CONDELL PARK HIGH SCHOOL
Annual School Report 2014
School context statement
Condell Park High School is a comprehensive teaching and learning community in South-West Sydney. It is comprised of a dynamic teaching and ancillary staff that services a diverse multicultural student and parent population. Inclusivity is a core value reflected in the variety of initiatives, programs and opportunities available to all students. The extensive grounds and well-resourced facilities provide a suitable environment for the value of lifelong learning being promoted.

Principal’s message
Condell Park High School is a thriving community that champions the values of public education every day through its core business and celebrations of significant milestones.

2014 was another productive and exhilarating year where we continued to strive, support and embrace the breadth of opportunities within our productive teaching and learning community.

As the school continues to grow, we reflect upon our teaching, learning and developmental journeys. Together these impact significantly upon the fabric of our future society.

Fourteen years into the 21st Century, our society continues to evolve. A major part of this is the impact of Information and Communication Technology (ICT) and its use in teaching, learning and parenting. While ICT is important, 21st Century learners are whole individuals who extend beyond the devices at their fingertips.

21st Century learners use critical and ethical thinking and creative, solution-based problem solving skills. When we consider the future citizens we produce currently in our school, it is crucial, now more than ever, that their capacity to develop these skills is facilitated and nurtured.

P&C message
Our Community Liaison Officers (CLOs) continue to work closely with our parents, teachers and broader community to support the school’s values and goals. Working as a team of highly experienced and committed Arabic and Tongan officers, the CLOs foster and support a strong relationship with our community.

Our CLOs provide a variety of essential services. One of the most important is interpreting and liaising between parents and teachers in interviews regarding student attendance, behaviour and academic progress.

Furthermore, our CLOs promote school-based, professionally delivered activities to parents, including university visits, first aid programs and parenting skills programs. They also participate in employment selection panels, conduct school surveys and attend parent teacher evenings.

Most importantly, both the CLO team and the Parents and Citizens meetings provide opportunities that empower parents to access support, make enquiries and understand school processes, expectations and requirements.

The CLOs extend an open invitation to our entire school community to access and draw support from our extensive resources and expertise.

Ms Susie Claire Mobayed
**Student information**

CPHS is a rich multicultural and coeducational high school representing a total of 36 language backgrounds. The school’s programs serve to provide an equitable and inclusive education of the highest quality for all students.

**Student enrolment profile**

Student enrolment over the past three years has trended upwards with a total of 648 students enrolled at the school in 2014.

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<thead>
<tr>
<th>Year</th>
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<tr>
<td>Total</td>
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<td>89.2</td>
<td>89.1</td>
<td>89.9</td>
<td>90.2</td>
</tr>
</tbody>
</table>

**Student attendance profile**

The Welfare Team collaborates closely with a number of stakeholders in the management of student non-attendance. These stakeholders include parents, the school executive, the school’s CLOs and the Home School Liaison Officer (HSLO). Our primary focus is to reduce absenteeism, lateness and whole and partial truancy. Classroom teachers, roll call teachers and Year Advisers monitor student attendance. This collaboration enables the school to identify students at risk due to irregular attendance. Parents are then contacted by our CLOs and, where necessary, meetings involving the Year Adviser and Head Teacher Administration take place. In circumstances where school processes have been exhausted and a successful outcome has not been accomplished, assistance from the HSLO is mobilised.

**Post-school destinations**

CPHS provides a diverse curriculum to support students with achieving their desired post school pathways. In 2014, 59 students completed the Higher School Certificate (HSC). Of these students, 44% are attending university, 14% are attending TAFE, 7% are engaged in employment and 7% are enrolled at a private college. 28% did not complete this survey.
### Post-school destinations

<table>
<thead>
<tr>
<th>Destination</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>seeking employment</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>employment</td>
<td>8</td>
<td>28</td>
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</tr>
<tr>
<td>TAFE entry</td>
<td>-</td>
<td>-</td>
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<tr>
<td>university entry</td>
<td>-</td>
<td>-</td>
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<td>15</td>
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<tr>
<td>unknown</td>
<td>1</td>
<td>8</td>
<td>28</td>
</tr>
</tbody>
</table>

### Year 12 students undertaking vocational or trade training

A total of 59 candidates completed the HSC in 2014. 33 students completed a Vocational Education and Training (VET) course. This amounts to 60% of the cohort receiving accreditation in a VET subject.

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

In 2014, 96% of students were successful in attaining an HSC or an equivalent vocational educational qualification.

### Workforce information

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

### Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<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>8</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>40.6</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>EAL/D Teacher(s)</td>
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</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>12.9</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>70.3</strong></td>
</tr>
</tbody>
</table>

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

Currently, there are no members of the school workforce who identify as Indigenous Australians.

### Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
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<tr>
<td>Postgraduate</td>
<td>30%</td>
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</table>

### Professional learning and teacher accreditation

The allocation of Professional Learning (PL) funds and opportunities are strategically directed to reflect the aims and outcomes in the School Management Plan (SMP) and the realisation of specific initiatives running throughout the calendar year.

In 2014, 63 permanent and temporary teachers participated in PL sessions that included external courses, staff development day workshops and faculty based developmental activities. Major areas of PL included workshops on Teaching English Language Learners (TELL), Literacy and Numeracy and continued preparation and phased implementation of the Australian Curriculum.

In addition, 39 teachers were working towards or maintaining accreditation at Professional Competence level. These teachers were all involved in specific PL opportunities to build their skills. The total amount of funding for PL was $30766.19, making the average expenditure of PL per member of staff at $488.35 in 2014. Additionally, a considerable amount of PL was supported by the National Partnership funding.

