



Education &
Communities

CARDIFF HIGH SCHOOL Annual School Report 2014



Celebrating Excellence, Opportunities and Success



8903

School context statement

Cardiff High School is a comprehensive, co-educational high school located in Cardiff; a suburb of the city of Lake Macquarie. Cardiff High School has an enrolment of approximately 723 students including 70 Aboriginal students.

Principal's message

Following the celebrations of the school's 50th anniversary the previous year, 2014 was a time of looking ahead and planning for the future of the school. A significant focus in 2014 was the development of a new school plan, involving extensive review of school data and consultation with students, staff and our school community.



As a result of this process, the new plan focuses on three strategic directions; 1. Creating a culture of learning and achievement 2. Positive communication and celebrating learning and achievement, and 3. Working co-operatively and strategically as a community of schools. The products and practices that underpin these strategies will support the continued improvement of school programs and processes at Cardiff High School.

In 2014, the school continued its strong performances in the areas of Sport and Creative and Performing Arts with some outstanding individual and group results.

Year 12 students also recorded highly commendable HSC results with students nominated for InTech, the showcase for top HSC major works in Industrial Technology, and overall positive achievements including Band 6 results in English Extension 2, Visual Arts, Mathematics General 2 and Entertainment Industry.

2014 also saw a continuation of the 'changing of the guard' at Cardiff High School with the retirements of many long-serving school personnel including Brad Kinniard (Mathematics), Doug Mungoven (HSIE), Christine Cordingley

(Science Assistant), Christine Hall (Library Assistant) and Cath Cusson (English). On behalf of the Cardiff High School community both past and present I would like to thank all of these staff members for their years of dedication to public education and for the generations of students they taught and/or supported.

Mr Gareth Erskine

Principal

P & C message

Firstly, thank you to the executive who fulfil vital roles in making sure the responsibilities of the P&C are met.

The P&C could not function without the willingness and abilities of those who have so kindly given their time and effort throughout the year participating in our meetings. Your input is highly valued.



The P&C operated canteen continues to flourish thanks to the staff and volunteers. Many thanks for providing healthy food and drink choices that are tasty, interesting and affordable and channeling surplus funds into the P&C account to provide facilities and equipment for the benefit of students.

Expenditure by the P&C over the last year included:

- school calendars and postage
- a parting gift – longstanding Canteen Manager
- a visiting Japanese student outing
- assistance for a student representing school for state cross country

Thank you to the Principal for attending each meeting and reporting what is happening in the

daily running of the school, activities and new programs.

I look forward to 2015 as a year to continue to contribute to improving the educational experience of our children at Cardiff High School

Mrs Kim Knight

P&C President

Student representative's message



The students at Cardiff High School are represented by a Student Representative Council (SRC) which exists to provide opportunities for students to address the interests and concerns of students and to develop leadership skills.

The student body are also represented with two School Captains and two Vice Captains who represent the student body to the wider community. They attend Parents and Citizen Committee meetings and attempt to improve leadership networking with other schools.

Mr Sowden currently acts as adviser/coordinator.

During regular SRC meetings motions are put forward, debated, and voted on. Minutes are recorded during these meetings.

A leadership training program may be held at the start of the year.

The members of the Student Representative Council are elected by their peers and it is structured with four representatives chosen from each year group. Two members of the Aboriginal student body are elected at a Junior Aboriginal Education Consultative Group (JEACG) meeting and are included as part of the SRC.

Senior students participated in a Global Leadership Day conference and the National Young Leaders Day held by the Halogen Foundation.

Students were also actively engaged in representing the school in both school-based and community events including AECG Partnership signing activities, MADD night and ANZAC Day commemorations.

Fundraising and community service work was also frequently undertaken by the SRC.

The junior members of the SRC participated in a variety of school based activities such as fundraising efforts for organisations that are relevant to the student body such as:

- The Cancer Council Relay for Life
- The Leukaemia Foundation World's Greatest Shave
- The Epilepsy Foundation's Purple Day

The SRC also discussed issues that have a direct impact on all students such as uniform, social issues and facilities improvements. An area that will be worked on in 2015 is to improve the seating for students in the playground.

2015 will certainly be a busy time for all of the student leaders!



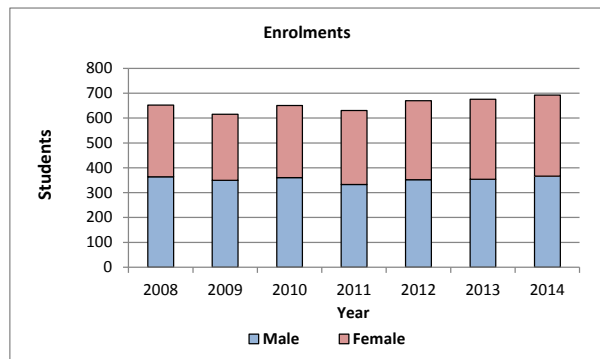
Joshua Turnbull and Sara Woodbridge

School Captains 2015

Student information

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

Student enrolment profile



Cardiff High School student numbers increased for the fourth consecutive year, with the school recording 723 students at census date in February 2014.

Student attendance profile

Student Attendance

School	Year	2008	2009	2010	2011	2012	2013	2014
	7		92.4	93.9	91.5	90.3	93.3	92.1
8		90.6	92.9	88.3	86.8	91.4	88.3	
9		89.7	91.7	85.5	87.4	88.4	86.6	
10		88.6	93.0	87.9	82.8	89.1	86.8	
11		85.0	91.4	82.7	86.0	81.6	87.1	
12		87.7	91.9	82.3	82.6	89.0	82.6	
Total	90.1	89.3	92.6	86.9	86.4	88.9	87.4	
State DEC	Year	2008	2009	2010	2011	2012	2013	2014
	7		92.3	92.6	92.5	92.4	93.2	93.3
8		90.0	90.5	90.1	90.1	90.9	91.1	
9		88.8	89.1	88.8	88.7	89.4	89.7	
10		88.7	88.3	87.1	87.0	87.7	88.1	
11		89.4	89.1	87.6	87.6	88.3	88.8	
12		89.4	89.8	89.2	89.3	90.1	90.3	
Total	89.9	89.7	89.9	89.2	89.1	89.9	90.2	

Attendance levels in 2014 reduced from the previous year, however, were still well above 2011-2012 levels. Strategies have been implemented to achieve the school's goal of attendance levels being equal to, or better than, the state average with the introduction of an SMS messaging system to notify parents of student absences and late arrivals. The school is also focused on improving student attendance levels in senior years.

