Our school at a glance

Students
Cambridge Park High School’s student population is 607 of which 7% is Aboriginal or Torres Strait Islander.

Staff
Cambridge Park High School has a strong, committed and experienced teaching staff. All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
Students were provided with opportunities to expand their educational experience through a number of additional programs. Programs reflect tradition and innovation and involve students, staff, parents and the community. Some of our significant programs and initiatives include:

- Positive Behaviour for Learning program;
- The refurbished metalwork rooms were finished near the end of the year and will provide our students with significantly improved equipment and learning spaces;
- Learn to Lead program;
- Continued Quality Teaching and curriculum links with our partner primary schools through the Cambridge Learning Model;
- Innovative technology use, including the introduction of 6 additional interactive White Boards to assist teaching and learning;
- Learning Support Team programs, including mentoring, individual learning programs and intensive literacy and numeracy classes; and
- Swim School program improves the swimming skills of Year 7 students.

Student achievement in 2010

Literacy – NAPLAN Year 7
Overall Year 7 performed below state average. The strongest performance was in the areas of reading and writing. The results indicate the cohort needs to concentrate on the areas of spelling and grammar. The school will be putting in place strategies to address the literacy needs of all students. In particular the areas of spelling, sentence structure and grammar will be addressed.

Numeracy – NAPLAN Year 7
The numeracy data indicates the students have improved in numeracy. The results have been used to identify strengths and weaknesses and plan appropriate strategies across the KLAs. Students need to improve their problem solving skills. The majority of our students achieved Bands 5, 6 and 7 in numeracy reflecting a notable improvement on student performance across the middle bands.

Literacy – NAPLAN Year 9
The performance of students in literacy indicated a positive growth in the areas of reading, writing and grammar and punctuation. Strategies need to be put in place to further enhance student improvement, particularly in the area of spelling. It was pleasing to note our Aboriginal and Torres Strait Islander students achieved results comparable to Western Sydney averages.

Numeracy – NAPLAN Year 9
Our students showed growth in the area of numeracy but the results are still below state and regional average. The majority of students achieved results in Bands 6 and 7.

School Certificate
Most results were in line with historical averages for our school. Student achievement in English improved significantly, highlighting an increase in students scoring Bands 4, 5 and 6. The majority of the cohort scored in Bands 3 and 4 across mathematics, science, Australian history (Civics and Citizenship) and Australian geography (Civics and Citizenship). Again the school’s computing assessment results were excellent with 99% of students achieving “competent” or “highly competent” grades.

Higher School Certificate
The results for the Higher School Certificate (HSC) examinations in 2010 were generally consistent with the school’s average since 2002. This average remains below the state average. The school continues to add value to student results but an analysis of HSC data indicates the school needs to address the needs of the higher achieving students.
 Messages

Principal’s message

As I look back on 2010 I feel a great sense of pride in the many significant achievements of our students. Cambridge Park High School prides itself on the caring, safe and supportive environment it provides for students and staff. The school provides opportunities for all students to realise their potential in academic, sporting and cultural pursuits, as well as developing a sense of responsibility and a caring attitude in all its students.

During the course of the year we celebrated the completion of the metalwork rooms as part of the Penrith Valley Trade Training Centre. The official opening of the Trade Training Centre was held at our school early in Term four.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Roger Berry

Parents and Citizens’ Association message

Parent and Citizens’ Associations (P&C) are organisations that exist in almost every public school in NSW and we are an active part of the school decision making processes.

Our meetings are held on the second Monday of each month in the school’s common room and these meetings are advertised in the school’s newsletter, “The Bridge”. Parents and caregivers of students attending Cambridge Park High School and all citizens within our school community are invited to attend our meetings.

During 2010 the P & C actively participated in:

• review and endorsement of the school’s annual budget;
• review and endorsement of the school’s revised anti-bullying policy; and
• the process of interviewing staff applying for positions within the school.

Janmaree Martin

Student representative’s message

The SRC team is increasing in student participation each year, leading to an increase in junior membership and innovative school initiatives.

School BBQs, Year 6 Technology Days, and Merit Assemblies were the start of what the SRC had in stall for 2010. Numerous new events were introduced to Cambridge Park High School, such as the School X Factor concert and the Performing Arts Festival. Through hard work and dedication the SRC was able to ensure all community and school initiatives were successfully achieved.

During the course of the year our school was given the opportunity to join the National Partnerships program. This program has provided additional resources to the school to support the quality teaching that occurs within the school.

We have established stronger relationships with our partner primary schools and participated in a number of joint projects throughout 2010. Within our Cambridge Community of Schools we implemented very successful literacy and leadership projects.

Our community is both diverse and harmonious. Students of different academic ability, ethnic background and talent share a learning environment in which they feel safe and happy and of which they feel proud.
As the year progressed the staff of Cambridge Park High School integrated SRC students into additional curricular activities. The SRC undertook leadership roles in, Year 7 Orientation day, Community Performing Arts day, Art Expo, Anzac Day and the school Presentation Night.

