other drugs was won by Kate Williams, Amy Lewis and Rebecca Hutton. Second place in this category was won by Chey-enne Mason and Caitlin O'Neill.

Merit awards were won by Shae Donovan, Monica Shanks, Paige McNaughton, Ali-Jae Sweeney, Sophie Austin, Morgan-Jane Thompson, Tayla Mulheron and Paige Griggs.

## Sport

2012 saw a revitalisation of sports afternoons at Cardiff High with an increase in participation and enjoyment for students and staff. Thank you to Ms Harvey who has worked tirelessly to provide many diverse opportunities for our students.

We were very proud to see Carissa Borrow, Caitlin Moran and Matthew Jarrett receive Sporting Blues from the Hunter Region.

We congratulate the following for their selections as Hunter Representatives.

Tye Ansell - Open Boys' Football

Aaron Niyonkuru - Open Boys' Football

Caitlin Moran - Open Girls' Touch

Matthew Jarrett - Open Boys' Touch

Adrienne Harvey - Open Girls' Tennis

Jarrood Flanagan - Open Boys' Rugby League

Sam Morgan - (Touch referee NSW CHS)

Carissa Borrow - Swimming

Morgan Haimu-Ikihele - Athletics

Wayne Wyborn - Athletics

Adam Lanske - Athletics

Samuel Wilson - Athletics

Jake Bawden - Athletics

Cullum Jones - AFL

Many of our students have achieved success outside of school and warrant mention.

Brock Griffiths - BMX

Kelsie Flanagan - Gymnastics

Maddison Jones - Equestrian

Emmily Hourigan - Aerobics

Drew Lambert - Basketball

Wade Lambert - Basketball

Caitlyn Waide - Hockey

Kirsten Stanton - Touch Football

Matthew Jarrett - Touch Football

Caitlin Moran - Touch Football

Blake Windred - Golf

We entered regional competitions with sporting teams including: Soccer, Netball, Basketball, League, Ten Pin, Lawn Bowls, Tennis, Futsal and Volleyball.



Our boys won the Indigenous Football comp against Hunter Sports High and the girls' team came second.

**Industrial Technology Timber** 5 student projects were nominated by the Industrial Artists Association for the Sydney Timber and Woodworking show. Congratulations to Nick Roberts for his bike, Cameron McAlpine for his guitar, Alahna Burrell for her bar, Sam Collinson for his futon and Mitchell Thomas for his sun lounge.



### 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.

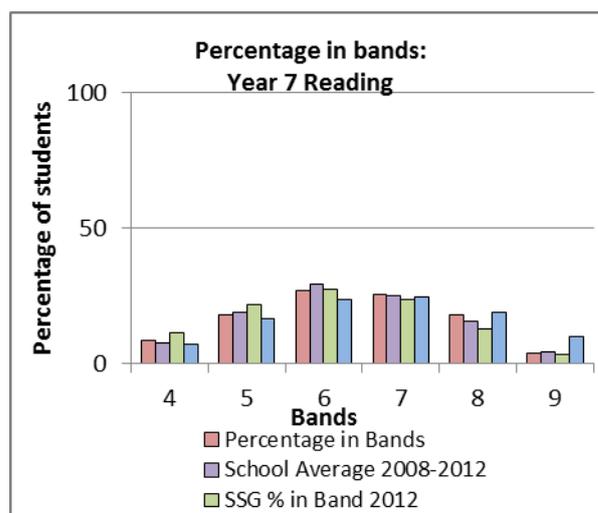
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

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

and/or

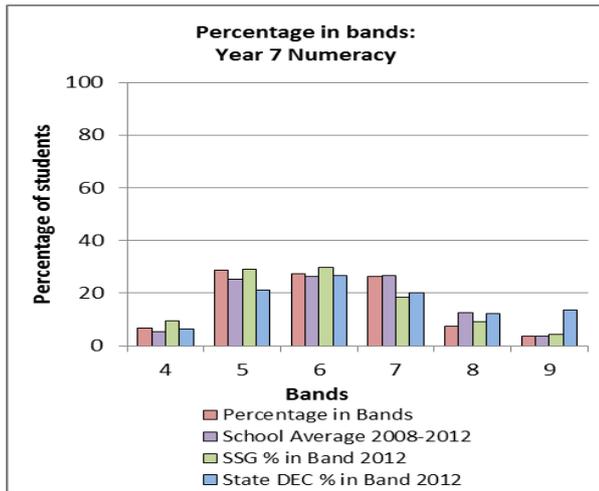
In the Higher School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

### Reading – NAPLAN Year 7



Performance, while slightly below State, is positive when compared to schools of a similar school group. 91.5% of students are achieving at or above minimum standard.

