Our school at a glance

Students
Condell Park High School (CPHS) is a coeducational high school with a primarily multicultural student population. The number of refugee enrolments at the school has continued to increase over the past two years. Currently, male enrolments outnumber female enrolments 3:1.

Staff
In 2009, the composition of staff at Condell Park High School continued to evolve. Fifty percent of staff were early career teachers, resulting in an exciting compliment to the experienced teachers comprising the overall balance. This has resulted in a productive, nurturing and supportive exchange of ideas and skills as programs and projects have been undertaken for the benefit of our students.

Significant programs and initiatives
The school prides itself on actively developing programs and initiatives that reflect school targets and latest data derived from action research. The priority is that they contribute to improving teaching and learning outcomes. The Movers and Shakers (MaS) program is one example of an initiative addressing the needs of our gifted and talented cohort. Designed in response to successive NAPLAN data, it addresses the need for a combination of enrichment, extension and remediation. The pilot project in 2009 involved a MaS class in Years 8 and 10, with plans to now expand across the stages in 2010 due to its success.

Student achievement in 2009

Literacy – NAPLAN Year 7
The results indicate that average growth in overall literacy was slightly higher than the state average, with Year 7 girls performing better than boys in Reading and Writing. While most of the cohort responded well to literal questions, they seemed to be challenged by interpretive questions. This will be a main literacy focus for Year 7 in 2010.

Numeracy – NAPLAN Year 7
Our Numeracy results were very encouraging. More than half of the cohort achieved results above the minimum national standards. There was an increase in the number of students in the higher bands and a decrease in the number of students in the lower bands than in the previous year. Approximately 90 percent of students achieved results above the minimum national standards.

Literacy – NAPLAN Year 9
The results indicate there is significant value added for students in lower bands in overall Literacy, with most of the students achieving above minimum national standards. Girls performed significantly higher than the state average in overall literacy. In particular, girls performed 24 points higher than state levels in Writing. Holistic strategies across the curriculum will be devised and implemented to remediate boys’ deficiencies in the area of writing.

Numeracy – NAPLAN Year 9
Significant value added for all students, particularly in the lower bands, was evident in outcomes this year. Overall growth was 51.4 points. This is 13.3 points above state levels. Again, girls performed better than boys in this section of NAPLAN, with an average growth of 41 points above state average. Areas where students are generally identified as experiencing difficulty will be the focus of the Mathematics faculty in 2010.

ESSA

<table>
<thead>
<tr>
<th>Percentage of Students in Achievement Levels</th>
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<tbody>
<tr>
<td>Band 1</td>
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<tr>
<td>School</td>
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<tr>
<td>State</td>
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<tr>
<td>Region</td>
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ESSA is an assessment program that provides information about the scientific knowledge and attitudes of Year 8 students. The aim is to enhance teaching and learning in Science and to support the integration of assessment into the teaching and learning cycle.

52 percent of students performed at Band 3 or higher. The school’s average overall result was 78.5 percent, which is an improvement on last year’s result. The state’s average result was 84.8 percent.
Messages

Principal's message

Condell Park High School is a comprehensive coeducational setting. Our staff is committed to providing equity in opportunity for every student to develop skills and values that will prepare them as future leaders and members of our community; both local and global.

Achieving this commitment is the shared purpose behind the ongoing improvement of our environment, resources and most importantly, our teaching and learning programs in 2009 and beyond.

With the Digital Education Revolution, we have seen a huge shift in the type of resources and learning environments required in the near future. Re-cabling the school to provide appropriate wireless internet access is a legacy preparing for this future. Further to this we have already seen the benefits of the interactive classroom installed this year with classes able to participate in collegial learning with schools across the state as one of the many benefits of this technology. These new features of our learning environment are part of strategic resource acquisition for our students.

Throughout 2009 staff across KLas have continued to participate in groundbreaking action research and curriculum based projects specifically focusing on the relationship between Quality Teaching (QT) and Student Engagement.

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 of development.

Ms. Susie Claire Mobayed

P&C Message

Condell Park High School prides itself on active involvement and communication with its parent community. The key to this has been the successful partnership and working relationship involving the P&C and our Community Liaison Officers (CLOs).

Parents access staff, information and services through the meetings and workshops run by the dedicated CLO team. In 2009 the workshops included important sessions from both government and non-government organisations including the Department of Health, Mission Employment, Career Connections, Police and Taxation Office. The guest speakers presenting covered important issues that were of real concern to parents and the community.

Most importantly, both the CLO Team and the P&C meetings provide a platform to voice and empower parents to seek access to support an understanding of school processes, expectations and requirements.

Leanne Perryman (P&C President)
Antoinette Balamoan (CLO)

Student representative’s message

In 2009, the Student Representative Council (SRC) worked hard to make a difference and promote action in the student community. A key approach to making a contribution was through fundraising. Our chocolate drive, crazy hair day and Jeans for Genes day were run successfully because of the commitment and enthusiasm of students.

A significant fundraising event was to support one of our students who had undergone treatment for Cancer. The money raised was donated to Westmead Children’s Hospital in recognition of their support and services to him through his difficult time.

The SRC is particularly proud of addressing topical issues affecting students. Our launch of the ‘Teens Trouble’ campaign, focusing on cyber bullying and same sex attraction promoted support systems and strategies for students faced with these challenges.

The Student Executive continues to be committed to promoting empowerment through action, establishing plans to work towards a greener school and multicultural initiatives in the next two years.

Hailey Jones (SRC President)
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

There has been a reduction in the overall number of student enrolments in 2009. Our data reveals that fewer girls than boys were enrolled at the school.

Student attendance profile

A significant drop in attendance rates has prompted a review of current initiatives to engage senior students. A noticeable percentage of students engaged in an extended leave of absence overseas. A more rigorous support program involving parents and students will be taken in 2010 to address this.

Management of non-attendance

Student absences are collegially managed to include classroom record keeping, Year Adviser monitoring, follow up by members of the Executive, communication to parents through CLOs and Home School Liaison Officer (HSLO) intervention.

Retention to Year 12

The proportion of School Certificate (SC) students staying on to complete the Higher School Certificate (HSC) has reduced in number. As indicated in the graph, the school is 10 points below the state average. Remediation in this area will be a strong focus in 2010.

