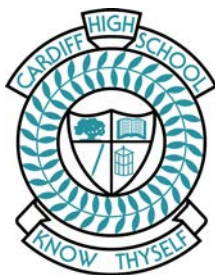


# Cardiff High School Annual Report



2017



8903

## Introduction

The Annual Report for 2017 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](http://www.cardiff-h.schools.nsw.edu.au)

[cardiff-h.school@det.nsw.edu.au](mailto:cardiff-h.school@det.nsw.edu.au)

4954 9966

## Message from the Principal

2017 emphasised the school's focus on improving academic standards with outstanding HSC and ATAR results, the equal second best in the school's history. These results cap off a wonderful year of whole-school achievement in the areas of Sport, Creative Arts, as well as academic and curriculum-related successes, supported by the best ever results the school has achieved in Year 9 NAPLAN Reading and Numeracy growth. Further, with the implementation of our Bump it Up programs and Literacy and Numeracy Centre this year, the school looks set to continue this positive trajectory.

2017 was a year that was heavily impacted by the building works on the school site with four projects beginning from June; the Secondary Schools Renewal Program, Power Upgrade, Science Classroom Upgrade and Painting and Carpeting program. We look forward to the completion of all of these projects before a further two projects begin in the middle of 2018.

Over the last 12 months a number of long-serving members of staff have announced their retirements. Some of these staff have been working at Cardiff High School for well over over 20 years and over 40 years in education in NSW. Congratulations to Special Education Teacher Mrs Moffit, School Administration Support Staff Mrs Dixon, Maths Teacher Mr Randell, HSIE Teacher Mrs Hillier, Learning and Support Teacher Ms Gibson and Head Teacher Home Economics Mrs Hicks, who have announced their retirements in the calendar year. I sincerely thank them for their dedication and commitment to the school and public education, and wish them a happy, healthy and rewarding retirement.

This year, we have had the opportunity to make a number of wonderful, long-serving members of staff permanent employees. Karyn Wilmott (SAS Special Education), Emma Howard (English), Cole Bussey (Mathematics) and Ty Swadling (PDHPE) who will continue to provide tremendous guidance and support for the students of Cardiff High School for many years to come.

Gareth Erskine

Principal

## Message from the students

Cardiff High School is a unique and dynamic school that values its close community connections. The student body are represented by the senior leaders (comprising the School Captains and Vice-Captains), and the Student Representative Council (SRC). The senior leaders represent the school at community events, whilst the SRC are more actively involved in school-based projects.

The purpose of the school's student representatives is to develop the youth leadership abilities amongst the student body. These responsibilities include conducting meetings, organising activities, representing the concerns of fellow students and supporting others. To organise events and to raise concerns of students, regular fortnightly meetings are held as a forum to discuss ideas and issues.

Our School Captains for 2018 are Josie Harrison and Jordan McGaw, and Cayla Blanch, Megan Lowery, Lucas Borrow and Callum Slinn are Vice Captains. They were elected by both the student body and the staff. As role models, they demonstrate leadership and organisational ability to the entire student body in school and reflect this in the wider community. Some of their roles and responsibilities include running formal and informal assemblies, meeting with State and Federal Members of Parliament, and representing the school at ANZAC Day and Remembrance Day ceremonies.

The SRC comprises four students from each year group (two male and two female students) elected by their peers. In addition, there are two students elected by the Junior Aboriginal Education Consultative Group (JAECG) who represent the Aboriginal student body.

The SRC conducts fundraising events and actively supports a variety of community events such as ANZAC Day ceremonies, Relay For Life, Red Nose Day, Shave For A Cure, and Purple Day.

At school level, the SRC will be examining options for anti-bullying and student retention strategies, improving facilities for students and support for whole school activities such as MADD Night and carnivals.

From the Senior Leaders and the SRC

## 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 2017, Cardiff High School recorded 735 student enrolments, including 67 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.

In 2017, the school continued to demonstrate improvement, supported by the 2015–2017 School Plan and evidenced by outstanding academic and sporting results and positive data indicators. The school progressed from Delivering to Sustaining and Growing in the Elements of Wellbeing, Reporting, and Management Practices and Processes. In Term 3, 2018, the school will undergo External Validation of the School Excellence Framework Assessment. Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students. For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## 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

Due to increases in RAM funding the key Literacy and Numeracy programs, including QuickSmart Literacy, QuickSmart Numeracy and MultiLit were able to double the number of students participating in these programs. The school established a Literacy and Numeracy Centre to accommodate the significant number of tutors and students working as part of these programs.