Post-school destinations



Post-school destinations	Year 10	Year 11	Year 12
	%	%	%
seeking employment	0	5.5	9
employment	37.5	50	29
TAFE entry	25	11	20
university entry	N/A	N/A	36
other	37.5	28	2
unknown	0	5.5	0

The 2014 Year 12 cohort had an increased percentage of students achieving University placements with 36%, compared to 26% in 2013.

There was a slight decrease in the proportion of the students surveyed (29%) who indicated they were working than the 33% in 2013, however, this is well above the average of 20% for the preceding three years.

Year 12 students undertaking vocational or trade training

In 2014, Cardiff High School has seen a major increase in the number of candidates undertaking school-based Vocational Education and Training (VET) courses. In total, 35% of students elected to study a school-based VET course, which included Construction, Hospitality, Information and Digital Technology and Sport Fitness and Recreation.

A significant increase has occurred in students completing vocational courses at TAFE, with 30% of students finishing a TVET course in 2014 compared to the 13.5% in 2013. Courses studied included Electro-Technology, Animal Care, Community Services, Human Services,

Automotive, Hairdressing and Beauty, Primary Industry, Entertainment, Tourism, Electrotechnology and Business Services.

Year 12 students attaining HSC or equivalent Vocational educational qualification

77 (96%) students were successful in attaining their HSC qualification out of 80 students in 2014, which is a 25% higher than the number of students who completed their HSC in 2013. Of these students, 59% obtained Certificate II qualifications as part of their HSC studies.

Workforce information

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

2014 saw the retirement of a number of long-serving members of staff in teaching and ancillary positions.

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	2
Head Teachers	8
Classroom Teacher(s)	39.5
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
School Counsellor	2
School Administrative & Support Staff	11.7
Total	66.8

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Three members (4.5%) of the Cardiff High School workforce identify as Aboriginal.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	8

Professional learning and teacher accreditation

The Teacher Professional Learning committee utilised the funding support provided by the global budget to continue to enhance teacher

capacity and drive the school plan to achieve positive outcomes for students.

Regional Head Teacher Network meetings were supported as well as Vocational Education and Training (VET) teacher maintenance of accreditation. Ongoing training in technology, health issues, syllabus implementation, workplace health and safety and classroom work differentiation continued across the school.

Teacher professional learning plans were again sourced and used as primary information for staff development days and staff meetings.



Specific focuses for 2014 included:

1. Training for targeted staff in the QuickSmart Numeracy program.
2. Maintenance of already successful programs in Literacy with expansion of the MultiLit program, a focus on reading and explicit teaching, extended writing development and professional report writing.
3. A School development day focused entirely on local Aboriginal Education – listening to local elders and visiting historic sites broadening staff cultural knowledge and competence.
4. Up-skilling of staff in an increasing range of health issues including anaphylaxis training, Hunter New England health talks, suicide prevention, first aid training and Seasons for Growth.

The TPL committee also provided support around the school through funding time for staff to be involved in programs such as work placement supervision, debating, bricklaying courses, sports accreditation training, professional association meetings and the purchasing of resources.

Accreditation Level	Number
Seeking accreditation at Lead	1
Seeking accreditation at Highly Accomplished	0
Maintaining accreditation at Proficient	8
Seeking accreditation at Proficient	0
Provisional - Beginning	0

In 2014, 2 teachers were successful in maintaining their accreditation at the Proficient level, with eight teachers in total at the Proficient level.

Beginning Teachers

In 2014, the school had one permanently employed beginning teacher in their first year of teaching representing 1.8% of the teaching workforce.

This teacher was supported by funding under the Great Teaching, Inspired Learning initiative, which was utilised to provide a teacher mentor and supported teaching timetable adjustments to provide a block release time to assist with planning and teaching program and resource development.

Financial summary

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

Date of financial summary	30/11/2014
Income	\$
Balance brought forward	439,050.33
Global funds	529,099.93
Tied funds	547,707.61
School & community sources	299,774.29
Interest	14,793.55
Trust receipts	21,966.02
Canteen	0.00
Total income	1,852,391.73
Expenditure	
Teaching & learning	
Key learning areas	107,036.00
Excursions	74,821.63
Extracurricular dissections	89,073.21
Library	7,617.33
Training & development	0.00
Tied funds	544,755.79
Casual relief teachers	176,186.36
Administration & office	122,724.73
School-operated canteen	0.00
Utilities	110,866.51
Maintenance	74,195.43
Trust accounts	21,915.45

Capital programs	48,418.62
Total expenditure	1377611.06
Balance carried forward	474780.67

A full copy of the school's 2014 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.