Post-school destinations

Making a positive and smooth transition to post school pathways will continue to be an important outcome for students CPHS. Central to the success of our students achieving an HSC are the special QT programs and initiatives that are implemented across the school. Great importance is given to the transition to post school studies. Further, the guidance of the school careers adviser assists students in making successful community links through work placement programs.
Of a total of 59 students, 50 completed the post-school destination survey. 100 percent of students achieved an HSC of which 34 percent successfully gained entrance to university. A further 14 percent of students enrolled at TAFE and an additional 10 percent of students entered an apprenticeship based training course. As indicated in the graph, a further 20 percent of students secured either full time or part time employment. The remainder of students are either overseas, looking for work or are enrolled at a private college.

**Year 12 students undertaking vocational or trade training**

Year 12 students continue to be supported in their pursuit of a broad curriculum that reflects equity of opportunity in skill acquisition. Currently, CPHS offers one of the broadest range of Vocational Education Training (VET) subjects in the Like School Group (LSG) area. Our Hospitality and Building and Construction classes showcased their talents on numerous occasions in 2009 – many of whom have pursued permanent employment in industry as a result.

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

In 2009, a total of 59 students completed the Higher School Certificate at CPHS. All students qualified for an Australian Tertiary Assessment Rank (ATAR). There were 22 students who also completed Vocational Educational Courses as part of their program of study. In this case, students gain dual qualifications that are recognised at the TAFE level.

**Staff information**

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

As well as the teaching staff indicated in the table below, there were 2 part-time teachers’ Aides, 3 part time Community Liaison Officers, 2 Secondary School Learning Support Officers Autism and 1 General Assistant. There are currently no staff members of Indigenous background at the school.

**Staff establishment**

The composition of teaching, executive and support staff for the 2009 school year is listed below. This year, there was also a total of 7,482 School Administrative and Support Staff (SASS) employed at the school.

<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>10</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>33.7</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.6</td>
</tr>
<tr>
<td>Careers Adviser</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>55.7</strong></td>
</tr>
</tbody>
</table>

**Teacher qualifications**

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

As the table below reveals, the majority of school staff has a degree or diploma. Just under 20 percent have postgraduate qualifications.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>83%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>17%</td>
</tr>
</tbody>
</table>
In 2009, expenditure continued provision for a comfortable, equitable and productive learning environment for the CPHS community.

A significant portion of funds were allocated to providing professional ongoing learning for staff that would focus on the school’s commitment to QT.

To prepare for and further enhance the implications of the Digital Education Revolution (DER) classroom, the school allocated funds to fibre optic installation. An investment in new servers addressed the need for speed and efficiency of the network.

A positive enhancement of our playground involved the purchase of shade sails for the Outdoor Classroom area. Students found this part of the playground a more inviting and practical space as a result.

The refurbishment to accommodate the needs of the Support Unit Autism – both staff and students has resulted in well resourced and comfortable classrooms and work spaces for all who use them.

A full copy of the school’s 2009 financial statement is tabled at the annual general meetings of the Parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

Achievements

Arts

Students have shown an increased interest in studying Arts subjects and participating in Arts related extra-curricular activities. The QT is embedded in all Music, Art and Drama teaching and learning programs. Students showcased their skills throughout the year in Music, Art and Drama at special school events. Showcasing student talents at special events served to highlight the value of these subjects in terms of high student engagement and increased interpersonal skills.

A wide range of opportunities continued to be provided within the Music curriculum, prioritising performance opportunities. Elective Music is offered throughout Years 9 to 12. Students are increasingly making use of electronic composing and performance of their own music using software such as Garage Band, Audacity and Acid Express.

During 2009, the Visual Arts Faculty continued to offer courses in Visual Arts, Photography and Visual Design. The content of the Visual Arts and Visual Design courses have been updated and Information Computing Technology (ICT) is embedded throughout the courses. There is a specific emphasis on the use and mastery of creative multimedia and animation software. A greater number of students are also attempting complex three dimensional animations in Stage 6 for the H.S.C. Literacy targets are addressed with an emphasis on using the language of art to improve student outcomes.

The Arts faculty will continue to cater to students’ interests and needs in 2010.
Sport
Condell Park High School students have had some outstanding sporting team and individual achievements in 2009.

Team efforts include the following:
- 5 teams won their competitions on Tuesday afternoon Grade sport;
- The 14 boys Indoor Soccer team won the Regional Championships. They competed strongly at the State Titles winning their first game before narrowly missing the semi-finals;
- The Open Boys soccer team won through to the semi finals of the Regional Knockout losing 1-0 to Fairfield High School;
- The Junior Boys soccer team made it to the third round of the Bill Turner Cup losing to Bossley Park High School;
- The Junior Boys Rugby League team made it to the Regional semi finals of the Buckley Shield competition losing to St John's Park High School in extra time;
- The U/15 Boys Knockout Basketball team made it to the Regional Quarter finals;
- The Open Boys Cricket team made it to the third round of the Regional Knockout competition;
- We also fielded teams in the following Knockout competitions: Junior Girls Soccer; Open Girls Soccer; Open Girls Touch Football; Open Girls Volleyball and Open Boys Rugby League.
- Some outstanding individual performances in 2008 included:
  - Bruce Satiu (Yr 12) was selected in the Sydney South West Open Boys Rugby Union team. This involved placement in the Combined High Schools State Tournament for a week down the South Coast. He was then picked in the Combined High School (CHS) State side (players from NSW public schools) and played at the All Schools Tournament against NSW private schools. They won the Tournament beating Combined Catholic Colleges in the final. Bruce also represented the school in the Open Boys Rugby league team;
  - Michelle Short (Yr 9) was 15 yrs Girls Bankstown Zone Swimming Age Champion, Bankstown Zone Female Champion of Champions winner, competed at the State CHS swimming carnival and State All Schools swimming carnival and placed 3rd in 15 yrs Girls Sydney South West Regional Triathlon;
  - Nathan Short (Yr 10) was 16 yrs Boys Bankstown Zone Swimming Age Champion, 16 boys Sydney South West Regional Swimming Age Champion, competed at State CHS and State All Schools swimming carnivals;
  - Bilal Dannoui (Yr 9) was 14 yrs Boys Bankstown Zone Swimming Age Champion, 2nd in 14 yrs Boys 200m freestyle at State CHS swimming carnival, competed at State All Schools swimming carnival;
  - Sidique Tarrawally (Yr 8) was 14 yrs Boys Bankstown Zone Athletics Age Champion. 4th in 14 yrs Boys javelin at CHS State Athletics Carnival;
  - Lachlan Kass (Yr 9) ran at the CHS State Cross Country carnival;
  - Ethan Kass (Yr 12), Jarrod Gibbs (Yr 12), Ibrahim Abu-Bayor (Yr 11), Mostafa Safdari (Yr11), Yusuf Kamara (Yr 11), Mohamed Kamara (Yr 11), Abdallah Jabado (Yr 10), Nasratullah Safdari (Yr 10) all represented the Bankstown Zone at the Sydney South West Soccer Carnival. The Bankstown Zone finished first in their group and played against Westfield Sports and Edmondson Zone in the finals. Yusuf Kamara and Mostafa Safdari were picked in the training squad for the Sydney South West Regional team;
  - Daniel Mailata (Yr 10) represented the Bankstown Zone at the Sydney South West Rugby League Carnival and was picked in the Sydney South West Regional side to compete at the State competition; and
  - Ethan Kass (Yr 12) was winner of the 2009 Pierre De Coubertin award which is an initiative of the Australian Olympic Committee. This award recognises sporting achievements and the qualities of fair play which inspires the involvement of others.
Debating

In 2009, Condell Park High School's debaters competed in the Premier's Debating Challenge. Additionally, the Years 7 and 8 debaters participated in the Junior Schools Debating Day at the University of New South Wales.