The team worked hard all year and were able to raise money from a variety of fund-raiser days. All proceeds raised were donated to charities such as Stewart House and Jeans for Genes Day.

The SRC members of 2010 are proud of their achievements and honoured to represent the student body at Cambridge Park High School.

Corey Matthews

School context

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

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>309</td>
<td>290</td>
<td>277</td>
<td>286</td>
<td>271</td>
</tr>
<tr>
<td>Female</td>
<td>302</td>
<td>292</td>
<td>302</td>
<td>279</td>
<td>297</td>
</tr>
</tbody>
</table>

Management of non-attendance

Student non-attendance is managed by specific programs that target student lateness, whole day absences and partial truancy. The school worked closely with the Home School Liaison Officer and individual attendance programs were written for a number of students whose attendance was of concern. Staff contribute to the monitoring and follow-up of attendance issues within these programs.

Structure of classes

The school has a program of delivering core subjects within streamed, focus and mixed ability classes according to the subject being delivered. Focus classes where students self-nominate for selection have proven popular and successful.
Retention to Year 12

Senior retention rates have continued to improve with an increase of 12.6% in senior retention over the past year. Senior retention rates continue to be below School Education Group averages due to significant numbers of students gaining apprenticeships with the support of the school’s Careers Advisor. Students leaving Cambridge Park High School have been assisted in securing further training and employment opportunities through the support of the Careers Teacher, Year Advisors, Deputy Principals and Principal. Much of the assistance given is in the further development of the student’s resume and advice in relation to further training required for career directions chosen by individual students. Students in Year 10 participated in the School to Work program.

Post-school destinations

The Year 12 cohort consisted of 64 students.

University Pathway – 19%

- 12 students gained entry into university, of these, 9 were female. Areas of study were Education, Law, Architecture, Nursing, Science, Business, Accounting, Communication and English/History.
- One student gained a cadetship in accounting, she is working fulltime with an accounting firm and studies part-time at university.
- Eight students are currently studying full time, 6 are at the University of Western Sydney (UWS), 1 is at Sydney University and another at Macquarie University. One student received advanced standing in her degree at UWS as she began her university studies whilst in Year 12, completing Stage 2 Nursing Studies.
- Three students have deferred their studies. One student gained entry into the University of Canberra, one at a regional university in NSW, Charles Sturt University in Bathurst and another student was accepted into a Private College to complete her degree.
- One is currently in fulltime employment, one is still seeking employment and one has a casual job.

FULL TIME WORK

Traineeship Pathway – 11%

- Seven students gained traineeships, two in Children’s Services, one in Automotive and one in Media Production and one as an air surveillance operator trainee in the Australian Airforce.
- Two students are trainee managers, they completed school based traineeships in Retail and both have continued their education and training with their employer, they are completing Certificate IV in Frontline Management.

Apprenticeship Pathway – 9%

- Six students gained apprenticeships, of these five were male. Areas included plumbing, automotive, data cabling, electrical, hospitality and parks and gardens.
- Two students gained advanced standing in their apprenticeship, one completed TVET electrotechnology and the other completed VET Hospitality.

CASUAL EMPLOYMENT – 9%

- Six students are currently working in casual jobs, all were employed in these jobs prior to completing the HSC.
- One of these students a female will continue her study in Children’s Services which she commenced as a TVET course at school, in Semester 2 at Western Sydney Institute of TAFE.

UNEMPLOYMENT – 20%

- 13 students are unemployed
- 10 students are currently seeking employment.
- One student a female will continue her study in Children’s Services which she commenced as a TVET course at school, in Semester 2 at Western Sydney Institute of TAFE
- One will be commencing Certificate III Hospitality courses at Western Sydney Institute of TAFE Semester 2
• One will be commencing Certificate III Graphic Design courses at Western Sydney Institute of TAFE next year.

UNKNOWN – 6%

• Four students were not able to be contacted.

Year 12 students undertaking vocational or trade training

Diploma courses – 11%

• Seven students gained entry into Diploma courses, in Tourism and Music.
• Four students are studying at the Western Sydney Institute of TAFE.
• One male student is completing a Diploma of Science at UWS College
• One student is studying Diploma of Business Administration fulltime at Benchmark College
• One female student is studying a Diploma of Marketing at the Australian Careers Business College

Certificate IV course – 5%

• Three students are studying a Certificate IV course full time, 2 females/1 male
• All are at Western Sydney Institute of TAFE in Tourism, Aviation and Community Services.

Certificate III courses – 9%

• Six students are studying Certificate III courses, of these, 5 females/1 male
• All these students are studying full time at the Western Sydney Institute of TAFE. Areas of study were Investigative Services, Tourism, Music, Graphic design, Business Administration,
• 4 of the students are also working in casual jobs.
• 3 students gained advanced standing in their course because they had completed the relevant TVET and VET courses whilst still at school.

