

# Cabramatta High School

## Annual Report



2017



8209

## Introduction

The Annual Report for **2017** is provided to the community of **Cabramatta High School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Beth Godwin

Principal

### School contact details

Cabramatta High School

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### Message from the Principal

Cabramatta High School is committed to providing educational experiences which meet the learning needs of a diverse student population. The school promotes strong values reflecting community aspirations. It has a heritage of cross cultural understanding with students who are dedicated to achieving their personal best.

For the fourth consecutive year, the school has been identified by the Australian Curriculum, Assessment and Reporting Authority (ACARA) and the NSW Department of Education High Performance Unit as demonstrating above average NAPLAN and HSC growth. We are enormously proud of this achievement by the students, families and staff.



## School background

### School vision statement

#### SCHOOL VISION:

Our students are our main concern.

Striving for Excellence. Serving the Community.

The school and its community will provide each student with a quality education, develop the talents and interests of all students, and help them to participate as responsible members of society.

#### VALUES AND BELIEFS:

We value excellence in all our endeavours – academic, social, cultural and sporting.

We value active and co-operative participation by parents and community in the education programs of the school.

We value a positive, caring school environment for staff, students and parents.

We respect the individual and his/her right to learn and develop as a contributing member of society.

We recognise cultural diversity and value its contributions to the school and the nation.

We believe that the school must offer the opportunity for all students to develop their full potential as individuals.

We believe that the school must be prepared to respond to changes in education and society.

### School context

Cabramatta High School is situated in South West Sydney. Our school education network is Fairfield. The school was established in 1958 as a comprehensive, coeducational high school. The Intensive English Centre was established in 1978 as part of the school. A special education unit for students with intellectual disabilities was introduced to the school in 1996.

Currently the school has over 1480 pupils and 158 teaching and non-teaching staff members. The school attracts a high number of international students and retains the majority of students exiting the IEC. Ninety-seven percent of our students are from language backgrounds other than English with a high proportion from South East Asian countries. In total there are 43 language groups in the student body. Currently there are 100 students who are identified as coming from a refugee background. There are seven students of Aboriginal background.

The school is supported through equity funding. This funding provides substantial resources to support student learning, community participation and school accountability.

The community is aspirational and upon completing school, students exit with an average of 50% accessing university and a further 35% studying at TAFE or private colleges. The remainder are employed in the workplace or seeking employment.

The school has learning partnerships with over 50 community organisations including businesses and service organisations. The school students are involved in a number of student leadership groups including LEOs, Red Cross, Student Representative Council and the Environment Group committee.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports

public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of learning, the school is excelling in the areas of wellbeing, reporting and student performance measures, and sustaining and growing in the areas of learning culture, curriculum and assessment.

In the domain of teaching, the school is excelling in the areas of data skills and use and learning and development, and sustaining and growing in the areas of effective classroom practice and professional standards.

In the domain of leading, the school is excelling in the areas of educational leadership, school planning, implementation and reporting, school resources and management practices and processes.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

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



## Strategic Direction 1

### Unlocking student potential

#### Purpose

Students engage with a quality, innovative education that equips them to engage critically with concepts.

Students are self aware, build positive relationships and actively contribute to the school, the community and the society in which they live.

#### Overall summary of progress

Student growth measures and survey data indicate quality teaching and learning. The numeracy and literacy committees have ensured that resources developed are informed by whole school analysis of data and educational research. Three year groups completed a study skills day to improve their preparation for assessment tasks. All staff received an additional nineteen hours of professional learning over the course of the year above mandatory requirements. The community of schools team further developed transition programs from primary to secondary school, and shared professional expertise and learning.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• 80% of students are engaged in learning</li><li>• 80% of students show scaled growth scores above state average in a variety of external and internal measures including NAPLAN literacy and numeracy</li></ul>	\$657,856	<ul style="list-style-type: none"><li>• 91% of students exhibit positive behaviour at school, 4% above state average. Student interest and motivation is 5% above state average and 62% of students are engaged in completing homework, 6% above state average. All school level factors of student engagement including quality instruction, teacher–student relations, classroom learning climate and teacher expectations for success were above NSW government school norms. (source – Tell Them From Me Survey 2017, 1002 Cabramatta High School students surveyed)</li><li>• 86.2% of Year 9 students and 70.8% of Year 7 students achieved greater than or equal to expected growth in numeracy. 72.4% of Year 9 students and 61.1% of Year 7 students achieved greater than or equal to growth in spelling. 64.1% of Year 9 students and 73.7% of Year 7 students achieved greater than or equal to expected growth in writing. (source – NAPLAN 2017)</li></ul>

## Next Steps

Cabramatta High School will continue to provide significant academic, sporting, social, arts, cultural, performance, mentoring, community and leadership opportunities and extra-curricula activities to engage students. In 2018 literacy classes for Year 7 – 10 students will continue to further improve student literacy. STEAM initiatives will be continued and further developed to enhance student learning.





## Strategic Direction 2

Responding to teacher professional learning needs

### Purpose

Invest in sustainable professional learning programs that value building capacity and resilience.

Teachers are aware of and address the needs of identified student groups and individuals with a common purpose towards a culture of inclusivity.

### Overall summary of progress

Staff completed an additional 19 hours of professional learning above mandatory requirements. Professional learning opportunities were also available in other member schools of the community of schools and Fairfield district. Professional learning needs were identified through staff surveys and professional development plans. There were significant professional learning sessions in the areas of accreditation, quality teaching, wellbeing and technology. Eighteen second in charge executive (2ICs) contributed to the leadership of the school and individual faculties; all achieved identified targets. This program contributed to the increased capacity of leadership and expertise across the school. Numeracy and literacy resources developed by faculty representatives were informed by whole school data analysis and educational research.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teaching staff have achieved their professional learning goals  Classroom practice reflects individual student needs being addressed	\$302,000	<ul style="list-style-type: none"><li>• 100% of staff have achieved all goals set in their individual performance and development plan. 11% of 2ICs have achieved a substantive position of head teacher.</li><li>• Students intellectual engagement in learning is 7% above state average. Student learning needs were supported with 841 personalised learning plans. Student participation in extra-curricula activities is 7% above state average.</li></ul>

## Next Steps

All teaching staff achieve professional learning goals and ensure that all identified goals are measurable. School processes and structures which provide additional time for professional learning continue. Practices which assist in differentiating the curriculum to meet individual student needs are further enhanced. Individual learning plans continue to be developed to ensure individualised student targets, literacy and numeracy development and student progress.





### Strategic Direction 3

#### Productive and authentic community relationships

#### Purpose

To enhance transition and promote positive relationships between the school and the community.

To further enhance the standing of the school in the local and wider community.