Topics in the Premier's Debating Challenge included contemporary issues, the media, civics and citizenship, the environment and world issues. The Years 7 and 8 debating team won two debates and lost one. The Years 9 and 10 debating team won one debate and lost two. The Year 11 team won two debates and lost one. These results are an improvement on results in previous years. Students were exemplary competitors and hosts of other schools at 'home' debates.

The Years 7 and 8 Debating team thoroughly benefitted from attending the Junior Schools Debating Day in September. The students participated in three debates and a workshop to discuss the manner, matter and method of school debating. They effectively developed their techniques of argument, rebuttal and logic, as well as their public speaking and leadership skills.

The coaches of the debating teams were Laura Edwards (Years 7 and 8), Susan Fenej (Years 9 and 10) and Blake Roberts (Year 11). The coaches were actively involved in organising workshops to develop their students’ skills.

Next year, it is anticipated that there will be teams representing each year group. The English faculty's aim is to develop and foster a culture that values and excels in public speaking and debating.

Student Leadership

At CPHS, fostering leadership in all students endeavours to instil within our students a sense of responsibility and pride in productivity and participation. In addition to projects and programs that nurture student leadership, we have an executive structure within the school that build these skills in our students. The school’s prefect body consists of 14 Year 12 students. Further, there are 16 SRC students who represent each year group.

The Prefect body meet on a weekly basis to discuss whole school issues, fundraising and upcoming school events. The Prefects are active in contributing to the running of the school. They lead the weekly assemblies and host all formal school assemblies, such as Presentation day and Graduation. Year 12 leaders also assist teachers at Parent/Teacher evenings and continue to undertake major responsibilities in running our Technology Days and Year 6 Visits.

The Year 12 Prefect Body is passionate about fundraising for charities and community organisations. Throughout 2009, they worked in partnership with the SRC on many fundraising and awareness raising projects.

Further to this, the SRC meet fortnightly to represent the concerns and ideas of students from across the school. From these meetings, SRC students practise their leadership skills by addressing issues raised, as well as, initiating and participating in fundraising activities. These fundraising activities included Bandana Day, World Vision Day and involvement in other community based programs.

Premier’s Reading Challenge

In 2009, there was a 300 percent increase in the number of Year 7 students completing and receiving the Premier’s Reading Challenge. Students were given guided support by their school librarian and English teacher. Attributed to the success of the program this year, is the implementation of a reward system for every 5 books read. The success of this program ensures it will continue to operate as a strategy to improving literacy in our students.
Academic

In the National Assessment Program, the results across Years 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 skill and understanding demonstrated in the assessments.

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).

The National Assessment Program – literacy and numeracy was completed by all Year 7 and Year 9 students in May 2009. This is a nationwide test designed to establish students’ literacy and numeracy levels in Stages 3, 4 and 5. The data generated from this exam allows the school to analyse students' progress as well as the effectiveness of its Literacy/Numeracy programs.

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

Literacy – NAPLAN Year 7

NAPLAN – literacy has four components: Reading, Writing, Grammar and Punctuation and Spelling.

The data gathered from the Year 7 literacy component of the NAPLAN exam gives the school an indication of the literacy needs of this cohort upon entering high school. This data will be used in the planning and programming of student learning plans across all KLAs.

56.1 percent of Year 7 students scored in the middle bands (Bands 6 & 7) and higher bands (Bands 8 & 9) in the reading component of NAPLAN. Students performed better in the spelling component with 75.7 percent scoring in the middle and higher bands.

The average mark in the literacy component of NAPLAN was higher in the spelling component than it was for the LSG.

| Average mark 2009 |
|------------------|-----------------|-----------------|
|                  | School          | LSG             | State            |
| **Reading**      | 490.4           | 500.8           | 535.0            |
| **Writing**      | 489.0           | 490.7           | 520.9            |
| **Spelling**     | 521.0           | 514.2           | 543.6            |
| **Grammar & Punctuation** | 474.4         | 493.3           | 530.4            |
In the numeracy component of NAPLAN, the students are assessed on algebra, measurement and space.

The school’s average mark in NAPLAN – numeracy is 486.9 and the state’s mark is 541.2. This trend indicates that while steady results have been maintained, some gains have been accomplished in Band 7.

54.3 percent of students scored in the lower bands. 40.7 percent of students scored in the middle bands and 5 percent of students scored in the higher bands.

Numeracy – NAPLAN Year 9

In 2009, the school’s average growth in Year 9 NAPLAN – numeracy was 543.9. The state’s mark was 589.3 and the LSG’s mark was 552.4.

39.5 percent of students scored in the lower bands compared to 38.1 percent of students in the LSG. 55.5 percent of CPHS students whereas 50.9 percent of students in the LSG scored in the middle bands. 5 percent of students scored in the higher bands compared to 10.9 percent of students in the LSG.

Progress in numeracy

The school’s average growth for numeracy was better than that of the state. The overall growth was 55.7 compared to 38.1 for the state. Girls showed more growth than boys, achieving a growth of 56.9 compared to the boys at 55.0. The highest individual growth score in numeracy was an exceptional 148.5.
The subjects that are examined in the School Certificate are English, Mathematics, Science, Australian Geography and History Civics and Citizenship and Computing Skills. Bands 1 and 2 represent the lower range, Bands 3 and 4 the middle range and Bands 5 and 6 are the higher range performance bands.

In English, the majority of students scored in the middle bands (63.8 percent) and many students scored in the higher bands (26.6 percent). This performance is a significant increase on the results of the school’s average over the last 5 years. The average overall result was significantly higher for the school than the LSG.

