

Cardiff High School

Annual Report



8903

Introduction

The Annual Report for 2016 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.

Gareth Erskine

Principal

School contact details

Cardiff High School

Boronia St

Cardiff, 2285

www.cardiff-h.schools.nsw.edu.au

cardiff-h.school@det.nsw.edu.au

4954 9966

Message from the Principal

2016 was a year that started with two natural disasters impacting the Cardiff High site in January, however, the school quickly recovered and went on to achieve great success in the calendar year. We once again saw the continued strength of the school in Sport and Creative and Performing Arts and witnessing the emerging talent in the Cardiff Community of Schools (CCoS) this achievement will assuredly continue into future years.

Further highlights of the school year included the developing relationship of the CCoS and school beautification efforts. The introduction of the weekly Student Rewards Program saw a junior and senior student nominated from each faculty area every week to be publicly acknowledged at the weekly assembly and quickly became an important part of the school's Strategic Direction to celebrate learning and achievement.

2016 was a year of planning, with extensive school community consultation for the \$3.4 million Schools Renewal Program, Science class refurbishments and power upgrades, commencing in 2017. The school also planned to further enhance the focus on academic achievement through the High Achievers Program for Year 12 students, the implementation of the Bump it Up strategy and the doubling of our capacity to deliver our key literacy and numeracy programs in Years 7 and 8 due to significantly increased Resource Allocation Model (RAM) funding.

On behalf of Cardiff High School I would like to thank the staff, P&C and our extended school community for their support of our students, staff and teaching and learning programs in 2016. It is an honour to lead this great school and I look forward to the continued academic, sporting and cultural growth of the school in the new year.

Gareth Erskine

Principal

Message from the school community

The P&C meet in the school library at 7pm, on the second Wednesday of each month, during term time. Dates and times of meetings can be confirmed through the Skoolbag app on your mobile phone or through the P&C-funded magnetic calendar, which was distributed to parents early this year. The purpose of this committee is to work with the school principal towards the best education and school experience that can be offered to our children.

The past 6 months has seen the completion of the planning phase for the re-development of the school entrance. The committee have enjoyed being involved in this planning and look forward to seeing the final results in 2017.

Cardiff High School P&C manages the school canteen, which is the primary source of fundraising conducted by CHS P&C. Over the past few years there has been a decline in the profits made by the canteen; this is linked mainly to the lack of volunteers available to staff the canteen. As a result the canteen is required to pay staff, to enable the service of a full time canteen to be provided to students. As always, any volunteers are encouraged to contact the canteen supervisor, Louise Stewart, who would welcome any new faces. Louise and her team, Sue Smith and Susan Wilson, are assisted by a reliable group of parents who volunteer their time to provide a quality selection of foods for the students and staff. Many thanks to those volunteers who give their time in the canteen.

Over the past 12 months the P&C have contributed towards the music upgrade in the school hall, purchase of trampolines, student sponsorship for sporting achievement, printing and distribution of the magnetic calendar, and the payment of P&C insurances. Additional funds have been put aside to assist with the purchase of air conditioning, to be installed following the power upgrade which will be undertaken later this year.

Finally, I would extend thanks from the P&C, to the Principal, Mr Erskine, teachers and administrative staff for their support of our children. The team approach between the school and the P&C committee enable the best decisions and opportunities to be made available for our children to support their learning and development. On a personal note, 2016 was the final year of my children attending Cardiff High. Having had children at the school for the past 8 years, I have always found the staff to be approachable, caring and knowledgeable about the challenges facing my children. The staff are supportive and committed to the development of their students and I have been pleased to assist as a volunteer during this time.

Kim Taylor

Cardiff High School P&C President

Message from the students

Cardiff High school is a unique and dynamic school that is closely connected to the wider community. The Student Representative Council (SRC) is a youth leadership group that further develops the knowledge and skills of students. Responsibilities include running SRC meetings, organising fundraising activities, representing the concerns of fellow students and supporting others. Active participation and active citizenship demonstrate great leadership skills and qualities that students learn about and develop along the way in order get things done when change needs to happen.

In 2016, the SRC supported numerous community events such as ANZAC Day, Relay for Life, Red Nose Day, Shave For a Cure, and Purple Day.

At school level, the SRC looked into anti-bullying strategies, running fundraising BBQs and improving facilities for students. We also actively assisted in whole-school activities such as MADD night and carnivals.

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

The senior leadership group's composition is six people. These leaders now have the opportunity to develop their leadership skills and to provide support to the whole student body.

Jayden Webb and Bonnie Luxton

Captains 2017

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 723 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. Since 2015, the school has provided Special Education Facilities to 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 a talented and committed group, boasting a positive mix of youth and experience. They regularly make considerable personal time available to tutor, train and mentor students, supporting them across a wide range of curricular and extracurricular areas.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. 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.

As the school continues to implement the 2015–2017 plan, it is exciting to see practices and progress begin to be reflected through the school's self assessment. In 2016, the school Executive assessed that the school had progressed from Delivering to Sustaining and Growing in the element of Leadership. It is also expected that a number of other elements will progress in the next 12 months driven by continuous improvement in practice and school performance.

