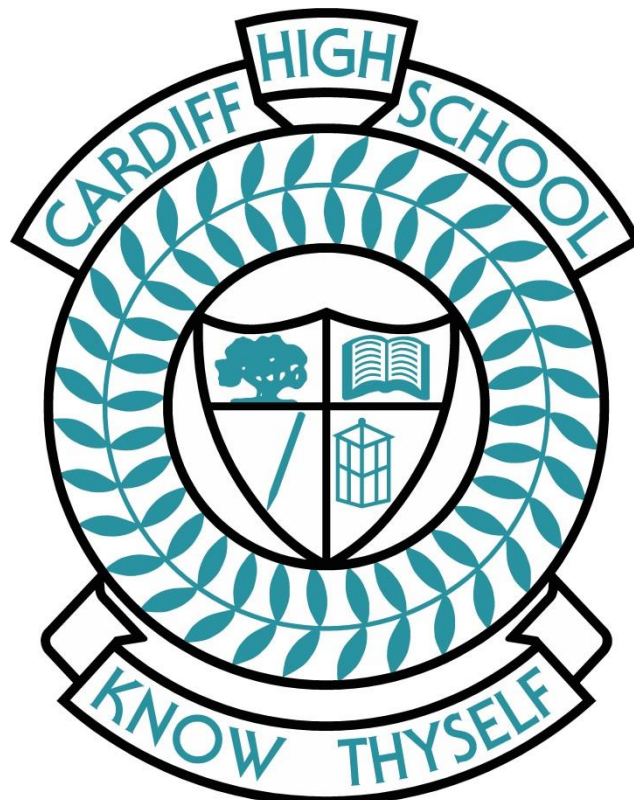
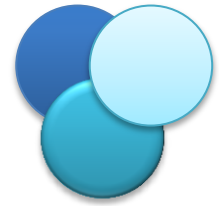


CARDIFF HIGH SCHOOL

Annual Report



Introduction

The Annual Report for 2015 is provided to the community of Cardiff High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the Principal

2015 has been a very positive year for Cardiff High School. The school achieved outstanding HSC results and made great progress in the key areas of literacy, numeracy and student attendance. 2015 saw the successful introduction of a new Special Education faculty catering for the needs of students with disabilities in the local area. The school continued to go from strength to strength in sport and music with many new school records and notable individual and group achievements.



In March Cardiff High received the exciting news that the school would receive \$3.4 million in funding through the Schools Renewal Program. In further good news, Cardiff High was also successful in its application for a much needed power upgrade which will allow the air conditioning of additional classrooms by July 2017.

The school successfully implemented the new 2015-2017 School Plan. A particular highlight of the plan was the close working relationship developed between the staff of Cardiff Community of Schools, taking a joint approach to helping students to achieve their best possible outcomes throughout their 13 years of schooling.



However, the year also presented significant challenges, none greater than the severe weather in April which led to the closure of the school for four days, the loss of over 150 trees on the school site and damage to many areas of the school.

Gareth Erskine
Principal

P&C Message

The Cardiff High School Parents and Citizens Association (P&C) meet in the school library at 7.00pm on the second Wednesday of each month, excluding January, April, July and October. The Annual General meeting is held at 7.00pm in March, with the ordinary meeting to follow. Dates for P&C meetings together with other important dates are marked on the P&C funded magnetic calendar forwarded to parents/carers at the beginning of each year.

The P&C provides an opportunity for parents, grandparents, carers and the community to take part in discussions about educational programs, initiatives and activities at Cardiff High School. I would like to thank our canteen staff, Louise Stewart, Sue Smith and Susan Wilson, who do a sterling job in providing an enjoyable, nutritious and attractive selection of food and drinks at reasonable prices. I would like to acknowledge and especially thank the volunteers and students who help run our school canteen and volunteer for other duties throughout the year. This assistance is crucial to P&C activity as their efforts would not come to fruition and our children would not benefit from the wonderful resources and facilities provided without our dedicated volunteers. We do welcome volunteers, especially in assisting with the canteen. Our canteen staff would appreciate having more volunteers, whether it be weekly, monthly or just a few times a year.



The P&C members are to be thanked for their time and commitment in 2015, and it has been nice to see more parents/carers attending the P&C meetings this year. I have valued your input, suggestions and opinions. For those persons who are unable to attend the meeting, you may see the approved minutes of meetings on the school website.

Technology is playing a critical role in worldwide changes, so for our not so tech savvy (that's me) members, a very informative session was held by Jenny Maree Copas (Technical Support Officer) sharing information about the updated school website, Skoolbag and general school communication with families.

In 2015, the P&C were pleased to help fund our School National sporting representation, a spiral cutter for the Industrial Arts Department, visitor outings for our sister school, Tanapura High School, Promethean boards and school calendars. Approval was given to assist in funding for gymnastics and the development of the school hall for 2016.

Advice was sought from the P&C about the school uniform, the anti-bullying policy, the junior assessment task overview structure, bring your own device (BYOD) policy and the 2016 faculty and extra-curricular budgets. We were disappointed in uniforms not arriving by a suitable timeframe and the inconvenience and frustration caused. However in consultation with Alinta Apparel, we are assured 2016 will not be a repeat.

Finally, I would like to extend the P&C's thanks to the Principal, Mr Gareth Erskine, the teachers and administrative staff for working with us this year to provide the best opportunities for all our children. Your dedication and care is what makes Cardiff High School such a wonderful school for our children to be part of. The P&C looks forward to another successful year ahead in enhancing student learning and wellbeing.

Kim Knight

Cardiff High School P&C President

Student Representative's Message



Cardiff High School is a unique and dynamic school which is closely connected to the wider community. The SRC is a youth leadership group that further develops the knowledge and skills of students. These include running meetings, organising activities, representing the concerns of fellow students and supporting others. Active participation and active citizenship is the way to get things done if change needs to happen.

In 2015, the Student Representative Council (SRC) supported numerous community events such as ANZAC Day, Harmony Day, NAIDOC celebration activities, Relay for Life, Jeans for Genes Day, Shave For a Cure Day, and Purple Day just to name a few.

In 2016, the SRC is looking into anti-bullying strategies to be implemented, running fundraising BBQs, and possibly running a Multicultural Experience day. We also actively assist in whole school activities such as MADD night and carnivals.

We have meetings every fortnight to discuss matters of importance to each year group. As part of this we attempt to solve common issues for students.

For the first time in the school's history, we have also changed the senior leadership group's composition from four to six. This allows more students to have the leadership experience and develop their skills, as well as increasing the influence and assistance that the school leaders are able to provide to the student body.

The Year 12 2016 senior leadership group are:

- Captains - Harry Keating and Ashleigh Lewis
- Vice Captains - Rachel Knight, Billi Prince, Wade Lambert and Jake Wills

It is the senior leadership group's responsibility to represent and provide support for all students. This is achieved through co-operation with the SRC, as well as involvement with the P&C, to attempt to make Cardiff High School the most supportive environment possible, maximising the potential and safety of every student.

2016 offers many opportunities and unique challenges for all student leaders.

Harry Keating and Ashleigh Lewis
2016 Captains

School background

School vision statement

Cardiff High School strives to be the school of choice for families in the Cardiff, Garden Suburb, Hillsborough, and Macquarie Hills areas. In its preparation of students as 21st century learners and citizens, the school provides a caring, safe and supportive environment.

Our students graduate with the skills and knowledge to be successful in the next stage of their lives. The school culture is built on positive relationships between staff and students and high standards and expectations for students to reach their potential.

A balanced education, supporting students' academic, sporting and cultural development provides students with a wide range of opportunities to excel. The school acknowledges and celebrates the success of our students and staff, valuing the contributions they provide each and every day.