Year 12 students attaining HSC or equivalent vocational educational qualification

All students in the 2010 Year 12 cohort successfully completed their Higher School Certificate and/or equivalent vocational education qualification.

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>7</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>36</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>8.8</td>
</tr>
<tr>
<td>Total</td>
<td>57.6</td>
</tr>
</tbody>
</table>

Staff retention

Cambridge Park High School has a very stable staff. In 2010 we had teachers appointed to positions in English and Visual Arts, as a result of staff moving to another school and another staff member taking leave without pay. The school had a second Deputy Principal appointed through our participation in the Priority Schools Program. Early in Term 3 a third Deputy Principal, a Highly Accomplished Teacher and an Educational Paraprofessional were appointed to the school through our participation in the National Partnerships Low SES School Communities as a Reform Extension Initiative school.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools. A significant proportion of teaching and non-teaching staff continue to upgrade their
qualifications through TAFE, university and private providers.

### Qualifications

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>94</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>6</td>
</tr>
</tbody>
</table>

### Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>342034.41</td>
</tr>
<tr>
<td>Global funds</td>
<td>360021.54</td>
</tr>
<tr>
<td>Tied funds</td>
<td>455541.18</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>118556.37</td>
</tr>
<tr>
<td>Interest</td>
<td>21890.56</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>106532.70</td>
</tr>
<tr>
<td>Canteen</td>
<td>159373.90</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1563950.66</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning      |            |
| Key learning areas       | 98795.86   |
| Excursions               | 34556.28   |
| Extracurricular dissections| 39780.51  |
| Library                  | 16630.89   |
| Training & development   | 1369.50    |
| Tied funds               | 367458.26  |
| Casual relief teachers   | 100411.35  |
| Administration & office  | 111104.70  |
| School-operated canteen  | 122207.45  |
| Utilities                | 97080.97   |
| Maintenance              | 32483.66   |
| Trust accounts           | 108301.57  |
| Capital programs         | 0.00       |
| **Total expenditure**    | 1130181.00 |
| **Balance carried forward** | 433769.66 |

The school continues to adopt prudent financial practices overseen by the expertise of community representatives nominated by the P&C. The P&C plays an important role in the planning and monitoring of all financial matters.

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

### School performance 2010

#### Achievements

**Arts**

It has been a busy year for the creative and performing arts.

There have been many performance opportunities throughout the year. Students have performed at formal assemblies, merit assemblies, graduation assemblies and at regional events and performers came from all year groups across the school.

There have been a number of highlights this year such as participation in the Schools Spectacular as featured on the ABC, the inaugural Visual Arts Exhibition, with work from students in Year 7 through to 12, the Cambridge Learning Community Performing Arts Festival, which involved all of our partner primary schools, as well as performances from students across all year groups, the Year 11 drama students performance in Flannofest, a regional drama performance that took place at the Joan Sutherland Performing Arts Centre, and the Year 9 drama class’ performance of a play at the end of the year, called Horror High.

Extracurricular groups such as the keyboard and junior rock bands continue to be popular. The vocal group has continued to go from strength to strength and has proven to be very popular and is in high demand for public performances.

Year 11 Photography students have assisted in capturing images of school visits from local and Federal dignitaries such as Peter Garrett, Minister for Education, as well as the school’s sports carnivals, concerts and other special events. Again this year, Anthony Wilson, Year 12 student, was successful in the Spotlight photographic

---

6
competition at the Lewers Gallery, where he achieved second place from amongst 1700 entries.

**Sport**

Sport at Cambridge Park High School in 2010 has had some great results from both individuals and teams in all areas of school sport.

Our students have performed well in grade sport this year, seeing our teams reaching 11 finals in Term One, 7 finals in Term Two and 6 finals in Term Three.

Our grade sport competition still provides the opportunity for all students to experience a range of sports. This opportunity will continue in 2011 in a slightly altered format.

At the three major carnivals we continued to battle against many larger schools, but remained extremely competitive with many individuals performing at or near the top of their age groups in all Zone carnivals.

In swimming, our results have not been strong, however, student participation in carnivals is increasing. Our school achieved 5th place at the Zone carnival. We saw some fantastic individual achievements at this carnival, with Mikaela Piper achieving 14 years Girls Zone Age Champion. Two other commendable results include Michael Rawiri achieving 15 years Boys Zone Age Champion and Corey Gregory achieving 17 years Boys Zone Age Champion.

In cross-country our school carnival was a success. The current format of Year 7 compulsory participation in the carnival and competitors only from other year groups ensures the smooth running of the carnival and minimises disruption to the rest of the school, while catering for competitive athletes.

In the Zone cross-country carnival, our school achieved 3rd place which is a fantastic effort. We also saw 13 of our students represent Werrington Zone in the Sydney West Carnival.


Our 15 years girls’ team also represented Werrington Zone at the Sydney West Regional Carnival.