The allocation of PL in 2014 was designated across the following areas:

- Beginning Teachers 107 hours;
- ICT for Teaching and Learning 133 hours;
- Literacy and Numeracy 317 hours;
- Quality Teaching 223 hours;
- Syllabus Implementation 364 hours;
- Career Development 69 hours; and
- Welfare and Equity 256 hours.
Beginning teachers

In 2014, all permanent beginning teachers were supported through allowances made to their allocations, including fewer teaching periods and supervision duties. They accessed external PL and were involved in a school based Beginning Teacher Induction program. These teachers were also relieved from face to face teaching in order to engage in professional dialogue with their faculty Head Teachers and a Deputy Principal.

Financial summary

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

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<td><strong>Income</strong></td>
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<td>Balance brought forward</td>
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<tr>
<td>Tied funds</td>
<td>610,437.04</td>
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<td>School &amp; community sources</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
<td>35,500.00</td>
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<tr>
<td>Total income</td>
<td>1,417,894.36</td>
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</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | 63,267.05  |
| Excursions                | 33,460.57  |
| Extracurricular dissections| 117,522.08 |
| Library                   | 9,137.60   |
| Training & development    | 30,766.19  |
| Tied funds                | 741,551.76 |
| Casual relief teachers    | 0.00       |
| Administration & office   | 115,937.49 |
| School-operated canteen   | 0.00       |
| Utilities                 | 100,802.92 |
| Maintenance               | 24,845.69  |
| Trust accounts            | 70,399.17  |
| Capital programs          | 13,886.00  |
| Total expenditure         | 1,321,576.52 |
| Balance carried forward   | 1,509,867.29 |

A full copy of the CPHS 2014 financial statement was tabled at the annual general meeting of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Arts

The Music, Arts and Language faculty continued to offer students at Condell Park High School a myriad of opportunities to develop skills and express themselves creatively over the course of 2014.

Music

Music has continued to inspire students at CPHS, who have achieved outstanding results across all areas of performance and theory. Students from Year 7 to Year 12 attended rehearsals to improve their musicianship and technique in popular music and vocal groups. Students were also supported to improve their technical abilities and refine performances through ongoing rehearsals and workshops with professionals from the music industry. This has resulted in increased enthusiasm and significant improvement in instrumental proficiency.

Student engagement with the Music syllabus was supplemented by excursions to an HSC Music Workshop and The Lion King musical. Opportunities to watch a variety of live music performances, have allowed students to acquire the necessary skills to improve their individual and group performances of live music.

The Music Department’s contribution to whole school activities is reflected in an increase in demand for performance ensembles in all aspects of school life. Students have participated in Year 6 Orientation Days, Year 12 Graduation, Refugee Day Assembly and Year 12 HSC Performances. Also, the hard work and continued commitment to quality have seen students from CPHS invited
to perform for members of the public at the ZONTA International Woman’s Day Breakfast, University of Sydney Compass Program, Bankstown Youth Week performances, Technology Days and School Presentation events.

Visual Arts
In 2014, Year 7 students explored different facets of their identity and environment with a series of works based on their school, family and self, whilst Year 8 developed sculptures and two-dimensional works based on organic and man-made objects.

Years 9 and 10 students electing to study Visual Arts, Photography or Visual Design subjects, were provided with opportunities to pursue their passions and learn specific practical skills in each field. These included the use of digital Single Lens Reflex cameras and a range of sophisticated authoring programs within the Adobe Master Collection, as well as various artistic techniques and an array of media.

The challenge of the body of work was once again embraced by the senior Visual Arts class, whose works included paintings, sculptures and drawings. All students explored a range of concepts, media and techniques to create a variety of interesting major works.

Some of the Year 12 major works have been donated and displayed around the school, serving as an inspiration to other students.

Languages
Our school curriculum offers languages as a subject choice from Year 8 onwards. The subjects on offer are Arabic across Years 9—12 and French in Year 8. Our senior Arabic students are able to choose from three HSC courses: Arabic Beginners, Arabic Continuers and Arabic Extension.

Teaching in our language classrooms focuses not only on listening, speaking, reading and writing in that particular language, but also on cultural perspectives. Our students are given unique opportunities to step outside familiar views of cultural customs, traditions and value systems. This increased global understanding bridges the gap between cultures and promotes a harmonious coexistence, not just within the school, but also in the wider community.

Drama
In 2014, Condell Park High School catered for four very enthusiastic Drama classes from Years 9–12. While the students enjoyed their classes, they all commented that they particularly enjoyed their drama excursions and that they were invaluable to their learning.

Company B Belvoir continued to support our school by providing free viewing of live plays for all of our Drama students as part of our involvement in Transitional Equity Funding for Schools (formerly PSP). Years 11 and 12 Drama classes also viewed OnStage in February this year. OnStage is a BOSTES exhibition showcasing the best of NSW HSC Drama performances and written works. The students were also fortunate enough to participate in a group performance workshop at the Sydney Theatre Company and view monologues written for HSC students. Two of our HSC students went on to perform scripts from this performance for their major works.

The Year 12 class studied Traditional Australian Theatre and Black Comedy while composing their group performances and individual projects. They provided entertainment for junior years as they performed their various HSC pieces. Their families and friends were also invited to an HSC Drama Performance afternoon where they showcased the work they had composed and performed over the past year. Their practical HSC examination day in August ran smoothly and this extremely talented class were proud of their final performances.

The Year 11 Drama class was a small group of students comprised of beginner and intermediate performers. They developed original performances during their Playbuilding unit in Term 1 and presented engaging lessons during their Theatre Styles unit in Term 2. The students appreciated two watershed Australian plays,
created imaginative production portfolios with unique visions and proved that they were completely prepared for their HSC year of Drama.

The Years 9 and 10 classes studied a variety of topics including *Commedia dell’Arte*, *Melodrama Improvisation*, *Scripts*, *Comedy*, *Mime* and *Shakespeare*. Each grade appreciated a live performance, courtesy of Company B Belvoir and had the opportunity to present their own performances to the school at stage assemblies and orientation days. The highlight for the Year 10 group was creating their own masks and performing for their *Commedia dell’Arte* unit and for the Year 9 group it was their Collage Drama for Refugee Week.