Cardiff High School is strongly connected to our local community, fostering partnerships in education, vocational pathways and cultural and commemorative events. The school actively supports our families to be engaged in the life of the school, valuing education and working together to foster students' learning and development.

School context

Cardiff High School is a comprehensive, co-educational secondary school located in the City of Lake Macquarie. The school draws its enrolments from the Cardiff, Garden Suburb, Hillsborough and Macquarie Hills Communities. The school has a culture of academic achievement, success in sport and creative and performing arts.

In 2016, Cardiff High School recorded 703 student enrolments, including 60 Aboriginal students. The school curriculum caters for a wide variety of interests and needs, with a growing number of students accessing tertiary study and local-industry post-school pathways. The Gifted and Talented program provides students with the platform to accelerate and extend their learning opportunities. Student learning is further enhanced through student access to courses at TAFE campuses and School Based Traineeships. Students are also well-supported through a range of key welfare and careers programs.

Aboriginal students are encouraged to excel through their involvement in academic and cultural support programs and Special Education Facilities cater for students with mild, moderate and severe physical and intellectual disabilities. Cardiff High School's Japanese language program is fostered by a long-standing sister-school relationship with Tanagura Junior High School, Japan.

The Cardiff High School staff are committed to supporting students and raising the academic standards of the school. They regularly make considerable personal time available to tutor, train and mentor students, supporting them across a wide range of both curricular and extracurricular areas.

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

The image contains two parts. On the left is the 'Introduction' section of the School Excellence Framework, which explains its purpose for NSW public schools and lists the three domains: Learning Culture, Curriculum and Learning, and Assessment and Reporting. On the right is a table titled 'Public Schools NSW - School Excellence Framework' with columns for 'LEARNING ELEMENTS' (Wellbeing, Curriculum and Learning, Assessment and Reporting, Student Performance Measures) and 'LEVELS' (Delivering, Sustaining and Growing, Excelling). Each cell in the table contains specific criteria for that element and level.

LEARNING ELEMENTS	DELIVERING	SUSTAINING AND GROWING	EXCELLING
WELLBEING	• All teaching staff understand and implement engagement and learning strategies that are tailored to individual students' needs and learning styles	• There is documented commitment within the school community to encourage and support all school learning activities	• There is a school-wide, collective responsibility for ensuring wellbeing and learning, with high levels of student, staff and community engagement
CURRICULUM AND LEARNING	• Expectations of teachers are clearly taught to students and linked to the quality of school learning, including professional, feedback, career and personal	• Positive, respectful relationships are evident among students and staff, promoting student wellbeing and creating good conditions for student learning	• Positive and respectful relationships across the school community underpin a productive learning environment and support students' development of strong identities as learners
ASSESSMENT AND REPORTING	• School progress reflects the needs of identified student groups, including students with disability and students at greatest risk of school disengagement	• Well-developed and current policies, programs and processes identify, address and monitor student learning needs	
STUDENT PERFORMANCE MEASURES	• Assessment data are regularly monitored and acted on to inform practice, to address issues with individual students		

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework. In the first year of self-assessment incorporating the School Excellence Framework, the school Executive undertook a process of familiarisation with the three domains of Learning, Teaching, and Leading, and fourteen constituent elements. An assessment was then made of where the school aligned within each element followed by identification of evidence which could be used to support this judgement. A summary of these findings are listed below:

Learning

In the domain of Learning the elements of Learning Culture, Curriculum and Learning were assessed as Sustaining and Growing, whilst the elements of Wellbeing, Assessment and Reporting, and Student Performance Measures were assessed as Delivering.

Teaching

In the domain of Teaching, all of the elements Professional Standards, Learning and Development, Classroom Practice, Data Skills and Use, and Collaborative Practice were assessed as Delivering.

Leading

In the domain of Leadership, the elements of Planning, Implementation and Reporting, School Resources, and Management Practices and Processes were assessed as Delivering

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students. This self-assessment will also provide a baseline and framework for future assessments.

Strategic Direction 1

Creating a culture of learning and achievement

Purpose

To create a school culture where learning and achievement is highly valued, with an emphasis on high standards and expectations. The school has a clear goal to match or better the state average for external measures of school performance including Literacy and Numeracy, HSC results and student attendance.

Overall summary of progress

2015 saw the establishment of programs and processes to support the goals and targets set through this strategic direction. The implementation of the QuickSmart Literacy program for selected Year 7 students built upon the successful introduction of the QuickSmart Numeracy program for selected Year 8 students in 2014. Significant funding and teacher period allowances were directed towards supporting the school's key literacy and numeracy programs.

Further strategies assisted the school in working towards the achievement of the improvement measures including the HSC High Achievers program, NAPLAN literacy preparation and fortnightly review meetings for the Aboriginal Education staff.

A weekly review of data kept school staff focused on the achievement of the targets outlined in the plan.

Progress towards achieving improvement measures		Resources (annual)																		
Improvement measure (to be achieved over 3 years)	Progress achieved this year																			
Year 9 cohort achieves the NSW DEC scaled score in all NAPLAN areas	The school achieved positive results close to the state average in the aspects of Reading, Spelling and Grammar and Punctuation, whilst Numeracy results were enhanced through strong value-added results from students who participated in the QuickSmart Numeracy program.	\$50,000																		
	<table border="1"> <thead> <tr> <th>NAPLAN Aspect</th> <th>School</th> <th>State</th> </tr> </thead> <tbody> <tr> <td>Numeracy</td> <td>573.8</td> <td>591</td> </tr> <tr> <td>Reading</td> <td>566.5</td> <td>573.1</td> </tr> <tr> <td>Writing</td> <td>506.3</td> <td>526.4</td> </tr> <tr> <td>Spelling</td> <td>577.9</td> <td>583.7</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>556.4</td> <td>561.5</td> </tr> </tbody> </table>		NAPLAN Aspect	School	State	Numeracy	573.8	591	Reading	566.5	573.1	Writing	506.3	526.4	Spelling	577.9	583.7	Grammar and Punctuation	556.4	561.5
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100% of the top 20 Year 9 students achieve at or above expected growth in NAPLAN	Students performed well below the benchmark set through this improvement measure and will be a focus of a new strategy in 2016.	\$2,000																		
	<table border="1"> <thead> <tr> <th>NAPLAN Aspect</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Numeracy</td> <td>45%</td> </tr> <tr> <td>Reading</td> <td>55%</td> </tr> <tr> <td>Writing</td> <td>55%</td> </tr> <tr> <td>Spelling</td> <td>35%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>15%</td> </tr> </tbody> </table>		NAPLAN Aspect	Percentage	Numeracy	45%	Reading	55%	Writing	55%	Spelling	35%	Grammar and Punctuation	15%						
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Strategic Direction 1