In athletics, we have seen an incredible improvement in student attendance and participation, with the introduction of a PDHPE assessment item linked to the carnival. The carnival ran smoothly over the two day tabloid event structure. We wish to commend staff for their effective management of the larger groups.

In the Zone athletics carnival, our school placed 5th and we had some great results with Corey Gregory achieving Zone Age Champion 17 Boys. Other commendable results include Bronson Harris achieving 3rd place in the 13 years Boys, Luke Greco achieving 3rd place in the 16 years Boys and Jade Gregory achieving 2nd place in the 16 years Girls.

Our highest achieving student in Athletics this year was Tori Middlebrook, who represented Sydney West Area at the CHS State Carnival for Discus.

We have observed increased participation in all carnivals, and have tried hard to work collaboratively with the PDHPE faculty to improve engagement and performance in the carnivals, giving opportunities to students of all abilities.

Efforts have been made to link Stage 5 and Stage 6 electives in PDHPE through assessment tasks, associated with sports administration and improving performance.

Knock-out competitions are an area we are endeavouring to improve upon. Our best results this year included Boys Table Tennis being Regional Runners up and our Open Boys Cricket Team also achieving Regional Runners up. We are
attempting to improve our performance in the Knock-out competitions and return to successful achievements of the past.

Two other notable achievements include Amelia Scotney representing our region in Tennis at the State championships, and the highly prestigious Pierre De Coubertin Award being awarded to Ashley Brown. The Australian Olympic Committee awards this prestigious award which celebrates the Olympic spirit and the ideals of sport and sportsmanship.

The Pierre de Coubertin Awards are named after the founder of the modern Olympic Games, Baron Pierre de Coubertin. The awards recognise senior secondary students who demonstrate the values which are consistent within the Olympic movement and sporting endeavour. The nominee actively participates in the school’s physical education program with a consistently positive attitude.

**Academic**

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

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

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

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

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

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

and/or

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).
School Certificate relative performance comparison to Year 5 (value-adding)

Percentage of students in performance bands: Australian Geography, Civics and Citizenship

<table>
<thead>
<tr>
<th>Performance band</th>
<th>Percentage in band 2010</th>
<th>School Average 2006 - 2010</th>
<th>SSG average 2010</th>
<th>State average 2010</th>
</tr>
</thead>
</table>

Percentage of students in performance band: Computer Skills

<table>
<thead>
<tr>
<th>Performance band</th>
<th>Percentage in Band 2010</th>
<th>School Average 2006 - 2010</th>
<th>SSG average 2010</th>
<th>State average 2010</th>
</tr>
</thead>
</table>

Higher School Certificate

<table>
<thead>
<tr>
<th>Subject</th>
<th>School 2010</th>
<th>School 2006 - 2010</th>
<th>SSG 2010</th>
<th>State 2010</th>
</tr>
</thead>
</table>

School Certificate: Relative growth from Year 5 (value-added)
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

**Percentage of Year 7 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage Achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>91.5</td>
</tr>
<tr>
<td>Writing</td>
<td>87.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>88.7</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>79.2</td>
</tr>
<tr>
<td>Numeracy</td>
<td>93.4</td>
</tr>
</tbody>
</table>

**Percentage of Year 9 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage Achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>89.7</td>
</tr>
<tr>
<td>Writing</td>
<td>82.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>85.4</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>83.2</td>
</tr>
<tr>
<td>Numeracy</td>
<td>79.6</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

The school is striving to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia to increase student understanding and awareness of Aboriginal issues.

In Stage 5 Geography and Stages 4 and 5 English, History and Drama emphasis is placed on Indigenous culture, history and modern Aboriginal Australia to enhance awareness and understanding.
All ATSI students in Years 7, 8 and 9, whose NAPLAN results have been in the bottom middle to lower bands have participated in Intensive Literacy and Numeracy programs over the course of the year, and a number of ATSI students, whose NAPLAN results have been in the top middle to high bands have participated in an individual and small group Accelerated Literacy and Numeracy program.

A number of Year 7 and Year 8 students have also received one-on-one reading support from STLAs. All ATSI students have received School Learning Support Officer support in the classroom setting.

Senior HSC and Preliminary students have been mentored by teaching staff, under the Norta Norta Individual HSC Tutoring program.

Personalised Learning Plans have recently been updated for current students to ensure teaching staff are able to differentiate for the students in their classes. New plans have been completed for new enrolments and basic data has been gathered for the 2011 Year 7 cohort.

Senior HSC students and staff participated in ‘Bridging the gap’ training. Planning has taken place to implement an appropriate program at the school that will reduce the gap between indigenous and non-indigenous students. Further planning and implementation of the program will occur in 2011.

Multicultural Education

Our school continues its commitment to playing a significant role in fostering community harmony. Our educational programs and activities are strongly focused on building knowledge and understanding and on ensuring that all students have the opportunity to learn in an inclusive school community that is free from racism.