School performance 2014

Academic achievements

NAPLAN

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

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

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

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

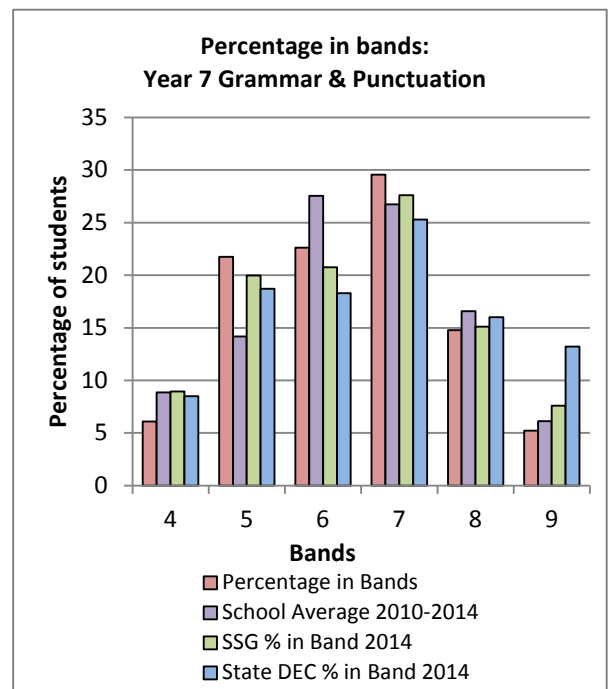
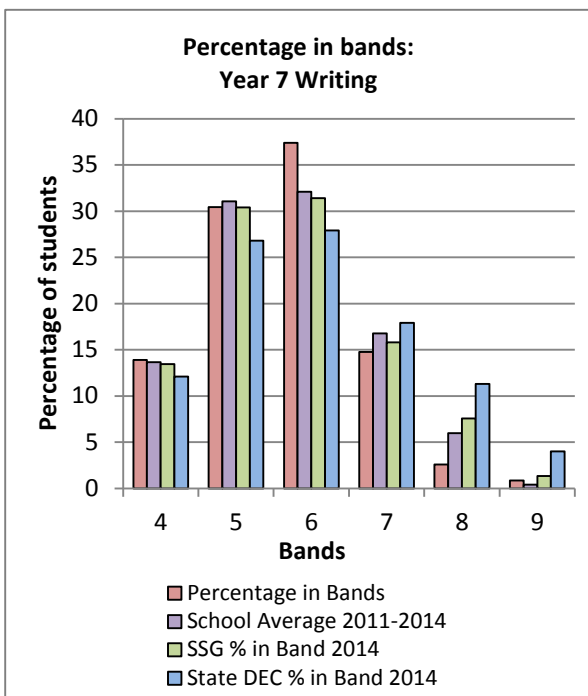
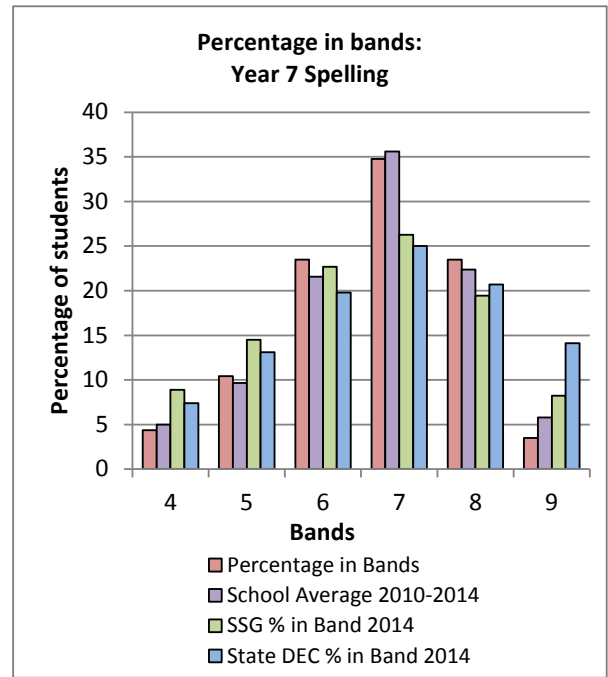
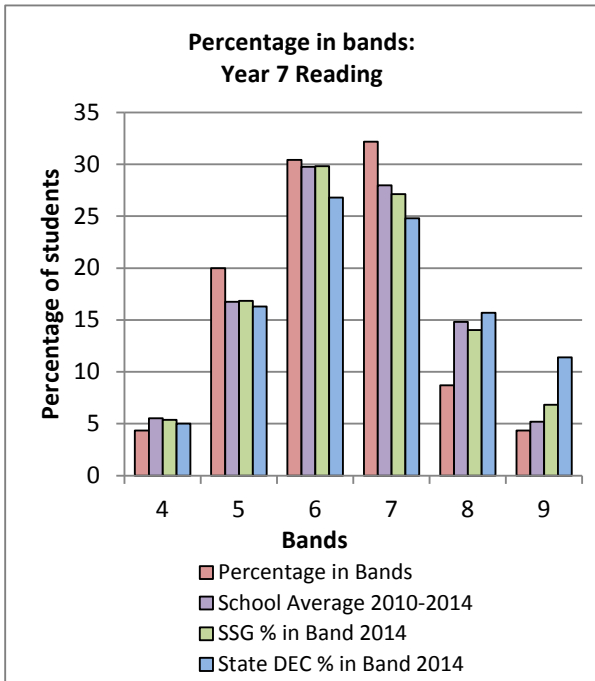
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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* to access the school data.

Alternatively:

NAPLAN Year 7 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

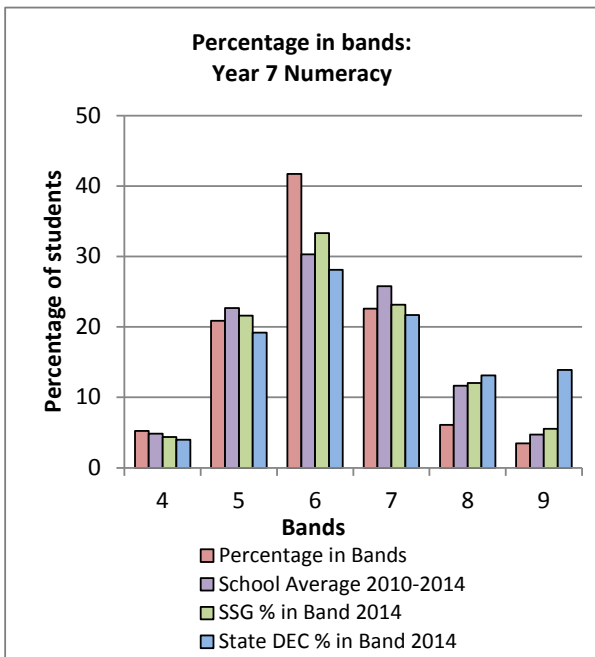


Results for Reading, Writing, and Grammar and Punctuation were below the school average and similar schools group 2010-2014, whilst Spelling results were relatively consistent across most bands with the long term average.

The introduction of the QuickSmart Literacy program for Year 7 students in 2015 will look to positively address these results.