To build upon the success of the current Drama program, a series of field trips and performers’ workshops are scheduled for 2015.

Debating and public speaking

Students from Years 7 to 11 competed in three rounds each of the Premier’s Debating Challenge in 2014. A team of four to six students was chosen from each year group by a mentoring teacher. They were coached by their teachers as they participated in the state-wide Sydney competitions.

The debates were held in Semester 1 and comprised of four local teams competing in a round robin of debates, with the winning team moving through to the regional finals. All students involved gained experience in developing cases, refutation and public speaking. The topic areas included: ‘The Media’ and ‘Education and Australian Society’. CPHS was fortunate enough to host debates in our school library. The Year 8 team performed particularly well, winning two of their three debates.

Two students from Year 7 competed in the Legacy Junior Public Speaking Competition. The students delivered a 4 minute prepared speech and were then given 5 minutes to prepare an impromptu speech. Both of the girls presented entertaining and informative speeches and deserve to be congratulated for their efforts.

We endeavour to promote public speaking within the school and encourage students to express their opinions on controversial issues in a sophisticated manner. Teacher mentors are already searching the school for keen debaters for the 2015 Premier’s Debating Challenge.

Sport

Condell Park High School students excelled at both individual and team sporting events in 2014. Students represented the school at zone and region levels. To accommodate the wide range of talents and interests, the school offered a broad range of sport choices.

The Personal Development Health and Physical Education (PDHPE) department ran the Premier’s Sporting Challenge with all Years 7—9 students. Students were placed into teams who were required to record their daily physical activity. Over a 10 week period students set goals to maximise their amount of daily exercise. As a result of our school’s participation, we received a grant from the government to purchase new sporting equipment.

Increased student participation was noted at each of our whole school sports carnivals. The swimming carnival was held at Revesby Pool with great success. The cross country and athletics carnivals were enjoyed by all, particularly with the introduction of RESP activities.

Year 7 Gala Day was held in Term 4. Our Year 7 students competed in a range of sports against students from Bass HS, Moorebank HS and Birrong Boys HS. Students from the Year 9 Sports Coaching classes coached teams and refereed games at Gala Day.

Swim School ran for three days in Term 4. The first two days were spent at Greenacre Pool where students participated in Water Safety and Awareness activities. Students spent the third day of swim school at Cronulla Beach where they participated in games and activities on the beach and in the surf.
The senior first aid course for Year 11 Sport, Leisure and Recreation and PDHPE students was successfully completed by all participating students, who each gained accreditation in first aid and resuscitation.

30 of our Years 10 and 11 students participated in the Bankstown council initiative, Happiness Cycle Program. Students learnt about bike safety and built a bike which they were allowed to take home with no cost to the students. Additionally, Year 11 participated in the B Streetsmart program at Olympic Park as part of the Crossroads program.

30 Year 9 Sports Coaching students participated in the National Rugby League (NRL) project, In League In Harmony Leadership Program (ILIHP). Ruby Fuimaono and Kassem Maarbani were selected as ambassadors and as part of an Australian Schools’ Sport Travel group. He competed in two high school competitions winning gold medals in both the Shot Put and Discus. Jordan also represented the Bankstown Zone at Regional level in Rugby League.

Individual achievements
Jordan Mailata (Year 12) placed fourth in the 17 years Boys’ Shot Put and fourth in the 17 years Boys’ Discus at the NSW State athletics competition. As a result of his state silver medal, Jordan travelled to Canada as part of an Australian Schools’ Sport Travel group. He also competed in two high school competitions winning gold medals in both the Shot Put and Discus. Jordan also represented the Bankstown Zone at Regional level in Rugby League.

Leanne Toomalatai (Year 8) competed at the NSW State Athletics Competition in the 80m Hurdles and was the Bankstown Zone age champion in cross country.

Daniel Mitilineos (Year 7) competed at the NSW State Athletics Competition in the 800m run.

Sulliven Kepu (Year 7) competed at the NSW State Athletics Competition in Shot Put.

Bilal Belani (Year 12) represented the Bankstown zone at a regional level in Basketball.

Melama Melasea (Year 12) represented the Bankstown zone at regional level in Rugby League.

Team achievements
CPHS fielded teams in the following knockout competitions: Open Boys’ Rugby League, Junior Boys’ Rugby League, Open Boys’ and Girls’ Soccer, Junior Boys’ and Girls’ Soccer, Junior Open Boys’ and Girls’ Basketball, U/15s Boys’ and Girls’ Basketball, Open Boys’ Touch Football, Open Boys’ Volleyball, Open and Junior Girls’ Netball and Table Tennis.

For the first time Girls’ Rugby League was included in grade sport. Condell Park’s Senior Girls’ Rugby League Team won the grade competition and was the runner up team at the All Schools Carnival.
Academic achievements

National Assessment Program – Literacy and Numeracy (NAPLAN)

The National Assessment Program results across the Years 7 and 9 Literacy and Numeracy assessments are reported on a scale from Band 4 to Band 10.

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

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

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

The My School website provides detailed information and data for National Literacy and Numeracy testing (NAPLAN).

To access CPHS data:

- Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au)
- Enter school name – Condell Park High School in ‘Find a school’.
- Select ‘Go’ to access the school data.

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

The Year 7 Reading results indicate that 54.7% of CPHS students performed in the middle bands (Bands 6 and 7) and 36.4% performed in the lower bands (Bands 4 and 5). In the area of Writing, 50% of students performed in the middle bands and 46.5% of students performed in the lower bands. Similar results have been recorded in the area of Spelling and Grammar and Punctuation. These percentages are consistent with the school average since 2012.

NAPLAN Year 7 – Numeracy

In the case of Literacy, some pleasing observations have been noted for the school’s Year 7 cohort in 2014. Student representation in the lower bands (Bands 4 and 5) is at 36.6% compared to 50% in 2013, 52.7% in the middle bands (Bands 6 and 7) compared to 46.5% in 2013 and 10.7% in the higher bands (Bands 8 and 9) compared to 3.5% in 2013.