#### Overall summary of progress

A diverse range of activities and initiatives further enriched the school standing in the local and wider community. Students were able to showcase their talent at the school festival, academic competitions, performances and special days of celebration in the school and community. A community partnership with ABCN (Australian Business and Communities Network) provided over sixty students mentoring and personal development opportunities in various programs. A student led initiative raised funds to purchase additional resources for Liverpool hospital. One hundred per cent of participating students agreed that the individual transition interview and written transition plan helped them to clarify their future directions and goals. The university outreach program provided a variety of experiences with the University of New South Wales, University of Sydney, University of Technology and Western Sydney University.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in percentage of eligible COS primary student enrolment at CHS to 95%  Students articulating and acting upon a wider range of post school choices and opportunities	\$260,975	<ul style="list-style-type: none"><li>• Over 85% of eligible COS primary students enrolled at CHS. The school provided opportunities for Year 5 and 6 students to engage with the high school including orientation day, primary links program, STEM day, accelerated mathematics day and the accelerated mathematics program.</li><li>• Senior students developed transition plans with the transition advisers. One hundred per cent of students surveyed agreed that they had a higher level of motivation and clearer post-school goals and direction as a result of the transition interview and plan.</li></ul>

## Next Steps

The community of schools team has developed a structure to sustain and promote professional learning and transition programs. Primary students will be provided further opportunities to access specialised learning, transition and accelerated curriculum programs. The transition advisers will continue transition planning with senior students and university outreach programs. The school media team will further develop positive promotional activities to enhance the profile of the school in the community.





Key Initiatives	Resources (annual)	Impact achieved this year
<b>Support for beginning teachers</b>	\$26,505	The support for beginning teachers funding was used to provide release time for mentoring sessions with experienced teachers and head teachers, resource development and additional professional learning.
<b>Targeted student support for refugees and new arrivals</b>	\$14,034	The targeted student support for refugees and new arrivals funding provided an allocation of time for a refugee support teacher who assisted with the transition of refugee students from the Intensive English Centre to the mainstream high school and ensured ongoing individualised support. A mentoring program, school resources and additional homework support were also provided.
<b>Aboriginal background loading</b>	\$4,476	Aboriginal background loading ensured the Aboriginal Learning Committee could provide programs, activities and excursions for Aboriginal students. These included Koori club, Kari education forum, indigenous art exhibition, STEM youth development camp and university experiences. The individual student sponsorship supported tutoring and the provision of resources as required.
<b>English language proficiency</b>	\$597,602	The English language proficiency funding was used to fund 5.4 ESL teachers with an additional .5 ESL teacher from flexible funding. The loading also funded the helping hand program which assisted students in transition from the Intensive English Centre to mainstream high school.
<b>Low level adjustment for disability</b>	\$331,972	The low level adjustment for disability funding was used to support students with additional learning needs in the mainstream including on-site speech pathology, reading teacher and team teaching. The funding was also used to provide professional learning for all staff in regards to catering for the needs of students with a disability and maximising learning outcomes for students with a disability.
<b>Socio-economic background</b>	\$1,300,000	The socio-economic background funded programs included the after-school study centre, transition advisers, community liaison officers, second in charge program, teacher leadership, numeracy teacher, community of schools initiatives and accelerated learning programs. The loading also funded the after-school study centre which is open five days a week to 5pm. A study centre coordinator and tutors were employed to provide tutoring to students in all subject areas. Two days per week additional resources were available for students from Pasifika backgrounds. The formal 2IC program increased leadership capacity and the effective implementation of faculty initiatives and programs. All executive staff had a 2IC who was selected through a merit selection process. Annual plans and targets

<b>Socio-economic background</b>	\$1,300,000	consultation with senior executive and executive.
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## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	719	695	730	790
Girls	669	674	665	736

### Student attendance profile

School				
Year	2014	2015	2016	2017
7	96.6	94.9	94.8	95.8
8	95.3	92.7	94.5	92.2
9	95	92.4	93.3	93.4
10	90.7	89.8	91.9	92.3
11	89.8	90.1	90.5	91.1
12	93.1	88.5	89.4	90.7
All Years	93.2	91.3	92.2	92.4
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

### Management of non-attendance

Cabramatta High School attendance rates continue to be above state average. The regular monitoring of non-attendance is undertaken by the head teacher administration, deputy principals and office staff. All department policies and procedures in regards to student non-attendance are followed. An assistant to the deputy principals is employed to ensure regular and effective communication with parents and carers regarding student non-attendance. The community liaison officers also communicate with parents and carers regarding student attendance. The student attendance rate of five year groups increased in 2017.

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	2
Employment	0	1.5	7.5
TAFE entry	0	1.5	7
University Entry	0	0	54.5
Other	0.7	1	9
Unknown	0	0	19.5

The post-school destinations survey indicates that over 60% of graduating students are enrolled in tertiary study at university, private colleges and TAFE. Transition advisers at the school assist students with transition plans, university experiences, scholarship applications, work experience, apprenticeship opportunities, employment preparation and tertiary applications.

### Year 12 students undertaking vocational or trade training

In 2017, 43.3% of Year 12 students completed a VET qualification. Qualifications included certificate II in construction pathways, certificate II in hospitality (kitchen operations), certificate II in retail services and certificate II in sport coaching.

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

In 2017, 193 Year 12 students achieved an HSC qualification and 92 students achieved a VET qualification.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	3
Assistant Principal(s)	0
Head Teacher(s)	15
Classroom Teacher(s)	69.3
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	2.3
Teacher Librarian	1.4
Teacher of ESL	5.4
School Counsellor	2
School Administration & Support Staff	26.17
Other Positions	18

\*Full Time Equivalent

Cabramatta High School has a diverse workforce with significant experience and expertise. There are currently no staff who identify as being of Aboriginal or Torres Strait Islander background.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	30

### Professional learning and teacher accreditation

All teaching staff completed mandatory professional learning. School development day professional learning included sessions on child protection, work health and safety, Department of Education reforms, teamwork, student and teacher wellbeing, new syllabus implementation, CPR, first aid, anaphylaxis and code of conduct training. In addition, twilight and super saturday professional learning sessions were offered and 24 workshops were offered covering a range of areas including, literacy and numeracy, behavioural management and student wellbeing, staff wellbeing, technology, pedagogy and career development.

Professional learning workshops were undertaken fortnightly with 45 courses being offered to teachers. This included a faculty focused workshop in term four. Four early career teachers achieved accreditation at the proficient level and five teachers successfully maintained their accreditation.

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

### Financial information

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

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

Receipts	\$
<b>Balance brought forward</b>	<b>2,405,797</b>
Global funds	518,410
Tied funds	998,446
School & community sources	566,583
Interest	24,662
Trust receipts	93,039
Canteen	0
Total Receipts	2,201,140
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	134,320
Excursions	49,581
Extracurricular dissections	153,957
Library	9,227
Training & Development	0
Tied Funds Payments	1,051,364
Short Term Relief	111,795
Administration & Office	238,558
Canteen Payments	0
Utilities	123,004
Maintenance	71,843
Trust Payments	89,378
Capital Programs	181,558
Total Payments	2,214,585
<b>Balance carried forward</b>	<b>2,392,353</b>



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

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

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	4,231,262
Appropriation	3,601,578
Sale of Goods and Services	318,746
Grants and Contributions	306,393
Gain and Loss	0
Other Revenue	27
Investment Income	4,518
<b>Expenses</b>	-2,919,065
Recurrent Expenses	-2,842,185
Employee Related	-1,062,173
Operating Expenses	-1,780,012
Capital Expenses	-76,879
Employee Related	0
Operating Expenses	-76,879
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	1,312,197
<b>Balance Carried Forward</b>	1,312,197

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

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

The school has an active finance committee who monitor budgets and expenditure.