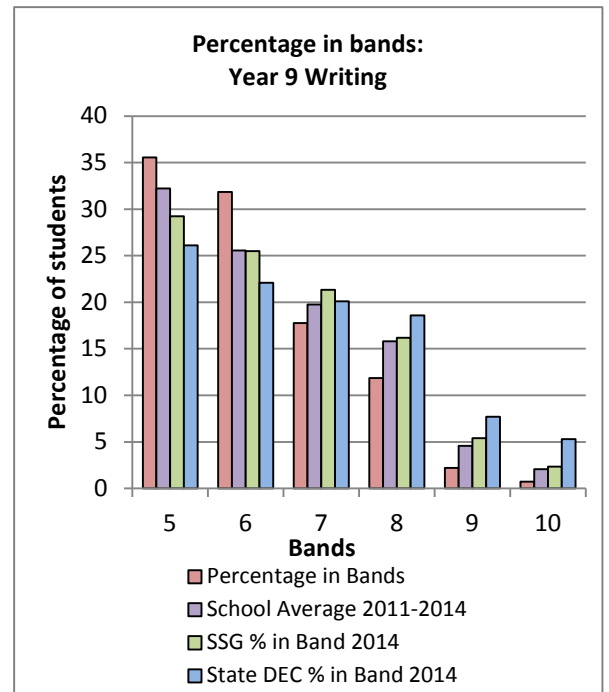
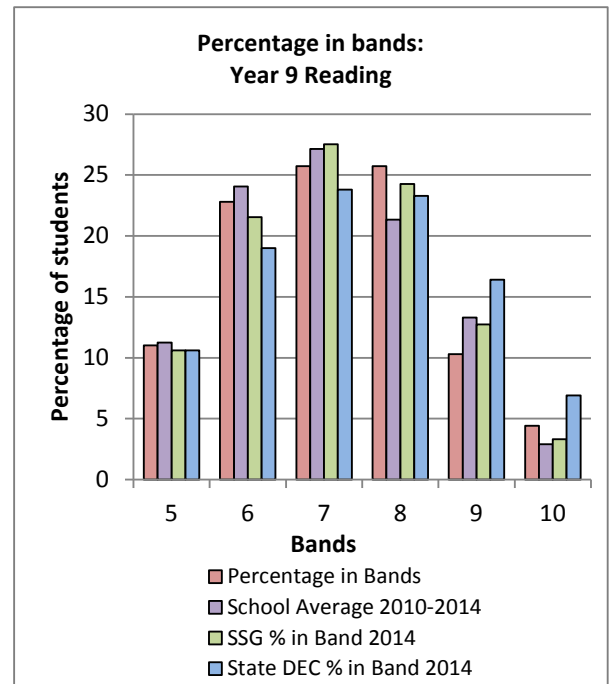


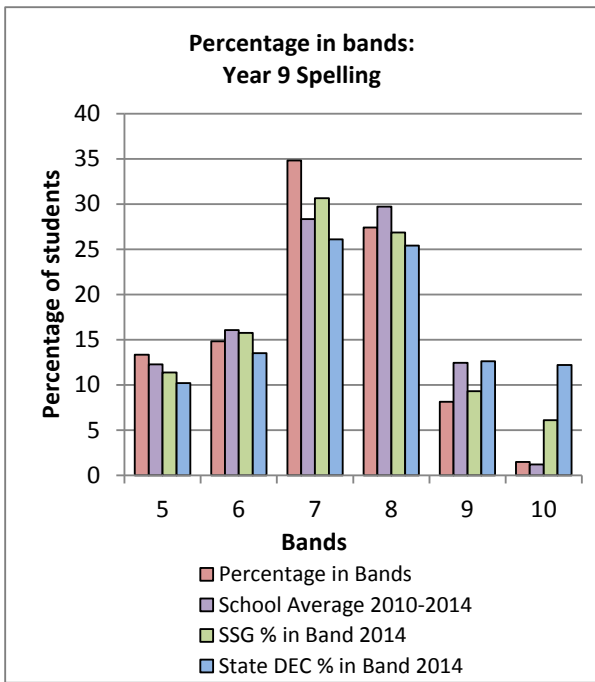
NAPLAN Year 7 – Numeracy



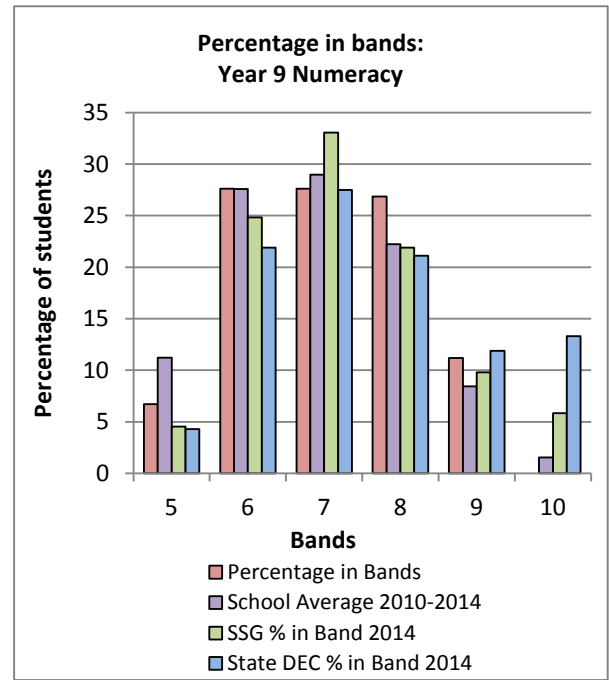
Results in Numeracy were also below the school average and similar schools group 2010-2014. Targeted students from the 2014 Year 7 cohort will benefit from their participation in the 2015 QuickSmart Numeracy program, established in 2014.

NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

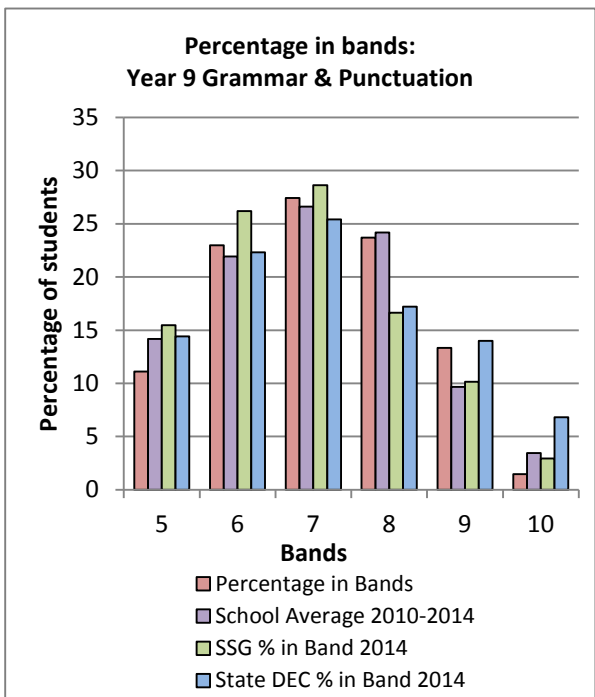




NAPLAN Year 9 – Numeracy



Year 9 Numeracy results showed positive improvement, especially across some of the higher bands. However, a lack of students achieving Band 10 results was a concern.