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

The average value added achieved by CPHS for Reading was 50.6 compared to 37.9 for SSG and 39 for the State. Outstanding gains were also noted in Writing, where the school achieved 33.5 average value added compared to 9.4 for SSG and 27.1 for the State.

NAPLAN Year 9 - Numeracy

In the Numeracy aspect of the NAPLAN exam, the average value added achieved by our school was 66.2 compared to 50.8 for SSG and 50.1 for the State. Most notably, there has been a substantial improvement in the value added results for our female student cohort. On average, the value added data revealed that the 2014 female cohort has shown improvement by 62.6 points since they were first assessed in Year 7.

Overall, the average value added achieved by the school this year has been exceptional when compared to SSGs and the State as well as results from previous years. This reflects the success of our Literacy and Numeracy initiatives, in particular the Improving Literacy and Numeracy National Partnership (ILNNP) and Teaching English Language Learners (TELL) programs. These results also reflect a dynamic and committed teaching staff.

Higher School Certificate (HSC)

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

2014 HSC produced some pleasing results for our school. In particular, Business Studies and English Standard outperformed the state average and the SSG average. This is the third consecutive year that English Standard has produced above state average results. Business Studies also outperformed the SSG average.

Strong performances were also secured in Mathematics General and Hospitality, both outperforming SSGs. Results also indicated particular focus is needed to improve the performance in Senior Science, Industrial Technology and Visual Arts.

HSC: Relative performance from NAPLAN Year 9 (Cohort Progress)

<table>
<thead>
<tr>
<th>Performance Band</th>
<th>Low</th>
<th>Middle</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>School 2014</td>
<td>1.9</td>
<td>3.9</td>
<td>4.0</td>
</tr>
<tr>
<td>SSG Average 2014</td>
<td>-3.1</td>
<td>-6.2</td>
<td>-7.9</td>
</tr>
</tbody>
</table>

Note: By definition, the State average relative performance is zero.

The school’s value added data highlights exceptional gains in all bands made in student learning from Year 9 to Year 12. A combined NAPLAN Year 9 Reading and Numeracy score was used in 2014 as the starting point for the calculation of Relative Performance. CPHS students positioned in the low bands, have achieved an average growth of 1.9 points above the state base line compared to -3.1 for the SSG average. Similarly, exceptional gains were made in the middle and high bands, with our school outperforming SSGs by 10.1 and 11.9 points of relative growth respectively.

**Significant programs and initiatives – policy and equity funding**

**Multicultural education and anti-racism**

CPHS is a friendly place where diversity of culture is appreciated and celebrated. Addressing the welfare and learning needs of our multicultural students remains a priority. All areas of learning across the school reflect sensitivity and respect for the variety of cultures represented at our school. Most importantly, CPHS has a comprehensive program of support for our newly arrived students. English as an Additional Language or Dialect (EAL/D) teachers support mainstream teachers in implementing programs and strategies tailored to meet the educational needs of these students. EAL/D teachers work hard to support refugee students, not only in their English language and academic development, but also in welfare issues. Senior EAL/D students (Years 11 and 12) study the Stage 6 English (ESL) course. In order to further promote their language skills, these students also study the Preliminary English Fundamentals course.

Our school’s Anti-Racism Contact Officer (ARCO), Mr Blake Roberts, follows departmental procedures to ensure that all students and teachers are treated equally.

**Aboriginal education**

Despite containing a relatively small percentage of Aboriginal students, our school is committed to:

- Promoting the educational achievements of all Aboriginal students; and
- Enhancing the knowledge and understanding of all students and teachers about Aboriginal Australia.

In English, students learn about Aboriginal culture through the study of literature written by Aboriginal playwrights and poets. In 2014, Stage 4 students read and performed extracts from *The Honey Spot*, a play by Jack Davis. Stage 5, students were immersed in the cultural issues and adversities in the play, *Stolen* by Jane Harrison. Stage 6, English Standard students studied *Namatjira* by Oodgeroo Noonuccal. Year 11 English (ESL) students studied poetry by Jack Davis and the play *Seven Stages of Grieving* by Wesley Enoch and Deborah Mailman. These students will go on to study poetry by Oodgeroo Noonuccal and the play *Rainbow’s End* by Jane Harrison in Year 12.

The Science faculty included our Aboriginal students in the Improving Literacy and Numeracy National Partnership (ILNNP) initiative which aimed to improve students’ literacy skills. The students were assessed using SMART data and the *Literacy Continuum K-10*. This information was used to develop Individual Learning Plans (ILPs), targeting specific outcomes for each student. A personalised approach to each student’s needs has proven to be very successful as evidenced in our monitoring and evaluation processes.

Furthermore, our programs prioritised the development and implementation of lessons with Indigenous content, to educate all students about Aboriginal history, culture, perspectives and current Aboriginal Australia.
Aboriginal background

In 2014, CPHS increased communication with its Aboriginal families and community organisations. This has effectively strengthened our partnerships, enabling a sustained, positive and inclusive school culture. The National Aborigines and Islanders Day Observance Committee (NAIDOC) week was celebrated with guests including Brenden Moore from the Royal Botanic Gardens who performed Indigenous music and dance items. Our school leaders and Indigenous students attended an in-school workshop run by Aunty Carol Brown, our DEC Aboriginal Community Liaison Officer. She worked with our students to create our own Acknowledgement of Country. Additionally, she taught students about local Aboriginal culture.

Through Individual Educational Plan (IEP) meetings, personalised goals were created to improve school attendance, participation and engagement in learning for our Aboriginal students.

The CPHS Aboriginal Student Coordinator, Ms Charmaine Stringer, regularly met with the Aboriginal Education Consultative Group (AECG) to discuss successful ways of increasing our school’s awareness of Indigenous culture, in addition to fostering relationships with our community elders.