Faculties and areas of responsibility complete an extensive evaluation at the end of each year. A consultative management plan is developed and a budget submitted for its implementation. The finance committee review documentation and approve budgets.

The school council is an integral part of this process.

Additional funds have been allocated to building projects including a purpose built volleyball centre, hall roof replacement and verandas on the IEC, using Asset Management Unit (AMU) processes. The tender processes have been delayed due to an organisational restructure.

The intended use of available funds for 2018 are further roof replacement of five buildings, interactive white board replacement, bell and public announcement system replacement, painting, refurbishment of playground, refurbishment of sporting field, new mini bus, furniture and equipment replacement.

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	10,835,545
Base Per Capita	231,480
Base Location	0
Other Base	10,604,065
<b>Equity Total</b>	2,234,049
Equity Aboriginal	4,476
Equity Socio economic	1,300,000
Equity Language	597,602
Equity Disability	331,972
<b>Targeted Total</b>	873,221
<b>Other Total</b>	2,684,945
<b>Grand Total</b>	16,627,759

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

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

# School performance

## NAPLAN

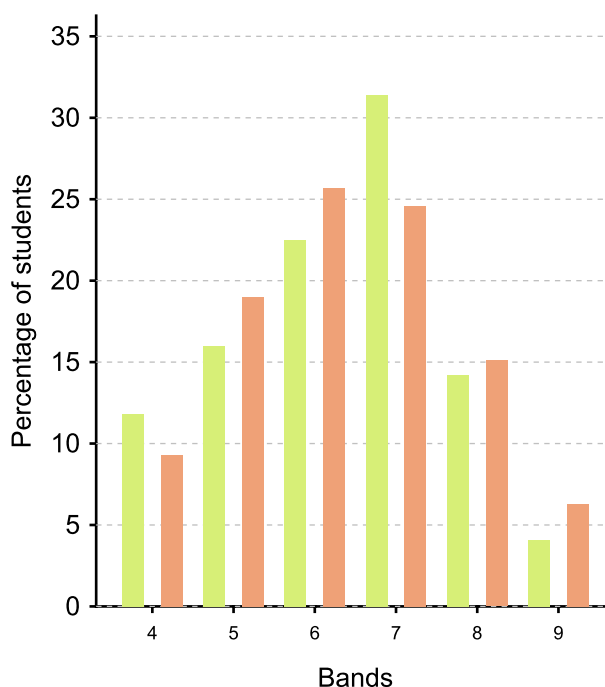
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In Year 7 literacy, the average scaled score growth was above state average for all schools in the state and NSW DoE schools across the four domains of reading, writing, spelling and grammar and punctuation. In writing, the Year 7 cohort achieved above state average results.

In Year 9, the average scaled score growth was above state average for all schools in the state and NSW DoE schools across the four domains of literacy. In spelling, the Year 9 cohort achieved above state average results.

Reading has been identified in both Year 7 and 9 as an area for further improvement.

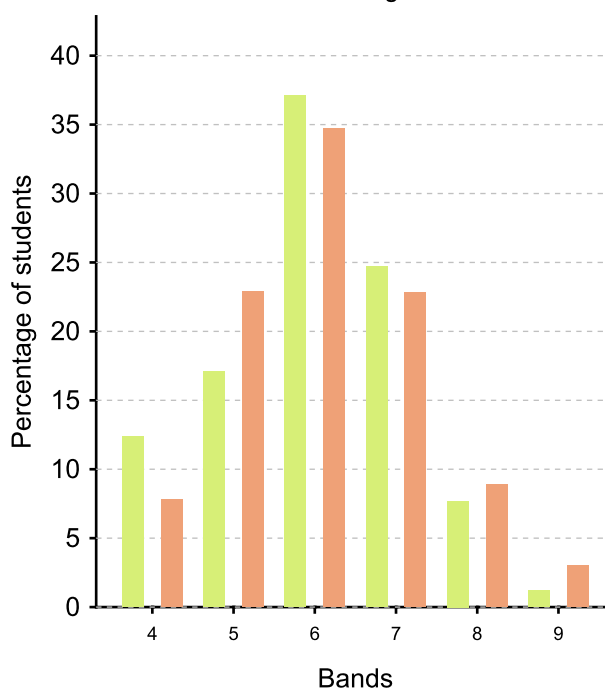
**Percentage in bands:**  
Year 7 Grammar & Punctuation



<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	11.8	16.0	22.5	31.4	14.2	4.1
School avg 2015-2017	9.3	19.0	25.7	24.6	15.1	6.3

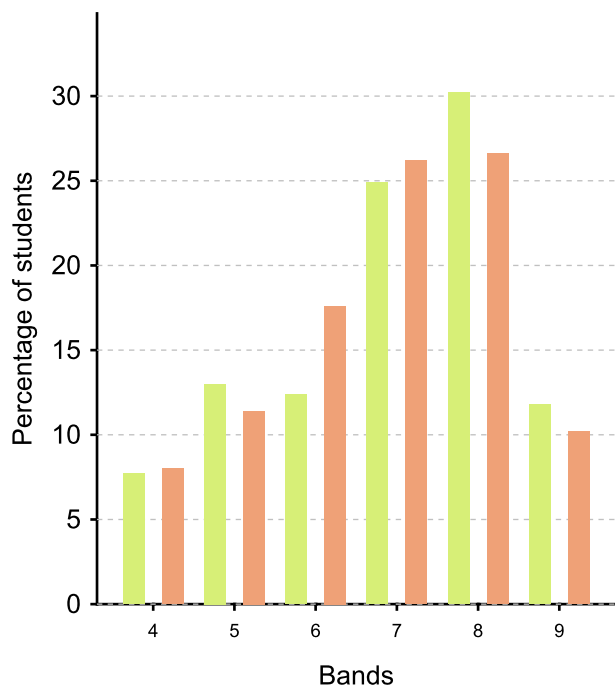
**Percentage in bands:**  
Year 7 Reading



<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	12.4	17.1	37.1	24.7	7.7	1.2
School avg 2015-2017	7.8	22.9	34.7	22.8	8.9	3.0