A minimum of 16 students complete the QuickSmart Literacy, and QuickSmart Numeracy programs each year	16 students completed the QuickSmart Numeracy Program in 2015. The school also introduced the QuickSmart Literacy program for selected Year 7 students with staff completing training in the program facilitation and delivery. The program also met its target of 16 students successfully completing the course.	\$10,000 1.0 teacher allocation						
A minimum of eight students complete the MultiLit program each year	Eight students completed the MultiLit program in 2015.	0.6 teacher allocation						
20% increase in HSC Band 5 and 6 results	There was a very strong result in students achieving increases in Band 5 and 6 results in HSC testing above the school's historical averages. Whilst significant year on year fluctuations in results are to be expected, an upward overall trend is expected through this improvement measure. <table border="1" data-bbox="529 748 976 913"> <thead> <tr> <th>Band</th> <th>% Increase</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>75%</td> </tr> <tr> <td>5</td> <td>73%</td> </tr> </tbody> </table>	Band	% Increase	6	75%	5	73%	Nil
Band	% Increase							
6	75%							
5	73%							
50% of HSC subject results at or above State Average	Despite achieving the second best HSC results in 25 years the school recorded 12 subjects out of 30 delivered, or 40% with above state average results.	Nil						
Year 11 attendance of 88.4% Year 12 attendance of 89.5%	This result was the second best in eight years with Year 11 attendance of 88.1%, and Year 12 88.6%. Continued review of data and associated support strategies will assist in working closer to achieving the overall target result.	Nil						
Overall Aboriginal student attendance of 89.6%	Despite considerable review of data and intervention, significant work is still required to achieve the improvement measure for Aboriginal students to match the state average of 89.9%. In 2015 the school's overall Aboriginal student attendance was 81.8%, well below the school and state average.	Nil						
All assessment tasks 7-10 to adopt the new school proforma	Preliminary discussion of the development of the proforma occurred in Term 4 2015 with the implementation of the document completed in Term 1, 2016.	Nil						
Super 6 'Walls of Learning' established in all classrooms	Posters were created in support of this strategy and placed in each classroom within the school.	Nil						

Next steps

The school will look to build upon the overly positive results achieved in 2015 through further development of key programs and processes. In addition, further initiatives will be provided to support the improvement measures including:

- Five additional staff to receive training in QuickSmart Numeracy
- A 0.2 period allocation provided to an Executive member of staff to enable the development of a program to support high achievement of students in junior years.
- A 0.2 period allocation provided to an Aboriginal member of staff to deliver QuickSmart Numeracy to selected Aboriginal students and support Stage 4 Aboriginal students in their transition to High School.

Strategic Direction 2

Positive communication and celebrating learning and achievement

Purpose

Keeping students, staff and parents informed of all school processes, programs and events and engaged in the school learning culture through positive communication and the use of technology,

Encouraging and supporting students to achieve their potential across the broad school curriculum by acknowledging and rewarding learning and positive achievement.

Overall summary of progress

Significant progress and innovation occurred in this area during the year. The Tell Them From Me Survey is becoming an established part of the school calendar and an important tool for school self-assessment. The establishment of a Rewards Committee informed the direction for increased acknowledgement of student effort and achievement and the use of technology to support communication with students and parents has been readily embraced.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	
Year on year improvement in Tell Them From Me Student, Staff and Parent Survey Data	Improved results were recorded across almost all areas in the staff survey. Student and parent survey results were mixed, with improvements noted in some areas, with smaller changes in others. Open-ended feedback has provided significant scope and guidance for further areas of development.	\$2,000
Implementation of an updated school reward/commendation system with progress in students achieving higher levels	A School Rewards Committee was established in 2015 to investigate successful rewards processes in other schools and to develop a new process for Cardiff High School. As a result, the school has implemented the 'Student of the Week' awards, with junior and senior students nominated by faculties and presented with an award each week on assembly.	\$2,000
Increased number of opportunities to recognise student achievement	In addition to the 'Student of the Week' awards, faculties also nominate other students for commendation letters to notify parents of above average work or effort. An extra rewards-focused assembly will be held in Term 3, 2016.	Nil
Improved communication through technology including text messaging parents, Skoolbag App, newsletters, Moodle and Online Parent/Teacher interview bookings	There has been significant, positive developments in this improvement measure with over 1200 downloads of the school's phone app and a significant increase in the number of parents booking parent/teacher interviews. The school newsletter has been enhanced with a new format and greater contributions from faculties.	\$70,000

Strategic Direction 2

Development of school website to include resources to support learning available online including assessment schedules, assessment tasks, scope and sequences and calendar	The school website has rapidly developed and provides extensive information for students and parents through its multiple platforms.	Nil
Increased school website traffic and hits	The school began recording website data and traffic in 2015 and will be able to report on increases in this aspect in future Annual School Reports.	Nil

Next steps

Parents have responded overwhelmingly in support of this Strategic Direction as evidenced through the uptake of technology-related opportunities and an increased number of parents attending school events. To further support this Strategic Direction the school will:

- Provide a 0.2 period allocation to a member of staff to generate news stories and promotional material to keep our school community informed of current and upcoming events and to promote the achievements of students and staff through the newsletter, website and phone app.
- Develop new rewards certificates in support of the school reward/commendation system.
- Conduct the Tell Them From Me Parent survey during Semester 2 Parent/Teacher interviews to gain increased parent feedback.

Strategic Direction 3

Working co-operatively and strategically as a Community of Schools

Purpose

To initiate, support and improve collegial practices across the six schools in the Cardiff Community of Schools to assist student learning and staff development.

Supporting the professional development of all staff, to enhance outcomes for all students K-12 in Literacy, Numeracy, social, cultural, vocational and technological outcomes.

Overall summary of progress

The success of this strategic direction has been widely acknowledged as a highly effective model for Communities of Schools. In 2015, a major new network was established for Executive across the six member schools, whilst existing networks were strengthened. A Class Movie was also created to showcase the success of the partnership. New 'Milestone' directions have been set for 2016 to further enhance the aims of the strategic direction.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	
CCoS collegial networks for Principals, Executive, Teachers, LASTs and SAMs established, meeting regularly and operating effectively	A new Executive collegial network was established focusing on building strong partnerships across the partner schools and developing common practices to support student transition K-12. This Executive network was supported by a grant.	\$20,000
Joint teacher professional learning activities held throughout each year	Cardiff High School hosted 160 staff from the CCoS for a joint School Development Day in Term 2 2015. In addition, schools hosted joint training opportunities throughout the year to support staff including workshops on teacher accreditation and the research of John Hattie.	\$ 2000
CCoS Learning Plans implemented across the six schools	A common Learning Plan was developed and adopted across the five partner Primary Schools.	Nil
Number of students achieving expected growth and National benchmarks in Literacy and Numeracy	This area has been identified as a focus area for evaluation in 2016 with the development of recommendations for strategies to be established.	Nil
Number of teachers accessing higher levels of teacher accreditation	Accreditation was a major focus area for the CCoS during the year, with workshops provided by regional consultant, Krystal Bevin. Cardiff High School recorded two teachers working towards higher levels of accreditation.	Nil
Percentage of students transitioning from Year 6 at partner Primary schools to Year 7 at	Cardiff High School received the largest intake of Year 7 students since 2010 with 135 student enrolments. Four of the five feeder schools had a Year 6 to 7 transition percentage ranging from 87-100%.	\$7,000

Strategic Direction 3

Cardiff High School.		
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Next steps

The Cardiff Community of Schools will continue to support the highly successful initiative of network meetings for staff across the schools, in addition to joint Teacher Professional Learning opportunities. The Principal network has identified three 'Milestones' to progress in 2015: curriculum implementation for the new Geography syllabus, Improving middle school (Years 5-9) outcomes and consistency in assessment.