Excursions to Bankstown Koori Youth Forum provided opportunities for our Indigenous students to interact and engage with Aboriginal students from surrounding schools. They participated in dance, art and music programs, enabling a deeper understanding of Aboriginal cultural traditions. A video recounting the experiences of the day was also recorded.

English language proficiency

At CPHS, the multicultural nature of our student population is valued and is successfully supported through school policies and programs that promote diversity and intercultural understandings in all aspects of school life. Our comprehensive EAL/D program supports all newly arrived students, including refugees, in their language acquisition and academic development. Our specialist EAL/D teachers are utilised to teach EAL/D targeted classes so that the learning needs of our students are effectively met. Furthermore, all mainstream teachers have received professional learning in how to teach EAL/D students through the TELL program. The program promotes and supports EAL/D pedagogy in every subject across all KLAs.

Our refugee students are further supported through the school’s Learning Support Team (LST). This is the forum where their specific needs are discussed and individual action plans are developed, aimed at greater participation and engagement with learning or transition into post school pathways. Refugee students are also offered opportunities to undertake leadership roles and to successfully integrate into our school community. The organisation and running of our annual Refugee Assembly by refugee students is one example of such an opportunity.

Senior EAL/D students (Years 11 and 12) study the Stage 6 English (ESL) course. In order to further promote their language skills, these students also study the Preliminary English Fundamentals course.

Learning and support

The Learning Support Faculty

CPHS is committed to delivering effective specialist support for students in mainstream classes, who have additional learning and support needs. This specialist support is coordinated through the Learning Support Faculty. In particular, the faculty is responsible for determining how Learning and Support Teachers (LASTs) and School Learning and Support Officers (SLSOs) allocations are used to best meet the learning and support needs of our students.

The LASTs are utilised in team teaching situations to support learning and support students in regular classes in Stages 4 and 5. These teachers work collaboratively with the classroom teachers to plan and implement teaching programs and provide personalised adjustments to students’ work that are tailored to meet individual learning needs. Students with learning and support needs are further assisted by our SLSOs. Their role is to assist the teachers in classroom activities and care for learning support students.

Furthermore, under the leadership of the Head Teacher Teaching and Learning, the faculty coordinates specific programs such as the Peer Reading program, which has been very successful in improving not only Year 7 reading skills, but
also in providing leadership opportunities for some of our Year 10 students.

Other significant initiatives

Improving Literacy and Numeracy National Partnership (ILNNP)

Condell Park High School appointed a Literacy Coordinator to work closely with staff in using the Literacy Continuum K-10 as a framework for improving student literacy skills. SMART data and the Literacy Continuum K-10 informed teacher teams about Year 8 students requiring specialised support in 2013 and this work continued in 2014 with the same group of students. These targeted students were exposed to explicit teaching across Key Learning Areas (KLAs) to raise their reading and comprehension levels. All teaching staff undertook specialised professional learning, led by the Literacy Coordinator and the Head Teacher. Teaching and Learning, in the processes of assessing students’ reading and comprehension, through utilising a range of tools and resources, including the Literacy Continuum K-10, English as an Additional Language and/or Dialect Learning Progression and the ESL scales. Teachers in all KLAs developed a range of formative assessments that measured students’ abilities in reading and comprehension. In addition, teachers were supported in using the Literacy Continuum K-10 to inform their programming for the NSW English K-10 Syllabuses for the Australian Curriculum. This was reflected in teachers using appropriate strategies to address individual student needs across KLAs. Evaluation data indicated positive outcomes for the students involved. Therefore, the school is committed to continuing to target reading and comprehension skills through this program.

Teaching English Language Learners (TELL)

The TELL course provides teachers with an understanding of the needs of students from culturally and linguistically diverse backgrounds, that is, students from a Language Background Other Than English (LBOTE) and EAL/D students. The course is delivered by a trained facilitator and helps teachers to identify the language and cultural demands in their subject areas.

In 2014, 16 teachers attended the TELL professional learning sessions. The six modules of the course were divided into twelve weeks of sessions after school. The course included between module tasks, academic readings and a final presentation. Overall, the comments made in relation to the TELL course were positive. Teachers stated that the course met their expectations by providing practical teaching strategies and that the sessions were very informative. The course content informed the teachers teaching of EAL/D students by changing the way they approached teaching and learning in the classroom. Teachers stated that they incorporated a variety of TELL strategies into their practice to enhance student learning, which in turn was reflected in students’ higher levels of engagement.

Teachers gained new insights into the difficulties faced by EAL/D students when learning English by completing between module tasks and readings. Also, teachers explored the variety of different learning styles that students may have experienced before coming to Australia. In addition, they gained a more in-depth understanding of academic register and oral communication and how to use a variety of strategies to scaffold oral communication to encourage students to use academic vocabulary. Teachers indicated they gained more knowledge about students’ cultural capital (the knowledge and understandings that they bring with them to the classroom) and that teachers need to tap into students’ schema (what they already know) so that students can make connections to content knowledge. Teachers recognised that EAL/D students require scaffolding of their learning and support from the teacher to thrive in the classroom. The TELL course will be offered to teachers in 2015.

Support Unit (Autism)

The Support Unit at Condell Park High School consists of three classes catering to the specific needs of students with Autism Spectrum Disorders (ASD) as well as a multi-categorical class, which caters to the needs of students with ASD as well as an intellectual disability. Students are drawn from a wide area within the Sydney metropolitan region, with a number of students travelling on assisted school transport. The curriculum focus of the Support Unit is to prepare students for life after school, be it in supported employment, open employment, community
participation or further training. The central curriculum of the Support Unit is Life Skills which emphasises basic skills and the real life application of these skills. 2014 saw the extension of the work experience program with students being placed in both assisted and open employment sites.

The Support Unit students are fully involved in the activities of the school through attendance and participation in regular and special assemblies, sporting events and carnivals, school sport, Swim Scheme and a number of extra-curricular activities as they arise. A Support Unit choir was formed in 2014 and its first public performance was at Condell Park High School’s Refugee Assembly.