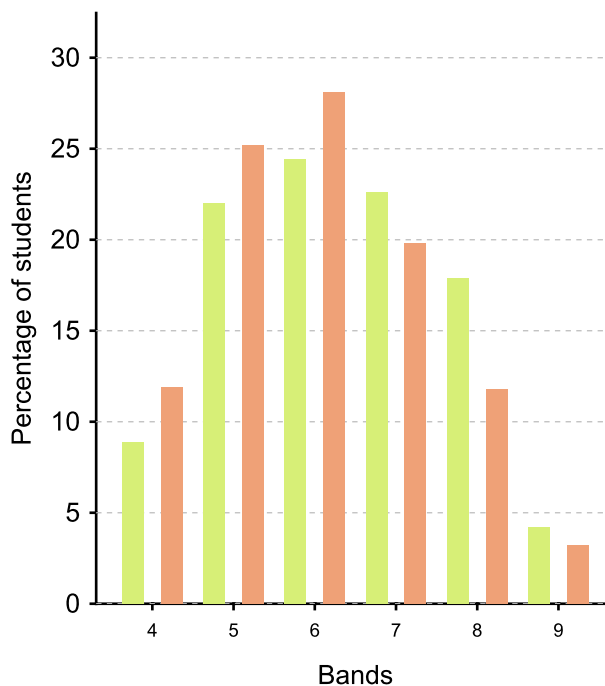
**Percentage in bands:**  
Year 7 Spelling



Percentage in Bands  
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	7.7	13.0	12.4	24.9	30.2	11.8
School avg 2015-2017	8.0	11.4	17.6	26.2	26.6	10.2

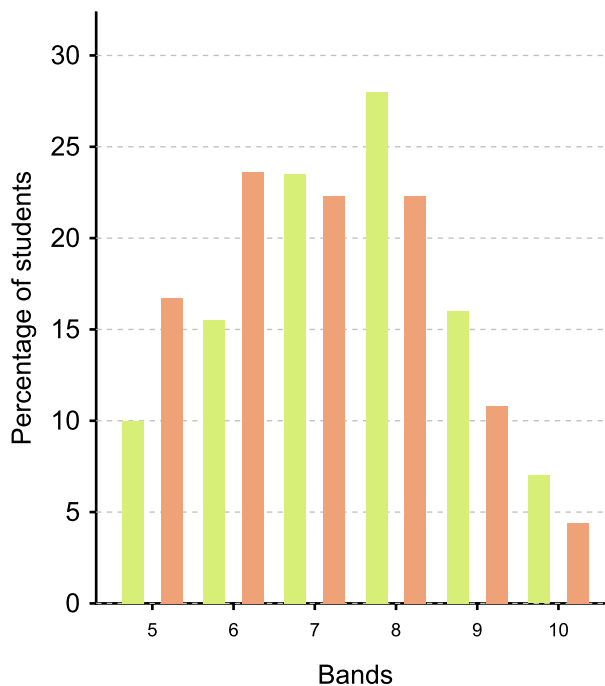
**Percentage in bands:**  
Year 7 Writing



Percentage in Bands  
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	8.9	22.0	24.4	22.6	17.9	4.2
School avg 2015-2017	11.9	25.2	28.1	19.8	11.8	3.2

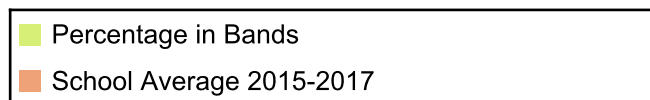
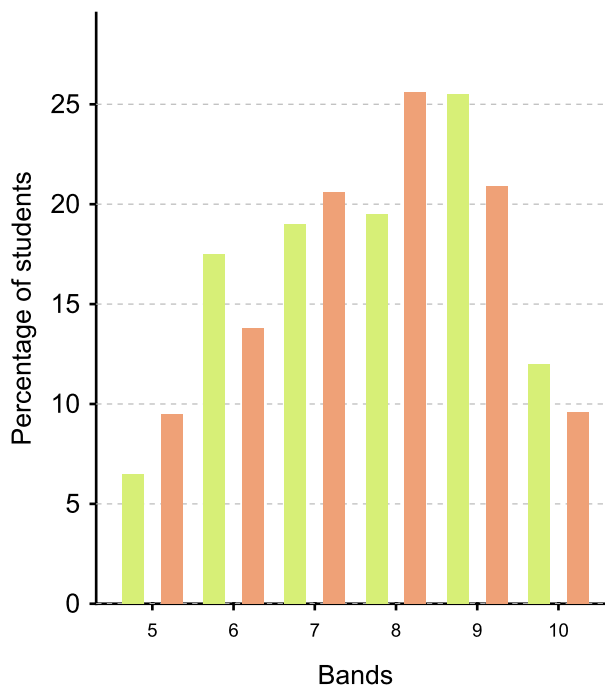
**Percentage in bands:**  
Year 9 Grammar & Punctuation



Percentage in Bands  
School Average 2015-2017

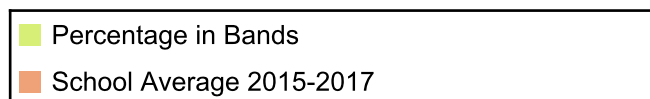
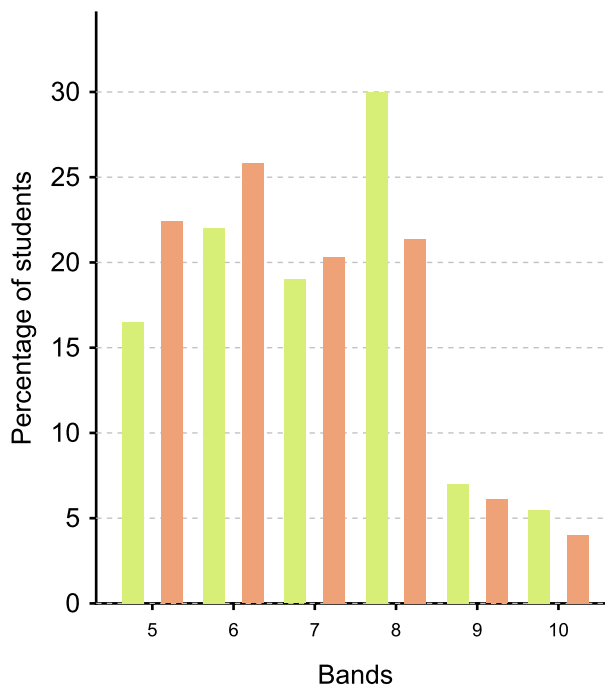
Band	5	6	7	8	9	10
Percentage of students	10.0	15.5	23.5	28.0	16.0	7.0
School avg 2015-2017	16.7	23.6	22.3	22.3	10.8	4.4

**Percentage in bands:**  
Year 9 Spelling

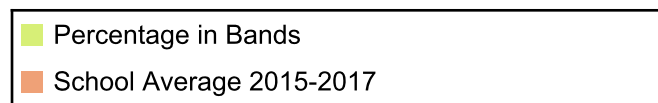
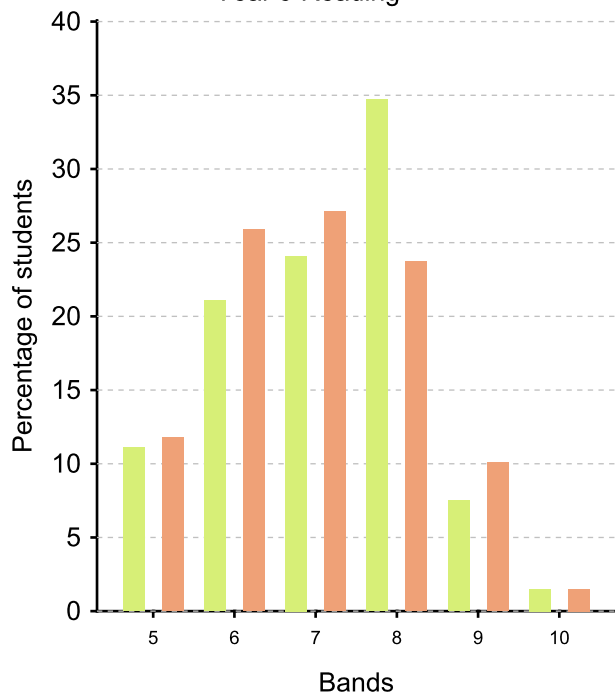