The school achieved its second best ever HSC results in the same year that Year 9 NAPLAN students achieved the best ever Numeracy growth, second best averaged Numeracy growth, best ever averaged Reading and second best Reading growth results. Pleasingly, the first cohort of Quicksmart Literacy program students achieved NAPLAN Reading results 35% above the state average for growth.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of the top 20 Year 9 students achieve at or above expected growth in NAPLAN.	\$10,000 and 0.5 teacher allocation from within school staffing entitlement.	Numeracy = 60% Reading = 50% Writing = 45% Spelling = 40% Grammar and Punctuation = 20%
A minimum of 16 students complete the QuickSmart Literacy, and QuickSmart Numeracy programs each year.	\$180,000 and 1.0 teacher allocation from within school staffing entitlement.	Due to increased RAM funding 64 students completed these programs in 2017.
A minimum of eight students complete the MultiLit program each year.	\$80,000 and 1.0 teacher allocation from within school staffing entitlement.	Due to increased RAM funding 16 students completed this programs in 2017.
20% increase in HSC Band 5 and 6 results.	Nil	75% increase in Band 6 results (from 2014 baseline average). 51% increase in Band 5 results (from 2014 baseline average).
50% of HSC subject results at or above State Average.	Nil	33% of HSC subject results were at or above the State average.
Year 11 attendance of 88.4%	Nil	84.2%
Year 12 attendance of 89.5%.	Nil	87.8%
Overall Aboriginal student attendance of 89.6%.	Employment of AEO = \$72,000	84.3%
All assessment tasks 7–10 to adopt the new school proforma	Nil	The majority of faculty and subject areas are utilising the 7–10 Assessment Proforma.



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Super 6 'Walls of Learning' established in all classrooms.	Nil	Completed in 2015.

## Next Steps

Outstanding HSC results two out of the last three years of the school plan, and improving Reading and Numeracy Year 9 NAPLAN results provide evidence that the products and practices developed through the investment in this Strategic Direction have been effective and warrant continuation and extension into the school's 2018–2020 School Plan.



## 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

The school now boasts comprehensive, well-established processes and practices for recognising and rewarding student achievement, and communicating with the school community through the use of technology.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Year on year improvement in Tell Them From Me Student, Staff and Parent Survey Data	\$2,000	In the fourth year of the survey, continued improvement was noted, particularly in the staff survey. There were also pleasing improvements in student responses regarding Learning and Engagement.
Implementation of an updated school reward/commendation system with progress in students achieving higher levels	\$3,000	The reward/commendation system has been a particular strength of the school plan with students regularly acknowledged for their learning and achievements.
Increased number of opportunities to recognise student achievement	N/A	As above.
Improved communication through technology including text messaging parents, Skoolbag App, newsletters, and Online Parent/Teacher interview bookings	0.2 allocation for School Promotions Officer.  Licences and resources = \$5,000	The 0.2 allocation for School Promotions Officer was maintained in 2017.  High level communication continued through the use of technology.
Development of school website to include resources to support learning available online including assessment schedules, assessment tasks, scope and sequences and calendar	As above.	The school website continued to provide significant school-related information for the school community.
Increased school website traffic and hits	Technology and Communications Officer = \$70,000	Website traffic and app downloads continued to increase in 2017.

### Next Steps

In the third year of the school plan, all areas of this Strategic Direction have been embedded into the school's practice with a high level of success. The school will continue to look for further opportunities to maintain best-practice in communication through technology and acknowledging student achievement separate to the new school plan.

## 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

Significant success was achieved and publicly recognised in the first two years of this Strategic Direction and has continued into 2017 with well-established networks meeting regularly and supporting the joint schools' cause.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
CCoS collegial networks for Principals, Executive, Teachers, LASTs and SAMs established, meeting regularly and operating effectively.	TPL Funding = \$2,000	All meetings successfully held in 2017.
Joint teacher professional learning activities held throughout each year.	TPL Funding = \$8,000	The third annual Cardiff Community of Schools School Development Day was held in Term 2, 2017 with over 180 members of staff participating in the event.
CCoS Learning Plans implemented across the six schools.	N/A	This initiative was developed for the five Primary Schools in 2016.
Number of students achieving expected growth and National benchmarks in Literacy and Numeracy.	N/A	Continued improvement noted in Numeracy for CCoS students Years 5–7.
Number of teachers accessing higher levels of teacher accreditation.	N/A	No members of staff are currently undertaking accreditation at higher levels.
Percentage of students transitioning from Year 6 at partner Primary schools to Year 7 at Cardiff High School.	Transition program = \$10,000	Cardiff High School recorded its highest number of Year 7 students in ten years in February 2018 due in part to increasing numbers of students transitioning from feeder Primary Schools.