Teaching programs across the school contain units of work which specifically examine the cultures and traditions of other groups. This develops an understanding of cultural and religious differences.

We have a trained Anti Racism Contact Officer in the school who provides valuable support to students and learning programs.

Respect and responsibility

In 2010 Cambridge Park High School entered its fifth year of implementation of the Positive Behaviour for Learning (PBL) program. The expectations at our school are:

- Respect
- Responsibility
- Ready to Learn
- Achievement

During 2010 there was a focus on both non classroom and classroom settings. This focus has been supported by regular staff training and revision of school structures and procedures. One important set of procedures introduced relate to classrooms where students are expected to display respect and responsibility by following a set of procedures related to the classroom. These procedures are universal across all classrooms and involve students entering the room, starting the lesson, participating in the lesson and leaving the classroom in a structured manner. These procedures have proven to be highly effective in ensuring that students display respect and responsibility in the classroom.

PBL has had a strong impact on school culture and climate and the school’s positive progress has been recognised through the School’s School Evaluation Toolkit (SET) data for PBL which showed that 94% of students could identify the school’s key expectations when asked.

National Partnership program

Cambridge Park High School joined the National Partnerships Low SES School Communities as a Reform Extension Initiative school towards the end of Term 2, 2010. As a Reform Extension Initiative school we are expected to address two reforms. The two reforms are:

Reform 1 Incentives to attract high-performing teachers and principals.

Reform 4 Providing innovative and tailored learning opportunities.
As a result of the participation in this program the school has used the funding to employ a third Deputy Principal, a Highly Accomplished Teacher (HAT) and an Educational Paraprofessional. The role of the HAT is to work closely with teachers to provide support and direction with the development of quality learning programs and practices. Our third deputy has been employed to streamline processes and procedures within the school to support teaching and learning. The Educational Paraprofessional works closely with teaching staff to develop resources that can be used in the classroom to enhance student learning opportunities.

We have also employed a teacher to work with identified students who are quite capable but have fallen behind with their literacy and/or numeracy skills. This program has proven to be very effective with substantial growth in student results.

In addition, we have also employed an ASLO and a SLSO to assist students with their learning and promote student engagement in the areas of literacy and numeracy.

The school also developed a professional learning program for staff which is designed to enhance teachers’ pedagogical practices. Teachers work closely with our academic partner to ensure our Cambridge Learning Model and quality teaching elements underpin all learning programs and lesson delivery.

**Other programs**

**Priority Schools Funding Program (PSFP)**

A large number of initiatives with a focus on literacy, numeracy, participation and engagement were funded during 2010 through the Priority Schools Funding Program (PSFP). These initiatives have all contributed in some way to school improvement. The funds provided by PSP allow the school to focus on providing opportunities for students to build their learning potential in a school that has strong standards and high expectations. The school has expended $73,000 in the areas of literacy, numeracy and student engagement.

The PSFP program allowed the creation of an additional Year 7 literacy and numeracy class to facilitate greater individual support resulting in improved learning outcomes for participating students. By working together as a school community, we have achieved continual school focus on our school motto of ‘Together we achieve’.

In 2010 the introduction of an additional Literacy and Numeracy program was devised to ensure students achieving in the middle to high bands were provided with an accelerated learning opportunity to enhance student learning outcomes and performance in the areas of Literacy and Numeracy. This initiative was conducted by a specialist Literacy and Numeracy teacher employed to increase student engagement and performance in learning. Targeted Literacy and Numeracy strands were identified from student performance data. Pretesting, explicit teaching and learning followed by post testing indicates significant improvement.

Student performance and application was enhanced through the staffing of an independent learning centre and a series of mandated school Study Skills Days. Student participation in the after school homework club and the school’s Study Skills Day program for students in Years 10, 11 and 12 has indicated a vast increase in student engagement and application towards their studies.

The PSFP staffing supplement was used to fund a number of positions in the school. The purpose of this initiative was to improve literacy and numeracy outcomes and to have more students achieve at or above the minimum standards. This supplement also allows us to fund specific programs such as the intensive literacy/reading and intensive numeracy strategies. In 2010 the Literacy and Numeracy Team continued to work with three of our partner primary schools to improve literacy and numeracy outcomes for students in Stages 3, 4 and 5. The formation of the Cambridge Learning Community evolved from this initiative. The Cambridge Learning Community worked towards developing a common language and pedagogical practice across Stages 3 and 4. This program provides a partnership that has a sound educational base and ultimately assists transition into Year 7.
The continued employment of an additional numeracy teacher to develop resources, initiatives and to team teach in Stage 4 and Stage 5 classes led to significant improvement in the Year 9 numeracy results in the 2010 NAPLAN tests. Nominated students in Years 9 and 10 worked with our numeracy teacher and developed programs to support literacy and numeracy which they delivered to Stage 3 students in our partner primary schools. This program was aimed at encouraging students to read and solve mathematical problems. The learning outcomes and student engagement and attendance for all students improved significantly.