Band	5	6	7	8	9	10
Percentage of students	6.5	17.5	19.0	19.5	25.5	12.0
School avg 2015-2017	9.5	13.8	20.6	25.6	20.9	9.6

**Percentage in bands:**  
Year 9 Writing



**Percentage in bands:**  
Year 9 Reading

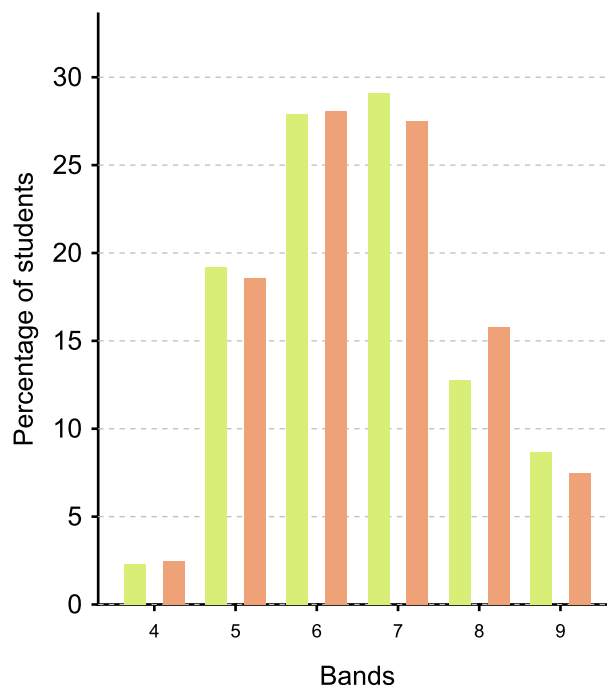


Band	5	6	7	8	9	10
Percentage of students	11.1	21.1	24.1	34.7	7.5	1.5
School avg 2015-2017	11.8	25.9	27.1	23.7	10.1	1.5

Band	5	6	7	8	9	10
Percentage of students	16.5	22.0	19.0	30.0	7.0	5.5
School avg 2015-2017	22.4	25.8	20.3	21.4	6.1	4.0

The Year 9 cohort in 2017 achieved above state average results in numeracy and the level of growth was 73.7 which was significantly higher than the state growth of 52.4. The Year 7 numeracy growth was 68 which was higher than the state average level of growth of 61.1.

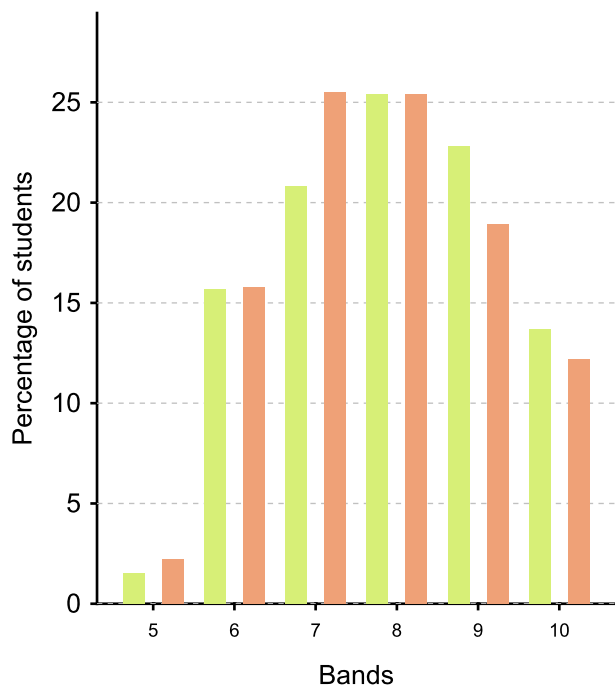
**Percentage in bands:**  
Year 7 Numeracy



Percentage in Bands  
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	2.3	19.2	27.9	29.1	12.8	8.7
School avg 2015-2017	2.5	18.6	28.1	27.5	15.8	7.5

**Percentage in bands:**  
Year 9 Numeracy



Percentage in Bands  
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	1.5	15.7	20.8	25.4	22.8	13.7
School avg 2015-2017	2.2	15.8	25.5	25.4	18.9	12.2

In Year 9 numeracy there was a 4.5% increase in the number of students achieving band ten and a 4.3% increase in the number of students achieving a band nine result. In Year 7 numeracy, the number of students achieving a band nine result increased by 0.9%.

In Year 9 literacy there was a 10.1% increase in students achieving a band nine for grammar and punctuation and a 5.5% increase in students achieving band ten. In spelling the number of students achieving a band nine result increased by 7% and band ten increased by 6.1%. In writing the number of students achieving band nine increased by 4.1% and band ten increased by 2.6%. In reading the number of students achieving band nine increased by 1.2% and band ten by 0.5%.

In Year 7 literacy the number of students achieving a band eight in writing increased by 7.3% and the number of students achieving band nine increased by 1.1%. In spelling the number of students achieving a band eight result increased by 6.4%.

In Year 9 numeracy the highest band achieved by an Aboriginal student was band seven, and in year 7 numeracy the highest band achieved by an Aboriginal student was band six.

In Year 9 literacy the highest band achieved by an Aboriginal student was a band seven across three domains of literacy and the highest level of attainment

by an Aboriginal student in Year 7 was band eight in spelling.





## Higher School Certificate (HSC)

All faculties analysed HSC data to identify areas of strength and areas of improvement for future.

Creative and performing arts (CAPA) faculty – The courses presented were music 1, VET entertainment, visual arts and visual design. There was a significant increase in attainment across all CAPA courses and 98% of participating students achieved their best mark in a CAPA course. One HSC major work was selected for the NSW Gallery Artexpress exhibition. Continued professional development in the area of HSC marking will further assist teaching and learning.

English as an additional language / dialect (EALD) faculty – The course presented was the English ESL course. Areas of strength noted included the benefits of the trial HSC feedback program and the targeted focus on listening skills. Areas for improvement noted included a need to further develop students' extended writing skills.

English faculty – The courses presented were English advanced, English extension 1, English extension 2, English standard and English studies. An area of strength noted was an increase in students achieving results in the top bands in English advanced with forty two percent of students achieving a band five or six result. An area noted for further development was the need for students to select an English course which aligns appropriately to their needs and abilities.