### Next Steps

The Principals of the Cardiff Community of Schools acknowledge the success of this Strategic Direction and believe that the networks and practices forged through this initiative will continue to grow and strengthen. As such, the schools will not develop a joint Strategic Direction for 2018–2020, believing that this outstanding cooperation and support will continue standing alone from school planning.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<ul style="list-style-type: none"> <li>• Employment of Aboriginal Education Officer = \$72,000</li> <li>• Cultural programs = \$5,000</li> <li>• Literacy, Numeracy and student support = \$15,000</li> </ul>	<ul style="list-style-type: none"> <li>• Provision of Aboriginal Education Officer to assist student learning, development of PLPs, and welfare and cultural support.</li> <li>• Support for students through QuickSmart and MultiLit programs.</li> <li>• Subsidised cultural activities, including NAIDOC Week celebrations.</li> </ul>
<b>Low level adjustment for disability</b>	<ul style="list-style-type: none"> <li>• Employment of SLSO = \$65,231</li> </ul>	<ul style="list-style-type: none"> <li>• Provision of in-class support for students identified through the Learning Support Team Committee.</li> </ul>
<b>Socio-economic background</b>	<ul style="list-style-type: none"> <li>• Employment of Technology Support and Publicity Officer = \$70,000</li> <li>• Implementation of QuickSmart Literacy, Numeracy and MultiLit programs = \$230,000 + 1.3 staffing allocation</li> <li>• Student Assistance Funding = \$10,000</li> <li>• Technology budget = \$50,000</li> </ul>	<ul style="list-style-type: none"> <li>• Employment of School Technology and Communications Officer to provide technology support and high-level school communication.</li> <li>• Delivery of QuickSmart Literacy (Year 7) and QuickSmart Numeracy (Year 8) programs to 64 students.</li> <li>• Student Assistance provided to students in need of educational support through an application process.</li> <li>• Provision of technology to support student learning and engagement.</li> </ul>
<b>Support for beginning teachers</b>	<ul style="list-style-type: none"> <li>• Timetabled support and release periods = \$8,161</li> </ul>	<ul style="list-style-type: none"> <li>• Funding was used to allow release for Professional Learning and support, and additional time to meet the demands of an early career teacher.</li> </ul>



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	366	368	360	361
Girls	327	322	322	328

In 2017, the school recorded its highest level of enrolment in ten years, with 735 students enrolments at the time of census in February 2018. This was due to increasing enrolments in the Year 7 cohort and a greater number of students completing their Preliminary and HSC studies.

### Student attendance profile

School				
Year	2014	2015	2016	2017
7	92.1	92.6	93.1	92
8	88.3	90.6	89.1	89.7
9	86.6	88.1	87.4	88
10	86.8	85.9	86.2	86
11	87.1	88.1	87.1	84.2
12	82.6	88.6	88.2	87.8
All Years	87.4	89	88.6	88
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

### Management of non-attendance

Cardiff High School is focused on improving the attendance profile of our students to equal or better the State Average. The school employs text messaging of parents and caregivers as the primary method of communication regarding absences. Attendance patterns of students are reviewed at weekly Senior Executive and Executive Meetings, where short and long term absence and truancy data is reviewed. The Deputy Principals meet with Year Advisors fortnightly to discuss student attendance, initiating

parent or student contact where required and welfare support. Students with more problematic attendance patterns are referred to the Home School Liaison Officer.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	6	2
Employment	2	9	20
TAFE entry	1	3	23
University Entry	0	0	28
Other	0	2	17
Unknown	1	1	0

Year 12 University entries were similar to recent years, however, due to significantly higher ATAR results students were accessing higher level courses. However, the most significant change was the number of students accessing TAFE up to 23% from 8% the previous year. There were also very few Year 12 school leavers seeking employment.

The school's overall retention rate has decreased in recent years due to greater numbers of students leaving to take on employment opportunities post-Year 10 and 11, indicating considerable local employment opportunities.

### Year 12 students undertaking vocational or trade training

Students were enrolled in 54 school-based courses including Information and Digital Technology, Construction, Hospitality and Sport Coaching. A further 9 courses were studied through TAFE or an external Registered Training Organisations.

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

94% of students attained an HSC qualification in 2017.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	9
Classroom Teacher(s)	41.1
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.7
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	2
School Administration & Support Staff	13.68
Other Positions	1

\*Full Time Equivalent

7% of Cardiff High School staff identified as Aboriginal in 2017.