An improvement was also achieved in the higher bands in Mathematics, where more students scored in these bands (9.6 percent) than in the school’s average for the last 5 years (5.4 percent). The school’s overall average growth was 62.5 percent, which is very comparable to the LSG at 63.5 percent.

In Science 36.2 percent of students scored either a Band 4, 5 or 6. This was an improvement compared to the growth of the last 5 years of 29.3 percent. More students scored a Band 6 than in the LSG.

CPHS compared very well to the LSG and the state in both of the Australian History and Australian Geography, Civics and Citizenship courses. Australian History, Civics and Citizenship achieved growth was 66.2 percent for the school compared to 63.9 percent for the LSG. The average growth in Australian Geography, Civics and Citizenship was 64.5 percent, the average for the LSG was 65.5 percent and the average for the state was 70.3 percent.

The graph shows that the school was able to provide outstanding value to students’ Year 10 School Certificate results when compared to their Year 5 Basic Skills Test results in English and Australian History, Civics and Citizenship.

Based on SMART data analysis, English, Mathematics, Australian History, Civics and Citizenship showed value added overall and Science, Australian Geography, Civics and Citizenship and Computing showed value added in the Band 6 students.
The graphs above outline the results achieved by students in the 24 HSC courses that contained 10 or more candidates. They also show the school’s results for the last five year period as an average for each course.

The highest performing subjects were Ancient History, Advanced English, English as a Second Language, English Extension 1, Industrial...
Technology, Mathematics, Mathematics Extension 1, Arabic Continuers and Arabic Extension.

The following HSC subjects scored higher than the state average: English Extension 1, Mathematics, Arabic Extension and Arabic Continuers, where the top mark in the NSW HSC was achieved by a CPHS student.

Higher School Certificate relative performance comparison to School Certificate (value-adding)

A student’s HSC relative performance is a measure of the progress the student has made compared with that student’s performance in the School Certificate.

Average HSC relative performance form Year 10 (value added) across all bands has significantly improved, with excellent value added in the middle and high bands. In 2009, the school has performed much better than in the last five years across all bands of achievement, which is also significantly better than the LSG.

HSC courses that achieved overall value added were Standard English, English as a Second Language, English Extension 1, Mathematics, Biology, Physics, Ancient History, Arabic Continuers and Industrial Technology.

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.

<table>
<thead>
<tr>
<th>Percentage of Year 7 students in our school achieving at or above the minimum standard in 2009</th>
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<tbody>
<tr>
<td>Percentage of Year 7 students achieving at and above minimum standard</td>
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<tr>
<td>Reading</td>
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<tr>
<td>Writing</td>
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<tr>
<td>Spelling</td>
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<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
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</tbody>
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</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
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</tbody>
</table>

Significant programs and initiatives

The school implements a variety of programs across all KLAS to enrich, extend and remediate the academic and social needs of our students. The school has identified the need to provide students with rich learning experiences so that they can become well rounded citizens in our local and global communities.

Aboriginal education

The school’s Aboriginal Education Policy is embedded in teaching and learning programs across KLAS from Stage 4 to 6. The policy aims to support the needs of our Indigenous population, as well as provide the student body with an understanding of Indigenous Australia. Various strategies have been employed to accomplish this.

In HSIE, engaging and purposeful activities develop a sensitivity and deep understanding of Aboriginal history and culture. These consist of a range of multimedia and ICT based student research and writing tasks which are completed in groups and individually by students.

In English, Aboriginal education is delivered using a broad range of engaging activities with the aim
of developing and broadening students’ sensitivity to and understanding of Indigenous culture.

Students demonstrated a knowledgeable understanding of Indigenous issues from their work in HSIE which served as a foundation to their understanding of the content and issues in the plays ‘NO Sugar’ and ‘Stolen’.

In TAS, students explore Aboriginal culture through the materials, tools and techniques used in traditional and urban communities and the impact of cultural and historical influences on design and production.

Aboriginal perspective about artistic representation of traditional culture, history, and significant contemporary issues are explored with an increasingly sophisticated treatment at each stage by Art students.

As part of the Science program, classes learn about the significance of Aboriginal culture in the strength and diversity of modern Australian culture.

Multicultural education

Cultural diversity and respect for individual difference remain a significant component of school life at CPHS. Multicultural education perspectives are incorporated into teaching and learning programs across the curriculum in Stages 4-6. This attention to diversity embeds values of respect and tolerance of others thus strengthening the positive social interactions in the school

In Technical and Applied Studies (TAS), classes are continually engaged in creating individual solutions to identify design needs. In all projects, students undertake research into the approaches taken by other cultures, both traditional and contemporary. Students are actively encouraged to embrace the design and production ethos from their own cultural background and to respect the approaches taken by others.

The Visual Arts programs at CPHS similarly emphasises the contribution of the diversity of cultures to the arts in Australia. Artists from various times and cultures are examined by students.

In Language classes, students across Stages 4 to 6 examine and analyse cultural and traditional practices conducted by different ethnic groups in Australia and abroad. This year, they completed a range of activities allowing them to sample and compare international cuisine. Stage 6 students participated in the Arab Youth Quiz, organised by The Arab Council in Bankstown.

HSIE students in Stages 4 to 6 further participated in a wide range of interactive activities purposely aimed at developing knowledge and understanding of and respect for multicultural Australia. These included an analysis of a broad range of primary and secondary sources which explored immigration from 1901 and, refugees and human rights issues.

ESL teachers have also continued to focus their efforts on supporting mainstream teachers to develop and implement programs, practices and strategies aimed at enhancing the literacy achievement levels of ESL students specifically, and all students generally.

Respect and responsibility

Condell Park High School is committed to developing and reinforcing values education. These are central in all teacher to student interactions and are reinforced in student to student interactions. Due to the school’s multi cultural context, the core values of respect and responsibility are explicitly modelled to create and foster a harmonious, safe and happy learning environment. These values reflect the expectations of the broader community, thus preparing students for a smooth transition into the work force and wider community.

A range of whole school events with respect and responsibility as their theme have been carried out throughout the school year. These included our inaugural Refugee Week where students presented poetry and stories of individual experiences as refugees to the school assembly. This was very warmly embraced by students and staff, allowing the audience to gain a real empathy for the plight of refugees.

As reflected in all faculties’ programs and policies, respecting students’ academic and social welfare needs are paramount. Students in the Support Unit participate in social skills programs that are designed to foster respect and responsibility. Where possible, real life experiences and social stories are used to model appropriate social behaviour. Our students have participated in a variety of social programs such as Anti-Bullying and conflict resolution. These programs are run specifically for students with Autism Spectrum Disorders. Autism awareness programs have also been implemented to foster self-respect and raise the self-esteem of our students.