The Support Unit continues with its strong focus on consultation with parents through regular review meetings, transition meetings and exit interviews for school leavers. Positive relationships with parents and carers are an integral part of the Unit and it is through this partnership that students have opportunities to realise their potential, both academically and socially.

The Support Unit is well resourced and is able to cater for the academic, social and learning needs of students. Each classroom is equipped with an interactive white board, computers, literacy and numeracy kits and texts. In addition, teaching staff and SLSOs are provided the opportunity to enhance their skills through relevant professional learning. Regular excursions reinforce what has been learnt in the classroom and have formed an important part of students’ experiences. In 2014, excursions included visits to farms, art galleries, music performances, the theatre and various recreational activities.

The students in the Support Unit have been provided opportunities to develop and enhance their confidence in socialising with others and in public speaking. In 2014, Support Unit students organised and conducted regular assemblies and participated in formal debates. During roll call, support students had the opportunity to participate in Talk Time. During these sessions, Support Unit students were matched with mainstream students to engage in conversation, to foster positive communication skills. This activity has enhanced students’ confidence and forged links and friendships between the Support Unit and mainstream students.

The achievements of 2014 were celebrated by a Support Unit Christmas Show, highlighting the skills and talents of students, including friends from the mainstream high school cohort. Students took an active role in these proceedings through singing, dancing and talking to an audience of invited guests and parents.

Other programs

Socio-economic background

Condell Park High School offers a range of programs to support our students from low socio-economic backgrounds. The following programs have been developed and implemented to raise the expectations of students, teachers, executive, families and the community in order to strengthen partnerships and improve the quality of teaching and learning.

Welfare

In 2014, a variety of different welfare programs and initiatives were delivered to provide a safe, supportive and inclusive teaching and learning environment. Specific programs were created to build and nurture respectful relationships and increase student engagement and effectiveness. Some of the year’s highlights include:
Respect, Equity, Safety and Positivity (RESP)

Central to the welfare programs that CPHS runs are the Positive Behaviour Interventions and Supports (PBIS) values of RESP. Students are acknowledged and rewarded at weekly school assemblies for upholding our values. At the culmination of each term, Ms Mobayed holds a sausage sizzle for RESP students as a measure to strengthen and reinforce a harmonious teaching and learning environment.

Tuesday morning breakfast club

The Breakfast Club at our school’s Safe Haven Café has continued to be a great success. This initiative has been a joint venture with the Bankstown Multicultural Youth Service (BMYS) with the assistance of our school’s Hospitality students. The Breakfast Club serves students a nutritious meal to start the day. This program has been key to teaching students about a healthy, balanced diet.

Peer Reading Program

The Peer Reading Program is a very successful initiative that has been running for approximately 10 years. The program’s aim is to provide assistance to students in Year 7 who have been identified as performing below their age group in reading. This assistance is given by LASTs, an SLSO and selected students from Year 10. The program not only supports the reading and comprehension needs of the chosen Year 7 students, it also has a strong social component. Both tutors and tutees develop skills in areas such as teamwork, trust, cooperation, confidentiality and empathy.

The 2014 evaluation of the program noted exceptional results. All of the Year 7 students in the group demonstrated improvement in reading and comprehension while seven students in the group improved their reading age by at least one year.

Principal’s Reading Challenge

Research tells us that reading develops our capacity to learn, feel empathy for our fellow human beings and enhance our thinking abilities. In order to give our students greater opportunities, a guided reading program was introduced in 2014. Although the prime focus was upon the needs of students in Year 7, structured reading plans were also devised for Years 8, 9 and 10 and these students were encouraged to participate. Students kept a log of the books read and received an award when they completed each achievement level, for example, a certificate at the completion of Bronze Level. More substantial rewards could be earned at Silver, Gold and Platinum levels. Two thirds of Year 7 students completed the Bronze Level in 2014.

School to Work Program

The School to Work Program at CPHS provides the means for implementation of a range of vocational and enterprise learning initiatives and opportunities. These schemes help to empower students to undertake positive career and transition planning and to link their learning within the classroom to real world applications.

We provide a very effective School to Work Program that aims to guarantee that all students from Years 9—12 are engaged in a holistic approach to transitioning from school to work.

The school has adopted an all-inclusive approach towards career development, driven and facilitated by the Careers Adviser. All faculties provide opportunities for students to engage in specific KLA units of work that address work, employment and enterprise learning in Years 9—12.
Priority areas for 2014 were:

- Planning transition pathways;
- strengthening student outcomes through vocational learning;
- exploring career futures; and
- building connections and networks.

By providing our students with opportunities that enabled them to achieve particular employment related outcomes, students were able to make informed decisions that supported their successful transition through and beyond school. This resulted in the following:

- An increased number of students undertaking the Preliminary and Higher School Certificate Work Studies courses;
- increases in students participating in Vocational Education and Training (VET), including Building and Construction and Hospitality;
- TAFE-delivered Education and Training (TVET) courses, such as Retail and Animal Science;
- school based apprenticeship training opportunities with McDonalds and Australia Post;
- specialised TAFE Courses such as Hair and Beauty, Automotive, Information Technology and Community Care;
- extended work place learning opportunities; and
- work education classes.

In 2014, there was also a significant increase in students participating in short courses to improve their employment related skills, such as Occupational Health and Safety White Card Training and Barista Training.

The School to Work Program incorporates:

**Work readiness**

Years 9—12 students participated and completed the South Western Sydney Work Readiness Program before participating in any work experience or work placement. This allowed students to be prepared for work and to understand workplace health and safety issues. For senior students, the Go2workplacement.com website further assisted those students who were enrolled in HSC VET courses to get the most out of their work placement. By completing the online modules, students identified specific skills and competencies to focus on during their work placement. On completion of the modules, students were awarded a Work Placement Ready Certificate which informed the host employer that they had prepared for work placement.