Building community partnerships continued to be a priority at CPHS. We maintained the employment of our Community Liaison Officer, who has worked closely with staff and parents to promote student and community engagement. As a result, parent workshops in the areas of ICT, Literacy and Numeracy were conducted throughout every school term to ensure partnerships in learning occurred. Likewise, community members and parents were offered opportunities to attend professional learning workshops held across our region to ensure they were kept informed of current learning strategies, engagement techniques for students that could be adopted at home and an opportunity to share concerns and ideas in a safe and productive forum. A strong partnership between the school and wider community has evolved and will be further developed in 2011.

**Debating program**

Students across Years 7, 8 and 9 participated in a 20 week debating program. Five representatives were chosen from each year group to participate in an inter-school debating challenge. The challenge consisted of debating against schools across our School Education Group. Our students performed well throughout the program. Debating was received positively by all participants which resulted in the formation of a lunch time debaters’ club. Students met once a week to practise their public speaking skills and prepare for the debates ahead.

**Peer Support**

This program is designed to help foster the mental, social and physical wellbeing of young people and their community. It is a peer led program that aids the transition of Year 6 students into Year 7. It is intended to equip students with skills that will help them cope with situations and experiences that they can encounter in their high school life.

Peer support works by allowing Year 10 students to share their knowledge, understanding and experiences of high school. But this program not only helps our Year 7 students gain knowledge and understanding of high school life, but it also encourages the leaders to self develop and become a positive role model in the school community.

This year the program was conducted over seven (one hour) sessions in Term 1, in which we had 14 groups of 8-9 Year 7 students led by 2-3 Year 10 students. Year 10 students developed their leadership skills by using our PBL learning goals to guide Year 7 during their preliminary months of high school.

**Panthers on the Prowl**

Panthers on the Prowl continued in 2010, following a very successful year in 2009. This program is conducted on Thursday afternoons for a semester at a time. In both Semester 1 and 2, our school had five successful participants in the program.

The core values of the program include: cooperation, resilience, respect and responsibility. The program assists students in the development of these values, in order to enhance their learning in high school. The program focuses on the development of social skills and team building. Included are visits to venues such as: Cables, Mini Golf and Rock Climbing to name a few fun places that the students have attended.

There have also been guest speakers at The Den Learning Centre Classroom, speaking to students about issues including the dangers of alcohol for young people and subsequent group discussion about positive decisions to make in potentially
unsafe situations. The students have also developed their research skills by using the internet to complete class work on various issues. Group discussions have also been held in relation to developing the need for students to strive for success in their education and become life-long learners, even in difficult circumstances.

Semester 1 brought great recognition for Cambridge Park High School in terms of the participation of two of our students at the Semester 1 Graduation Ceremony. The two students were Nicole Stevenson and Michael Rawiri. Distinguished guests congratulated Michael and Nicole for their speeches, whilst others gave their congratulations of these students to Scott Ellem the teacher for the high school program.

Following the successful completion of the program, the students have improved in their application and behaviour at school. Overall, students have demonstrated greater engagement in terms of their participation in class, willingness to complete work and assessment tasks and greater participation in discussion and other activities. Our students have demonstrated maturity and enthusiasm throughout the duration of the program and have developed a recognition of where their educational path is leading them in setting up their long-term futures.

The Panthers on the Prowl Program has been a beneficial initiative once again for the students of Cambridge Park High School.

Welfare programs

Junior activities group

With the increase in the number of students attending the school that have been diagnosed as on the Autism Spectrum we decided to implement a lunchtime social skills group where select students could develop their communication skills in a safe and comfortable environment. The program revolved around fun activities such as cooking, learning to knit, table tennis, board games, with some specific games about social skilling. We also produced a booklet that the students worked through about how to approach others, holding conversations, etc. The program has been very effective and will be widened and split next year into two groups: one for juniors, Years 7 and 8 and the other group will be for Years 9, 10 and 11.

Gr8Mates - mentoring program

We continue to run the Gr8Mates mentoring program with our community mentors. This program has been an invaluable program for our Year 10 students, specifically those that are at risk. The students have indicated that they found their mentor very helpful, for some that involved finding part-time work, discussing future goals and opportunities, or just having someone to talk with about study. The mentors have provided the school with valuable information about student needs and also ways in which the program can be streamlined. We applied for a grant under the Schools First National Awards but were unsuccessful; however, we will apply again in 2011.

Unfortunately, we lost two mentors this year due to a change in their work schedules. As part of our 2011 plans we will be recruiting more community mentors and believe the program will go from strength to strength.

Progress on 2010 targets

Target 1

To continue to develop those aspects which contribute to effective learning.

Our achievements include:

- Professional learning days with a focus on pedagogical practice to enhance literacy learning in the classroom;
- Personalised Learning Plans developed for all Aboriginal students;
- Class profiles for all Year 7 classes developed based on NAPLAN results to
assist teachers with the development of differentiated teaching programs;

• A review of assessment practices for senior students; and

• The establishment of ‘focus’ classes in Years 9 and 10. Students applied for these classes and the main criteria was to demonstrate an attitude to succeed.

Target 2
To continue the implementation of Positive Behaviour for Learning (PBL) into all aspects of school life and throughout the school community.

Our achievements include:

• Detailed professional learning activities for all staff with regards to student behaviour management within the PBL framework;

• All staff conducted an assessment of their classroom learning environment;

• Implementation of structured procedures for student behaviour in classroom settings; and

• Enhanced communication of the PBL message through newsletters, assemblies, parent and staff meetings, and enrolment processes and staff induction.

Target 3
Enhancement of the school’s environment to support the core activities of teaching and learning.

• Complete refurbishment of the school’s metalwork rooms;

• Refurbishment of the school Multi Purpose Centre;

• A significant painting project throughout the school;

• The addition of six Interactive Whiteboards;

• The establishment of the Learning Support precinct within the school; and

• The purchase of a new stage to support the Cambridge Learning Community Performing Arts Festival.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of school planning and of the Mathematics Key Learning Area.

Educational and management practice

School planning

Background
The process of conducting a Situational Analysis and evaluating and reworking our School Plan to meet the requirements of the National Partnership program provided us with the opportunity to evaluate our planning processes. The school is at a turning point in terms of school improvement and accountability and we must ensure that we are best placed to meet the current and emergent needs of our students. This evaluation allowed us to ensure that all key stakeholders have had input into our planning for the next two years.

Findings and conclusions
The process of conducting the Situational Analysis ensured consultation with each major stakeholder within the school community. The consultation focused on evaluating the position of the school at that time and then identifying and building upon what were to be the priority areas.

The team valued the fact that school planning documents were made readily available as required throughout the process.

Students, parents and staff valued the opportunity to have input into planning and the redevelopment of the School Plan to ensure learning was maximised within the school. A number of teams were created to ensure the ongoing success of the School Plan.

Each faculty and team agreed to develop plans that reflect the spirit and directions of the whole school plan and represent each faculty’s and team’s commitment to the whole school effort.

Future directions
Every effort will be made to ensure the collaborative nature of the evaluation and
planning processes continues. Having this level of planning further ensures involvement of a large cross-section of the school community in the planning cycle.

Curriculum

The Mathematics Key Learning Area (KLA)

Background

The Principal, in consultation with the School Education Director and Head Teacher mathematics requested that a review of practices within this KLA be undertaken during the year.

The review was conducted by a team comprised of a School Development Officer, a head teacher Mathematics from another school, a head teacher from another faculty, a deputy principal and Highly Accomplished Teacher from within the school.

The data was collected from interviews with school staff, randomly selected parents and students from Years 7 – 12, classroom visits and a detailed analysis of relevant data and documentation.

The terms of reference were to review and make recommendations about:

- Organisation and structures in Mathematics to meet the needs of all learners;
- Teaching programs, practices, policies and procedures;
- The effectiveness of data collection, assessment practices, student monitoring; and
- Student performance.

Findings and conclusions

- It is acknowledged and appreciated by parents and students that teachers provide additional support through the homework club;
- Widespread recognition that Mathematics is one of the main selected subjects within the curriculum;
- Underachievement in Mathematics was seen as an issue;
- It was acknowledged the mathematics faculty homework booklets were effective learning tools;
- There was a need to continue the development of teaching programs and registers; and
- Faculty documentation needs to be streamlined.

Future directions

- Faculty systems need to be streamlined and enhanced to ensure ease of use by all staff;
- A wider range of teaching strategies will be incorporated into the delivery of Mathematics lessons;
- Faculty meetings are regular, though procedural in nature. More professional learning needs to be incorporated within the agenda;
- The head teacher will visit more classes and be more available to support teachers;
- All new teaching programs will be rigorously evaluated;
- A need to address behaviour issues and disengaged students; and
- A broader range of resources and teaching styles to be used.

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parents provided feedback on a number of matters including the Situational Analysis for the National Partnerships Program, the Mathematics faculty evaluation and through evaluations of various parent courses run through 2010. The Community Support Group was established and parents welcomed the opportunity to hear about learning in each of the faculties.

Parents have been positive about grants the school has won to improve the physical facilities and those focused on learning. They have also
expressed support for new programs and initiatives that have been developed.

The school is committed to increasing opportunities for parents and the community to be involved in the life of the school. Overall participation at parent teacher nights improved compared with the school’s historical baseline.

Professional learning
The school’s professional learning has concentrated on the two main areas of developing skills and knowledge in our teachers to assist our students improve literacy and numeracy and also to develop teacher skills in the use of technology in the classroom.