Priority Schools Program

Priority Schools program (PSP) is a government initiative to address the needs of students in low socio economic schools. PSP funding in 2009 was used to continue our pursuit of improved learning outcomes, student engagement and stronger community links.

The Gifted and Talented initiative was devised to address the learning outcomes of the upper range of the student cohort. The classes are
performance based and target individual learning needs. The Teaching and Learning cycle of these classes is based on excellence, high expectations, personal best and engagement through student centred learning that promotes deep understanding and critical thinking.

The additional staff supplementation was used to support teachers to address ESL and STLA students’ learning needs as informed by NAPLAN and SC data. Allocating additional teacher resources to students performing in the lower bands of Stage 4 and early Stage 5 aims to address the challenge of having a large number of students in the lower bands in relation to region and state. Year 9 NAPLAN data indicates a positive shift in students in Band 6.

Funding was also used to maintain the CLO team in 2009. Parents have developed a deep sense of trust in our school and its core objectives. Consequently, there is a firm commitment in maintaining the PSP funding initiatives as Condell Park High school continues to pursue its core targets.

Programs for students with additional learning needs:

The school funds many important programs to support students with additional learning needs. Across all subject areas STLA and ESL teachers work collaboratively with class teachers to assist students within a classroom context or assist students individually dependent upon the learning needs of the student. The specialist staff also assist the classroom teacher with effective teaching strategies to further cater to the learning needs of students.

STLA

The Learning Support faculty was allocated 1.4 STLA teaching positions. The focus again in 2009 has been to support students with basic literacy and numeracy skills in Stages 4 and 5. Support teachers and mainstream teachers work together in the classroom to provide extra literacy/numeracy assistance across the curriculum in groups and on an individual basis.

Staff across KLAs often refer to the expertise of our STLAs for further guidance about strategies and approaches that best suit our students with special learning needs. Their contributions to school run professional learning sessions in addition to direction from within the Learning Support Team (LST) are valued by all staff.

ESL

Condell Park high school has continued to support newly arrived students through its ESL Program. The allocation for ESL assistance in 2009 was 1.4. ESL staff focused on team teaching. They worked closely with mainstream teachers to implement Quality Teaching (QT) programs. Many of our students are refugees and ESL teachers worked hard to support them, not only in their language and academic development, but also in welfare issues.

The collaborative efforts of ESL and mainstream teachers have eventuated in very pleasing HSC results in 2009, especially in English ESL. A significant number of students performed in the higher bands, including one student in Band 6. There were no students in Bands 1 and 2. There were also successes in the junior school, with three ESL students being placed in the Year 10 Gifted and Talented class. ESL students’ language skills have further been extended through personalised tuition programs and through ongoing participation of some students in the Peer Reading Program. The homework centre, where students are able to access assistance with homework and assessment tasks, has also been invaluable in supporting our ESL students.

In terms of ESL students’ welfare, a very successful integration program was implemented. The purpose of the program was to promote cultural understanding amongst our student population through shared cooking experiences. Lasting friendships and more effective social interactions between ESL and mainstream students are a testimony to the program’s success. The Learning Support Faculty will continue to ensure the needs of our ESL students are met in 2010.

Peer Tutoring

The 2009 school year saw a continuation of the Peer Reading Tutor Program. This program has been operating for six years in its present form. It is a joint venture program with Padstow TAFE in training Year 10 Condell Park High School students as tutors for students in lower years. This means that it is not only a volunteer program for the tutors, but also an accredited TAFE course that they are undertaking.

The aim of the program is to provide assistance to students in the junior school who have deficits in reading skills. This assistance is given by senior students selected from Year 10 and operates every day over the course of the year. By using peers as tutors, the program is seen as less threatening to the junior students and enables them to develop a trusting relationship with an older student that can develop and provide
support beyond the daily twenty minute reading period.

In 2009 each tutor began with foundational phonics using the Multilit program. This helped to develop word attack skills. This was complemented by the sight word component which focused on the two hundred most commonly used words which comprises 65 percent of general text. From here began the task of construction and deconstruction of simple texts to express ideas and gain meaning. Over the course of time, emphasis was placed on various aspects of the learning process, including aspects such as listening skills, attentiveness, effort, and building self confidence.

The program has a very strong social component. Both tutors and tutees learn to develop skills in areas such as teamwork, developing trust, cooperation, confidentiality and empathy. The tutors’ leadership skills are called upon and enhanced as they deal with situations from day to day.

**School to work**

Condell Park High School's School To Work program prepares students with transferable Employment Related Skills that they can utilise in further education and training, in full time employment or with apprenticeships and traineeships.

All students from Years 9 – 12 participate in:

**Work Readiness**

Students participate and complete The South Western Sydney Work Readiness Program before participating in any Work Experience or Work Placement.

**Work Experience**

All Year 10 students undergo compulsory Work experience in November where they can practise skills learnt at the school level and experience the world of work at first hand. In 2009, a total of 97 Year 10 students participated in Work Experience. Feedback from employers was extremely positive. As a result, a total of 17 students have gained employment, through this comprehensive program. Employment took the form of casual, full time, apprenticeship and traineeship placements.

**Vocational Education**

VET courses continue to be a popular option for students in Years 11 and 12 VET subjects offered included Construction, Metal and Engineering, Information Technology and Hospitality. The benefits of studying these courses are twofold. Firstly, students are achieving work place competencies which contribute toward the achievement of the necessary skills required to work in that industry. Therefore, students graduate with a nationally recognised qualification for advanced entry into their TAFE course. Secondly, through their theoretical studies and HSC examination, a VET course contributes to the student’s attainment of their HSC and ATAR.
The school further endeavours to provide many real life projects for VET students. The Year 12 Construction class was successfully engaged in a number of school based projects throughout the year, enabling them to, not only achieve competencies through learning activities, but also to make a positive contribution to their school through first hand experiences. One of a number of projects involved students creating edging on the newly expanded teachers’ car park. Another project involved students laying concrete under the new shade sails, outside the school library. The Construction class also worked together with the Metal & Engineering class to complete an upgrade to the computer benches in one of the school’s computing rooms. The Metal & Engineering class was also engaged in the fabrication and installation of new welding bays and benches in the school’s metals workshop which then benefitted students from Year 7 to Year 12.

Hospitality has continued to grow in demand in 2009. To cater to this increased interest, the school has upgraded its facilities by installing one industry standard kitchen, including 4 commercial ovens with fume exhaust fans and 4 steel benches. As a result, students undertaking this VET subject have been able to attain a Certificate II in Commercial Cookery. Hospitality students have also had the opportunity to broaden their skills and experience within the industry through real life exposure. As well as catering for a variety of school based events, the students were able to demonstrate their professionalism as they catered for the Local VET Rotary Awards.