### 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	11.7

### Professional learning and teacher accreditation

Identified specific focus areas for Professional Learning in 2017 included:

- Implementation of new syllabi for Stage 6.
- Maintenance and expansion of QuickSmart Numeracy, QuickSmart Literacy and MultiLit programs.
- Principal, Deputy Principal and Head Teacher Network Meetings
- Faculty release time to standardise across school programming, assessment, scope and sequence, and School Website updates.
- Maintenance and support of the Cardiff Community of Schools initiatives, creating successful networks looking into transition,

literacy and numeracy in middle school years as well as programs such as Extensive writing and SMART Data sharing.

- Mandatory training and updates including Anaphylaxis training, Hunter Health presentations, CPR, First Aid Training and Asthma Training.
- Whole school membership of the Teacher Learning Network, enabling online access to up-to-date professional learning opportunities.
- Teacher accreditation and maintenance.

The TPL committee also provided support around the school through funding time for staff to be involved in programs such as workplacement supervision, policy writing, debating, sports accreditation training and professional association meetings.

During 2017, the school supported seven teachers in gaining accreditation as a Proficient Teacher and two staff members maintained accreditation at Proficient level.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	1,370,684
Appropriation	1,232,157
Sale of Goods and Services	-6,177
Grants and Contributions	144,169
Gain and Loss	0
Other Revenue	0
Investment Income	536
<b>Expenses</b>	-1,042,923
Recurrent Expenses	-1,042,923
Employee Related	-582,582
Operating Expenses	-460,341
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	327,761
<b>Balance Carried Forward</b>	327,761

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

The school used record funding to support teaching and learning, Literacy and Numeracy programs and school improvement projects. It is anticipated that the balance carried forward will be significantly reduced into 2019 with money targeted towards additional student learning support and planned school funded maintenance and improvement projects.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
<b>Base Total</b>	6,673,694
Base Per Capita	107,969
Base Location	0
Other Base	6,565,725
<b>Equity Total</b>	695,336
Equity Aboriginal	90,631
Equity Socio economic	366,798
Equity Language	0
Equity Disability	237,907
<b>Targeted Total</b>	765,828
<b>Other Total</b>	310,992
<b>Grand Total</b>	8,445,849

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

Strong results were recorded in the Year 9 test aspect of Reading with the school enjoying its best ever averaged result and second best growth result. Spelling results were also above the school's average. However, Grammar and Punctuation results were below expectation and are an identified focus for 2018. In the test aspect of Year 7 writing, results were at a five-year high.

Cardiff High School is heavily invested in delivering three additional Literacy and Numeracy programs; QuickSmart Literacy, MultiLit and QuickSmart Numeracy. It was very pleasing to see the performance of students in NAPLAN testing increase due to these interventions. The QuickSmart Literacy program commenced at the school in 2015 and the 2017 Year 9 students were the first group to have graduated through the program and complete the NAPLAN tests. Students in this first cohort achieved growth scores 36% above the State Average, which was testament to the efficacy of the program and the brilliant work of the program co-

**Percentage in Bands:**

Year 7 - Grammar & Punctuation

Band	4	5	6	7	8	9
Percentage of students	10.6	20.3	26.0	24.4	13.0	5.7
School avg 2015-2017	8.3	19.8	22.4	25.2	17.6	6.9

**Percentage in Bands:**

Year 7 - Reading

Band	4	5	6	7	8	9
Percentage of students	4.9	17.9	32.5	29.3	11.4	4.1
School avg 2015-2017	4.2	16.2	32.6	26.5	14.4	6.1

**Percentage in Bands:**

Year 7 - Spelling

Band	4	5	6	7	8	9
Percentage of students	9.8	8.9	30.1	29.3	18.7	3.3
School avg 2015-2017	7.8	12.0	26.2	29.5	20.0	4.5

**Percentage in Bands:**

Year 7 - Writing

Band	4	5	6	7	8	9
Percentage of students	18.7	26.0	26.8	18.7	8.1	1.6
School avg 2015-2017	15.3	30.3	27.3	18.9	7.4	0.8

**Percentage in Bands:**

Year 9 - Grammar & Punctuation

Band	5	6	7	8	9	10
Percentage of students	13.5	23.4	27.9	25.2	9.0	0.9
School avg 2015-2017	12.3	23.2	31.2	24.3	8.0	0.9

**Percentage in Bands:**

Year 9 - Reading

Band	5	6	7	8	9	10
Percentage of students	7.2	19.8	20.7	36.9	11.7	3.6
School avg 2015-2017	9.1	22.3	25.5	31.0	9.9	2.1