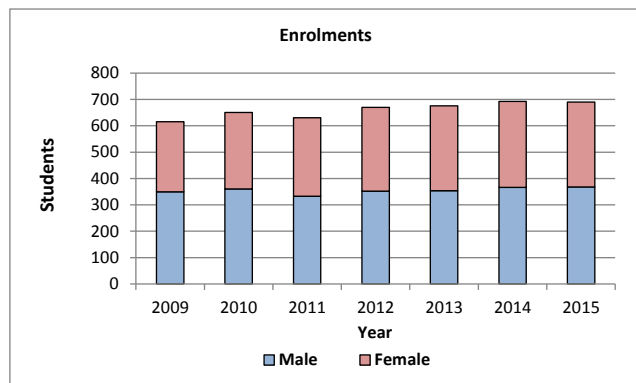
Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background funding <ul style="list-style-type: none"> • Employment of AEO 	<p>Aboriginal student attendance for 2015 was 81.8%. Three Aboriginal students completed their HSC studies. Year 7 Aboriginal students performed below the State DoE and Aboriginal student average in all NAPLAN aspects except Spelling. Year 9 Aboriginal students performed below the State DoE and Aboriginal student average in all NAPLAN aspects.</p>	\$74,987
Socio-economic funding <ul style="list-style-type: none"> • QuickSmart Literacy Program • QuickSmart Numeracy Program • MultiLit Program • High Achievers Program • Tell Them From Me Survey • Employment of Communications/Technical Support Officer 	<p>The QuickSmart Literacy Program was successfully implemented with five staff receiving training and strong value added results achieved in an abridged delivery of the program to selected Year 7 students. The QuickSmart Numeracy program achieved outstanding value added results as evidenced through Year 9 NAPLAN results. The High Achievers program helped support students who were among the second best performing HSC cohort in 25 years. The Tell Them From Me Survey provided valuable data to help inform school evaluation and planning on School Plan 2015-2017 achievement. The employment of the C/TS Officer provided high-level technical support and outstanding communication with parents.</p>	\$120,304
Low level adjustment for disability funding <ul style="list-style-type: none"> • Learning and Support Staff (1.7) • Flexible funding 	<p>Students with a range of disabilities were well -supported within the mainstream setting through the provision of LS and SLSO support.</p>	\$235,536
Support for beginning teachers	<p>This money was used to provide a suite of support for three beginning teachers including reduced teaching loads, release for lesson observations, supported marking exercises, school visits, mentoring and professional learning opportunities.</p>	\$32,390

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



Student enrolments remained steady, year on year, with 723 enrolments recorded at time of census.

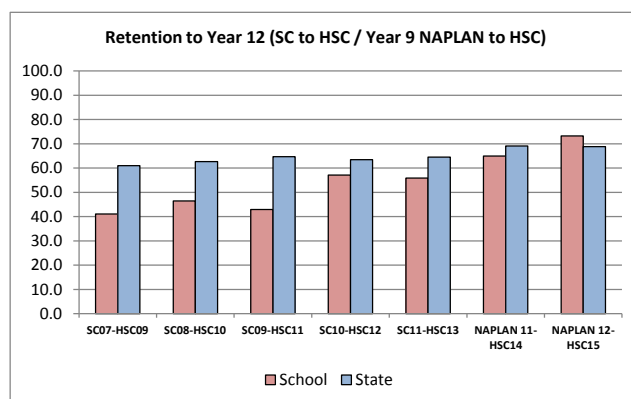
Student attendance profile

Student Attendance

	Year	2009	2010	2011	2012	2013	2014	2015
		School						
7		92.4	93.9	91.5	90.3	93.3	92.1	92.6
8		90.6	92.9	88.3	86.8	91.4	88.3	90.6
9		89.7	91.7	85.5	87.4	88.4	86.6	88.1
10		88.6	93.0	87.9	82.8	89.1	86.8	85.9
11		85.0	91.4	82.7	86.0	81.6	87.1	88.1
12		87.7	91.9	82.3	82.6	89.0	82.6	88.6
Total		89.3	92.6	86.9	86.4	88.9	87.4	89.0
State DoE								
7		92.3	92.6	92.5	92.4	93.2	93.3	92.7
8		90.0	90.5	90.1	90.1	90.9	91.1	90.6
9		88.8	89.1	88.8	88.7	89.4	89.7	89.3
10		88.7	88.3	87.1	87.0	87.7	88.1	87.7
11		89.4	89.1	87.6	87.6	88.3	88.8	88.2
12		89.4	89.8	89.2	89.3	90.1	90.3	89.9
Total		89.7	89.9	89.2	89.1	89.9	90.2	89.7

The school recorded an attendance level of 89% for the year, 0.9% below the State average. The school has set a target for attendance above the State Average with a particular focus on Stage 6 attendance.

Retention Year 10 to Year 12



There was a significant increase in student retention from 64.9% in 2014 to 73.2% in 2015, well above the state average. This reflects an overall upward trend in retention from 2009.

Post-school destinations

Proportion of students moving into post-school education, training or employment

Year 12 %

Seeking employment	5
Employment	20
TAFE entry	19
University entry	39
Apprenticeship/Traineeship	14
other	3
unknown	0

The 2015 cohort had an increased percentage of students achieving University placements with 39%, compared to 36% in 2014. There was a slight increase in the proportion of the students who indicated they were working, consistent with the three year average.

Year 12 students undertaking vocational or trade training

In 2015, Cardiff High School has seen a major increase in the number of candidates undertaking school-based Vocational Education and Training (VET) courses. In total, almost half the cohort elected to study a school-based VET course (49%), which included Construction, Hospitality, Retail Services and Sport Fitness and Recreation.

A significant decrease has occurred in students completing vocational courses at TAFE with 15% of students finishing a TVET course in 2015 compared to the 35% in 2014, including a variety of courses such as 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

92 (98%) of students were successful in attaining their HSC qualification out of 94 students in 2015, which is a 15 more than the number of students who completed their HSC in 2014. Of these 94 students, 64% obtained Certificate II qualifications or higher as part of their HSC studies. In addition, 7 out of 94 students graduated successfully completing a School Based Apprenticeship/Traineeship in a variety of areas such as Retail Services, Business Services and Electrotechnology, Refrigeration and Air conditioning.

Workforce information

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	49
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
School Counsellor	1
School Administrative & Support Staff	13.5
Other positions	4
Total	82.2

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. The Aboriginal composition of the Cardiff High School workforce is 5%.

Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	12.5

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 outcomes for students.

This was the last year of school-based Teacher Professional Learning plans. As of Term 2, 2015 staff were required to follow Department guidelines and create their electronic personalised Professional Development Plans (PDP) itemising areas of development they saw as necessary to aid in their growth and aligning their goals to the current school plan. These PDP's became the primary information for staff development days and staff meetings.

Identified specific focus areas for 2015 included:

1. Continuance and expansion of QuickSmart Numeracy program
2. Maintenance of already successful programs in literacy with expansion of MultiLit

3. Faculty release time to standardize across school programming, assessment, scope and sequence, and Moodle updates.

4. Supporting the Cardiff Community of Schools initiatives, creating successful networks looking into transition, literacy and numeracy in middle school years as well as programs like PLAN and SMART data sharing.

5. Up-skilling of staff in ever increasing Health issues including anaphylaxis training, Hunter Health talks, suicide prevention, first aid training and Seasons for Growth.

6. Up-skilling and resourcing of the Support Faculty in their inaugural year.

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.

The school supported three beginning teachers in 2015, two in their first substantive year of teaching and one in their second year. In addition to considerable faculty-based support these teachers were further supported through reduced teaching loads, release for lesson observations, supported marking exercises, school visits, mentoring and professional learning opportunities.

During Term 2 the school hosted 160 staff from the Cardiff Community of Schools for a joint School Development Day featuring generational expert, Michael McQueen.

The school supported three beginning teachers in 2015, two in their first substantive year of teaching and one in their second year. In addition to considerable faculty-based support these teachers were further supported through reduced teaching loads, release for lesson observations, supported marking exercises, school visits, mentoring and professional learning opportunities.