Home economics / computing faculty – The courses presented were community and family studies, food technology, VET hospitality kitchen operations and information processes and technology. Areas of strength noted were a significant increase in band five and six results and a reduction in lower bands in community and family studies, with results closer to state average. There was also an increase in the number of students achieving a band five result in hospitality kitchen operations and an increase in students achieving band six results in information processes and technology. Areas for further development included regular HSC practice, explicit teaching of syllabus points, professional development for teachers, classroom observations, feedback and terminology booklets to develop subject specific vocabulary.

Human society and its environment (HSIE) faculty – The courses presented were ancient history, business studies, economics, legal studies, modern history, society and culture, VET business services and VET retail services. Areas of strength noted were an increase in results for students who attended study days, additional subject tutoring sessions and utilised literacy scaffolds. Areas of improvement noted were a continued need to focus on extended writing and inferential reading.

Intensive English Centre (IEC) – While the IEC does not present a course for the HSC, it does track the achievement of exiting students in the HSC. Areas of strength noted included the high achievement of ex-

IEC students, particularly international students. A collaborative IEC and high school program preparing students for the demands of senior study was developed and implemented. This program will be continued and enhanced in future years.

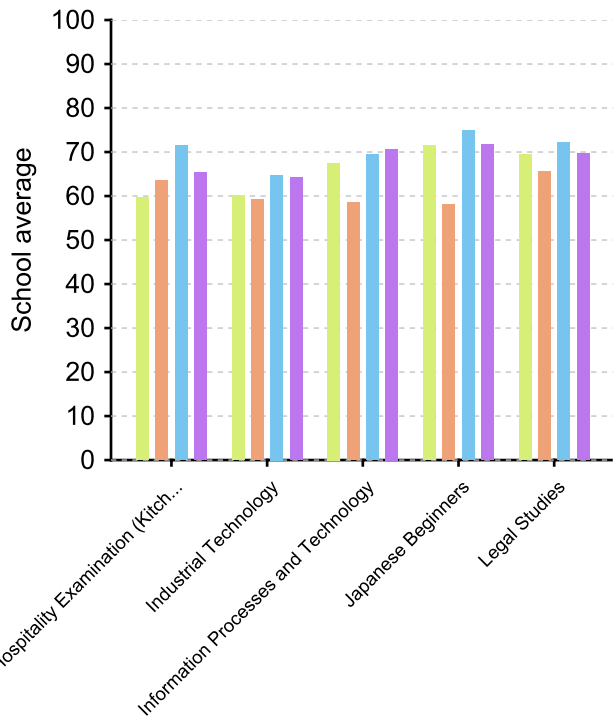
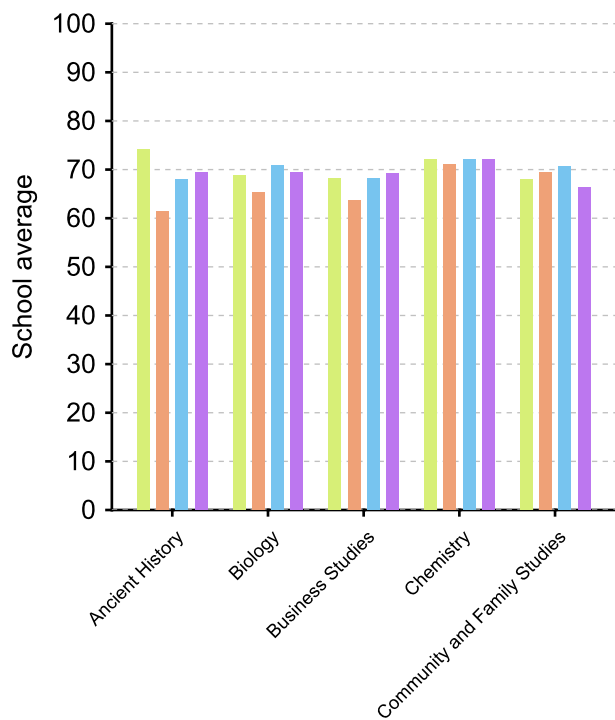
Industrial arts faculty – The courses presented were engineering studies, industrial technology and VET construction pathways. Areas of strength included all VET construction students achieving the credential and the inclusion of STEM modules supporting inquiry based learning. Areas for further development included further professional development opportunities for staff in supporting the needs of EAL/D students, and early intervention to support students with additional learning needs.

Languages other than english (LOTE) faculty – The courses presented were chinese and literature, Chinese in context, Japanese beginners and Vietnamese continuers. Areas of strength noted were an increase in results in bands 4 – 6 and strong performances in all areas of language assessment. In the Vietnamese continuers cohort, one student achieved the position of second place in NSW and another student achieved fifth place in NSW. Areas for further development include a need to focus on inferential reading, language features, extended writing and exam techniques.

Mathematics faculty – The courses presented were mathematics general 2, mathematics, mathematics extension 1 and mathematics extension 2. Outstanding results were achieved in mathematics extension 1 and mathematics extension 2. There was a significance increase in the average mark for these courses. This was highlighted by the school achieving 17 band 6's in mathematics. The dux of the school achieved 100% in extension 1 and 98% in extension 2. An area of further development identified is the level of student achievement in mathematics general 2. The school will focus on increasing the number of band 5 & 6 results in this course.

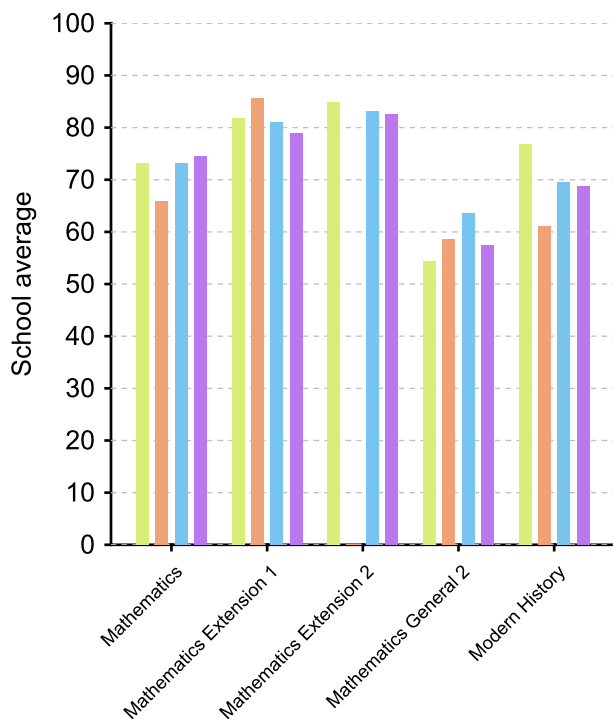
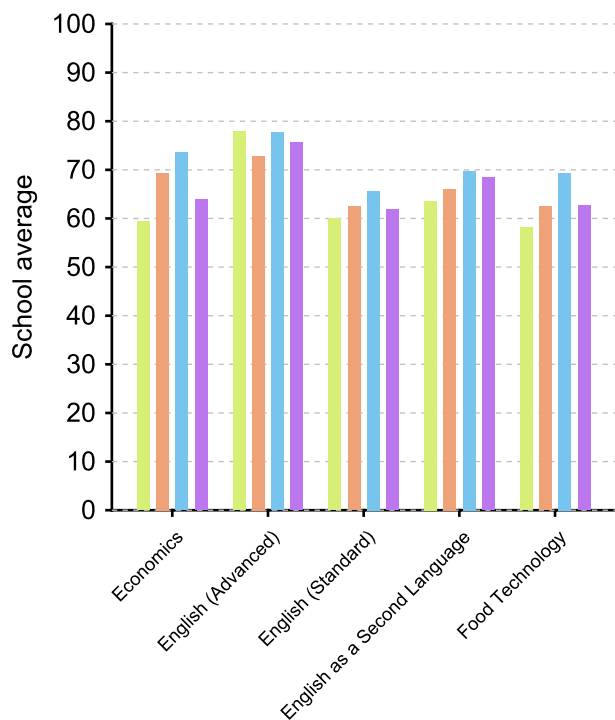
Personal development, health and physical education (PDHPE) faculty – The courses presented were PDHPE and VET sports coaching. Areas of strength noted were an increase in band 5 results and the involvement of the community of schools in providing coaching opportunities for VET sports coaching students. An area for further development is to implement strategies to increase the level of achievement for students in the lower bands.

Science faculty – The courses presented were biology, chemistry and physics. There was continued improvement in all science courses. While chemistry results were the highest overall, there was continued improvement in physics results for the third consecutive year. An area for future improvement noted was the need to focus on students achieving results in the lower bands in biology and physics, and further support their learning and achievement.



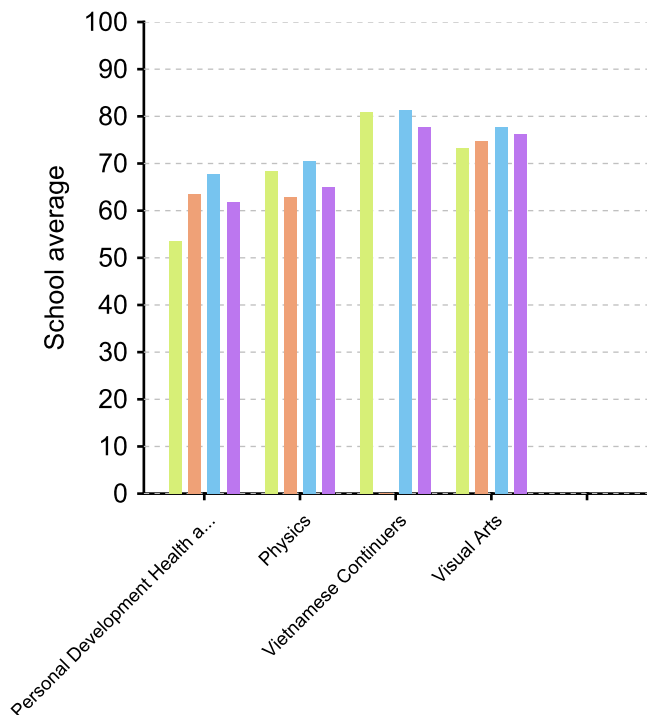
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■ School Average 2013-2017



■ School 2017
 ■ SSSG Average 2017
 ■ State Average 2017
 ■ School Average 2013-2017

Subject	School 2017	SSSG	State	School Average 2013-2017
Ancient History	74.1	61.3	68.1	69.5
Biology	68.8	65.2	70.9	69.4
Business Studies	68.1	63.6	68.2	69.3
Chemistry	72.1	71.0	72.1	72.1
Community and Family Studies	68.0	69.4	70.7	66.2
Economics	59.4	69.3	73.6	63.9
English (Advanced)	77.9	72.8	77.6	75.6
English (Standard)	60.0	62.5	65.6	61.8
English as a Second Language	63.6	66.0	69.7	68.5
Food Technology	58.2	62.5	69.3	62.6
Hospitality Examination (Kitchen Operations and Cookery)	59.7	63.5	71.5	65.3
Industrial Technology	60.1	59.1	64.8	64.1

Information Processes and Technology	67.5	58.5	69.4	70.7
Japanese Beginners	71.5	58.2	74.9	71.7
Legal Studies	69.4	65.5	72.1	69.6
Mathematics	73.2	65.8	73.2	74.6
Mathematics Extension 1	81.8	85.6	81.0	78.9
Mathematics Extension 2	84.9	0.0	83.1	82.5
Mathematics General 2	54.4	58.6	63.6	57.4
Modern History	76.8	61.1	69.6	68.8
Personal Development Health and Physical Education	53.5	63.6	67.7	61.9
Physics	68.4	62.8	70.4	65.0
Vietnamese Continuers	80.9	0.0	81.2	77.7
Visual Arts	73.3	74.8	77.7	76.3

## Parent/caregiver, student, teacher satisfaction

Parents and carers were surveyed with the assistance of interpreters regarding the school. Parents identified literacy as the area of priority for students and rated highly the provision of literacy lessons for Years 7 – 10 in 2017. Parents rated the school's consultative approach to decision making and the holistic approach to education highly.

The Focus on Learning teacher survey report revealed that leadership, collaboration, learning culture, data informs practice and teaching strategies were all rated highly by teachers. The area of parent involvement was identified as an area for further development.

Over one thousand students completed the Tell Them from Me survey. Students indicated a positive attitude and approach to school with positive behaviour at school 4% above NSW government mean, homework behaviour 6% above NSW government mean and interest and motivation 5% above NSW government mean. The four drivers of student engagement of quality instruction, positive teacher–student relations, positive learning climate and expectations for success were all above NSW government norms.



## Policy requirements

### Aboriginal education

In 2017, there was a growth in the participation rate across a range of Aboriginal programs. The membership the staff committee has increased. Student excursions to Bangara Dance Company and Sydney Theatre Company were augmented by in school celebrations of Sorry Day, National Apology Day and Close the Gap campaign. All Aboriginal students participated in the creation of personalised learning plans. The Koori club remains a central component of indigenous students' information sharing, provides a meeting centre and regular excursions and opportunities for students. In 2017 the highest attendance rate for a senior Aboriginal student was 86% and the highest attendance rate for a junior student was 96%.

### Multicultural and anti-racism education

In 2017, sixty five IEC and high school students participated in a 'Healing Through Evan Yako's Drumming program', designed to assist the recovery of students from a refugee background. The drummers performed at special events, the highlight being the performance at Hilton hotel in front of ministers of parliament. For the tenth year a Capoeira program funded by STARTTS was conducted to aid the recovery of students who have experienced refugee or other traumas. Capoeira uses non-combative martial arts, dance and music to promote physical and emotional wellbeing. Sixty five IEC and high school students were involved in the program and many attended the annual youth encounter. Every student who entered the IEC in 2017 was involved in a Settling In and Community Links program, facilitated by the school counsellor. These programs are psycho-educational in nature and designed to promote successful resettlement and develop knowledge and awareness of assistance for new arrivals within the school and wider community. Community Links also fosters collaboration with the local support services and the school. All IEC students visited local multicultural service agencies, which support families in transition with resettlement needs.