## Numeracy – NAPLAN Year 7

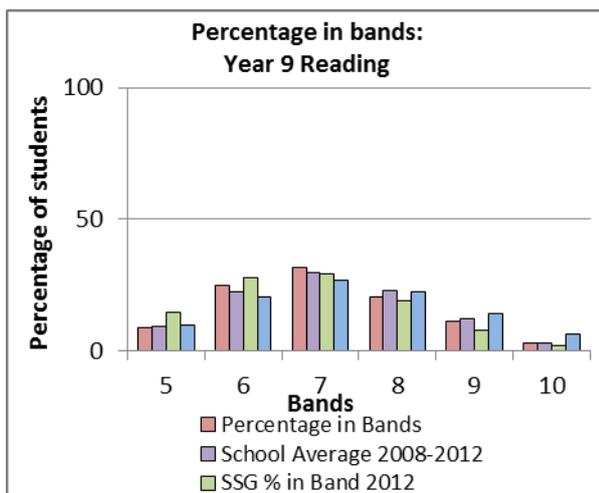


Student performance at or above minimum standard at 93.4% is very pleasing.

Percentage of Year 7 students achieving at or above minimum standard (exempt students excluded)	
Reading	91.5
Writing	88.1
Spelling	94.0
Grammar & Punctuation	94.8
Numeracy	93.4

## Reading – NAPLAN Year 9

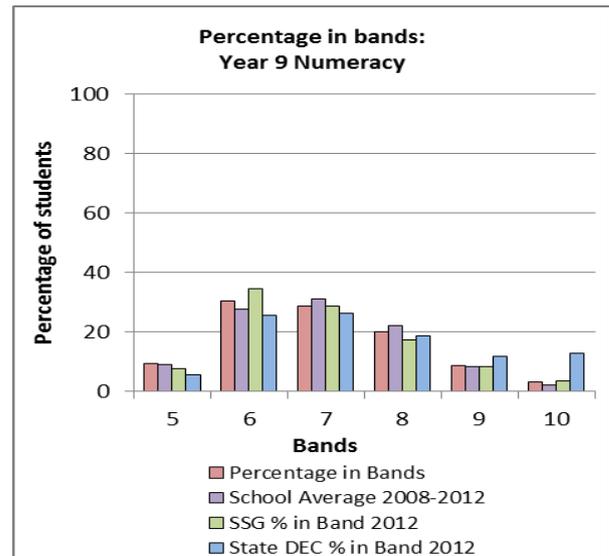
Results show a very positive comparison to similar school groups. 91.3% are at or above minimum standard.



## Numeracy – NAPLAN Year 9

90.7% of students are performing at or above minimum standard. While still below the state

there has been improvement in the achievement in the top bands.



## Progress in reading

Our male and Aboriginal students' performance showed improvement from 2011. 55.8% of all students demonstrated growth equal to or greater than expected.

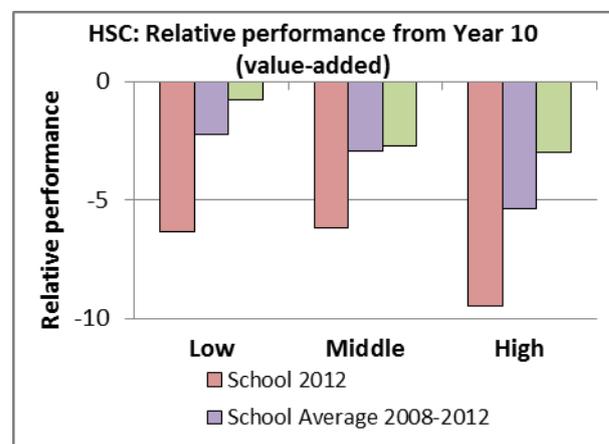
## Progress in numeracy

While below state, performance is growth data shows improvement from 2011 and against similar school groups.