School development 2009 – 2011
This School Plan sets out the broad strategic direction for our school over the coming year and how we will measure our success.

The school’s Strategic Plan is informed by information gathered and directions identified through the school self-evaluation process and by directions set by the Department of Education and Training.

The intent of the Plan is to strategically and systematically focus on things we have identified as areas for improvement. The following focus areas have been identified:

1. Quality Teaching and Learning Systems which include quality teaching, teacher professional learning, literacy and numeracy improvement, and student engagement identified through data analysis. This will be supported through the Priority Schools Program.
2. Positive Relationships and Support which includes Positive Behaviour for Learning, student mentoring and support programs. Staff leadership, learning, mentoring and support programs.
3. Organisational Structures, Systems and Culture which include Transition, Learn to Lead, Middle Schooling, curriculum, attendance and quality systems to support learning.

These focus areas are designed to increase the likelihood that our students will:

- be the central focus of all we do;
- attend and be engaged;
- be supported by teachers who make students, as learners, the central focus of all they do;
- have teachers who continually seek to improve the quality of teaching in their classroom; and
- a school that has systems, policies and programs which are integrated with and underpin academic learning.

Leading edge practice in a few schools shows that schools which provide learning of a consistently high quality in an efficient, highly effective, learner centred environment [are places] where teachers are also learners; where teachers and pupils learn with and from one another; where – in effect- the school is a learning community.

Targets for 2011
Target 1. To continue to develop those aspects which contribute to effective learning.

Specifically:
- refine student assessment practices;
- examine and implement quality practices for lesson delivery;
- refine whole school recording/reporting mechanisms;
- provide opportunities for professional dialogue, and
- heighten student awareness of best learning practices.

Strategies to achieve this target include:
- (for all faculties) to develop an integrated approach to assessment;
• expose staff to alternate means of lesson/content delivery;
• training and development which improves teacher confidence in the implementation of instruction and assessment methods;
• time management and study skills sequences to Years 7 – 12;
• the expectation that class programs will reflect the commitment to matching student learning needs with instruction methods; and
• dedicated components in all courses (especially in senior years) of those ‘best practice’ components recognised by marking in a standard framework.

Our success will be measured by:
• teachers report increased confidence in their application of classroom teaching strategies;
• completion of integrated assessment and reporting;
• flexible grouping is used to provide opportunities for students to learn with others; and
• differentiated assignments and assessments are designed to assess Stage 4 and Stage 5 curriculum outcomes.

Target 2: To continue the implementation of Positive Behaviour for Learning into all aspects of school life and throughout the school community.

Specifically:
• Review and improve structures for communicating the PBL message to all students, staff, parents and local community;
• Enhance data collection facilities within the school; and
• Fully implement phase 3 of PBL into the curriculum and instructional management.

Strategies to achieve this target include:
• In-service staff and new enrolments on PBL philosophy and procedures;

Our success will be measured by:
• Eighty per cent commitment to PBL from all members of CPHS community;
• Ten per cent reduction in suspensions;
• Data used to determine areas for systems improvement;
• Each teacher and faculty has completed teaching and behaviour checklists;
• Each teacher has formally assessed their curriculum and instructional management; and
• Data analysis of professional learning undertaken by staff each term.

Target 3. Enhancement of the school’s environment to support the core activities of teaching and learning.

Specifically:
• by improving the environment of learning areas;
• improving school/faculty environment; and
• by improving the awareness of staff of the impact of environmental issues on teaching and learning.

Strategies to achieve this target include:
• implement more deliberate practices which heighten awareness of school/faculty objectives;
• allow periodic evaluation of the school/faculty objectives by whole school;
• incorporate an environmental committee with specific objectives;
• formulation of an environmental plan which focuses on both built and welfare environment;
• continued consultation with the wider community to refine the school Environmental policy;
• alter the faculty review process to cater for more Head Teacher feedback; and
• implement a staff feedback process.

Our success will be measured by:
• completion of projects which enhance the natural and built environments within the school;
• continued prioritisation and adoption of those aspects identified in the Environmental plan;
• restatement of school policies which support learning and welfare;
• an evaluation of the environmental committee’s projects; and
• an evaluation of head teacher, faculty and wider staff feedback processes.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Roger Berry, Principal
Tony Diaczok, Deputy Principal
Kay Rigas, Deputy Principal
John Butchard, Deputy Principal
Clare Magee, Head Teacher
Genda VanDyk, Teacher
Kristy George, Teacher

Raquel Hillman, Teacher
Christine Diaczok, Teacher
Anne Golden, Teacher
Corey Matthews, Student Representative
Janmaree Martin, President, P&C
Jenny Maiden, School Administrative Officer

School contact information
Cambridge Park High School
Harrow Rd, Cambridge Park.
Ph: 02 47 316722
Fax: 02 47 213811
Email: Cambridge-h.school@det.nsw.edu.au
Web: www.cambridgeparkhighschool.org.au
School Code: 8516

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