Every student transitioning into high school from the IEC attended the high school orientation program, Helping Hand. It was jointly presented by an IEC teacher and EAL/D teacher and enabled students to access key personal, as well as understand high school procedures. Students also participated in programs with Australian businesses.

In 2017 Cabramatta High School and the Conservatorium High School collaborated on an innovative project that brought professional musicians, music educators, and Conservatorium High School music students, together with a group of Syrian and Iraqi refugees to make music and develop cultural links. This project, initiated by STARTTS, was supported by a grant which provided staffing for the lessons. The eight IEC students involved performed at NSW Parliament

House, Peace Day celebrations and for the Cabramatta High School graduation ceremony.

During 2017 a total of two hundred and twenty students of the IEC cohort attended a homework program (one and a half hours per week) where they received teacher assistance as well as bilingual support in literacy and numeracy. All international students attended tutoring each week in addition to the homework centre with the opportunity to have language and cultural issues explained on a personal level.

The breakfast club program provided 10,406 breakfasts for Cabramatta High School and IEC students throughout 2017. Thirty students participated in a joint high school and IEC fitness club which consolidated health and fitness while promoting cross-cultural understanding, team building and leadership skills. A number of sports programs with a multicultural focus were offered to students including the joint high school and IEC soccer team. The team competed in the White Ribbon Day galas which were part of the Fairfield City Council and Youth Off the Streets program as well as at the Open Boys Knockout Soccer competition of the South West Region.

Cabramatta High School hosted one of the three Sydney Peace Prize winners, Patrisse Cullors. Patrisse along with Alica Garsa and Opal Tometi, were the joint winners representing 'Black Lives Matter'. Key performances on the Cabramatta High School Peace Day were representative of the cultural diversity of the school and fostered a sense of acceptance and an awareness of social justice. Harmony Day was also observed with specialised programs in Years 7, 8, 9, 10 and the IEC. Students were actively engaged in discussion and poster making as well as wearing badges, wristbands and bandanas to celebrate and promote the principles of this federal government initiative. A special school assembly was held to celebrate the day.

2017 saw the reintroduction of the refugee health nurse program which aims to provide health assessments and support for newly arrived refugee students and for others of refugee-like backgrounds. Screening included hearing, vision, dental, height and weight as well as general wellbeing for 85 IEC students throughout the year. Addressing students health and wellbeing can lead to improved educational outcomes. The IEC collaborated with Family Planning NSW to deliver healthy choices sessions to 30 students. These sessions included reproductive and sexual health topics for IEC international students over the age of 16.

The IEC conducted an, in school Departure Fifteen project for fifteen IEC students who were encouraged to explore their cultural origins and express them through art and storytelling. This culminated in a book produced by the school. Five IEC and five high school students participated in a Your Face Your Story video production about their individual journeys. The IEC Student Representative Council (SRC) hosted a welcome event for new arrivals each term in order to provide students the opportunity to interact with their peers and help them integrate into their new environment. Students of all nationalities were encouraged to participate.

As part of the ABCN schools program, twenty Year 9 EAL/D students participated in the Ernst and Young mentoring program, Interact. This program focused on goal setting, skills and confidence building. Thirty international students attended a sports day at the local Police and Citizens Youth Club (PCYC) hosted by the police. Parent/guardian meetings were held for both refugee background parents and international student guardians. The meetings allowed the school to build stronger ties with these parent groups and disseminate information relevant to each. Over fifty people attended these meetings.



## Other school programs

**ASX sharemarket game** – The ASX sharemarket game provides students with virtual real life experiences of share trading on the Australian Securities Exchange. Over fifty students were registered in groups, and each group bought and sold registered public company stocks in real time. Students were then able to track their progress over a month as their stocks increased and decreased in value.

**Chess club** – Chess club operates one day per week and provides the opportunity for like-minded students to engage in a social and intellectual capacity helping to develop intellectual, social and communication skills.

**Commonwealth Bank of Australia Partner a Class program** – Year 11 and 12 students were offered the opportunity to participate in the two year program. Students were mentored by industry professionals in the banking and finance sector. Students had the challenge to develop a product for the bank and presented in groups to their mentors. Students developed skills in communication, teamwork and marketing. One student who excelled in the program was awarded a one thousand dollar scholarship from the Commonwealth Bank of Australia.

**Creative and performing arts extra-curricula programs** – A large range of opportunities were offered to students including artsmart club, art workshops, band, dance, Harmony and Peace Day performances, holiday programs, sound and lighting crew and ukele group. The Cabramatta High School festival showcased the talents of art, dance and music of students from the school and two local primary schools, and was held in a professional performance auditorium at the CabraVale Diggers club.

**Debating** – The Premier's Debating Challenge is open to government schools throughout New South Wales. Teams entering the challenge compete in a round-robin series of debates against local schools, with the winners going on to compete at regional and state level. Cabramatta High School entered teams in the stage four and five debating competitions. The stage four team were successful in reaching the interzone finals, which placed the team in the top eight in New South Wales.

**Environmental club** – The environmental club consists of two teachers and fifty students with a growing student membership annually. The two main goals of the club are to encourage positive change in the school and community environment through programs such as Earth Hour and Clean Up Australia Day, and to raise awareness of the importance of environmental challenges to empower the younger generation. Weekly meetings are held to discuss contemporary issues and future plans.

**Gifted and talented programs** – The school operates a number of initiatives and programs, and participates in external competitions, to cater for the needs of gifted and talented students including accelerated mathematics, Battle of the Minds, Brain Bee, History

Mastermind, specialised classes, Tournament of the Minds and Year 7 advanced learning classes.

**Mock trial and mock mediation** – Year 11 legal studies students and Year 10 commerce students were provided with the opportunity to participate in mock legal proceedings in mock trial and mock mediation. This involved legal professionals coaching students to understand the legal processes in a court. Students developed skills in communication, teamwork, conflict resolution and problem solving.

**University links** – The school further developed its links with the major universities this year creating more opportunities for students from Years 8 to 12. In 2017 over 270 students participated in programs conducted by universities. Twenty Year 8 students were involved in the Sky High Program conducted by UTS. One hundred Year 9 students and fifty Year 10 students participated in the STEPS Program run by Western Sydney University. Fifty Year 11 students attended a university experience day at Western Sydney University where they gained relevant information about courses, scholarships and university life. Students were also involved in programs with other universities, such as, U@UNSW (UNSW), U@UTS Summer School(UTS) and E12 (University of Sydney). Students involved in all these programs indicated a high level of satisfaction with the program. Ninety-eight per cent rated the programs as excellent or useful. Ninety-six per cent indicated they had gained greater confidence and motivation to study at university. A greater number of students considered university study as a post-school option through their participation in these programs. Presentations by representatives from universities were well attended with over 470 students from Years 10, 11 and 12 attending the presentations at lunchtime. Students gained the latest information about tertiary courses they want to pursue after leaving school. Representatives from universities also attended the school careers market and were available to talk to students and their parents about the courses offered at their campuses.