**Percentage in Bands:**

Year 9 - Spelling

Band	5	6	7	8	9	10
Percentage of students	7.2	16.2	32.4	28.8	13.5	1.8
School avg 2015-2017	9.5	15.5	32.8	28.9	10.2	3.1

**Percentage in Bands:**

Year 9 - Writing

Band	5	6	7	8	9	10
Percentage of students	26.1	32.4	15.3	20.7	2.7	2.7
School avg 2015-2017	26.1	30.5	18.6	17.7	5.5	1.5

The school achieved its best ever Year 9 NAPLAN Numeracy growth result with 70.9% of Year 9 NAPLAN students at or above expected growth (the previous best was 58.3% in 2014) and second best ever Year 9 overall results with a scaled score of 568.3.

Having only been at High School for a few months before the NAPLAN tests are conducted, Year 7 student results largely reflect the work of Year 5 and 6 Primary teachers. Therefore, credit must go to the Cardiff Community of School's Stage 3 teachers for the strong Numeracy results, which have now increased for three consecutive years.

**Percentage in Bands:**

Year 7 - Numeracy

Band	4	5	6	7	8	9
Percentage of students	4.1	14.9	29.8	33.1	13.2	5.0
School avg 2015-2017	5.0	16.8	32.3	29.6	12.6	3.8

**Percentage in Bands:**

Year 9 - Numeracy

Band	5	6	7	8	9	10
Percentage of students	0.9	25.9	35.2	28.7	9.3	0.0
School avg 2015-2017	3.7	23.3	36.9	27.5	7.0	1.7

The Year 7 cohort who are targeted as part of the Bump it Up program had 19 (15.71%) students in the top two bands for Reading and 22 (18.19%) in the top two bands for Numeracy. The target for achievement in Year 9 NAPLAN 2019 is 16% of students in the top two bands.

## Higher School Certificate (HSC)

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

Subject	School 2017	SSSG	State	School Average 2013-2017
Ancient History	63.5	65.9	68.1	63.8
Biology	76.7	69.0	70.9	67.2
Business Studies	67.3	65.1	68.2	65.3
Chemistry	70.9	68.9	72.1	70.9
English (Advanced)	81.3	76.3	77.6	77.6
English (Standard)	71.6	64.9	65.6	68.1
Geography	72.0	67.9	70.7	72.0
Legal Studies	66.0	71.2	72.1	62.9
Mathematics General 2	67.2	62.0	63.6	67.3
Personal Development Health and Physical Education	75.6	65.5	67.7	70.2
Senior Science	81.5	66.6	68.3	80.4
Software Design and Development	63.5	62.1	71.5	63.5

Cardiff High achieved outstanding results in the 2017 HSC. The school achieved 14 Band 6 results equalling the second best result in the school's history and 62 Band 5 results. These results compared very favourably against schools in the Hunter region and as reported in the media, when student cohort size and socio-economic disadvantage is taken into account, this measure resulted in Cardiff being one of the highest performing schools for 2017.

A record ten students achieved an 80s ATAR and to further emphasise the high level achievement of this group, two students achieved successful ENCORE nominations for Music 1 and one student received an InTech nomination for their Industrial Technology Timber major work.

Nine of the top ten results achieved by male students. Whilst the high end achievement was considerable, it was particularly pleasing that the school also recorded the second least number of Band 1 and Band 2 results in the school's history.

Ten subject areas achieved results above the state average including Biology, English (Standard), English Extension 1, Food Technology, Hospitality, Information and Digital Technology, Industrial Technology, Music 1, PDHPE and Senior Science.

## Parent/caregiver, student, teacher satisfaction

In Term 4, students and staff participated in the online Tell Them From Me survey. This year, the school trialled a paper version of the survey with parents at the Semester 2 Parent/Teacher Interviews with a record number of respondents.

The school had previously 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 school has again committed to undertaking the survey for a further three years for the School Plan 2018–2020.

The student survey data showed positive changes in 13 areas surveyed with the majority of others remaining largely neutral from 2016–2017. Pleasingly, the majority of the improved areas were focused on learning and engagement. 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, condition of the girl's toilets and air conditioning of classrooms. Many students also commented favourably regarding the schools efforts to address bullying and mental health.

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

Parent Survey data showed significant improvement in two areas 'Parents are Informed' and 'Inclusive School'. All other areas remained neutral except for 'Safe School', particularly the question relating to feeling safe travelling to and from school, which reflected community concern regarding Stranger Danger issues at the time.