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

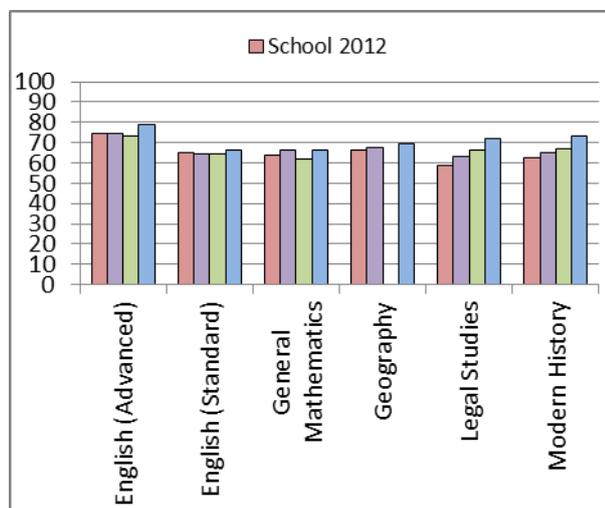
Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO*.

## RoSA



Data in 2012 is compared only to school based assessment as this was the first year no School Certificate Examinations were conducted which more fully moderates marks.

### Higher School Certificate



The English Faculty Higher School Certificate achievement data for 2012 largely reflected a continuation of overall academic growth that has been evident over the last few years. Whilst both the Extension 2 and Advanced courses dipped slightly in state performance, global faculty growth in these areas has been maintained since 2010.

Of particular highlight was the Extension 1 English course which had 100% of candidates perform in the E3 (band 5) range. This data has been consistently high since 2010 delivering a positive impact on both students' preparation for university studies and ATAR results. Future focus areas for this course will include specific strategies for gifted Students of English to further assist them to access the E4 range (band 6) range over the next twelve months.

The Advanced English Course maintained high achievement data with a slight decrease in the number of students obtaining a band 5. A focus area for this course will be continued professional learning for teaching staff and shared sample benchmarking aimed at further developing staff and students' critical analysis and writing skills to assist them in achieving within the top 10% of state performance bands.

The bulk of the Higher School Certificate candidates in 2012 undertook the Standard

English Course. The 2012 achievement data showed a positive shift from students achieving a band 3 to band 4, with the number of students achieving success in this area being above state average. A focus area for Standard English would be the holistic review of the pattern and study of nominated students who may not require an ATAR in 2014 and the consideration of enrolment in the English Studies Course.

In 2012 HSC –the Mathematics Faculty celebrated the results of our Mathematics Extension 2 – E3 – equivalent to a band 6. This is the first time in 3 years we have had an Extension 2 student.

Mathematics Extension 1 - E4 – equivalent to a band 6.

While the results in both Mathematics and General Mathematics were solid, obtaining many band 4 and 5 results, there may need to be more active evaluation to ensure students are electing appropriate courses of study.

Biology and Senior Science classes continue to perform above the state. There has been an increase in the number of students electing Physics and Chemistry in order to give them grounding to pursue further career options.

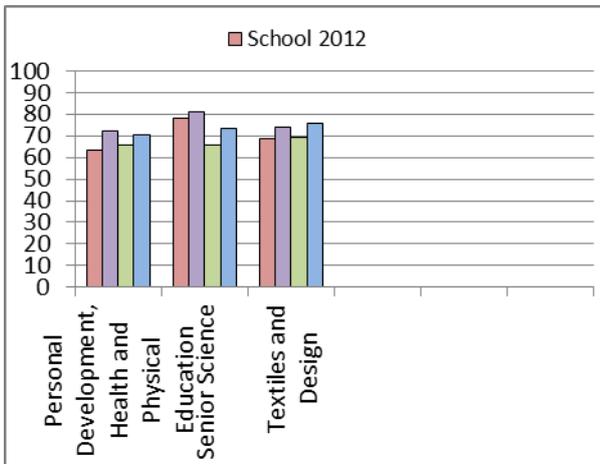
The HSIE faculty saw three students gain Band 5 results- Business studies, Geography and Society and Culture. When the students in these three courses are analysed, 22 of the 26 candidates earned their best or second best result in HSIE. Results in Ancient History, Modern History and Legal Studies showed the greatest variation from the state average in the faculty.

The CAPA faculty performed well again in 2012. This was particularly true of the Visual Arts course where Christine Sheridan was invited to exhibit in Art Express. Both Music and Visual Arts courses continue to be well above the state.

PDHPE result overall was disappointing with no representation in the higher bands. A review of programs and a focus on extended response answers is occurring.

Within TAS there has been an overall growth 0.32 and compared with State the value added growth was 0.15, with 55 students spread across a number of courses. Particularly excellent results were achieved in Engineering Studies and

Industrial Technology Timber. In Timber, 5 of the 8 students were invited to exhibit their major projects in the Sydney Timber and Woodwork Exhibition.



## Significant programs and initiatives

### Aboriginal education

Our Aboriginal students have had a busy year participating in Yakka Day, a careers program, visiting Wollatuka at Newcastle University and being involved in the transition program with a visit to Awabakal and involvement in the I-Fit program.

The Junior Aboriginal Education Consultative Group was established and offered more leadership opportunities for our students.

Shannon McKellar, Ray Steadman and Kaminya Boney won Two Ways Together Scholarships.

NAIDOC was celebrated with a culture camp held at Newcastle Surf Club. Students enjoyed activities such as visual art, weaving, dance and fishing. This camp was supported by Mr Kinniard and Ms Cussan as well as the many parents who dropped in to visit.

Norta Norta funding supported students in the junior school as well as tutoring in specific subjects for our senior students.

### Multicultural education

Cardiff hosted another very successful visit from Tanagura Junior High School. We again thank our students and parents for their generosity in hosting this event. We are planning to visit Japan in 2013.

## Manufacturing in Education ( ME)

We were given the opportunity to be involved in the Lego Robotics Program in 2012. 30 Year 9 students were involved in the initial part of the program with 13 furthering their skills in entering the Robotics Competition. Students had to build a robot and then program it to complete a road course. Feedback from all involved was very positive. We will be continuing and hopefully expanding this program in 2013.



### Electric-Vehicle Competition.

#### 2012 EV PRIZE Competition

Our school was invited to enter the 2012 EV Prize competition in the schools' division. We were very pleased with our results; coming first out of all of the public school entrants and first of the first time competitors.



Ashley Link and Hayden Wilson went to Newcastle Kart Racing Club raceway at Cameron Park accompanied by Mr James to race Cardiff High's 'state of the art' electric bike. Ashley and Hayden were joined on the project by Jarrod Goninan, Jason Horn, Harvey Durrance, Isaac Naylor, Gavin Caleb and Joshua Crouch-Reeves.

### Brighter Futures

A team of 22 Year 8 Students participated in the inaugural Science and Engineering Challenge held at Newcastle University. Students were involved in a series of activities including :designing and building a tower to withstand weights dropped on it from height, simulating electricity distribution to towns, designing and building a rubber band propelled car, designing and building a Styrofoam plane and a catapult. It was a fantastic day where the students displayed exceptional problem solving and teamwork skills during the day with Cardiff becoming the champion school of the day.

### 'Digi-tell' Film competition

The 9/10 Drama class entered the 'Digi-tell' shared stories Festival / competition. The Festival was open to young people from 12 to 25 in the Lake Macquarie area and is about young people sharing stories about the impact of issues such as body image, alcohol and other drugs, stress and bullying in young people's lives.

Six short films of stories ninety seconds long were entered. Cardiff High Students won:

Best Story Overall: *Emma's Story* by Tyler Beckley and Darren James.

Best Production: *Emma's Story*.



The Lake Macquarie Community and other Drugs Action Team Award – Best story focused on alcohol and other drugs: Kate Williams, Amy Lewis, Rebecca Hutton.



### Career and Transition

Another busy year for the Career and Transition team with links made with Newcastle TAFE to deliver a Bricklaying Course at CHS. The Rural Fire Service again ran the cadetship program. We also ran the White Card, RSA courses. We were involved in the Employability Passport Program with this program receiving a Community Recognition Award from Careerlinks. Our students from the Support Unit joined our Hospitality Class in running a coffee shop to support World Vision. The day was a great success with students raising \$750.



### Friends on Campus

Our Year 12 students who were interested in applying for Newcastle University were invited to participate in this program where they linked with University students to mentor them through the process of application and transition to University life.

## Mathematics in Transition

Students at Garden Suburb identified a concern over their ability to adjust to mathematics in high school. As a result Ms Fletcher visited Year 6 students over a series of weeks to deliver high school style mathematics. Overall when asked more than 90% said the process/experience was definitely a positive and worthwhile one.

## Gifted and Talented Program

7L and 101 were invited to participate in a GATS Project. They were asked to research and present a project that was of personal interest to them. They were able to work as a team and nominate a staff mentor to assist them. The diversity and quality of presentations was amazing. Topics included: Anti Bullying, Fashions in 1900s, Bear Grylls, How to Make a Movie, Horror Movie, Paper Sculpting and Animation.

Students were also invited to participate in a variety of International Competitions and Assessments for Schools. Students participated in Computing, English, Mathematics, Science, Spelling and Writing. Special mention to:

- Andrew Gorton - Credit in Writing and Science and a Distinction in Computing.
- Klay McGaw - Credit in Science
- Bowen Parnell - Distinction in Science and Computing
- Courtney Parnell - Distinction in Science and Computing
- Zac Grimshaw - Credit in Computing

Yr 9 and 10 students participated in a 3 day competition called The Da Vinci Code with students across the Hunter. Students had to research and answer questions which then became the code to access the next question.

Congratulations to our participants: Courtney Parnell, Bowen Parnell, Joshua Turnbull, Jarrod Smart, Lachlan Knight, Sara Woodbridge, Rhys Taylor, Kate Williams, Ali-Jae Sweeney, Nathan Dos and Luke Austin.

## Welfare Initiatives

A variety of programs were again a highlight of our welfare calendar.

Year 10: Love Bites - Speak Up and Stop the Violence.

Year 9: Lost and Found in Smoke - Tackling Smoking and Healthy Lifestyle; also a day looking at effects of alcohol, resilience training, cyber safety, Drum Beat and Boot Camp.



Year 8: Healthy Choices and Personal Protection presented by Salvation Army, Life Education and Master Ben (Tae Kwon Do)

Year 7: Positive relationships – Say No to Bullying. Cyber safety was also addressed.

## Volunteering Program

This program continues to grow and flourish. In 2012 students participated in a reading program and art mural project with students at Garden Suburb Primary School. They also continued their visits to the residents at Garden Suburb Nursing home to spend time with and entertain the residents.



## Healthy Schools, Healthy Futures

This program is run in conjunction with the University at Newcastle and involves a longitudinal study on resilience and risk-taking behaviours. We have had a liaison officer on site from term 3 and have been developing programs in KLA as well as specific well-being programs for delivery in 2013.



## Progress on 2012 targets

### Target 1

#### Improved engagement and attainment

#### Outcome for 2012–2014

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

- 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 %
- Increase student value added data in HSC across all KLA's
- Growth in achievements of Aboriginal students to Regional levels

#### Our achievements include:

- Literacy, Numeracy plan written. Appointment of Learning and Support teacher to support this plan and to provide ongoing training and development for staff.
- Improved access and use of technology. Six new interactive whiteboards installed taking our total to 18. Every faculty has access to whiteboards. 2 more will be installed in Science as part of the Laboratory upgrade. MOODLE implementation commenced.
- More active engagement in sport reported.

- Student leadership training, activities and opportunities continues to grow. Junior AECG established. Expert external providers sourced.
- Study skills Day for Year 11 held
- PLP's accessible to staff on Millennium

### Target 2

#### Implementation of Innovative Curriculum and Assessment

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

- High achieving students demonstrate strong value added data
- Stage 5 actively engaged in learning and well prepared for senior school
- Early commencement VET implemented
- Alternate programs for students implemented

#### Our achievements include:

- GATS project implemented for Year 7 & 10. Successfully completed with presentation to parents and evaluated.
- Dynamic and proactive welfare programs have been delivered by Welfare team and outside providers to all Year groups.
- Healthy Schools Healthy Futures has adopted CHS as a pilot school for resilience training.
- Career and Transition activities continue to be offered including Bricklaying, Volunteer Fire Service, and Employability Passport Program. This is underpinned by a strong work experience program which includes White Card (WHS) training.
- Alternative program was not supported by DEC.
- Chaplain concept not supported by staff

### Target 3

#### Improved Organisational Effectiveness & Environment

### 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%

### Our achievements include:

- Student Attendance
- Student retention
- Learning and Health information accessible through Millennium
- Planning is well in hand for 6<sup>th</sup> April 2013 Open Day and concert
- Electronic newsletter implemented
- Parent interviews term 1 & 3 implemented
- Upgrade of hall lighting and implementation of tree management plan.

## School Evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Student Management Procedures.

### Background

A major component of the student management procedure is the monitoring of behaviour to assist students to self-manage and gain feedback.

### Findings and conclusions

Staff and students were surveyed to determine the positives of the system and areas for improvement.

Teacher consistency was a concern raised. Open discussion on scenarios presented allowed staff to consider the aspects of the behavior being monitored.

As a result the monitoring booklet was redesigned to include explicit goals for students to work towards and for staff to assess and provide feedback.

### Future directions

Implement and review again late 2013.

## Parent, student and teacher satisfaction

In 2013 the school conducted a review into the perceptions and effectiveness of the primary to high school transition process. The 2013 transition schedule for students began early in 2012 and included activities such as: Term 1 class visits and Parent Information Nights, MADD Matinee, Invitations to perform at MADD and Music nights, December Orientation Day, Year Adviser Visits to Feeder Primary Schools, Orientation Booklets, Enrichment Classes and Premier Sporting Challenge opportunities, and Class Placement information.

The program was overseen by Mr. Rod Glassop (HT CAPA) with support from Mr. Daniel Wilson (Year Adviser), the Senior Executive and a number of other key personnel throughout the range of activities. Review was conducted by Michelle Sloan (HT English)

Students, parents, teaching, executive and school administration staff were surveyed and provided opportunities for written notations or further comments. A copy of the full review document is available from the Principal upon request.

## Findings

### Parent Survey

The scope of comments made by parents (including rating the school) through survey notations or elaborations were almost all positive. The comments highlighted the success of the transition program in the eyes of the parents. Parents indicated that they would recommend Cardiff High very highly to other community members. The following comment snapshots are representative of written notions made by parents:

*“Excellent staff and reputation, current students appear very happy to be here, I’m impressed by the diversity of the school’s academic and*

*performing arts programs, my previous children have had a very positive experience, very well organised, we chose this innovative small school over Merewether, Mrs. Russell was happy to meet and tour outside of regular hours, teachers appeared to know the students very well, friendly courteous and well organised, positive community image”*

The scope of comments made by parents on suggested improvements or observations highlighted a few key issues. Of particular note, were the comments made by the role of feeder primary schools to support their own students in transition by attendance and communication of the high school program.

The following snapshot comments are representative of written notations by parents:

*“Loved the presentations, very impressed with the overall orientation process, clear schedule of events with advanced notice, my daughter is feeling confident rather than frightened, the Jump Start program has helped us feel ready, we are not happy that no staff from our feeder school attended the transition program throughout the year, all other feeder schools had staff supporting their students. My child felt a little lost at times with no adult or teacher from their school, getting chosen for the GATS class was great but the letter was a bit too daunting - could be more congratulatory, a series of after-hours uniform buying nights should be offered”*

### **Staff Survey**

The comments highlighted the success of the transition program in the eyes of the staff. The comments showed a staff proud and engaged with their school and the wider school community. Staff also indicated they would personally recommend Cardiff High very highly. The following snapshot comments are representative of written notions by staff:

*“The school is a vital happy place; we offer small friendly programs, excellent results and a great*

*leader, excellent leadership, no fights in the playground, sense of community, effective and supportive school structures, a small close knit community”*

The opportunity for comments by staff on suggested improvements or observations of transition attracted very minimal feedback with a focus area being the timing of information to general staff regarding specialised needs. Overall staff felt the transition program was exceptional.

### **Student Survey**

Very few students offered any notations or comments on their surveys. A number of students (15% of respondents) had raised the issue of not feeling supported by their primary school, or feeling a little overwhelmed at the start of the transition process, this will become an area of future development. Some students stated were sad they had not received information via their school that the transition opportunities had begun; this will become an area of investigation. Overwhelmingly though the students felt they gained enormous insights by attending the transition program. 72% of students felt that as a result of the transition program they started High School feeling confident, knowing where to seek help if required. 82% of students enjoyed their first few weeks of high school and those experiencing anxiety and fear correlated to the same students who had not attended in full the transition program.

### **Summary Findings:**

1. The current program provided an excellent program for the transition of year 6 students into High School.
2. Students who participated in the entire transition process felt confident and in both starting school and asking for help when required.

3. Most students starting high school in 2013 felt High School was far less scary than they thought.
4. Students had very few recommendations for changes and would do it all “exactly the same”.
5. Parents felt that there was a clearly communicated schedule and a range of activities for transition.
6. Parents observed their children to positively engage in the transition process
7. Students and parents who were provided with the “Jump Start Program” felt this had resolved significant anxieties for both parties about starting high school.
8. That a feeder school’s attitudes and support in the transition process had a significant bearing on both students’ and parent’s confidence and anxiety.
9. Staff and parents both had very positive feedback about transition
10. The timing of information to staff regarding students’ needs might be an area for further consideration
11. Students who felt supported by their feeder school in transition gained more from the transition process than those students from out of zone or the single feeder school who did not actively partake in the transition process.

their point of enrolment during the transition program.

6. Communication with staff regarding transition and the invitation of otherwise not required staff to attend programs might be an area for further consideration.
7. Information regarding students with specialised needs may be collated and presented on a scheduled date each year via an appropriate method.
8. Opportunities for parents to purchase and contact the uniform shop beyond those currently offered should be investigated for 2013/14.

### **Professional learning**

A major focus for 2012 was the training of staff on the implementation of Moodle to support teaching and learning. Head Teacher Network meetings were supported as well as VET teacher maintenance of accreditation. Ongoing training in technology, health issues, syllabus implementation, workplace health and safety and differentiation continued. Three new scheme teachers also achieved accreditation.

### ***Recommendations:***

1. The school should be commended on the overwhelmingly positive feedback from all stakeholders.
2. The schedule of activities and opportunities should continue largely ‘as is’ for 2014.
3. The ‘Jump Start’ program for vulnerable students should continue
4. Primary schools are notified about the need for primary staff support at the high school during student visits .
5. Further efforts should be made to capture students from out of zone at

## School Planning 2013—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 2013–2014

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:

- 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 %
- Increased use of Technology across the School and Community
- Increase student value added data in HSC across all KLA's
- All students and staff actively participating in Sporting activities
- Greater student access to leadership opportunities
- Growth in achievements of Aboriginal students to Regional levels

##### Strategies to achieve these targets include:

- Implementation of Literacy/ Numeracy plan supported by training and development by Learning and Support Teachers
- Further training and development of staff in integration of technology into teaching and learning programs
- Further staff training in sports management.

- More variety of sports being offered
- Further opportunities for student leadership offered.

### School priority 2

#### Implementation of Innovative Curriculum and Assessment

##### Outcome for 2013–2014

- Implement new NSW syllabus
- 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

##### Targets to achieve this outcome include:

- Programs for Year 7&9 developed for English, Mathematics, Science and History.
- 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

##### Strategies to achieve these targets include:

- Collaborative work in development of new syllabi for Year 7 & 9
- Further refinement and development of opportunities for GATS programs
- Further development of welfare programs including Healthy Schools initiative.
- Further development of Career and Transition Activities through Career Advisers Network

## School priority 3

### Improved Organisational Effectiveness & Environment

#### Outcome for 2013–2014

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

#### 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%
- Successful 50<sup>th</sup> Anniversary held
- New Science Laboratories completed
- Grounds maintenance and painting continuing

#### Strategies to achieve these targets include:

- Support and monitoring of students at risk
- Publicity and advertising to local community. Well planned activities.
- Opportunities provided for staff to develop in leadership roles
- Training in LMBR

## 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>