Our self–assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about–the–department/our–reforms/school–excellence–framework>

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

The school continues to develop and implement the processes and practices that will drive change in this strategic area over the long-term.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of the top 20 Year 9 students achieve at or above expected growth in NAPLAN.	<ul style="list-style-type: none">• Reading = 50%• Spelling = 20%• Grammar and Punctuation = 30%• Numeracy = 25%	Incorporated into school staffing formula
A minimum of 16 students complete the QuickSmart Literacy, and QuickSmart Numeracy programs each year.	<ul style="list-style-type: none">• 16 students successfully completed the QuickSmart Literacy program (Year 7)• 16 students successfully completed the QuickSmart Numeracy program (Year 8)	\$44,000 plus school staffing
A minimum of eight students complete the MultiLit program each year.	<ul style="list-style-type: none">• 8 students successfully completed the MultiLit program	Incorporated into school staffing formula
20% increase in HSC Band 5 and 6 results.	<ul style="list-style-type: none">• 29% increase in Band 5 results• 33% decrease in Band 6 results	High Achievers Program = \$2,000
50% of HSC subject results at or above State Average.	<ul style="list-style-type: none">• 31% of HSC subjects (9 subjects out of 29) were above State Average	High Achievers Program = \$2,000
Year 11 attendance of 88.4%	<ul style="list-style-type: none">• Year 11 attendance = 87.1%	N/A
Year 12 attendance of 89.5%.	<ul style="list-style-type: none">• Year 12 attendance = 88.6%	N/A
Overall Aboriginal student attendance of 89.6%.	<ul style="list-style-type: none">• Aboriginal student attendance was 80.3% in 2016	N/A
All assessment tasks 7–10 to adopt the new school proforma	<ul style="list-style-type: none">• A new Assessment Task Proforma was developed and implemented in 2016	N/A
Super 6 'Walls of Learning' established in all classrooms.	<ul style="list-style-type: none">• Completed in 2015	Administration = \$100

Next Steps

The implementation of the Bump it Up Strategy will see significant time, resources and personnel directed towards achieving the program objectives to promote more students into the higher achievement bands in NAPLAN. The significant increase in RAM funding in 2017 and 2018 will allow the doubling of the numbers of students accessing the school's key literacy and numeracy programs; MultiLit, QuickSmart Literacy and QuickSmart Numeracy. The school will also introduce a Learning Centre in the Staff Common Room to accommodate the large number of tutors and support staff required in the delivery of these programs to students. It is hoped that processes implemented during the first two years of the school plan will ensure the continuation of practices that will see school results in all external measures of performance trend upwards over the coming years.

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

This area continues to build and strengthen with high-level parent and community engagement through technology and students striving for success motivated through the process of recognition and commendation.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Year on year improvement in Tell Them From Me Student, Staff and Parent Survey Data	Improvements were noted in most areas of the Parent Survey and in three domains of the Staff Survey. Student Survey results showed progress in Socio-emotional outcomes, although other areas were largely neutral/slightly negative.	\$2,000
Implementation of an updated school reward/commendation system with progress in students achieving higher levels	The Student of the Week initiative was highly successful and provided recognition for student achievement across all year groups and faculty areas on a weekly basis. New printed certificates were designed and ordered for the wider school commendation system.	\$3,000
Increased number of opportunities to recognise student achievement	As above.	N/A
Improved communication through technology including text messaging parents, Skoolbag App, newsletters, and Online Parent/Teacher interview bookings	In 2016, the school introduced a 0.2 allocation for a School Promotions Officer position to provide content for the school newsletter and other promotional avenues.	0.2 staffing allocation Technology and Communications Officer = \$70,000
Development of school website to include resources to support learning available online including assessment schedules, assessment tasks, scope and sequences and calendar	Significant further work was completed in building the website resource in 2016.	Technology and Communications Officer = \$70,000
Increased school website traffic and hits	Website traffic and hits were up approximately 500% in 2016.	Technology and Communications Officer = \$70,000

Next Steps

Whilst the school will continue to seek improvement in all facets of this Strategic Direction, it is pleasing that, for the most part, all required processes are well-established and functioning well. The school will continue to explore further opportunities to acknowledge student learning and achievement and improve correspondence and communication with our school community.

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 work of the Cardiff Community of Schools through Strategic Direction 3 has been publicly acknowledged as an outstanding example of a Community of Schools working in partnership.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
CCoS collegial networks for Principals, Executive, Teachers, LASTs and SAMs established, meeting regularly and operating effectively.	All meetings successfully held in 2016.	CCoS Funds = \$3,000
Joint teacher professional learning activities held throughout each year.	A highly successful combined Community of Schools School Development Day was run in Term 2, 2016.	CCoS Funds = \$3,000 Hospitality = \$1000
CCoS Learning Plans implemented across the six schools.	This initiative was developed for the five Primary Schools, however, the High School maintained its current documentation.	N/A
Number of students achieving expected growth and National benchmarks in Literacy and Numeracy.	Unknown at this time for CCoS.	Nil
Number of teachers accessing higher levels of teacher accreditation.	Three Cardiff High School staff were working towards higher levels of accreditation in 2016.	Nil
Percentage of students transitioning from Year 6 at partner Primary schools to Year 7 at Cardiff High School.	There was a 4% increase in students transitioning from partner Primary Schools to Cardiff High School in 2016.	Transition program = \$10,000