Another significant highlight was the success of the On-The-Job Training Initiative which targeted students at risk of non-completion of their secondary studies. Seven students were supported and mentored by Mr P. White as part of this initiative. Three out of the seven students were offered apprenticeships in Construction, Carpentry and Scaffolding as a direct result of their participation in the program.

Currently, VET courses represent a significant proportion of the school’s activities. In 2009, there were a total of 9 VET classes in Stage 6. There were 40 one week work experience placements in Year 11 and over 75 one week work experience placements in Year 12. This is an indication of the growth and importance of VET courses to the students and staff of this school.

Student Welfare

In 2009, Condell Park High School has continued to prepare students for their future learning, vocational and lifestyle needs in an atmosphere of mutual respect and cooperation between all staff, students and community members.

A range of welfare programs have been implemented to encourage effective learning and teaching practices, acknowledge and enhance the diversity within our school, promote community participation, as well as, create a caring school environment.

Some of the year’s highlights include our:

- Year 7 Transition and Orientation Program: Carried out in a number of Stages, students from our local Primary Schools were invited to participate in specially prepared lessons. In Term 4, a number of Orientation Days are held, firstly for “students at risk” and secondly for all of our future students. The program continued to effectively assist students to make new friends and feel confident in their new environment.

- Year 7 Peer Support Program: Year 11 students mentored Year 7 students in the transition from Primary to High School. This further assisted the Year 7 students in gaining confidence in a new environment and feeling comfortable with Senior students. The Peer Support leaders also gained experience in leadership.

- Welfare Development Program: Targeting students in Years 8 and 9, this program, in conjunction with the Bankstown Police, explored such topics as healthy relationships and cyber-bullying.

- Motivational Media Program: Targeting Years 7-12, this program centred on developing students’ sense of ownership and responsibility for their own learning. The program also focused on empowering them to make the right decisions. Follow up, theory based lessons, which built on the themes of the media workshops, were delivered in classes.

- Crossroads Program: This program, which specifically had Year 11 as the target group, promoted awareness of health issues, such
as drug education, road safety, domestic violence and sexual health.

- First Aid Training: As part of the School To Work (STW), Sport, Life and Recreation (SLR) and PDHPE, students are trained in Senior First Aid. This was conducted by Royal Life Saving Australia.

**Information and Communication Technologies (ICT)**

During 2009 the extension of I.C.T. infrastructure at C.P.H.S. continued with the installation of fibre optic cable to establish a wireless network for DER laptops. New servers were installed to facilitate faster and more efficient use of the C.P.H.S. network for computer rooms and staffrooms. The first rollout of DER laptops has been enthusiastically adopted by Year 9 students as staff began implementing various strategies for using laptops and I.C.T. in the classroom.

The installation of an interactive white board with video conferencing capabilities was installed and has been used as an engaging teaching and learning tool by teachers and students. Ongoing training of staff in the area of ICT is provided onsite at afterschool workshops and at professional training seminars. To fulfil syllabus requirements, all faculties have embedded ICT in their teaching programs.

Faculties across the school routinely timetable students into the school’s computer rooms to complete word processing, computer graphics and internet research tasks. These tasks are heavily scaffolded and are integrated throughout every unit of work, providing students with engaging ICT experiences. Moreover, regular use of web-quests and internet research are also used to improve student’s ability to extract information and apply their knowledge.

In the Music and Art Faculties, creativity programs were utilised to produce digital photography, graphics, paintings, multimedia and animation. Creativity and music composition programs were further used to extend students’ capacity to visualise and hear music on-screen using Finale Notepad, Acid Express, Garage Band and Audacity.

In Stage 5 Science, data loggers were frequently used in class to carry out experiments. Data is collected digitally and then analysed using spreadsheets. Senior Science classes also took part in online discussion forums. Science assignments further required students to create blogs and simulations.

Students undertaking Graphics Technology also exclusively used Computer Aided Drawing (CAD) software to complete all their work units in Google Sketch Up and Pro Desktop. Design and planning folios were additionally completed using the computer facilities by all senior Industrial Technology and Design and Technology classes.

**Progress on 2009 targets**

**Target 1**

*To increase the number of students in Bands 3 to 6 by 50% in the 2009 HSC*

Our achievements include:

- overall favourable performances across KLAs indicate that implemented strategies are supporting students in the pursuit of attaining higher bands;
- value added in Extension One English was above state average;
- value added in Advanced English was above LSG average; and
- upward trends are occurring across KLAs.

**Target 2**

*Increase Value-Added data in all subjects at SC and HSC levels*

Our achievements include:

- significant increase in value added in SC in English and Mathematics in particular;
- in English, 68 percent of students in 2009 SC achieved results in the top three bands; and
- overall upward trends in SC and HSC results across KLAs.

**Target 3**

*Improve Teacher Quality*

Our achievements include:

- TELL supervisor training secured in preparation for cross KLA training in 2010;
- ongoing review and refinement of teaching and learning programs within faculty and across KLAs;
- ongoing DER professional learning including skill specific workshops for all staff;
- mandatory training and updates to ensure requirements are met in the areas of Child Protection, Occupational Health and Safety Training, Duty of Care, First Aid and Chemical Safety Training; and
- phase Two of Autism Awareness training completed to compliment the opening of all three classes within the Support Unit.
Target 4

To increase retention rates in Years 10-12 from 60.2% to 73%.

The raising of the school leaving age has impacted on measures designed to support students of all abilities and contexts through Stage 6.

Our achievements include:

- rigorous counselling and information exchange prior to subject selection commitments;
- securing breadth of curriculum options to cater for varied needs of student cohort;
- consolidation of a strong, solid and successful VET program;
- increased levels of communication with parents including information sessions, progress interviews and guidance counselling; and
- review of school to work program to ensure effective implementation.

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 2009, the school carried out two evaluations. We focused on learning in the area of educational and management practice. English was evaluated in the area of curriculum.

Educational and management practice

Learning

Background

In 2009, the school sought the opinions of Year 9 students, their parents and their teachers about learning at the school. Year 9 was targeted as engagement in learning amongst this group has been identified as an area of concern.