**Work experience**

Years 10 and 11 students had the opportunity to undergo work experience at any time throughout the year. This enabled them to gain practical knowledge of their career choice and to evaluate their own strengths and weaknesses within the workplace. 75% of Year 10 students participated in workplace learning, with an incredible 43% of those students being offered part-time employment or an apprenticeship.

In 2014, Years 9—12 students from the Support Unit (Autism) participated in a very successful work experience program with Disability Services Australia and Coles, Fairfield.

**Individual career counselling**

All students in Years 9—12 were rigorously counselled by the Careers Adviser regarding their post school opportunities and a Post School Destination Survey was completed based on senior destinations. The destination survey provided us with some solid foundations as to the success of our school programs.
Partnerships

In 2014, Condell Park High School continued to build strong community and partnership networks, such as our connection with Creating Brighter Career Connection (CBCC). CBCC provided all VET students with workplace learning opportunities, assisting students to fulfil their mandatory workplace learning hours.

CPhS has been involved in the Participation Phase Initiative Program (TAFE and School Partnership Program) since 2011. This program aims to provide students at risk of disengaging from school, with help to access further education, training options or employment pathways. The program is intended to support improved participation and offers students with an opportunity to participate in up to 100 hours of vocational education with Language, Literacy and Numeracy support, in a vocational context. In 2014, 23 students successfully completed the vocational modules, receiving a nationally recognised certificate in one of the following courses from Bankstown TAFE:

- Children’s Services;
- Hair and Beauty;
- Information Technology; and
- Community Care.

In 2014, Breakthru People Solutions provided training to Year 11 students where they assisted the students in identifying goals, needs and aspirations, through training and social integration.

CPhS has strengthened its relationship with the Multicultural Youth Centre and The Peppertree Café through their continued support of our students. This support included work experience opportunities, Barista training programs and the running of our own Safe Haven Café.

Links to Learning has also continued to grow, with 20 girls completing the program each semester. This program aims to provide students with a high degree of individual support as they strive to achieve a school, work and life balance. After completing the program, students showed positive life and career planning, increased confidence and resilience, development of communication skills, improved self-awareness and improved participation at school.

Excursions and expos

Students were provided with access to Careers Expos, Careers Markets and Enterprise Days. These excursions included the Western Sydney Careers Expo and Sydney University Careers Day. Representatives from The Australian Catholic University, Macquarie University, Sydney University, University of New South Wales, University of Technology Sydney, University of Western Sydney, Australian Careers Business College, Australian Business Academy, NSW Police Force, TAFE NSW and many more providers, were present on these days.
Homework Centre

The Homework Centre continued operating in 2014, in keeping with Condell Park High School’s primary aim to foster an environment that values academic success and achievement. Students from all year groups attended the Homework Centre to receive assistance with homework and assessment tasks. The Homework Centre was staffed by teachers from Key Learning Areas and supervised by the Head Teacher Administration, Mr Adam Wilson.

HSC Tutorials

The HSC tutorial program is designed to assist in achieving equitable outcomes from schooling for HSC students. It provides tutorial assistance to HSC students in schools identified on the basis of need, the socio-economic status of the school community and the previous performance of students in the HSC. In 2014, 85 Years 11 and 12 students attended HSC tutorials, either before or after school. The majority of these students reported that the tutorials were very helpful in building the skills and knowledge needed for the HSC and assisted in reducing their HSC related anxiety levels.

Student leadership

Student leadership continues to grow in importance at Condell Park High School. Fostering leadership in all students is a priority, as we endeavour to instil a sense of responsibility and pride in productivity and participation.

In 2014, the school’s prefect body consisted of twelve Year 12 students. The prefect body met on a weekly basis to discuss whole school issues, fundraising and upcoming school events. The prefects were active in contributing to the running of the school. They led the weekly assemblies and hosted all formal school assemblies, such as Presentation Day and Graduation. Year 12 leaders also assisted teachers at parent teacher evenings and continued to undertake major responsibilities in running our Technology Days and Year 6 visits.

The Year 12 prefect body was passionate about fundraising for charities and community organisations. In 2014, they chose Westmead Children’s Hospital Oncology Unit as their main cause. The students organised many events such as Crazy Hair Day, Jeans for Genes Day, Pink Day and Mufti Days in order to raise money for the hospital. The school, as a whole, participated and donated generously.

Vocational education

Condell Park High School offers students in Years 11 and 12 the opportunity to undertake Vocational Education and Training (VET) subjects in Construction and Hospitality (Commercial Cookery). These courses allow students to be engaged in learning the skills, knowledge and attitudes required in these industries, whilst studying for the HSC.

Each of these VET courses is delivered by passionate experienced teachers and assessors. Success in these courses is attained by students achieving competency in the specific units of work. Students are able to achieve nationally recognised qualifications that can be used for entry into these industries.
Students taking NSW HSC VET Industry Curriculum Framework courses are required to undertake a minimum of 35 hours work placement in a relevant industry setting in each of their Years 11 and 12 programs, as part of each course. This is organised through our Local Partner: Creating Brighter Career Connections (CBCC).

Over 200 work placements were completed by Years 11 and 12 students in 2014 with many Year 11 VET students being offered part-time jobs or apprenticeships at the end of their training.

In addition, our students had the opportunity to enrol in a TAFE delivered Vocational Education and Training course (TVET) which required the students to attend TAFE for one day per week. TVET courses allowed students to gain workplace skills and experience, to get a head-start on their careers and to complete units that counted towards their Higher School Certificate (HSC). On completion, the students received a nationally accredited certificate qualification or a Statement of Attainment. Most of the TVET courses articulated into further TAFE or university studies.

In 2014, six students began or continued TVET courses in Building and Construction, Animal Studies, Retail, Automotive and Hospitality.

School planning and evaluation 2012—2014

School evaluation processes

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

- analysis of data;
- surveys; and
- focus group discussions.

School planning 2012-2014

School priority 1

Literacy and Numeracy

Outcomes from 2012–2014

Increase levels of Reading and Numeracy achievement in all students.

Evidence of progress towards outcomes in 2014

- In Reading, the value added result for the school was 50.6 compared to 37.9 for Similar School Groups (SSGs) and 39.0 for the State;
- Numeracy value added was 66.2 compared to 50.8 for SSGs and 50.1 for the State; and
- an outstanding improvement by 62.6 points was accomplished in Numeracy by our 2014 female cohort since they were assessed in Year 7.

Strategies to achieve these outcomes in 2014

- Continued implementation of Quality Teaching and TELL pedagogy in teaching practices and programs;
- use of the Literacy Continuum K–10 and associated strategies to improve Reading and Comprehension for targeted students; and
- continued implementation of the Peer Reading Program.

School priority 2

Aboriginal education

Outcomes from 2012–2014

- Effectively implement the Aboriginal Education and Training Policy and Strategy in all priority areas;
- support Aboriginal students to become successful and confident learners who are active and informed citizens;
- achieve Aboriginal learning outcomes that match or better the outcomes of the broader student population;
- develop strong partnerships with Aboriginal families and communities to increase students’ engagement in education; and
promote and immerse the school community in Aboriginal history and culture across KLAs.

Evidence of progress towards outcomes in 2014

- Coordinated approach incorporating teacher, parent and student planning for personalised learning, including support in English, Mathematics and Science;
- enrichment and extension workshops for Aboriginal students identified as Gifted and Talented; and
- ongoing support for welfare and academic issues through the Aboriginal Student Coordinator.

Strategies to achieve these outcomes in 2014

- Ongoing refinement of teaching and learning programs across KLAs including Australian Curriculum implementation to reflect the cross curriculum priority of Aboriginal and Torres Strait Islander histories and cultures;
- Individual Education Plans for all Aboriginal students;
- support and enrichment programs for identified needs of Aboriginal students; and
- maintaining the allocation of the Aboriginal Student Coordinator role.

School priority 3
Curriculum and assessment

Outcomes from 2012–2014

- Implement a broad, inclusive and relevant curriculum;
- clearly align the implementation of the curriculum with professional learning and student learning needs; and
- embed appropriate assessment and reporting practices in all teaching and learning programs.

Evidence of progress towards outcomes in 2014

- Effective provision of support and time allocation for planning and programming for the implementation of the Australian Curriculum;
- implementation targets of the Australian Curriculum have been met;
- relevant external support and equal access to training has been made available to staff;
- strategic professional learning to target developing teacher capacity and effective student feedback on individual class-work and assessments; and
- feedback processes within the existing TARS framework have been realigned to reflect Australian Professional Teaching Standards.

Strategies to achieve these outcomes in 2014

- Continue support and time allocation for planning and programming for the Australian Curriculum;
- continue to follow action plan for the implementation of the Australian Curriculum;
- ongoing provision of relevant external support and equal access to professional learning opportunities;
- continue to build teacher capacity to provide effective student feedback on individual class-work and assessments; and
- continue to implement feedback processes within the existing TARS framework.

Parent/caregiver, student and teacher satisfaction

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

In order to gauge the success of school practices, classroom practices, teaching and learning and parent involvement, CPHS considers the views of our three stakeholder groups: parents/caregivers, students and teachers.

The data collected in 2014 indicated that the school executive provided effective leadership in all areas of school life. This included:

- A safe and orderly school environment (8.4 out of 10 points);
- creating opportunities for professional learning (7.4 out of 10 points);
- offering effective guidance for teachers to establish challenging learning goals for students (7.4 out of 10 points); and
- monitoring learning goals for students (7.7 out of 10 points).
Teachers also expressed the need for more support through an increase of classroom observations and the consequent feedback (6.8 out of 10 points). In the area of using data to inform sound pedagogical practice, the score was 8.1 out of 10 points. In particular, teachers indicated that they use formative and summative measures to set challenging goals and drive student progress. Other strongly perceived elements in this area were the use of assessment feedback to understand student areas of need and effective and continuous feedback on how students can improve their performance. Through the teaching and learning cycle of an assessment task, students expressed deficits in either content or skill development. This process helped teachers to identify needs in student knowledge.

In relation to teaching strategies, the overall score was 7.9 out of 10 points. Teachers responded highly on the topic of linking previously mastered skills and knowledge to the teaching of a new concept. Students responded that they were very clear about what they were expected to learn. Despite this, a relatively low score of 5.5 out of 10 points by teachers revealed that providing more regular and detailed feedback was an area for improvement.

Technology is a growing area of focus at our school as we deliver effective pedagogy within a 21st Century context. An overall score of 7 out of 10 points revealed that students had opportunities to use interactive technology to analyse, organise and present subject matter. The data also revealed that more explicit teaching was required for students to apply developing technology skills to enhance learning and articulate KLA specific content (6.4 out of 10 points).

When considering parent involvement in student learning, data indicated the school has very close links with the parent community. Parents and teachers share students’ learning goals and information about their progress. Further communication is required to address the reviewing and commenting on students’ work (4.6 out of 10 points), especially for students with special learning needs (4.9 out of 10 points).

**Future directions**

**2015–2017 School Plan**

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

**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.

Susie Claire Mobayed, Principal
Zena Dabaja, Deputy Principal
Victoria Nielsen, Head Teacher
Julia Ray, Head Teacher
Stephanie Kougioum, Head Teacher
Leena Eldahr, Careers Adviser
Sue Buckland, School Administration Officer

**School contact information**

Condell Park High School
Third Avenue, Condell Park NSW 2200
Ph: 02 9709 4522
Fax: 02 9796 8027
Email: condellpk-h.school@det.nsw.edu.au
Web: [www.condellpk-h.schools.nsw.edu.au](http://www.condellpk-h.schools.nsw.edu.au)
School Code: 8398

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