Next Steps

Combined school professional learning activities will continue to help develop common practice and professional knowledge for all staff in the Community of Schools. The Year 6 to 7 transition will be further enhanced through the expansion of specialist lessons taught by High School staff in Primary Schools and the AP network will continue to build the capacity of each Executive leader within their schools.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<ul style="list-style-type: none"> • Provision of Aboriginal Education Officer to assist student learning, development of Personalised Learning Plans, and welfare and cultural support. • In-class support to targeted students In Years 8 and 10 and all senior students through the Norta Norta program. • Subsidised cultural activities and provision of school learning materials. 	<ul style="list-style-type: none"> • AEO Position= \$64,388 • Norta Norta NAPLAN= \$10,640.25 • Norta Norta Individual= \$29,721.40 • Transition Funding=\$12,600
Low level adjustment for disability	<ul style="list-style-type: none"> • Provision of in-class support for students identified through the Learning Support Team Committee. 	<ul style="list-style-type: none"> • Employment of SLSO – \$64, 684
Socio-economic background	<ul style="list-style-type: none"> • Employment of School Technology and Communications Officer to provide technology support and high-level school community communication. • Delivery of QuickSmart Literacy (Year 7) and QuickSmart Numeracy (Year 8) programs to 32 selected students. • Student assistance provided to students in need of educational support through an application process. • Provision of technology to support student learning. 	<ul style="list-style-type: none"> • Employment of Technology Support and Publicity Officer= \$70,000 • Implementation of QuickSmart Literacy and Numeracy Programs= \$20,000 plus school staffing allocation • Student Assistance= \$10,000 • Resources for Faculty Budgets= \$20 000
Support for beginning teachers	<ul style="list-style-type: none"> • Funding was used to allow release for Professional Learning and support and additional time to meet the demands of an early career teacher. 	<ul style="list-style-type: none"> • Timetabled support and release periods = \$12,000 • TPL Budget= \$3,000



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	354	366	369	361
Girls	322	328	322	323

Overall school numbers fell slightly in 2016 despite growth in Year 7 enrolments. This was due to smaller senior cohorts transitioning through Stage 6. Strong growth in student numbers is predicted for 2017–2019 with increased enrolments and percentages of students transitioning from feeder primary schools.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	93.3	92.1	92.6	93.1
8	91.4	88.3	90.6	89.1
9	88.4	86.6	88.1	87.4
10	89.1	86.8	85.9	86.2
11	81.6	87.1	88.1	87.1
12	89	82.6	88.6	88.2
All Years	88.9	87.4	89	88.6
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

Student attendance maintained a positive result in 2016 relative to schools in Lake Macquarie East and West network areas and similar schools. Weekly reviews of attendance data at Senior Executive, Executive, Faculty and Year Advisor levels focused the school's efforts in proactively managing attendance issues.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	6	9
Employment	100	40	30
TAFE entry	0	47	8
University Entry	0	0	29
Other	0	7	24
Unknown	0	0	0

Overall, the majority of students Years 10–12 completed school with a secured post-school pathway, with only a small number seeking work opportunities. The majority of Year 11 school leavers were engaged in full time work, apprenticeships or TAFE study. Whilst University Entry levels fell year-on-year for Year 12 2017 students, 11% of students were undertaking University Bridging Programs with the eventual goal of tertiary study.

Year 12 students undertaking vocational or trade training

30 students (39% of cohort) completing their HSC studied a VET course as part of their pattern of studies with 100% of students receiving a qualification ranging from a Statement of Attainment to Certificate II.

Year 12 students attaining HSC or equivalent vocational education qualification

97% of students enrolled in Year 12 2016 attained a HSC or equivalent vocational education qualification.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	35.5
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
School Counsellor	2
School Administration & Support Staff	13.68
Other Positions	4.2

*Full Time Equivalent

2.77% of permanent school staff identified as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	12.47

Professional learning and teacher accreditation

The school's Teacher Professional Learning (TPL) 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 our students.

Professional Development Plans (PDP) are embedded within the culture of Cardiff High School. They form the basis of professional learning and support the School Plan to achieve set goals and benchmarks. All teaching staff were required to align their PDPs with the teaching standards in conjunction with Cardiff's School Plan. These plans became the primary information for School Development Days and in-service courses.

Identified specific focuses for 2016 included:

1. Continuance and expansion of the QuickSmart Numeracy program

2. Introduction of the QuickSmart Literacy program

3. Maintenance and expansion of already successful programs in Literacy (MultiLit)

4. Faculty release time to standardise across school programming, assessment, scope and sequence, and Moodle updates

5. Maintenance and support of the Cardiff Community of Schools initiatives, creating successful networks focusing on transition, literacy and numeracy in middle school years as well as programs such as PLAN and SMART data sharing

6. Up-skilling of staff in compulsory training including Anaphylaxis, Hunter/New England Health talks, CPR, First Aid and Seasons for Growth

7. Up-skilling and resourcing of the faculty areas particularly with professional networking, purchase of resources and maintenance of accreditation.

The TPL committee also provided support for staff to be involved in programs such as work placement supervision, debating, bricklaying courses, sports accreditation training, and professional association meetings.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	449 997.27
Global funds	628 414.92
Tied funds	491 278.57
School & community sources	296 224.02
Interest	10 129.29
Trust receipts	26 327.00
Canteen	0.00
Total income	1 902 371.07
Expenditure	
Teaching & learning	
Key learning areas	132 380.36
Excursions	155 055.32
Extracurricular dissections	126 756.66
Library	9 568.66
Training & development	1 238.70
Tied funds	492 680.26
Short term relief	213 328.14
Administration & office	168 223.75
School-operated canteen	0.00
Utilities	96 369.81
Maintenance	180 426.52
Trust accounts	23 368.81
Capital programs	0.00
Total expenditure	1 599 396.99
Balance carried forward	302 974.08

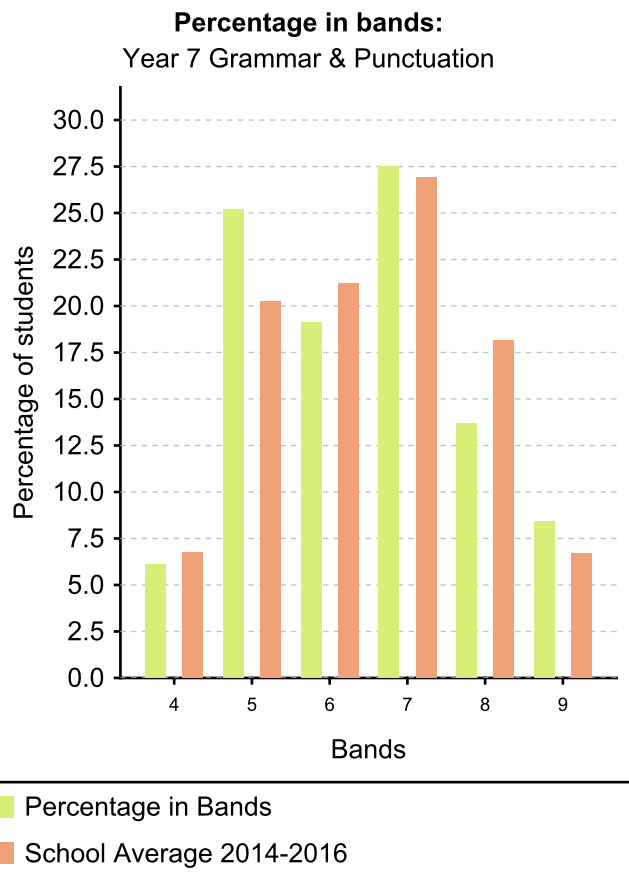
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

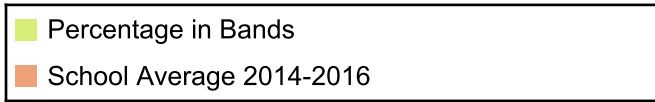
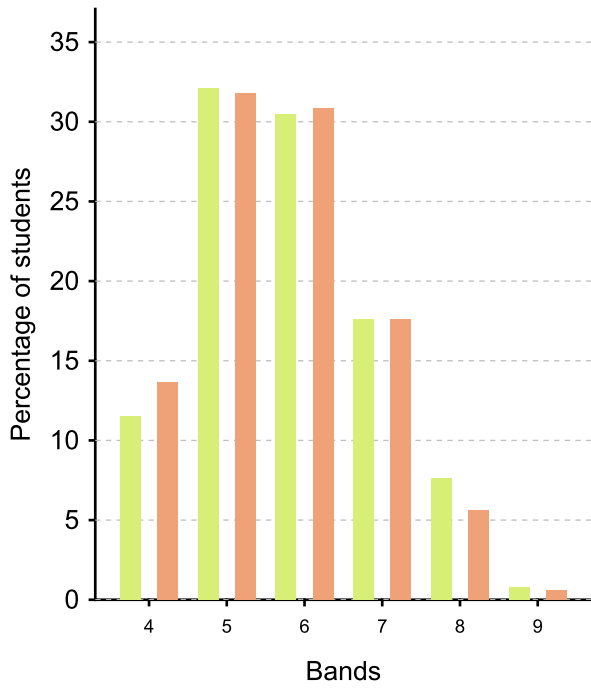
NAPLAN

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.

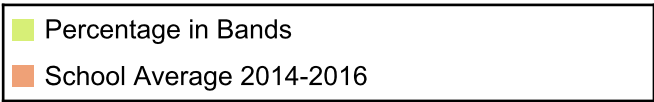
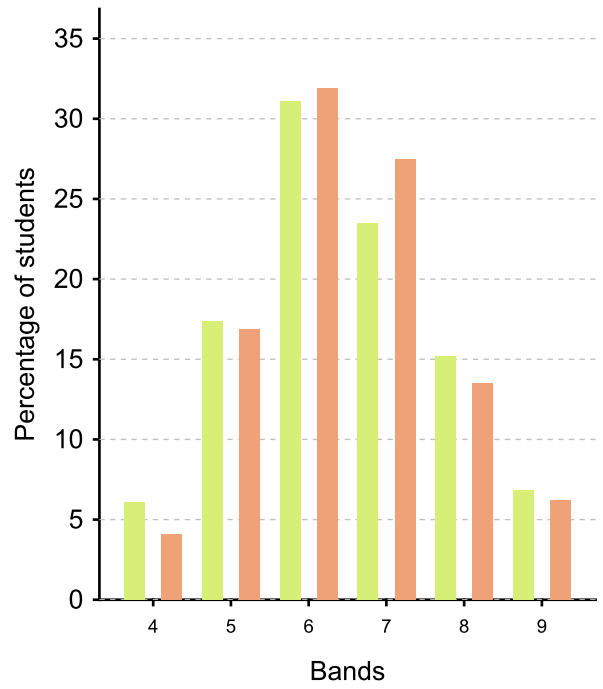
Year 7 Literacy data indicated strong growth in the test aspect of Reading, and Grammar and Punctuation. Less consistent results were achieved in the test aspect of Spelling, despite very good growth from students previously in the lower performance bands. Year 9 Literacy showed overall improvements in the test aspect of Writing, however all other aspects were below the school's historical average.