## Policy requirements

### Aboriginal education

#### Cultural Celebrations

Cardiff High School's commitment to supporting and celebrating important cultural dates in our school community was demonstrated through our NAIDOC Week Celebrations. The 2017 NAIDOC week theme was *Our Languages Matter*. The assembly's guest speaker Brad Tighe presented a powerful speech to reinforce the importance, richness and resilience of Aboriginal and Torres Strait Islander languages. The NAIDOC assembly also included a performance from the Cardiff High School Aboriginal Dance group and a musical performance from the Cardiff South Public School students. During the week-long celebration, the school held cultural workshops to enhance student understanding of Aboriginal culture and history. Year 7 students learnt about Aboriginal art, dance, historical artefacts and basket weaving. Years 8 and 9 students produced a banner using artistic processes that will be placed in the library during NAIDOC Week 2018.

Cardiff High School also held an assembly for Sorry Day where the guest speaker Aunty Laurel Williams described her experiences as one of the co-commissioners of the Bringing Them Home report about the Stolen Generation. Another significant assembly that was held in 2017 was to acknowledge Closing the Gap where Dr Donna Fernando informed the students about the importance of eliminating the gap in expected outcomes for Aboriginal and Torres Strait Islander people in Australia.

#### Non-Smoking Campaign with Matt Rose and significant Rugby League Players

This was a successful initiative organised by Matty Rose and Awabakal Aboriginal Medical Service. It brought prominent Rugby League Players and Aboriginal Model, Samantha Harris, to the school. The players involved staff and students in a series of fun relay activities. There was also a panel discussion about ways to remain healthy, and the negative impacts of smoking on physical health. Players in attendance were; Latrell Mitchell, Kye Cooper and Connor Watson (Sydney Roosters) and Cody Walker (South Sydney Rabbits). Katlyn Moran, former Cardiff High student and Australian Jillaroo, was also in attendance.

#### Tuition Support

Cardiff High School Aboriginal students are provided with additional tuition to assist in closing the achievement gap between Aboriginal and non-Aboriginal students. The tuition program is multi-faceted and broken into two core components. The first component targets Aboriginal students within Cardiff High School who have achieved below National Benchmarks in Numeracy and Literacy as measured through the NAPLAN testing which takes place annually for Year 7 and 9 students. These students are offered additional support through the one-on-one tutoring in the effective QuickSmart Numeracy/Literacy programs and the MultiLitReading Tutor program.

Secondly, in 2017 an Aboriginal Senior Student Tutor was funded to provide senior Aboriginal students additional support outside of their allocated lessons. This supported the students in managing their senior assessment responsibilities and tutoring them in essential study skills. The tutor also worked individually and in groups with students to assist them in gaining the skills and knowledge they required to successfully complete Preliminary and HSC Assessment Tasks for each KLA.

#### Aboriginal Dance Group

The talented Aboriginal Dance Group performed in many cultural celebrations at Cardiff High School during 2017, including the NAIDOC Assembly. They proved very popular when performing for Cardiff Public School, Cardiff North Primary School and Cardiff Community Preschool. The group continued to grow and refine their skills under the commitment and tuition of Richard and Kristy Faulkner.

#### Connecting to Country

Connecting to Country saw three staff members, Craig Maher, Danielle Asquith and Kristy Faulkner, attend this three day workshop, run by the local Kumarihda AECG, which brought together staff and parents from the local school community. This powerful and emotional experience provided staff with the opportunity to connect personally and emotionally with Aboriginal culture. Staff participated in cultural awareness and language workshops and visited significant cultural sites in the area. Each participant worked on writing their own Acknowledgment of Country to demonstrate their connection with culture. Staff were also given the opportunity to refresh their knowledge of current policies and reflect on the ways in which their school supports Aboriginal students. An evening dance performance and smoking ceremony that included Cardiff High School Students was a highlight of the workshop. One of the key outcomes of this opportunity was the building and strengthening of relationships between local schools including primary and high schools with Aboriginal culture and support networks.

#### BroSpeak and SisterSpeak

The BroSpeak and SistaSpeak program ran during Term 4. It is a program for our Aboriginal students to focus on health and wellbeing, culture and social

issues. The BroSpeak program focused on the following issues and opportunities for students:

- SocialMedia – Actions and Consequences
- Working on a Yarning Circle
- Culture and Respect Discussion
- Visiting a Drug and Alcohol Rehabilitation Centre with residents talking to students about addictions to drugs and alcohol
- Aboriginal History and related issues
- Mental and Sexual Health at Awabakal Medical Service
- Miromaa Aboriginal Language and Technology Centre

The SistaSpeak participants have worked closely with our feeder schools, Cardiff, Cardiff South, Cardiff North, Hillsborough and Garden Suburb Public Schools. The SistaSpeak students at these schools have made friendships and developed goals together meeting at Yamuloong in Garden Suburb, providing them with time to connect their culture through language and dance. A celebration day is held for all Cardiff Community of Schools participants at Yamuloong at the completion of both programs.