Financial information

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 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

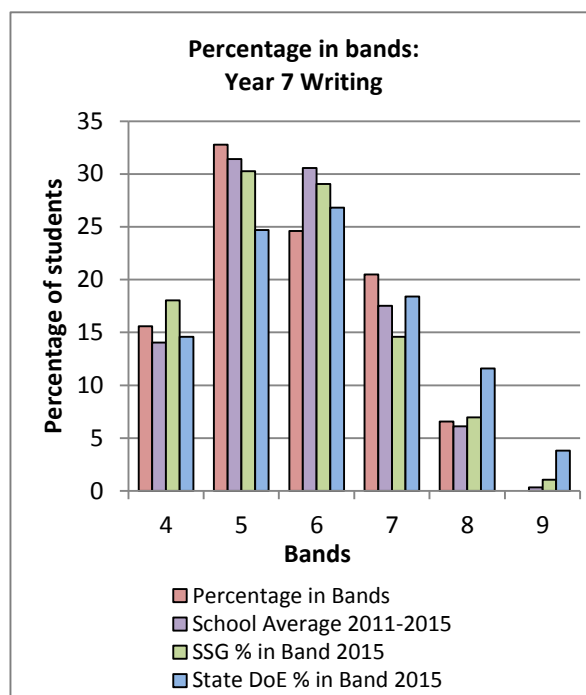
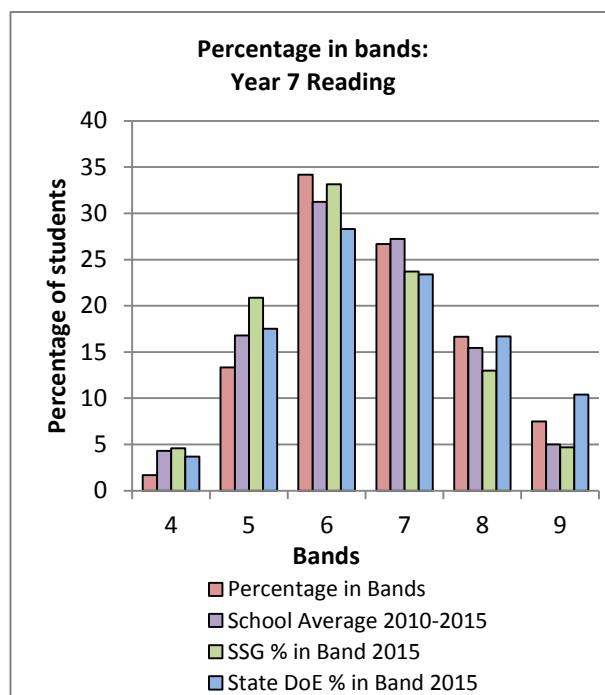
Date of financial summary	30/11/2015
Income	\$
Balance brought forward	474780.67
Global funds	538940.83
Tied funds	499033.00
School & community sources	357966.07
Interest	14699.81
Trust receipts	24536.18
Canteen	0.00
Total income	1885420.38
Expenditure	
Teaching & learning	
Key learning areas	177131.88
Excursions	105440.60
Extracurricular dissections	83076.59
Library	10967.14
Training & development	480
Tied funds	459324.31
Casual relief teachers	190644.61
Administration & office	181181.10
School-operated canteen	0.00
Utilities	99121.28
Maintenance	129870.55
Trust accounts	23651.23
Capital programs	0.00
Total expenditure	1437238.06
Balance carried forward	449,997.27

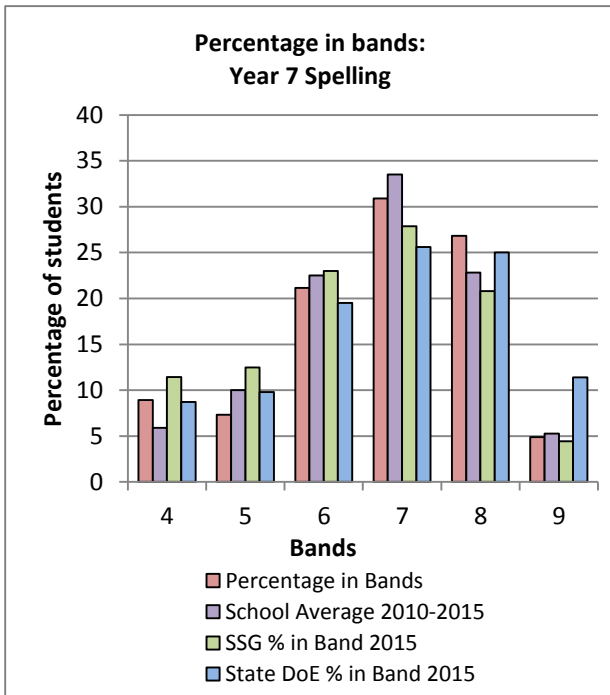
School performance

NAPLAN

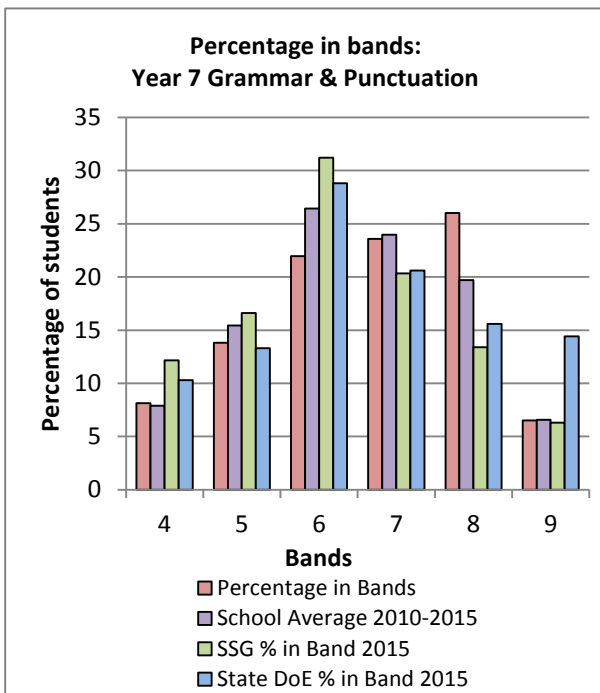
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

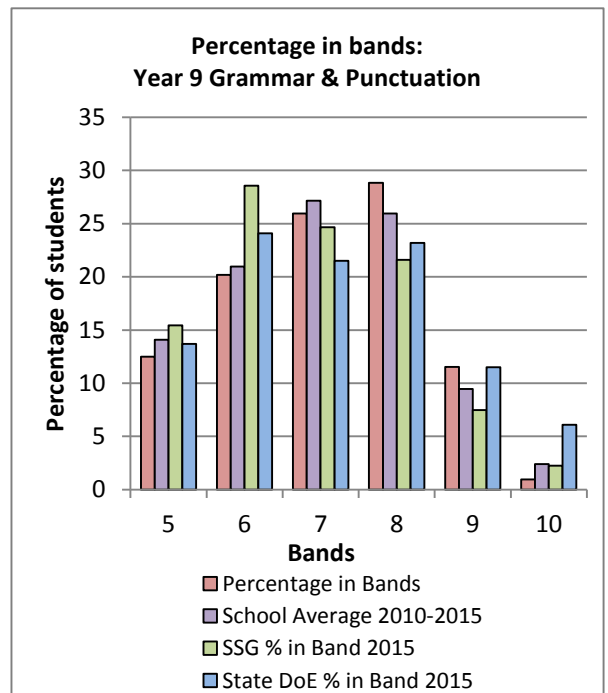
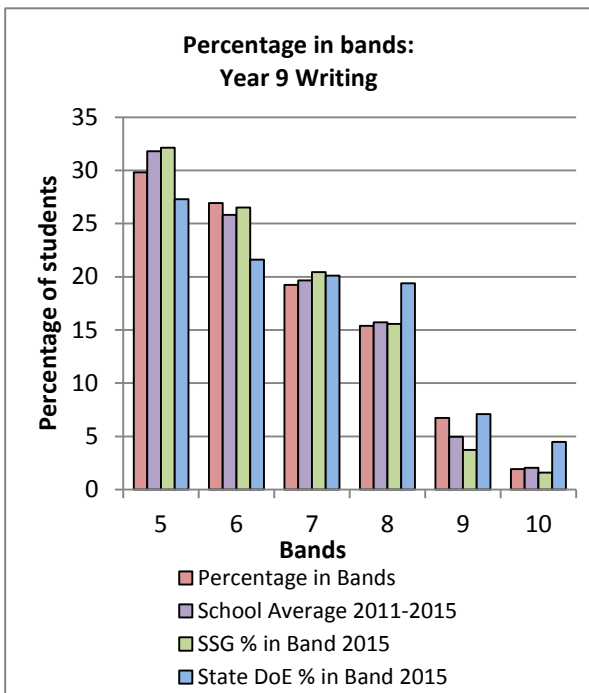
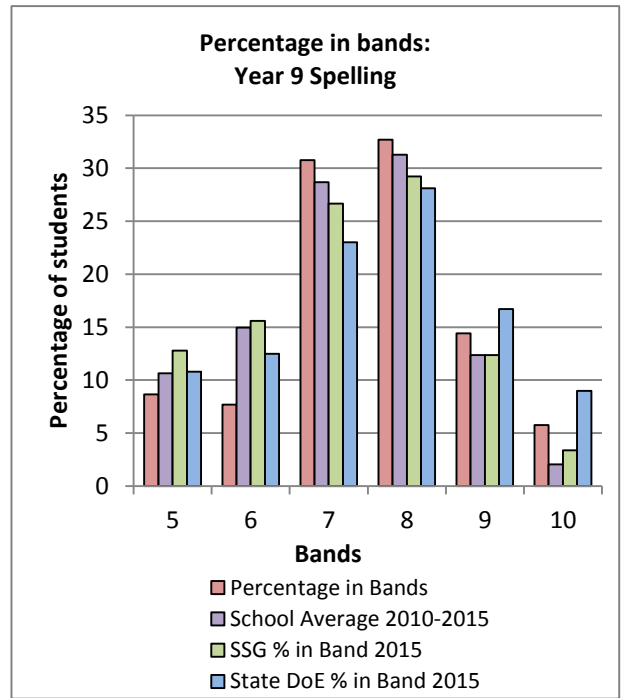
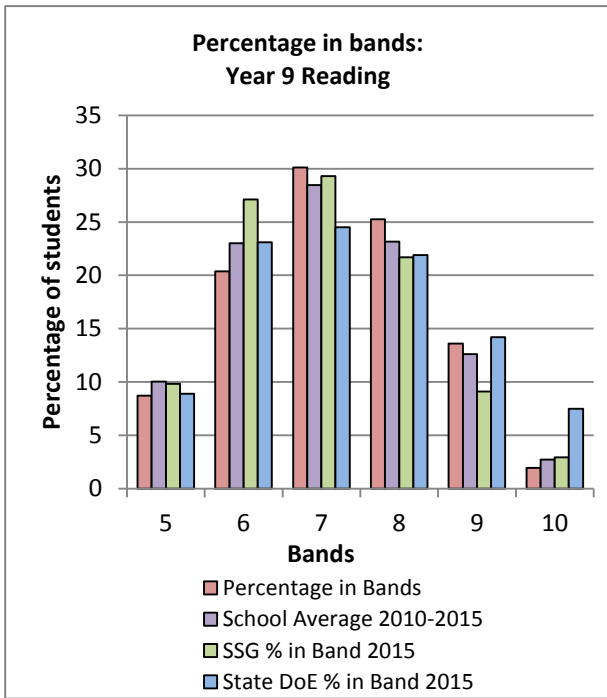
NAPLAN - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)





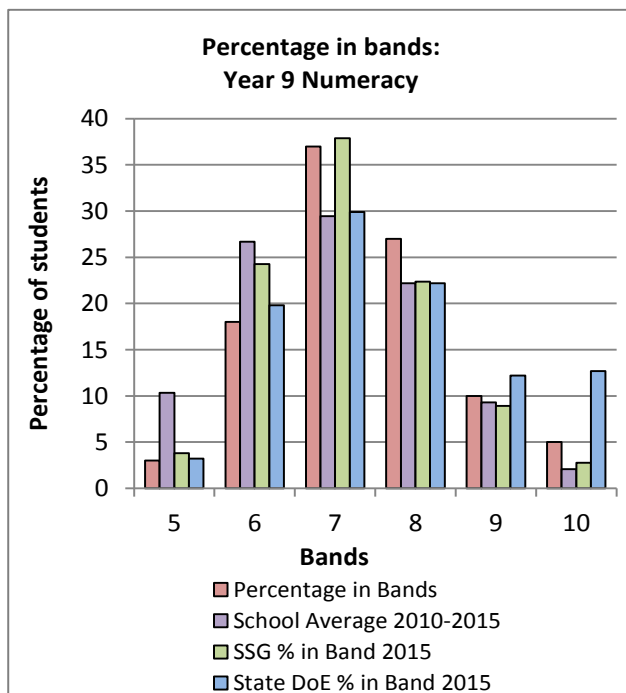
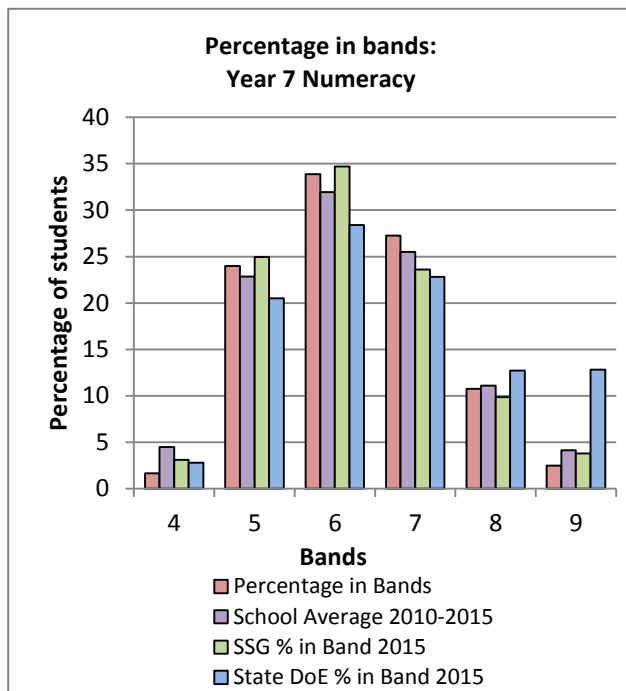
Overall, Year 7 students performed well in the aspects of Reading and Grammar and Punctuation. In Reading, students performed above the school average 2010-2015 in the top two Bands and almost in line with the state average. In Grammar and Punctuation, students outperformed the school average with a particularly good result in Band 8 performances. Provision of literacy support will be essential in addressing the higher than average number of students in Band 4.





This was a particularly strong set of results, outperforming all student cohorts in the last five years. The test aspect of spelling featured the highest number of Band 10 results and it was pleasing to see the growth of students since Year 7 into the higher Bands of achievement across three of the four aspects.

NAPLAN - Numeracy



Year 9 students achieved results well above the 2010-2015 school average. There was particularly strong value-added growth, especially amongst the students who had participated in the QuickSmart Numeracy program in 2014.

Year 7 students presented with Numeracy skills below the school average, although only a very small number of these students achieved results in the lowest Band.

Higher School Certificate (HSC)

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

Cardiff High School

HSC: Course Summary Table

Course	School 2015	School Average 2011-2015	SSG 2015	State DoE 2015
Ancient History	66.6	64.6	65.7	68.8
Biology	60.8	65.1	65.6	69.5
Business Studies	70.8	67.8	68.2	71.1
Community and Family Studies	68.8	68.7	69.8	70.9
English (Standard)	69.1	66.2	64.0	65.7
English (Advanced)	81.1	75.7	74.1	80.1
Food Technology	70.9	69.2	64.0	68.4
Legal Studies	72.4	63.7	67.7	72.3
Mathematics General 2	67.3	66.6	62.4	65.4
Modern History	65.4	60.0	64.8	72.5
Personal Development, Health and Physical Education	69.3	69.6	70.0	71.3
Physics	65.1	67.3	63.6	72.1
Senior Science	79.5	80.2	67.6	69.2
Visual Arts	80.8	78.6	75.1	77.6

Overall, the school recorded the second best HSC results in 25 years, with 14 Band 6 and 71 Band 5 results and 40% of subjects achieving above state average. Students achieved Band 6 results in English (Advanced), English Extension 1, Mathematics General 2, Industrial Technology, Senior Science, Food Technology, Hospitality and Music 1. Particularly noteworthy was the achievement of the first Band 6 results in Cardiff High School history in English (Advanced) and Hospitality.

One student's Industrial Arts major project was nominated for the InTech showcase exhibition.

HERALD
WEBSITE OF THE YEAR
Thursday December 10, 2015

Life & Style | Education

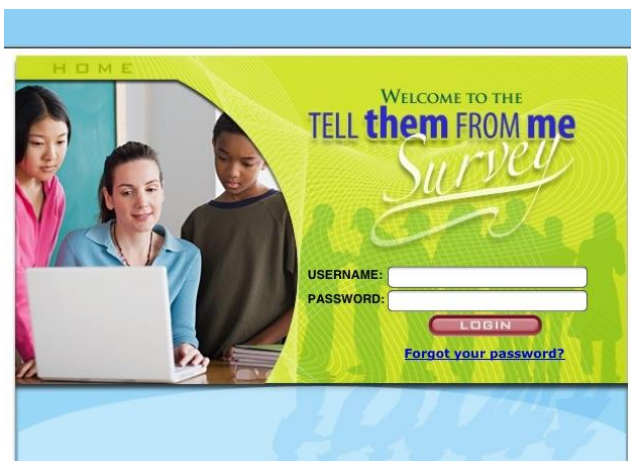
Practice key in HSC maths exam
BY BEUNGA-JANE DAVIS
Oct. 21, 2015, 9:30 p.m.

Sara Woodbridge, Callum Tobutt, Sam Tuxford and Jeremy Naylor after their maths exam. Picture: Peter Stoop

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

Tell Them From Me Survey



In Term 4, students, staff and parents participated in the online Tell Them From Me survey. The school has committed to participating in this survey for a four year period to evaluate the effectiveness of strategies developed through the School Plan 2015-2017 and to assist in completing the School Excellence Framework Self-evaluation.

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

Student

The student survey data showed positive changes to Socio-Emotional outcomes including a positive sense of belonging and relationships. There was a reduction in the number of students reporting high levels of anxiety or depression, and bullying.

However, less students indicated positive attitudes towards academic outcomes in Key Learning Areas and homework and schooling outcomes.

The students also had the opportunity to provide open ended feedback regarding positives and negatives about the school. From over 500 responses the most common issues reported included bullying, playground seating and amenities, air conditioning of classrooms, and mental health, whilst many students praised particular teachers and faculties for their support, effort and commitment.

As a result of this feedback, the school has committed to actively working with the SRC in addressing issues raised with a particular focus on bullying, mental health awareness and playground furniture.

Teacher

	2014	2015
1. Leadership	7	7.3
2. Collaboration	7.6	7.8
3. Learning Culture	7.7	7.9
4. Data Informs Practice	7.8	8.1
5. Teaching Strategies	7.7	7.7
6. Technology	6.3	6.6
7. Inclusive School	8.1	8.2
8. Parent Involvement	6.5	6.5

The results of the teacher survey showed improvement across six of the eight 'Drivers of Student Learning', with the two other areas remaining neutral.

Teachers were also asked two specific feedback questions regarding improving aboriginal student outcomes, and academic achievement of students. The feedback from these responses will be used to help develop strategies to improve these areas in 2016.

Parent/caregiver

	2014	2015
Parents Feel Welcome	6.9	7.2
Parents are Informed	6.3	6
Parents Support Learning at Home	6.8	6.1
School Supports Learning	7.1	6.9
School Supports Positive Behaviour	6.8	6.8
Safe School	6.7	6.8
Inclusive School	6.2	6.4

The results of the parent survey showed improvement across three of the eight 'Drivers of Student Learning', with four areas showing negative growth and one remaining neutral.

Whilst it was pleasing to see that parents felt increasingly welcomed by the school a concern was the drop in the level of support indicated for students at home. The school will focus on addressing this area through a series of workshops and information evenings.

In 2016, the school will seek a significantly increased number of parent responses by completing the survey during the Semester 2 Parent/Teacher interviews on school laptops.

Policy requirements

Aboriginal education

Significant changes occurred within the support programs for Aboriginal students at Cardiff High School in 2015. The beginning of the year saw the departure of the School's Aboriginal Education Officer, Tracey Lloyd after many years of service to students and school community. Early in Term 1, our senior Norta Norta Tutor, Sue Burke also departed from Cardiff High School. The school would like to recognise and thank them both for the significant contribution both made to the education and welfare of our Indigenous students.

As a result of these changes, Cardiff High School was fortunate to welcome to the school Darryl French as the Aboriginal Education Officer and Kristy Faulkner as the Senior Norta Norta Tutor. Their appointments to the school have enabled support for Aboriginal Education and Aboriginal students to continue to grow as the year progressed.

Aboriginal Dance Group



An Aboriginal Dance Group was formed proving to be a very positive initiative. The group consisted of Aboriginal Students from Years 7 to Year 11 who were supported in their training and performances by Richard and Kristy Faulkner. The group became increasingly popular and performed for the Community of Schools Executive, Workshops and some of the primary schools in the Cardiff Community of Schools. They also performed at the Year 12 Aboriginal Student Graduation Dinner and 'Mums and Bubs' Program at Yamuloong Centre.

Learning Circle

Through the Bro-Speak and Sista-Speak Programs work on developing a Learning Circle in the Rainforest area of the school progressed with significant hard work from the students in clearing the area and spreading tons of sand to create a

dance performance space. In addition, the students assisted in developing a Bush Tucker Garden and an area for community to be completed by Term 4, 2016.

Bro-Speak and Sista-Speak

These two programs were successfully run with the support of Kristy Faulkner, Paul Myers and the many community mentors and organisations who supported this program.

NAIDOC Assembly/Community BBQ

The NAIDOC Assembly was very successful with a wonderful Guest Speaker, Uncle Ray Kelly, who not only described the significance of the NAIDOC theme 'We all Stand on Sacred Ground - Learn, Respect and Celebrate' very effectively, but also gave a very insightful motivational talk to all students. Through the support of SRC coordinator, David Sowden, Cardiff High School SRC, staff and students the school hosted a community BBQ at the conclusion of the special assembly.

Dubbo Excursion



In December, eighteen Aboriginal students travelled to Dubbo for a cultural excursion. The purpose of the excursion was to give the students an exchange opportunity with students from Dubbo College - Delroy Campus and to visit Aboriginal community organisations.

During the excursion the students engaged in a number of opportunities including a visit to Western Plains Zoo, Nanima Mission, Wellington caves, the ICAN Centre, the Department of Education Dubbo, and an Aboriginal Art workshop. The students also completed a number of dance performances, a "Yarn Up" and friendly game of Oz Tag with students from Dubbo College Delroy Campus.

Multicultural Education and Anti-racism

In 2015, Cardiff High had 38 student enrolments whose family spoke a language other than English at home and over 50 students who identified with a culture or ancestry other than Aboriginal or English-based.

In the Arts, two pieces of art which particularly reflected multicultural aspects were displayed in an Art Show at Garden Suburbs Primary School. This show was open to the public and demonstrated the inclusive nature of Cardiff High School.

Students at Cardiff High School have increased their knowledge and understanding of other cultures throughout 2015. Japanese classes have continued to influence students' understanding as to the importance of learning languages and creating global connections. The rise of interest in Japanese language has created a new Stage 6 Japanese Beginners Class for 2016.



Cardiff High School entered the NSW & NT Australia-Japan Relations Essay Contest again in 2015. Prize winner, Ella Guiney, of Grade 7 was presented with this prestigious award for her excellent essay at the residence of the Consulate-General of Japan in Sydney.

In 2015, sister school, Tanagura Junior High School participated in the homestay program, which was very successful. During this time, Cardiff High School students participated in activities with the Japanese students and made them feel very welcome.

Families who hosted students during the 5 day homestay commented on the positive experience and our school is very grateful for the kindness and generosity shown by the families at our school.



On 6 April 2016 12 students along with Mr Trayhurn and Mrs Hunter will visit Japan on a Cultural Study Tour. The aim is for the students to use their Japanese language skills, immerse themselves in one of the most beautiful cultures in the world and make global connections.

The students will travel to Kyoto, Nara, Hiroshima, Himeji, Miyajima, Tokyo, Kamakura and Tanagura. In Tanagura they will have the opportunity to stay with a host family from Tanagura Junior High School. They will also be able to experience Japanese school life and live with a Japanese family due to our strong connection with Tanagura Junior High School.

Achievement in Sport

40 students represented Westlakes Zone across Swimming, Athletics and Cross Country, with eight students having dual representation across two of the disciplines. Athletics was the dominant sport. 32 students represented at the Regional Carnival with three Cardiff High 4 x 100m sprint relay teams going on to represent the Hunter Region at State athletics.



Students from Cardiff High were also selected to represent the Hunter Region in Trampoline Sports, Lawn Bowls, Baseball, AFL and Golf.

Year 9 student, Tahla Pont, had an exceptional year representing the school in seven sports. Tahla set three new school Athletics records at the school Athletics carnival in 15 years Girls Long Jump, High Jump and 200m, was School Age Champion in Athletics and Cross Country, Zone Age Champion in Athletics and created a new Triple Jump record. She also represented Westlakes Zone in Cross Country and Athletics, placing 1st in Long Jump, Triple Jump and High Jump, 2nd in the 100m and 15 years Girls Relay, and 3rd in the 400m at the Hunter Athletics Carnival earning the Hunter Region Age Championship for 15 years Girls and setting a new Triple Jump record. She was a dual Hunter Region

representative in Athletics and Cross Country. She went on to win a Gold medal in the Triple Jump at NSW All Schools Athletics earning a place in the NSW All Schools Team to compete at the Australian All Schools Athletics in which she placed 10th. Consequently, she was named Cardiff High School Junior Sportsperson of the Year.



Brock Taylor was awarded Senior Sportsperson of the Year for his efforts in his chosen sport of Triathlon. He competed in the NSW All Schools Triathlon placing second and earning selection in the NSW All Schools team. He went on to compete in the Australian All Schools Triathlon Championships. In addition to his Triathlon achievements, Brock was also School Age Champion for Cross Country and Swimming. He went on to compete well in the Zone and Regional Carnivals in Cross Country and gained selection in the regional team competing at the NSW CHS Cross Country Championships.

NSW CHS MEDALISTS

- Tahla Pont - NSW All Schools Athletics (Gold in 15 years Girls Triple jump)
- Kheilani Haimu-Ikehele - NSW All Schools Athletics (Bronze in 15 years Girls Shot put)
- Billi Prince - NSW All Schools Athletics (Bronze in 17 girls Shot Put and 4th in Hammer throw)
- Brock Taylor – Silver in NSW All Schools Triathlon
- Blake Willaims –NSW CHS Trampoline Championships
- Danny Kukulovski –NSW CHS Trampoline Championships
- Beau Sweeney –NSW CHS Trampoline Championships
- Bailey Morris –NSW CHS Trampoline Championships

- Anthony Lewsam –NSW CHS Trampoline Championships
- James Broderick – Bronze Medal NSW Lawn Bowls Championships



NSW REPS

- Tahla Pont - NSW All Schools Athletics Team at School Sport Australia Athletics Championships
- Brock Taylor - competed at the School Sport Australia Triathlon Championships, representing NSW All Schools.
- Lucas Borrow – Northern NSW U15 AFL team which competed at the NSW All Schools AFL Championships, finishing fourth.

SCHOOL AGE CHAMPIONS

SWIMMING

	BOYS	GIRLS
12 YEARS	Hunter Jones	Daisy Smith
13 YEARS	Liam Feighan	Danika Spamer
14 YEARS	Angus Brown	Samara Windred
15 YEARS	Lucas Borrow	Bonnie Luxton
16 YEARS	Adam Lanske	Hayley Davidson
17+ YEARS	Brock Taylor	Billi Prince

CROSS COUNTRY

	BOYS	GIRLS
12 YEARS	Joseph Morris	Trinity Cadette
13 YEARS	Rhys Buckley	Danika Spamer
14 YEARS	Noah Warham	Megan Lowery
15 YEARS	Jeremy Wilson	Tahla Pont
16 YEARS	Aiden Turnbull	Celeste Alley
17+ YEARS	Brock Taylor	Mia Turnbull

ATHLETICS

	BOYS	GIRLS
12 YEARS	Joseph Morris	Trinity Cadette
13 YEARS	Jaylen Boyce	Danika Spamer
14 YEARS	Ryan Weatherall	Destiny McCormack
15 YEARS	Timothy Razmovski	Tahla Pont
16 YEARS	Adam Lanske	Celeste Alley
17+ YEARS	Jake Bawden	Billi Prince

ZONE AGE CHAMPIONS

- Megan Lowery - 14 years Girls Cross Country
- Trinity Cadette -12 years Girls Athletics
- Danika Spamer -13 years Girls Athletics
- Dylan Robertson -13 years Boys Athletics
- Tahla Pont -15 years Girls Athletics
- Celeste Alley -16 years Girls Athletics

Achievement in the Arts



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

MADD Night was held in early August and showcased the wide variety of creative and performing arts talent at our school. MADD Night 2015 was an outstanding success with more than 70 students directly or indirectly involved in the delivery of music and dance performances, drama acts and short films. The substantial art exhibition brought to a total of around 100 students whose work contributed towards the night.



Music Night was held at the end of Term 4 and concentrated on showcasing the specific talents of the school's musicians with an emphasis on developing talent. Music Night 2015 presented a wide variety of acts with very high standards of overall performance delivered. Students from all years participated and, once again, the Cardiff

Community of Schools feeder primary schools also contributed some excellent acts. The annual performance nights at Cardiff High offer artistic enrichment opportunities for all and continue to play a significant role in whole school life. They also serve an important role in the primary to secondary Transition Program.

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

Craig Maher – Head Teacher PDHPE

Andrew Snowden – Head Teacher HSIE

Rodney Glassop – Head Teacher CAPA/Admin.

David Sowden – SRC Coordinator

Meagan Soley –Teacher

Dannielle Harvey – Sports Organiser

Melanie Hunter – Teacher

David Smith – Teacher

Darryl French – Aboriginal Education Officer

Harry Keating- 2016 Boys Captain

Ashleigh Lewis - 2016 Girls Captain