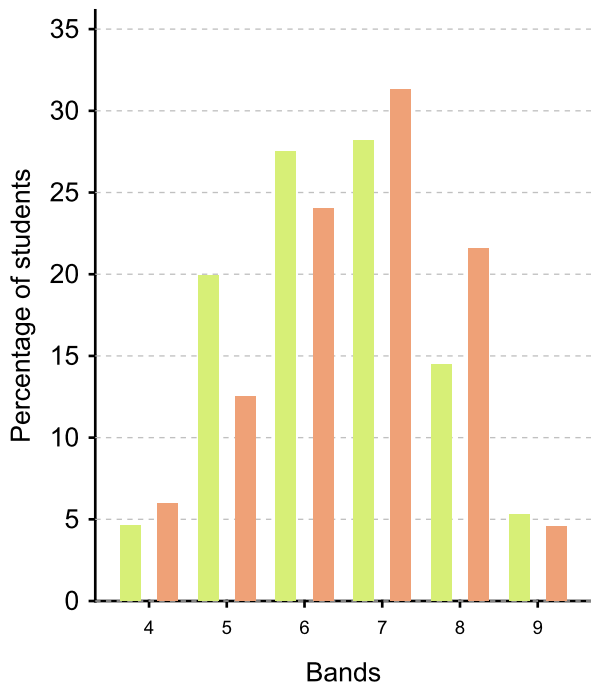
Percentage in bands:
Year 7 Writing



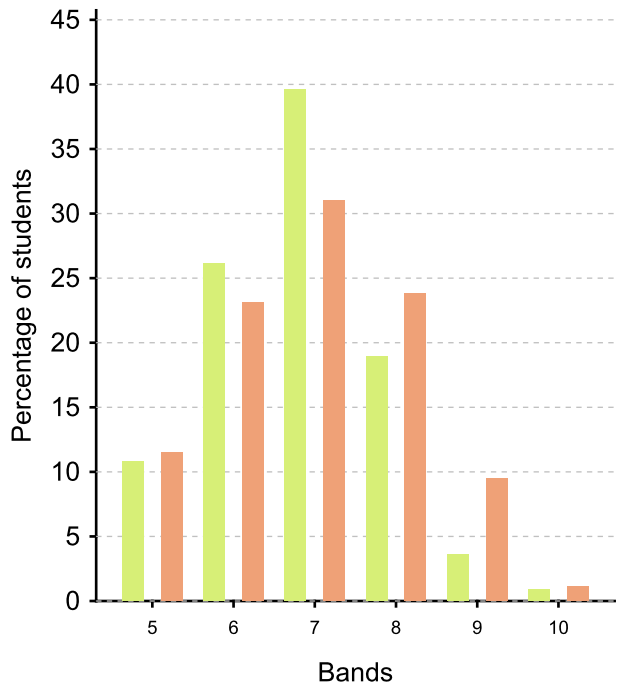
Percentage in bands:
Year 7 Reading



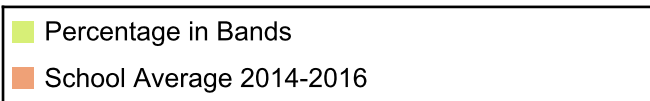
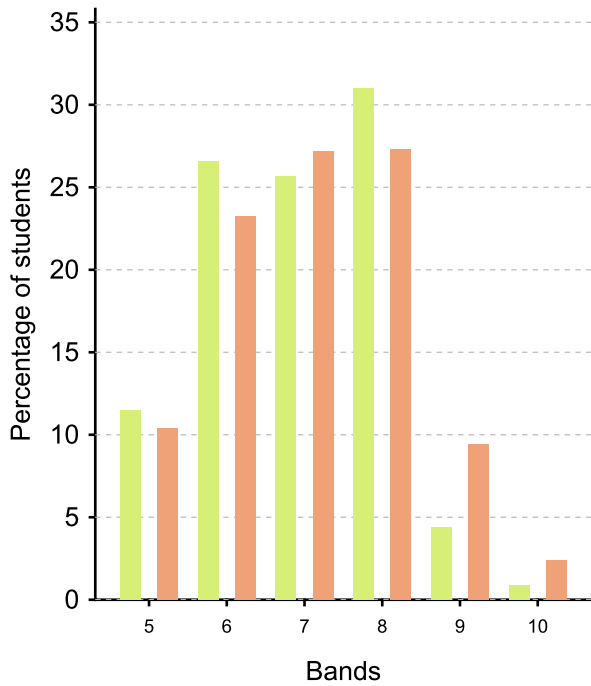
Percentage in bands:
Year 7 Spelling



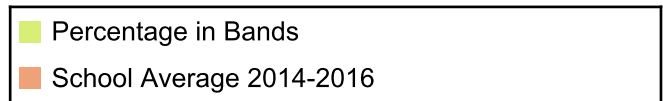
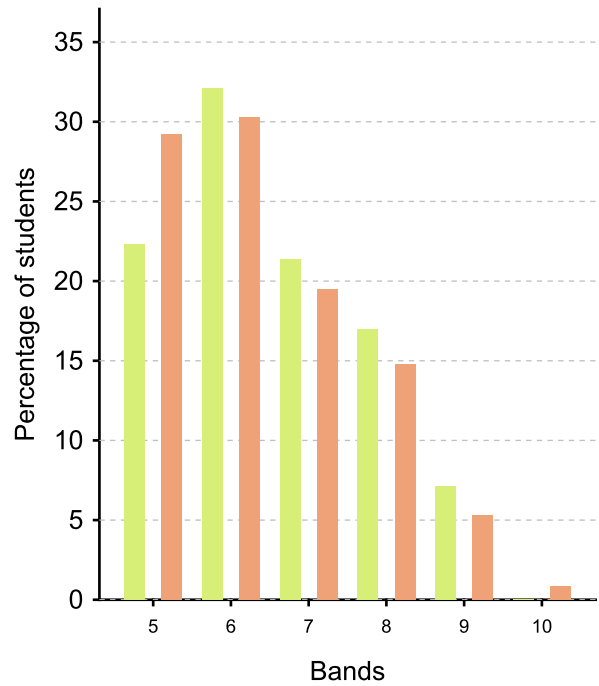
Percentage in bands:
Year 9 Grammar & Punctuation



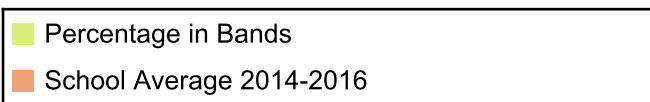
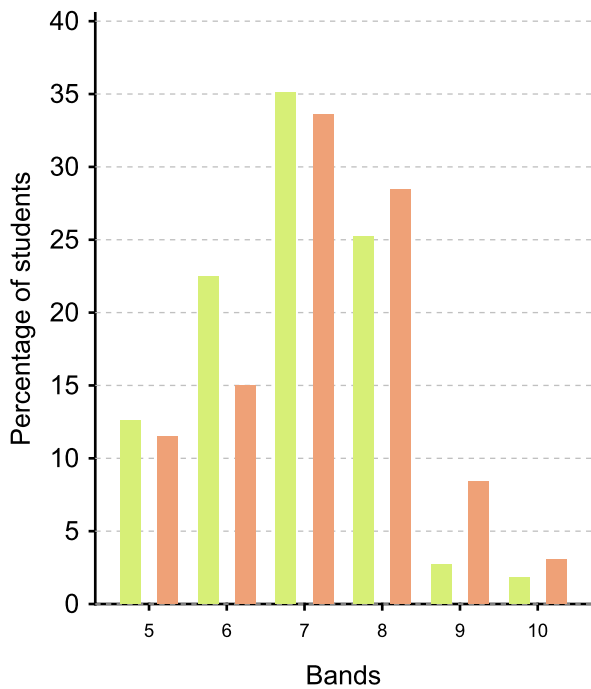
Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Writing

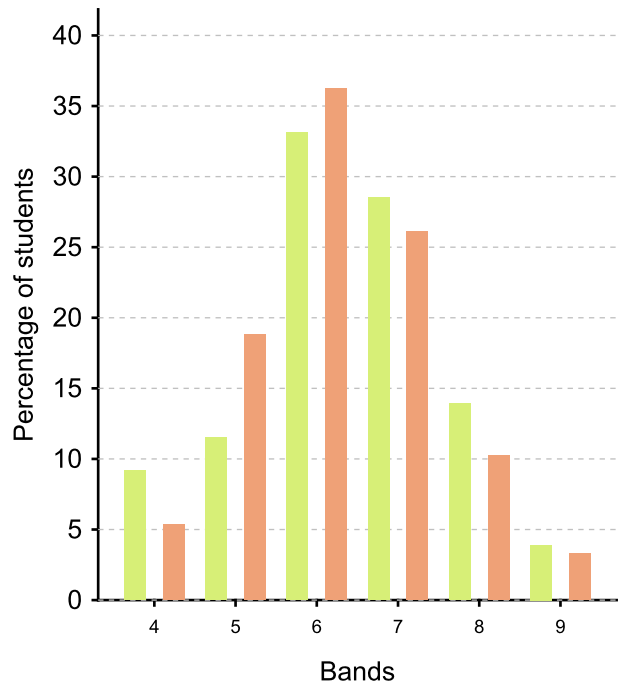


Percentage in bands:
Year 9 Spelling

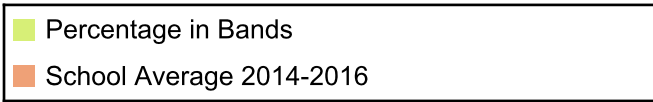
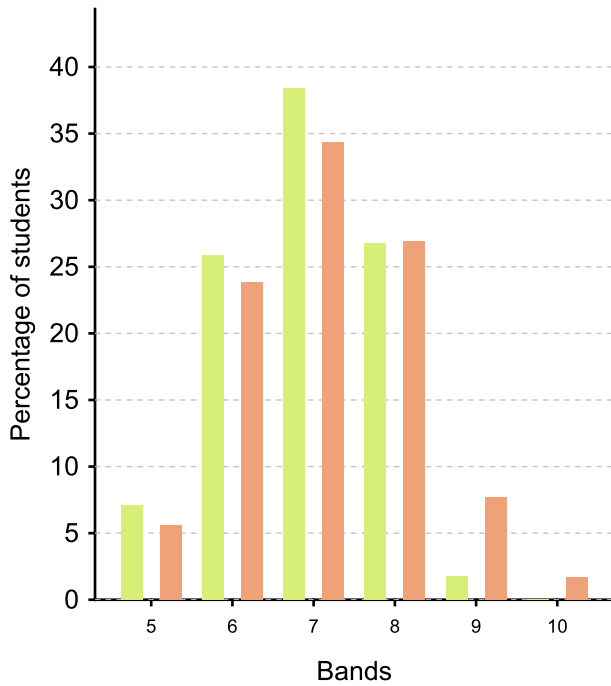


Year 7 Numeracy data shows a higher than school average achievement in the top performance bands and strong student growth from Years 5 to 7. Year 9 Numeracy data indicated good growth amongst students who had previously achieved in the lower performance bands, however, less growth for higher achieving students.

Percentage in bands:
Year 7 Numeracy



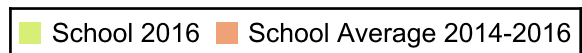
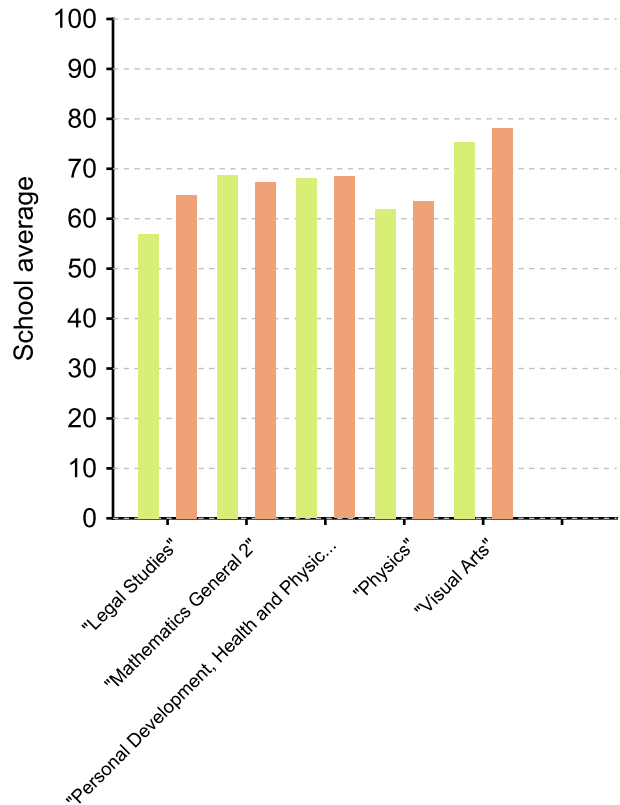
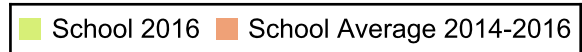
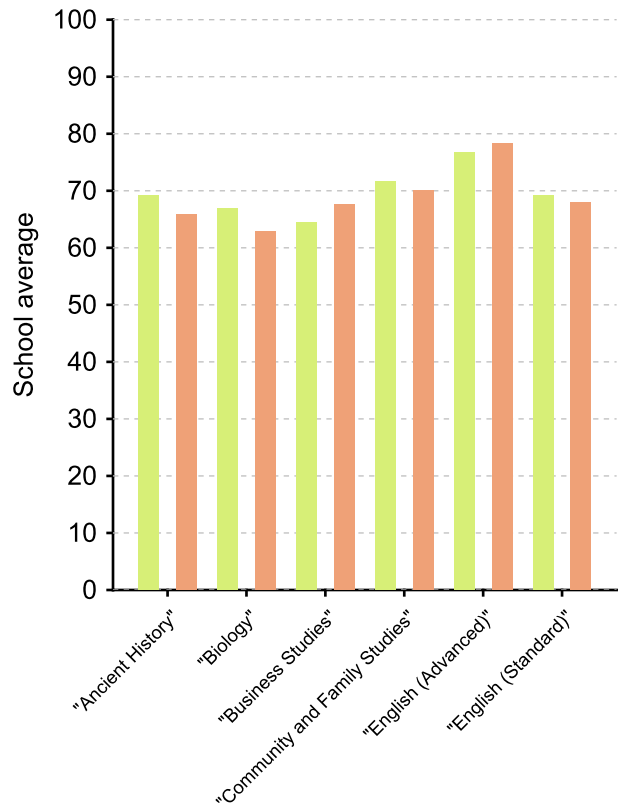
**Percentage in bands:
Year 9 Numeracy**



In September 2016, it was announced that the school would participate in the 'Bump it Up' program, focusing on promoting a greater number of students into the top two performance bands. Since this announcement, significant preparations have been made to implement an extensive program supporting the top 30 students in Years 7 and 8 to achieve at the highest levels in NAPLAN testing. The school looks forward to reporting on the success of this program in future years.

Higher School Certificate (HSC)

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



Nine subject areas achieved results above the state average: Engineering Studies, English (Standard), English Extension 2, Industrial Technology, Mathematics, General Mathematics, Music, Hospitality and Retail Services. Band 5 results were 29% above the school historical average. Band 6 results were achieved in Music 1 and PDHPE.

Parent/caregiver, student, teacher satisfaction

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 behaviour
- Safe School
- Inclusive School

Student

The student survey data showed positive changes to Socio-Emotional outcomes including Grades in Maths, Grades in Science, Student participation in school sports and extra-curricular activities. There was also an improvement in the number of students reporting positive homework behaviours. Pleasingly, results for Positive Teacher-Student relationships remained above the state average.

However, concerns remain about the increasing number of students reporting anxiety and mental health-related issues.

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, school toilets, air conditioning of classrooms, and mental health, whilst many students praised particular teachers and faculties for their support, effort and commitment.

Teacher

The results of the teacher survey showed further improvement in 2016 across three of the eight 'Drivers of Student Learning', with four areas remaining relatively neutral and one area showing negative growth. The area of Technology showed the greatest

positive growth.

Teachers were also asked two specific feedback questions regarding work satisfaction and staff wellbeing. The feedback from these responses will be used to help develop strategies to improve these areas in 2017.

Parent/Caregiver

Whilst there was a smaller number of respondents in 2016, the parent survey was extremely positive, showing improvement across seven of the eight 'Drivers of Student Learning', with only one area remaining neutral. An area for improvement in 2017 will be addressing the notion of inclusivity for students.



Policy requirements

Aboriginal education

NAIDOC Week Activities, Assembly and Community Barbecue

The school wholeheartedly celebrated NAIDOC week with a large number of in-class activities. There was also an engaging cultural program delivered to Year 7 students including Aboriginal art, artifacts, dance and basket weaving. The NAIDOC Assembly was a very successful event which celebrated the NAIDOC theme: *'Songlines: The living narrative of our nation'*. There were some powerful speeches and a range of musical, artistic and dance performances. Representatives from all schools in the Cardiff Community of Schools joined in this celebration. Through the support of the parents and relatives of the school's Aboriginal students the school held a community BBQ to celebrate the day.

Tuition Support

Aboriginal student tuition support (formerly Norta Norta) is a multi-faceted program of targeted support for Aboriginal students, aimed at closing the achievement gap between Aboriginal and Non-Aboriginal students at key points in their education. The program at Cardiff High School is broken into two components. The first component targets Aboriginal students who have achieved below National Benchmarks in Literacy and Numeracy as measured through the NAPLAN testing that takes place each year for students in Years 7 and 9. Additional support is also offered through the school's successful MultiLit and QuickSmart programs to supplement the level of support provided in class to these students.

The second component of tuition support involved the funding of an Aboriginal Senior Student Tutor. This role provides specific support to Aboriginal students outside of lesson times to assist in managing the requirements of the senior years of schooling. The tutor worked with students individually and in small groups, assisting and guiding them in the completion of research tasks, assessment task preparation, and planning and implementing time management strategies.

Aboriginal Dance Group

The school's Aboriginal Dance Group continued to develop and refine their skills thanks to the dedication of Richard and Kristy Faulkner. The group again proved very popular performing publicly for Busy Bee preschool, the Cardiff Community of Schools Primary Schools, Aboriginal Year 12 Graduation Dinner, Connected to Country workshop as well as the school NAIDOC Assembly.

Yarning Circle

Through the Bro-Speak and Sista-Speak Program significant progress was made towards the completion of the Yarning Circle and creating a dance performance space and a Bush Tucker Garden area.

Bro-Speak and Sista-Speak

These two programs were successfully facilitated in Term 4 2016 with the support and commitment of Kristy Faulkner, Paul Myers and Uncle Darryl French, plus the many mentors and organisations that support this very important program.



Multicultural and anti-racism education

In 2016, Cardiff High had 36 student enrolments whose family spoke a language other than English at home and 52 students who identified with a culture or ancestry other than Aboriginal or UK-based.

Students at Cardiff High School have increased their multicultural knowledge and understanding through a range of activities and experiences. The school's successful Japanese languages program was further extended with the introduction of a program of 'taster lessons' for Year 6 students in the Cardiff Community of Schools, conducted on Wednesday afternoons.

In August 2016, sister school, Tanagura Junior High School, participated in the annual homestay program, with Cardiff students and their families enjoying the opportunity to share Australian culture with Japanese students. This followed on from the school's very successful visit to Japan in April 2016 where Cardiff students and staff combined a homestay experience with Tanagura families with an engaging educational tour of areas of the country.

For the third consecutive year a student from the school has been ranked in the top ten students for the NSW & NT Australia–Japan Relations Essay Contest, which is an outstanding achievement and testament to the quality of teaching and support received by students through the broader LOTE program.

Other school programs

Sport

2016 was another very successful year for sport at Cardiff High School. Students and staff have shown outstanding organisation and commitment to representative and weekly sport programs. Cardiff High had over 20 teams across a range of sports compete in knockout sports, gala days and regional trials. There were eight new school records set at the Athletics Carnival and one record broken at the Swimming Carnival.

53 students represented the Westlake's Zone across Swimming, Athletics, and Cross Country. The school continued its dominance in Athletics with 10 students qualifying to represent the Hunter Region at the State Athletics Carnival. Overall, the school had 25 students represent the Hunter Region in Baseball, Golf, Athletics and Trampoline Sports. At the State Athletics Carnival, Kheilani Haimua–Ikihele and Tahla Pont won Bronze and Gold medals respectively. Tahla was selected to represent NSW at the Australian All Schools Carnival.

Ethan Treharne and Anthony Lewsam won State Trampoline titles whilst Zac Pont, Oliver Bryers, Beau Sweeney and Bailey Morris also medalled at the State Trampoline Championships, bringing the school's total to nine students winning medals at a State level.

The school Trampoline Team placed 2nd in the Overall School's Points Tally, placing higher than previous

winners, Endeavour Sports High School. This was a significant achievement and one that was supported greatly by the school P&C, who provided funds for the purchase of new trampoline and gymnastics equipment.

Tahla Pont was named the 2016 Cardiff High School Senior Sports Person of the Year. At the School Athletics Carnival, she placed 1st in Long Jump, High Jump, 100m and 200m sprint, claiming Age Champion. At the Zone Carnival, Tahla placed 1st in 200m, 400m, Triple Jump, Long Jump, High Jump and led her peers to 1st in the 4 x 100m relay. At the Regional Carnival she achieved 1st in Triple Jump, Long Jump and the 4x100m relay. At the NSW Combined High Schools (CHS) State Carnival she achieved Gold medals in Long Jump and Triple Jump.

The Junior Sports Person of the Year was Danika Spamer. Danika won Age Champion at Cross Country, Athletics and Swimming. She was 14 Years Westlake Zone Age Champion for Athletics and Cross Country. At the Regional Athletics Carnival, Danika placed 2nd in the 800m and 8th in the NSW CHS Carnival. At the Regional Cross Country Carnival, she placed 4th and represented the region at the State Carnival.

Other major award winners were Angus Hall, recipient of the Mark Gaul Award. Kimberly Morris, received the Premier's Sporting Challenge Medal. The Premier's Sporting Challenge is a sport and leadership initiative that provides students with opportunities to develop leadership qualities through coaching and sport management pathways. Cardiff High School participated in the Leading with Action workshops and hosted the Learning to Lead Day for all schools in the Cardiff Community of Schools.

The school's Wednesday afternoon weekly sports programs continued to grow with students having the option to participate in a variety of new sports including Stand Up Paddle Boarding, FC11 Football training, Australian Dance Academy, Sam's Boot Camp, Aiden's Movement School and CrossFit.

Creative and Performing Arts

In 2016, CAPA students performed with outstanding success in HSC Music with three students achieving Band 6 results. As a whole, the class achieved a mean average of 85.38, significantly above the state average.

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 the school. There is an emphasis on excellence and the highest possible levels of artistic

delivery. MADD Night 2016 was an outstanding success with more than 60 students directly or indirectly involved in the delivery of music and dance performances, drama acts and short films. The substantial art exhibition, which for the first time, included a significant number of works from our feeder primary schools, brought to a total of around 200 students whose work contributed towards the event.

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 2016 presented a wide variety of acts with very high standards of overall performance delivered. Students from all years participated and, once again, our 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 and forge links with the wider Cardiff community.