Both groups of Brospeak and SistaSpeak hold a cultural camp as part of the program. The students visit cultural sites of significance to the Aboriginal people in selected areas and they participate in a yarn up during the night. The excursion is held in conjunction with Yarrteen College's Learning and Cultural Program. We are thankful to Richard Faulkner for his support and mentorship again this year.

To help build a sense of acceptance and belonging as part of Harmony Day celebrations, students were invited to participate in the high ropes course at Tree Tops, Minmi. 21 students filled up the bus and shared many great experiences, tackling the challenges throughout the course.

In August 2017, our Japanese sister school, Tanagura Junior High, once again visited, continuing the long established tradition of student homestay visits between the two schools. Cardiff High students combined with their Japanese guests in a series of activities including demonstration lessons, sporting events and dolphin watching, giving Japanese students a taste of life in Australia. The school would like to particularly thank host families for their significant support in the continued delivery of this important wholeschool activity that has fostered such good will and cross-cultural awareness between the two schools.

Students from the Cardiff Community of Schools continued to enjoy taster lessons as part of the transition program. For many students this is their first time in a specific language classroom and many have expressed their enjoyment with the experience. Lessons are also delivered on a rotating basis throughout the year to Year 6 students from the Cardiff Community of Schools, further promoting cross-cultural understanding.

The Japanese language program at Cardiff High School delivers significant cross-cultural awareness to the student body. All Year 7 students study an intensive course in Japanese language for one year with the option of continuing development in elective courses throughout Years 8–12. For the fourth consecutive year, a Year 7 student, Joshua Gill, was awarded a prize in the annual Australia–Japan Relations Essay Contest, once again reinforcing the strength of the LOTE program at Cardiff High.



### Multicultural and anti-racism education

In 2017, data showed that 12% of Cardiff High School students were born overseas in places such as Puru, Uruguay, Slovakia, Sudan, Sweden and Ireland. Furthermore, 11% of students were from an Aboriginal background. As such, the school embraced opportunities throughout the year to celebrate the diversity of the school.

### Other school programs

#### Sport

2017 was a record breaking year of success for sport at Cardiff High School. Students and staff have shown outstanding organisation and commitment to representative sport and weekly sport programs. Cardiff High had over 30 teams across a range of sports compete in knockout sports, gala days and regional trials. There were an impressive 20 school records broken, 278 students represent the school at Zone carnivals, 84 students compete at Regional Carnivals, 37 students selected to represent the Hunter Region, 13 students claim medals at NSW Championships and 3 students represent NSW at Australian Championships. These numbers have far exceeded the schools expectations and are a wonderful example of the talented student athletes and hard working staff at Cardiff HS.

The School Swimming carnival was again a huge success with Sport house Yirrig claiming the overall

victory. Senior students Lucas Borrow and Bonnie Luxton each setting new school records. Year 7 student Chelsea Scaron made an impressive start to her school swimming career breaking four school records and 54 students qualified for the Zone Carnival where Cardiff placed second overall in the school points tally, improving drastically on 2016's 4th place finish. Chelsea Scaron, Danieka Saxby and Justin Banek were all named Westlakes Zone Age Champions and 17 students progressed through to the Regional carnival. Chelsea and Justin were selected to represent the Hunter Region at the NSW Swimming Championships.

At the School Cross Country Carnival, sport house Valtiri proved to be the overall winner. 94 students progressed through to the Zone Carnival where Cardiff High again placed 2nd overall in the Westlakes Zone. Amy Parkinson, Danika Spamer, Finnegan Abbott, Denzil Blacklock–Cutmore and Jordan McGaw all placed first in their events and were named Westlakes Zone Age Champions. 31 students were selected to contest the Regional Carnival where Lucas McGaw, Jordan McGaw, Finnegan Abbott, Amy Parkinson and Jacob Turnbull were all selected to represent the Hunter Region at the NSW State Championships.

Historically, Athletics is Cardiff High School's strongest sport and 2018 was no different. Sport house Waru were the overall winners of the school carnival where a total of 12 school records were broken. Tahla Pont was a standout performer claiming five new school records. Special mention goes to Samuel Jones who set a record in the 15 Years Boys Discus event and in the following weeks travelled to Lithuania to represent Australia in Discus at the International Children's Games.