The Staff, Student and Parent Learning survey instruments are based on the School Map Best Practice Statements —2001. Students, parents and teachers responded by either selecting ‘Almost Always’ (AA), ‘Usually’ (U), ‘Sometimes’ (S) and ‘Rarely’ (R) to indicate the degree to which they believed the ‘best practice’ statements were evident. The results of the surveys are as follows:

Findings and conclusions

Parent survey results

Parents’ responses to the majority of the statements were positive (71 percent). This is indicative of the high trust the parents have in the school and the trust they have in the school's expectations of their children.

However, responses also indicate a growing concern amongst parents in relation to their child’s level of engagement in learning. In this sense, there is a call by parents for more innovative learning experiences for their children. The responses also point to a growing interest by parents to become more involved in their children’s education.

Teacher survey responses

Teachers' responses to the survey statements were somewhat different to that of parents'. Based on the data, teachers believe that they are doing everything possible to engage students in learning. The trust and confidence both parents and students have of the teachers and school also suggests that they too believe that the school and teachers have students’ best interest at heart. However, a differentiated curriculum, comprising more innovative strategies is still seen to be
necessary to improve student engagement. The fact that teachers have not identified this as an area of concern is not an indication of teachers’ unwillingness to refine teaching practice. Rather, it is an indication of the need for professional learning and support time to assist teachers to devise updated teaching and learning strategies utilising the current technologies and mediums.

In the case of both male and female students, responses were almost identical. This is very interesting given the different learning results generated by these two groups and our own beliefs about their learning styles. In short, both groups are calling for newer/more engaging learning experiences.

Therefore, whereas teachers’ responses suggest that they don’t believe students are taking enough responsibility for their learning, students believe that they are doing everything possible to improve learning outcomes, but that the learning experiences they are provided with are not engaging for them and are difficult to ‘understand’. There is evidently also a call by students for greater communication between their parents and teachers.

**Future directions**

There is a real need to see teachers’ and students’ ideas of learning matched. More communication about this all crucial subject is of absolute necessity. More, perhaps, needs to be done to allow this to occur. Not just on formal occasions during reports collection. Perhaps a less formal forum, during school hours, when parents, students and teachers can participate in activities workshops together. Such forums will be positive for ‘breaking the barrier’ between the school and home. They will also be of great benefit for extending the opportunities for communication between all stakeholders. Where the provision of somewhat more innovative and engaging learning experiences are concerned, team teaching, modelling as well as support time for programming and resources development are key to accomplishing this.

**Curriculum**

**English**

**Background**

Meeting the individual learning needs of all students and raising students’ results in English across all Stages of learning continued as a major priority for English teachers in 2009. Various strategies have been employed to accomplish English learning targets.

In Stage 6, the English faculty focused attention on implementing the new prescribed modules and texts for 2009-2012. Quality Teaching activities were designed to elicit rich responses, deep meaning and substantive communication.

The English faculty provides meaningful experiences for students to further their understanding of the coursework studied. Year Twelve went to Sydney University for a number of lectures on the new topic area Belonging. This assisted and broadened students’ understanding of the topic in a tertiary context. Additionally, the poet Peter Skrzynecki visited our school and presented interpretations of his poetry that students are studying for the HSC. Year 11 students also participated in a video conference with the author Nadia Wheatley. This helped them to gain insight into her writing and use the experience as related material in their HSC study.

In Stage 5, teachers have worked solidly to provide students with rich and meaningful resources and activities to enhance both teaching and learning. Year 10 classes are streamed on the basis of academic merit. Students who work hard and achieve improved academic results are rewarded in Semester 2 by being promoted according to his or her cumulative assessment ranking.

The focus in Year 9 is to improve overall literacy skills and prepare students for the NAPLAN tests. Embedded within the programs are various reading and writing activities designed within the Quality Teaching framework to enhance engagement, improve inferential comprehension and strengthen writing skills.

The faculty has incorporated the use of the new student laptops into daily teaching and learning practice. This is exemplified in the unit of work titled Get a Job. The purpose of this study is to introduce students to the world of work.

In Year 7, a range of innovative teaching strategies targeting improvement have also been implemented. Students are encouraged to explore

![Students' responses](image)
and discuss their preferred learning styles, interests and future educational and career goals. The study of Picture books such as Nadia Wheatley’s, My Place and Gary Crew’s, The Water Tower develop core skills and visual literacy. Students experienced real outcomes when writing their own picture books. Three representatives from each class visited a local primary school to read their work to a Year 2 audience.

Students in Year 8 wrote and directed their own plays, adapting language, themes and scenes from various class novels. Rich tasks are further encompassed in The Island Unit where students demonstrate their creative skills, making models with the purpose of recreating their imaginative journey as shipwreck victims.

**Findings and conclusions**

In comparison with previous results, this year’s HSC results for English have improved significantly. The pleasing positive outcomes are due to the implementation of newly devised quality units of work by the English Faculty. Notably, the English as a Second Language and Extension 1 English results were above that of the stage average. Regular, after school workshops for students greatly assisted in extending and supporting students’ understanding of texts resulting in increased classroom engagement and the quality of work produced.

Stage 5 results also demonstrate similar improvements. 68 percent of Year 10 students achieved results in the top three bands with the majority achieving a Band 4 as compared to a Band 3 in previous years. Teachers noted greater improvement in the area of engagement and responsibility for learning by our middle and top level students. This has been a direct consequence of promoting and rewarding student achievements. NAPLAN results this year indicate that value adding in literacy overall is generally equal to the state’s average. Girls outperformed the state and LSG average in writing, however, boys showed a limited improvement in this area. Further, qualitative results based on pre and post testing indicate an improvement in learning across the year group. Teachers have reported greater student engagement with the use of student laptops.

Year 7 and Year 8 students also improved the quality of their descriptive writing overall as a direct consequence of the creative and engaging opportunities provided for students in and beyond the classroom. The pre and post testing of particular tasks reflected an overall improvement in all aspects of literacy.

**Future directions**

The area of engagement is central to the resourcing, programming and, teaching and learning in the English Faculty. Methods of drawing our students’ interests in to their learning and taking ownership and responsibility for their achievements are a core priority, driving present and future directions. Classroom practice is an area of ongoing development as staff continue to hone their skills by attending regular professional development courses particularly in the area of ICT. The use of ICT in English will be a central strategy in remediating boys’ interest and skills in writing.

**Parent, student, and teacher satisfaction**

In 2009 the school sought the opinions of Year 9 students, their parents and teachers about teaching at the school.

Their results of the surveys are as follows.

Despite an extreme disparity between the performance of the boys and girls at CPHS, student perspectives on the school’s teaching are the same.