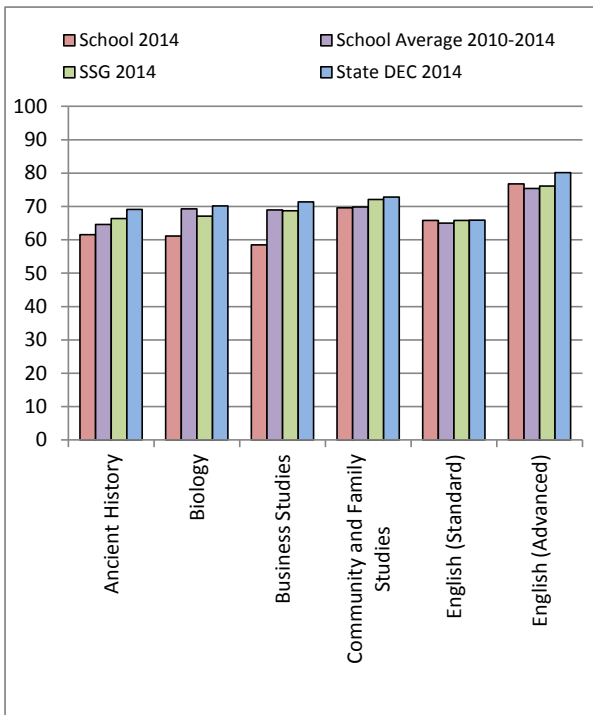


Positive improvements were identified in many of the Bands for Reading with varied to below average results across Writing, Spelling, and Grammar and Punctuation.

Higher School Certificate (HSC)



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).

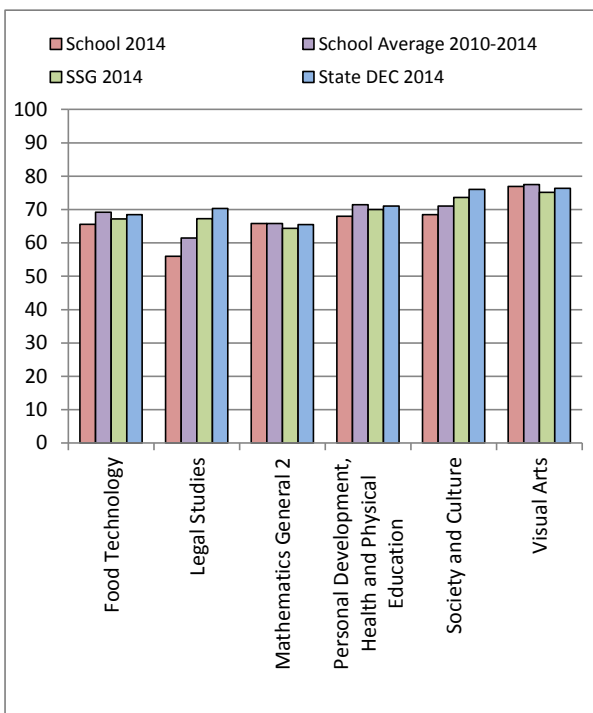


Seven subject areas, including Engineering Studies, English Extension 2, Industrial Technology, Music, Senior Science and Hospitality achieved results above state average.



Other achievements

Creative and Performing Arts



The CAPA faculty at Cardiff High School has a long and proud tradition; it plays an important role in whole school life. Cardiff High School has produced a long line of talented artists and musicians, many of whom have gone on to be professionals in their respective disciplines. Many of these gifted individuals give their time to support the department and continue to be involved with the school in study days, HSC preparations and significant whole school activities such as MADD Night and Music Night.

Students in the Creative and Performing Arts at Cardiff High undertake a wide variety of experiences under the guidance of an experienced staff with a long record of educational success in their respective disciplines. Mandatory studies in Year 7 and 8 and the ever-expanding variety of “mini-electives” challenge the students to develop skills in areas of artistic interest, thereby allowing them to successfully transition into elective courses commencing in

The Higher School Certificate results were consistent with the school’s 13 year average with a total of 8 Band 6 results achieved in the subject areas of Biology, English Extension 2, Industrial Technology, Visual Arts, Mathematics General 2 and Entertainment Industry. The two Band 6 results achieved in Extension 2 English were particularly pleasing as they were the first achieved since the beginning of the New HSC.

Year 9. The CAPA department enjoys strong elective numbers from Year 9 through to Year 12 in all areas: Visual Arts, Music and Drama and it has an established pattern of strong performance at the HSC in the Visual Arts and Music courses.

The Cardiff High School year contains numerous performances and presentations at which the department participates with distinction. The two major CAPA events on the annual calendar are MADD Night and Music Night.

MADD Night – held in early August each year, showcases the wide variety of creative and performing arts talent at our school. The night is built around a large concert with music and dance items and drama acts. A significant art exhibition, comprising sculpture, painting, drawing and short films is also presented. There is an emphasis on excellence and the highest possible levels of artistic delivery. MADD Night 2014 was an outstanding success with a capacity crowd and upwards of 80 students involved.

Music Night – held at the end of Term 4 each year, concentrates on showcasing the specific talents of our musicians with an emphasis on developing talent. Music Night also traditionally features a guest artist in a significant role who works with the students on the development of their performances. 2014 saw local musician and ex-Cardiff student, Ben Travis, in the role of guest artist. The night presented a wide variety of acts showcasing all years, and once again, the feeder primary schools participated with enthusiasm. The annual performance nights at Cardiff High offer artistic enrichment opportunities for all and play a significant role in whole school life. They also serve an important role in the primary to secondary Transition Program.

The delivery of engaging classroom programs, numerous extra-curricular activities and performance and exhibition events results in Cardiff High students being constantly encouraged and challenged to achieve to their potential in the CAPA department's quest for the school motto: Celebrating excellence, opportunities and success.

Sport



In 2014, the Sports Committee implemented changes to the Swimming Carnival program in order to increase participation. Novelty events were introduced along with the traditional events in the hope of encouraging more students to enter the pool. This change proved popular with students and the committee will continue to innovate to increase student attendance and participation in sports carnivals.

24 students represented the school in swimming with 7 going on to represent Westlakes Zone. In Cross Country, Cardiff High School had 52 students compete at the Zone Cross Country carnival with Megan Lowery taking out the 13 years Girls' Age Champion and Brock Taylor taking out the 16 years Boys' Age Championship. 33 students went on to represent the zone at the Regional Carnival held at Broadmeadow Racetrack.

At the Zone Athletics carnival the school had 62 students represent Cardiff High School with many excellent performances. 27 students earned a place in the Westlakes Zone team to compete at the Regional Carnival with Cardiff High School placing 3rd overall. Tahla Pont and Tim Razmovski demonstrated excellence, earning the 14 years Girls' and Boys' Westlakes Age Champions respectively.



During school Wednesday afternoon Sport, Year 7 continued to participate in the Term 1 Aquatics program and the Multi-sport development program in Term 2, enjoying learning skills in AFL, Austag, Baseball, Basketball, League, Netball and Rugby Union. Terms 3 and 4 they joined Years 8-10 in participating in the traditional sport afternoon, where students selected a sport from a range of recreational and competitive sport choices. Sports run on a seasonal timetable with choices in Terms 1 and 4 offering summer sports such as surfing, beach walking and beach sports and Terms 2 and 3 offer Winter Sports including Lasertag, Yoga, Ice Skating, Ten Pin Bowling, Mountain Biking and Bush Walking.

Cardiff High School had in excess of 220 students represent the school across 15 different sports in Junior, Senior and Indigenous competitions. These sports included four major teams of Athletics, Cross Country, Swimming and Trampoline, as well as other team sports such as Futsal, Football, Rugby League, Cricket, Volleyball, Baseball and Netball. Cardiff High School's most successful team in 2014 was the Baseball team who won their way through to compete in the NSW KO Final Series. The school team included Joshua and Rixon Wingrove, who were selected to compete in next year's NSW Combined High School's (CHS) Baseball championships for the Hunter Region.

Nineteen talented students earned themselves selection in Regional representative teams in their respective sports. Morgan-Lauchlan Haimau-Ikihele (Athletics and Girls Rugby League), Jayden Murray (Athletics and Cross Country), and Tahla Pont (Athletics and Trampoline) deserve a special mention as they earned themselves dual Hunter Regional representation. Tahla was so successful at the

Hunter Region Athletics carnival she was named as Regional Champion of her age group.

Talented Golfer Blake Windred earned selection in the NSW All Schools team to compete in the Australian All Schools Open Golf Championships after also being named in the CHS NSW Honour team.



This year, due to the growing success of Cardiff High School students in sport, the Sports Committee worked hard to re-introduce an independent Annual Sports Presentation. The Presentation was held in the school hall a week prior to the Annual School Presentation. It was a morning ceremony where recipients and their families were invited to attend. A musical performance and trampoline display were featured amongst the sports awards. The school was fortunate to have guest speaker, World Champion board paddler, Stewart McLachlan attend the event. His presentation was followed by a light morning tea for special guests, award recipients and their families provided by Cardiff High School senior Hospitality students.



New Awards were introduced including one named in honour of retired English teacher, Mark Gaul, who still remains passionate and actively involved in the school Soccer program. The Mark Gaul Football Star award is awarded to a senior

student who is outstanding in the field of Soccer, but also committed to their studies.

Tahla Pont was named 2014 Sports person of the Year, not only for her dual regional representation but her numerous school age championships and Regional Athletics championship, and her participation in a large range of knock out sports offered at Cardiff High School.

Significant programs and initiatives – Policy and equity funding

Aboriginal education



Cardiff High School continues to work closely and successfully with our Aboriginal Students. In 2014, Cardiff HS had 6 Aboriginal students complete their Higher School Certificate. This represented the highest number of Aboriginal students to complete their Year 12 studies for several years.

As a result of our close relationship with the local community, we celebrated this achievement with a graduation dinner at the Yammalong Centre. This was a well-attended event, reflecting the strength of support for our Aboriginal Students, the value that their families and the community places upon education and the close, positive relationships that exist between our Aboriginal students and their families and our school.



A highlight of the year was the signing of a partnership agreement between the Cardiff Community of Schools and the Minimbah Aboriginal Education Consultative Group (AECG). The agreement is a statement of intent for our schools to work closely with Aboriginal students, parents and community, along with the AECG to achieve the following aims:

- Nurturing a holistic approach to developing our Aboriginal students' academic, cultural and personal development.
- Teaching Aboriginal and non-Aboriginal students, staff and community about Aboriginal history, culture and perspectives.
- Supporting and celebrating important cultural dates in our school community including NAIDOC and Sorry Day.
- Working together to ensure the future success of our Aboriginal students, knowing when they leave our schools they have the skills and knowledge to be successful in the next stage of their lives.
- Developing the leadership skills of our Aboriginal students to be our future leaders.

Cardiff High School hosted the student led event which was a great celebration with the schools, AECG and community.

In the 2014 NAPLAN testing, many Aboriginal students demonstrated strong growth across the literacy and numeracy aspects. There is still room for further improvement, especially in Measurement and Spelling, which will be a focus supported by Norta Norta Tutors in 2015. The school is striving to have all Norta Norta Tutors trained in the MultiLit and QuickSmart strategies to support students identified below National Benchmarks.

At the completion of 2014, the Aboriginal Education Committee evaluated the support for

Aboriginal students and found that the explicit support provided to Aboriginal students in the senior years of school was highly valued by both the students and their parents. With continued funding under the Norta Norta program, the school will seek to build upon this in 2015.

Through the efforts of our Aboriginal Education Officer, Tracey Lloyd, both the Bro Speak and Sista Speak programs ran in Term 4. Students were involved in activities including the development of a 'yarning circle' and creation of murals that depict and support the sense of identity and family that Aboriginal students have with the school and local area. Additional activities including NAIDOC Week celebrations and Sorry Day were also included in the school calendar, further reinforcing the integration of Aboriginal Cultural perspectives within the school.



Of particular significance was the formation of the Junior Aboriginal Education Consultative Group (JAECG) within Cardiff High School. The school's Aboriginal students embraced this development and were able to have two students that they nominated represent the JAECG in the Schools' Student Representative Council. This, along with JAECG meetings each term allowed the Aboriginal students of Cardiff High to have a growing voice across the school.

Multicultural education and anti-racism



Japanese classes at Cardiff High School have continued to introduce students to the importance of other cultures and languages, considering our multicultural society. Cardiff High School has maintained a positive relationship with its sister school, Tanagura Junior High. Students and staff were able to connect and share one another's culture when Tanagura Junior High School's 17 students and three accompanying staff visited Australia in 2014. The students were hosted by Cardiff High School families and as a result, both students and families experienced a range of activities during the stay and made many fond memories. The activities included: a Port Stephens dolphin watching cruise, a bonding experience at Ten Pin Bowling and a weekend stay with their host family. During 2015, it is anticipated that the school will be visited by 22 students from Tanagura Junior High School.



Moreover, students in Stages 4 and 5 participated in a fantastic Japanese Workshop conducted by the Obento Group from Western Australia, including actor Shinto Usami. The day provided amazing learning and fun activities for the students. The NSW & NT Australia-Japan Relations Essay Contest was a wonderful

competition for students to be a part of. Prize winner, Caleb Gill, of Grade 8 will be presented with an award due to his excellent essay. The students at Cardiff High School have increased their knowledge of Japanese culture, interest and language ability. Some students will have the opportunity to explore Japan and visit Tanagura Junior High School in 2016.

The school has approximately 36 students with multicultural backgrounds. These students participated in a range of activities across the school year.



Students participated in programs like Shine and Rush. The school's sporting teams, especially Football and Rugby League, saw regular representation from students with different cultural backgrounds.

The school's formal assemblies were graced with a number of cultural performances throughout the year, which included: unplugged Pacific Islander accompaniments and Ukrainian Dance. These performances were often completed in front of parents and community members.

Several of our students with multicultural backgrounds participated in courses such as: bricklaying, White Card, Employability Passport and Defence Force Recruiting. One student completed a School Based Traineeship as part of their HSC.

Student Welfare

In 2014, Cardiff High School provided an extensive range of programs for student welfare, actively supported by the Healthy Schools, Healthy Futures Program.

Students in Years 7-9 enjoyed a Mental Health Issues presentation from Byron Williams, Community Development Officer at Headspace Newcastle.

Year 8 students participated in a whole day program focused on developing Positive Relationship skills. The program was run by Sue Prosser a RUSH Youth Worker assisted through presentations by Natalie Benton from Life Education who addressed safe participation at parties. Year 8 boys were also able to participate in a low impact weight training session facilitated by Careers Teacher, Mr Clape, assisted by Warren Moore. The school also tapped further into its local knowledge and talent with Mrs Crow and Mr Swadling delivering a session on puberty and resilience.

Selected Year 7, 8 and 10 girls were involved in the SHINE program, which sought to empower girls and develop positive self-esteem.

Year 10 students participated in a welfare day, which consisted of three different presentations incorporating life skills in relation to building resilience skills and making the right choices.

Senior students participated in the Driver Safety program, presented by a paramedic and a Police Liaison Officer.

The Healthy Schools, Healthy Futures program concluded in 2014, after three successful years promoting resilience skills in students and developing school programs to support the development of this important skill. The key drivers of this program have been Mel Asmar, who was employed to support the school through the program, and Mrs Osborne in her capacity as Welfare co-ordinator and Girls' advisor. The school is grateful for their enormous commitment and dedication in enhancing the welfare support received by the school's students.

Furthermore, the success of the welfare programs at Cardiff High School could be best summarized through the comments of one Year 10 student " I personally believe that the welfare days like this one are very beneficial to each student . Without days like this, the students are prone to lack knowledge and do not know where to go to get assistance when required".

Socioeconomic background



The school utilised Socioeconomic background funding specifically to:

- improve communication with parents and caregivers through the use of technology including an SMS messaging system for attendance and promoting school events, the implementation of an online parent/teacher interview booking system, and a new school website and phone app
- provide targeted Numeracy support to Year 8 students through the implementation of the QuickSmart Numeracy program
- provide financial assistance for needy students for uniforms and mandatory learning experiences
- employ a Technology Support Officer to provide technical support for the school's technology infrastructure, as well as, managing the school website and phone app

Aboriginal background

The school's Aboriginal background funding was used in its entirety to employ the school's Aboriginal Education Officer.

Further to this, the school was also provided with additional 'Transition' funding to use to support students at the various stages of their education to support their learning and work towards their career development and post-school transitions and destinations.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Review of relevant information including NAPLAN and HSC results, EMSAD data sheets, attendance data, etc
- School committee reviews
- Review of processes and programs through TARS, EARS and PARS.

School planning 2012-2014:

School priority 1

Improved engagement and attainment

Outcomes from 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



Evidence of achievement of outcomes in 2014:

- NAPLAN results in Year 9 Numeracy showed strong, positive growth across most band areas and there was strong value adding amongst students participating in targeted literacy and numeracy support programs. However,

overall student results in Year 7 and 9 NAPLAN were lower than the school's four year average.

- The school continued to develop its faculty laptop capacity with around 500 devices available to use with the wireless network across the eight school faculties.
- HSC results for 2014 were consistent with the school's 13 year average of eight Band 6 results recorded.
- Sporting teams and individuals were highly successful, recording strong results at Regional, State and National level. Students benefited from participation in a wide range of school and community-based sports.
- The school implemented a policy of inviting two members of the Junior AECG leadership to join the school SRC.
- The school saw the highest number of Aboriginal students graduate Year 12 in 2014. Strong growth in Aboriginal student achievement was evident amongst students who participated in Norta Norta tuition or other targeted support programs.

Strategies to achieve these outcomes in 2014

- ILNNP Program, MultiLit program and Norta Norta Tuition.
- Development of faculty laptop trolleys with technical support provided by the Technology Support Officer.
- HSC High Achievers program (Term 4, 2014).
- Community Sports Participation program and participation in the Premier's Sporting Challenge.
- Increasing Aboriginal Student Leadership opportunities through the SRC.



School priority 2

Implementation of Innovative Curriculum and Assessment

Outcomes from 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

Evidence of progress towards outcomes in 2014:

- Comprehensive teaching programs and engaging tasks were developed to support the implementation of the National Curriculum.
- An increased number of students participated in the GATS program and presentations for students in Years 7-10.
- A comprehensive range of student welfare support programs were offered for all students 7-11 with support from the Healthy Schools, Healthy Futures program.
- The school's Careers webpage was actively maintained to assist students in making informed career choices.

Strategies to achieve these outcomes in 2014:

- Executive were supported through Regional Head Teacher Network meetings in supporting the implementation of the National Curriculum.
- Welfare and support needs of students were identified through the Healthy Schools, Healthy Futures program with targeted programs delivered for student cohorts.

School priority 3

Improved Organisational Effectiveness and Environment

Outcomes from 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 Support Team procedures utilised
- Strategic Professional Learning and Succession Planning occurring
- LMBR – Learning Management Business Review implemented

Evidence of progress towards outcomes in 2014:

- Student attendance was 87.4%, which was lower than 2013, however, higher than the three year average.
- Retention fell from 55.9% in 2013 to 50.8% in 2014.
- Highly effective transition programs resulted in a significantly increased student enrolment in the Year 7 2015 cohort.
- Enhanced communication through the introduction of a new school website, phone app and text messaging system.
- The grounds maintenance budget and program was significantly expanded in 2014 to address local environmental issues.
- School 50th anniversary celebrations concluded in 2013 and the school is awaiting LMBR implementation.



Strategies to achieve these outcomes in 2014:

- Weekly reviews of attendance data at Executive and Senior Executive level and the implementation of a text messaging system to notify parents of student absence.
- Active communication with parents through the use of technology.
- A tree and vegetation maintenance program resulted in significant improvements to the school grounds. New bins and signage were also introduced to support this area.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

In Term 3, students, staff and parents participated in the online Tell Them From Me survey. The school has committed to participating in this survey for the next three years to evaluate the effectiveness of strategies developed through the School Plan 2015-2017.

The **student** survey covered the following areas:

- Social-emotional outcomes
- Academic Outcomes
- Drivers of student outcomes
- Demographic Factors

The **teacher** survey covered the following areas:

- Leadership
- Collaboration
- Learning culture
- Data informs practice
- Teaching strategies
- Technology
- Inclusive school
- Parent involvement

The **parent** survey covered the following areas:

- Parents feel welcome
- Parents are informed
- Parents support learning at home
- School supports learning
- School supports positive behavior
- Safe School
- Inclusive School

Summary Findings

Tell Them From Me – Teacher Data:

Teachers identified areas for improvement including a greater acknowledgement and reward for student achievement, minimising disruptions in class and greater focus on academic achievement.

Tell Them From Me – Student Data:

Students acknowledged positive relationships with teachers but identified areas for improvement such as greater acknowledgement of student achievement, bullying and school environment concerns.

Tell Them From Me – Parent Data:

Parents commented positively about the school identifying staff support for students and communication through technology. Negatives included lack of homework and assessment tasks, communication issues and student behavioural issues.

Conclusions

The data from the Tell Them From Me Survey was used to inform the development of the School Plan 2015-2017. Aspects of the plan that were

developed based on the information provided through the survey include:

- The development of a new commendation/reward system to acknowledge positive student behavior and achievement
- The development of targets to improve the level of student achievement to match or better the state average in all external measures of school and student performance
- Enhancing communication with parents through the use of technology including text messaging, phone app and school website.
- Development of a Moodle website accessible for students and parents featuring all school take home assessment tasks.

Future Directions 2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

The 2015-2017 Cardiff High School Plan was developed following extensive consultation with students, staff and our school community. Key aspects of the consultation and development of the plan was the development of a Situational Analysis Committee and report, participation in the Tell Them From Me Student, Staff and Parent Surveys and extensive analysis of the collected information by the School Executive.



The plan promotes three strategic directions, with improvement measures set as goals for whole school achievement. These directions and improvement measures are listed below:

Strategic Direction 1: Creating a culture of learning and achievement

- 100% of the top 20 Year 9 students achieve at or above expected growth in NAPLAN
- A minimum of 16 students complete the QuickSmart Literacy, and QuickSmart Numeracy programs each year.
- A minimum of eight students complete the MultiLit program each year.
- 20% increase in HSC Band 5 and 6 results
- 50% of HSC subject results at or above State Average
- Year 11 attendance of 88.4%
- Year 12 attendance of 89.5%
- Overall Aboriginal student attendance of 89.6%
- All assessment tasks 7-10 to adopt the new school proforma and are published on Moodle
- Super 6 'Walls of Learning' established in all classrooms

Strategic Direction 2: Positive communication and celebrating learning and achievement

- Year on year improvement in Tell Them From Me Student, Staff and Parent Survey Data
- Implementation of an updated school reward/commendation system with progress in students achieving higher levels
- Increased number of opportunities to recognise student achievement
- Improved communication through technology including text messaging parents, Skoolbag App, newsletters, Moodle and Online Parent/Teacher interview bookings
- Development of school website to include resources to support learning available online including assessment schedules, assessment tasks, scope and sequences and calendar
- Increased school website traffic and hits



Strategic Direction 3: Working co-operatively and strategically as a Community of Schools

- CCoS collegial networks for Principals, Executive, Teachers, LASTs and SAMs established, meeting regularly and operating effectively.
- Joint teacher professional learning activities held throughout each year.
- CCoS Learning Plans implemented across the six schools.
- Number of students achieving expected growth and National benchmarks in Literacy and Numeracy.
- Number of teachers accessing higher levels of teacher accreditation.
- Percentage of students transitioning from Year 6 at partner Primary schools to Year 7 at Cardiff High School.

This School Plan 2015-2017 can be accessed through the following link:

<http://www.cardiffhigh.com.au/ourschool.php?id=61>

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.

Gareth Erskine – Principal

Stephen Trayhurn – Deputy Principal

Kim Knight – P&C President

Michelle Sloan – Head Teacher English

Craig Maher – Head Teacher PDHPE

Andrew Snowden – Head Teacher HSIE

Rodney Glassop – Head Teacher CAPA/Admin.

David Sowden – SRC Coordinator

Meagan Soley –Teacher

Phillipe Ribbons – Teacher

Deborah Summerville – Teacher

Dannielle Harvey – Sports Organiser

David Smith – Teacher

Carolyn Gibson – Teacher

Kara Osborne - Teacher

Darryl French – Aboriginal Education Officer (rel.)

Joshua Turnbull- 2015 Boys Captain

Sara Woodbridge - 2014 Girls Captain

School contact information

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

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>