80 students progressed through to the Zone Athletics Carnival where Danika Spamer, Tahla Pont, Dylan Robertson and Finnegan Abbott performed outstandingly and were named Westlake Zone Age Champions. Dylan was also crowned overall Athlete of the Meet. 37 students progressed through to the Regional Championships where Finnegan Abbott, Alexandra Brown, Kheilani Haimau–Ikihele, Morgan–Lauchlan Haimau–Ikihele, Sam Jones, Tahla Pont, Dylan Robertson, Danika Spamer, Courtney Wiltshire and Britney Anderson were all selected to represent the Hunter Region at the NSW State Championships. At the NSW Athletics Championships Morgan–Lauchlan won a silver medal in the 17 Years Girls Discus, Kheilani claimed a bronze in the 17 Years girls Shotput and Tahla Pont was named State Champion winning Gold in the 17 Years Girls Triple Jump. Tahla was also selected to represent NSW at the School Sport Australia National Championships. Later in the year, Tahla was also named in the Australian Junior Track and Field team to compete in Fiji at the Oceania Championships.

The school Trampoline Team continues to grow in size and strength. 43 students represented Cardiff High School at the Regional Trampoline Championships where our school placed second in the overall points tally, only one point behind reigning champions Belmont High School. Maddison Rowe, Sarah

Sheather, Tahlia Bryers, Zoe Thomas, Angus Batey, Anthony Lewsam, Blake Williams, Kwadwo Arthur, Laith McGregor and Olli Bryers were all selected on the Hunter Region Team to compete at the NSW State Championships. At the NSW Championships, Cardiff again placed second overall, our highest ranking yet, beating out top schools such as Endeavour Sports High. Cardiff High did win the overall schools points tally for Athletes with a Disability, showcasing the strength of our Support Unit students and staff. This year was also our school's highest medal tally with eight students claiming podium finishes and three students winning State Titles.

2017 was highly successful year for students making Hunter Teams with a total of 37 students compared to 25 in 2016. In addition to the students selected in Swimming, Cross Country, Athletics and Trampoline, Josh Wingrove, Rixon Wingrove and Elijah Ansell were selected in the Hunter Region Baseball Team and Zoe Thomas in the Gymnastics Team. Freya Clifton was successful in Girls Football, Timothy Razmovski and Zac Lloyd in Boys Football. Jaylen Boyce continued to assert his dominance in AFL, not only being selected in the Hunter Region team, but also progressing through to represent in the Northern NSW AFL team. His team placed 2nd in the State, adding a Silver Medal to Cardiff High's collection of NSW medals.

Piper Prince had an outstanding year in Golf. She won Gold at the Hunter Region Championships and again at the NSW Championships. Piper was then selected to represent NSW at the Pacific School Games in Adelaide. Piper outplayed students from schools across Australia and the Pacific to win a Bronze medal.

After such an impressive year of sport it proved to be very difficult to select the major award winners. Year 11 Sports Coaching student Callum Slinn was awarded the Premier's Sporting Challenge Medal for his service and contributions to School Sport in 2017. Danika Spamer was awarded Junior Sportsperson of the Year. Tahla Pont was once again named the Senior Sportsperson of the Year.

Finally, Cardiff HS sports coordinator Mr Ty Swadling was awarded a Certificate of Recognition by Rosemary Davis for his contribution and service to Sport in NSW Public Schools, wrapping up a highly successful year of sport at Cardiff High School.

### **Creative and Performing Arts**

In 2017, CAPA students performed with outstanding success in the HSC in Music with Jayden Webb, Harvey Durrance, Mitchell Treharne and Bryce Hampton all achieving Band 6 results. As a whole, the class achieved a mean average of 90.12, the highest ever and more than 8 marks above the state average. Harvey Durrance and Jayden Webb were also successfully nominated for the Encore concert at Sydney Opera House, the first time ever that Cardiff High students have been featured in this illustrious showcase of statewide HSC based musical talent.

The Cardiff High School year contains numerous performances and presentations at which the

department participates with distinction. The two major CAPA events on the annual calendar are MADD Night and Music Night.

MADD Night – held in early August each year, showcases the wide variety of creative and performing arts talent at our school. There is an emphasis on excellence and the highest possible levels of artistic delivery. MADD Night 2017, held off-site due to the ongoing building works, was an outstanding success with more than 60 students directly or indirectly involved in the delivery of music, dance and drama performances.

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 2017 was held outdoors for the first time and presented a variety of acts with high standards of overall performance delivered. Students from all years participated and, once again, our feeder primary schools 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.