The survey responses of both boys and girls are indicative of the trust they have in the school and their teachers. However, whilst schooling is valued by them, they are finding their learning experiences uninteresting. Classroom management is also identified as being problematic. Thus, they are not viewing the classroom as being responsive to their learning needs. Clearly, students are calling out for a different way of being taught. They want their classroom experiences to be more interactive and engaging.

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The chart shows the comparison between boys and girls in their HSC results for English. The boys perform better in Band 4, while the girls outperform in Bands 3 and 5. The overall trend indicates an improvement in literacy across the year group.
Based on the data, teachers appear to be unaware of student perceptions that they need to make learning more real and interesting, including the use of technologies in teaching and learning. They reported confidence in providing quality, engaging and stimulating pedagogy for their students. Teachers believe the learning environment they provide is stimulating and secure and that they use a wide range of appropriate resources.

Parent surveys returned very positive responses to all statements. 60 percent of parents surveyed also believe the school has high expectations of students. However, whilst parents indicated that they did not believe that students took enough pride in their learning, their responses still suggested that classroom teaching and learning experiences may not be as engaging as they could be. Parents also identify classroom management as an area for improvement.

In 2010, the school’s focus on providing more hands on, technology based, student centred activities will continue to increase. Effective classroom management is recognised as integral to the process of teaching. Every effort will, therefore, be extended to ensure that disruptions to learning are eradicated.

**Professional learning**

CPHS is committed to supporting and improving teacher quality. A significant portion of school funds is dedicated to the development of both SASS and teaching staff. Onsite and offsite training is available through DET and other government agencies. The QT framework is central to all learning and development and is reflected in all teaching practices. Further, classroom management, syllabus implementation, student welfare, career development, and the integration of ICT across all learning areas are ongoing priorities in the strategic allocation of the school’s professional learning schedule.

2009 saw the full time appointment of a HT Mentor. During this year, 6 teachers completed the accreditation process, which required support from both the HT Mentor and New Scheme teacher’s supervisor. Several New Scheme teachers required support within the classroom and numerous strategies were implemented including: behaviour management initiatives, QT methods, time management and moral support.

**School development 2009 – 2011**

One of the most exciting features of School Development in 2009 has been our partnership with the University of Sydney in the Compass Social Inclusion Project. Our partnership has given new life to the gifted and talented program (Movers and Shakers) providing access to a wealth of resources and learning opportunities on campus and at school. This project has offered a further dimension to our community of schools focus, providing capacity for Condell Park High School to work in structured settings with Wattawa Heights Public School, Yagoona Public School and Condell Park Public School, who are also in partnership with the University. The philosophy and aim of the project is to provide equity of access for students from lower socio economic backgrounds. This eradicates barriers that prevent significant portions of the community from aspiring and gaining access to this academic world and the opportunities it offers.

The inclusion of Condell Park High School in the National Partnerships program- a significant funding initiative from the Federal Government- has provided funds allocated per student to be targeted into specific programs and initiatives, data-driven, to address student teaching and learning needs.
The school’s strategic priorities are consistently to:
- Improve student literacy and numeracy outcomes;
- Increase levels of student engagement; and
- Improve student retention rates in the senior years of schooling.

Targets for 2010

Target 1

*Increased levels of literacy achievement for all students*

Strategies to achieve this target include:
- establishing a NAPLAN steering committee with cross KLA representation to identify student learning needs and direct appropriate strategies and resources;
- creating targeted classes involving an additional ESL and Fundamentals of English class in Year 11;
- participating in the CEC English Studies Pilot Program to address the implications of the raised school leaving age on the varied needs of students in Stage 6;
- building a teams-based approach for implementing the literacy plan focusing on developing reading and writing skills; and
- operating a targeted whole school program to improve use and access to the school’s library services.

Our success will be measured by:
- 50 percent of Year 9 cohort achieving Proficient and above in all skill areas of NAPLAN Literacy;
- significant improvement in the quality of literacy-based school assessments across KLAS; and
- further increase in the number of Band 5 and 6 results in SC and HSC English.

Target 2

*Increased levels of numeracy achievement for all students*

Strategies to achieve this target include:
- establishing a NAPLAN steering committee with cross KLA representation to identify student learning needs and direct appropriate strategies and resources;
- creating targeted classes with additional team teaching, ESL and STLA support to respond to specific students’ learning needs;
- developing QT based bank of numeracy strategies to be taught explicitly across KLAS; and
- participation of the Mathematics Faculty in an action research project addressing the relationship between cooperative learning and skill building in numeracy.

Our success will be measured by:
- 50 percent of Year 9 cohort achieving Proficient and above in all skill areas of NAPLAN Numeracy;
- significant improvement in numeracy based skills in school based assessment across KLAS; and
- further increase in the number of Band 5 and 6 results in SC and HSC English.

Target 3

*Improved levels of student engagement and retention*

Strategies to achieve this target include:
- ongoing commitment to welfare based programs to address and support student issues;
- the launching of Positive Behaviour in Schools Program;
- intensifying the rigorous monitoring of student attendance and participation at school;
- the expansion of MaS Gifted and Talented classes to represent Stages 4 and 5 to include dedicated projects that promote excellence, enrichment and extension;
- participating in the University of Sydney’s Social Inclusion Project with the intention to build aspiration and establishing achievable/equitable access to tertiary study;
- refining teaching and learning programs to address findings and indicators from RAP analysis packages; and
- introducing Individual Learning Profiles.

Our success will be measured by:
- improved attendance rates across stages;
- a reduction in non completion of assessment tasks;
- a significant improvement in the quality of completed assessment tasks; and
• active and enquiry based participation of students.

**Target 4**

*Improved Teacher Quality*

Strategies to achieve this target include:

- further refinement to the school’s induction program to initiate new and early career teachers to Condell Park High School;
- embedding the successful features of our mentoring program that buddies experienced teachers with early career teachers in programming, action research and team teaching projects;
- maintaining the school’s commitment to engaging in professional learning that is underpinned by QT principles;
- committing to action and curriculum based projects that expose teachers to the latest in pedagogical research and strategies; and
- ongoing DER related professional learning.

Our success will be measured by:

- all staff successfully participate in ICT based professional learning activities;
- effective integration and implementation of ICT strategies across KLA classrooms;
- teacher surveys reveal improved teacher efficacy; and
- focus group discussions reveal increased teacher confidence and satisfaction.

**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 Mobayed  Principal
- Zena Dabaja  Deputy Principal
- Victoria Nielsen  Head Teacher English
- Carol Kalaz  Head Teacher Science
- Susan Jabour  Head Teacher HSIE
- Antoinette Balamoan  Community Liaison Officer (CLO)
- Leanne Perryman  Parent and Community representative
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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: