

Cronulla High School Annual Report



2017



8261

Introduction

The Annual Report for **2017** is provided to the community of **Cronulla 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.

Tony Ibrahim

Principal

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Message from the Principal

Cronulla High School provides a structured and supportive learning environment which maximises student achievement. Our three goals are drawn from effective schools research and they reflect the professional principles which guide our teachers. These are: 1. to raise expectations of students; 2. to communicate effectively with parents and 3. to recognise achievement. Our school's values are based on learning through personal responsibility and commitment, and a sense of close community where respect for others is taught and where parents work closely with staff in a partnership to support their children's learning. An effective student welfare system, together with clear discipline policies and a defined uniform code creates a safe and stable school setting. Students, parents, teachers and members of the wider community hold Cronulla High School in high regard. I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Message from the school community

In 2017 the P&C for Cronulla High school again had great access to the "behind the scenes" of our school. With great communication between the parents and the faculty we work together in making our school the best it can be for our children. Our meetings enable us to openly discuss the areas of concern and where the P&C can contribute to making improvements, it's amazing to watch the progress we have made as a team which we all benefit from through our children.

We will continue to explore more areas of our school in the upcoming year that we can invest into and look forward to working together as a group to continually improve our learning environment.

It's a pleasure for the P&C to work closely with the school executive, and the other members of staff at the school. Tony, Janice & Kevin, provide us with a great opportunity to work together with parents at the P&C Meetings. Their dedication and open communication allows parents to gain an understanding of the school's operation and activities.

We look forward to a continued strong P&C in 2018 and always welcoming new members to the group, from existing year groups, and of course from the new families that have recently joined Cronulla High School.

Corey London

P&C President

Message from the students

2017 was a great year for the students of Cronulla High School, filled with plenty of activities, opportunities and memories that we will reflect on for many years to come. As is always the case for the Year 12 cohort, it took some time for everyone to find their groove and get used to the Year 12 lifestyle, but after a few weeks, we could really start to embrace and enjoy our final year of high school.

With constant advice and guidance provided by our teachers, we always knew there was someone there for us, and we knew what had to be done in order to make the most of our Year 12 experience. Our Principal, Mr Tony Ibrahim, our Deputy Principals, Mr Kevin Humphreys and Mrs Janice Neilsen, our Year Advisor, Mrs Kirsten Hill and our teacher mentors all gave us great advice throughout the year and allowed us to make the most of our final year from a number of aspects.

At school, the prefect body got to work completing tasks such as running morning assembly, raising the flag at the start of the day and keeping up with any odd jobs that we were assigned with. Unlike many of the Year 12 groups before us, our prefect body chose to take on major organisational tasks on top of our already packed schedules which had typically been handled in the past by teachers and/or allocated student groups. These tasks included the Year 12 Formal, World's Greatest Shave and Relay for Life. Each of these tasks tested our leadership abilities, patience and resolve, but overall helped us grow as leaders and brought us closer together.

All prefects provided insight and ideas on all organisational tasks, but some prefects must be specifically mentioned for the effort that they put into certain tasks. Jasper Downes put an exceptional amount of her time and effort into the Cronulla High School Relay for Life team and in turn, pushed the team to earn upwards of \$40,000 for the Cancer Council, an all-time record for the Sutherland Shire Relay for Life event. Jazmaree Dawson and Jarrod Bell devoted a great deal of their time to the World's Greatest Shave event, which saw twenty Year 12 boys shave their heads in front of the school and raise over \$12,000 for the Leukaemia Foundation. Isabella Broach, Claire Wilson and Leilani Finau all gave a lot of their time and thought towards the planning of the Year 12 Formal, which turned out to be a fantastic and memorable night.

Ella and I are truly grateful for having such a great prefect body to work with. We would like to personally thank Gabriella Davies, Jarrod Bell, Claire Wilson, Isabella Broach, Thomas Mercer, Falon Moore, Raumati Kohu, Jonty Redman, Leilani Finau, Daniel Malouf, Jasper Downes and Jazmaree Dawson for their hardwork and dedication to the task of running and representing the school in 2017. It made our year so much more enjoyable and successful.

Throughout the year, Ella and I had the opportunity to attend several important functions and events, with the most significant being a visit to NSW Parliament House and Governor's House where we had the opportunity to meet and socialise with a number of school captains and leaders from all over the state. Talking with other student leaders gave us an appreciation of how well our school was being run from a student perspective, and gave us further ideas of how we could uniquely and effectively lead our school and overall better ourselves as leaders. Later that day, we had the privilege of attending an afternoon tea and private presentation conducted by Hon. David Hurley, Governor of NSW, and had the honour of meeting him.

There were many significant events and functions where our year group represented the school, such as the many Creative and Performing Arts nights throughout the year. Our year group got to conduct official proceedings and had the opportunity to express our artistic abilities. Some of our year's outstanding artists included CJ Schafer, Alexis Harpas and Sydney Soames. Many members of our year group also worked in the background and played a major role in putting together these events. Students such as Lachlan McCorquodale and Eetu Kuusela took time out of their own schedules to construct and run all of the audio-visual components of these events, providing a professional edge to the night's proceedings that had never been seen before at Cronulla High School.

Our year group also represented the school at formal assemblies and events. These included the schools' annual Open Night, recognition of academic achievement assemblies and at the ANZAC Day dawn service at Monro Park, where all prefects and many students came out in the early hours of the morning to walk alongside ANZAC veterans in the parade through Cronulla. Ella and I also had the honour of laying a wreath on behalf of the Cronulla High School community, an experience we will never forget. Our prefects also took time to accompany Principal Mr. Tony Ibrahim and Deputy Principals Mr Kevin Humphreys and Mrs Janice Neilsen to local primary schools to conduct parent information evenings.

With the year drawing to a close, our year group celebrated by holding several themed mufti days and activities. In doing this, it made Ella and I realise what a tight-knit year group we had become, and how great a year we had together as a year group. This made us extremely proud of our year, and made it so much harder to say goodbye. During our Farewell assembly and later at the graduation dinner, I'm sure it made our whole year group feel important when we saw teachers genuinely sad to see us go. It made me believe that we had truly left our mark on the school's history.

It has been an honour for Ella and I to attend Cronulla High School from Year 7-12, and then to represent the school as Captains for 2017. We are both beginning the next chapters of our lives, with both of us commencing a Bachelor of Social Sciences degree at the University of Wollongong, and with aspirations for joining the NSW Police Force in the

future.

Although it is tough for all of us to say goodbye, we can't wait to see what the future holds. We are certain that we have picked good leaders in Alyssa McDonald and Joshua Ritchie to lead the school forwards in 2018. I hope that our year group, for all of it's strengths and weaknesses, is remembered by the teachers and students for many years to come.

Ella Martin and Rhys Druery

Cronulla High School Captains 2017.

School background

School vision statement

Cronulla High School seeks to empower students to achieve personal success in their academic and social learning in a safe, stimulating and inclusive environment, so as to help them become responsible and productive citizens

As a school we lead the learning of essential skills and abilities for each student:

- * To become literate and numerate
- * To be creative and productive users of technology and are able to obtain and evaluate evidence in a disciplined way
- * To think deeply and logically, be creative, innovative and resourceful
- * To plan activities independently, collaborate, work in teams and communicate ideas
- * To develop personal values and attributes such as honesty, resilience, empathy and respect for others
- * To make sense of their world and to become responsible global citizens
- * To have some sense of self-worth, self-awareness and personal identity to manage their emotional, mental, spiritual and physical wellbeing.

School context

Cronulla High School is a comprehensive, coeducational high school on the south-eastern outskirts of Sydney, adjacent to Cronulla beaches and part of the Sutherland Shire. Enrolments have been stable for the past five years at around 740 students. However, we have experienced a surge since 2014 with an enrolment of 1000 for 2017.

The school's growing reputation has seen large numbers of local area students exercising their right to take up a place at Cronulla High School as well as large numbers of quality out of area applicants competing for placement. Our popular school has a well established reputation for outstanding academic, performing arts and sporting achievements and has gained recognition via a Director General's Award for the excellence of our Primary Links program.

The work of the school is driven by the following three core goals: continually raising expectations, communicating with parents and recognising and rewarding achievement. Priorities for the period 2015 – 2017 will see us working towards developing successful learners, fostering quality teaching and leadership and engaging an active and informed community.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. In 2017 we were able to reflect upon our achievements against the School Excellence Framework utilizing our successful completion of external validation as a reference marker.

Evaluation teams led by a senior executive for each domain reviewed our previous evidence and determination against the same evidence sets and additional ones developed since external validation. Our findings in line with the School of Excellence Framework were:

- In the domain of Learning, Cronulla High School remains Sustaining and Growing in the elements of Learning Culture, Wellbeing, Curriculum & Learning, and Delivering in the element of Assessment & Reporting. We have identified growth from delivering to sustaining and growing in Student Performance Measures.
- Therefore, in our judgement, overall, Cronulla High School is Sustaining and Growing in the domain of Learning.

- In the domain of Teaching, Cronulla High School remains Sustaining and Growing in the elements of Effective Classroom Practice, Learning & Development, Professional Standards, and Delivering in the elements of Collaborative Practice. We have identified growth from delivering to sustaining and growing in Data Skills & Use.
- Therefore, in our judgement, overall, Cronulla High School is Sustaining and Growing in the domain of Teaching.
- In the domain of Leading, Cronulla High School remains Sustaining and Growing in the elements of Leadership, School Planning, Implementation & Reporting and School Resources. We have identified growth from delivering to sustaining and growing in the element of Management Practices & Processes.
- Therefore, in our judgement, overall, Cronulla High School is Sustaining and Growing in the domain of Leading.

Our self-assessment and the external validation process informs the school evaluation teams to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of quality education to our students.

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

Successful Learners

Purpose

To provide a supportive and positive environment so that students become literate, numerate, creative and technologically skilled, prepared for successful ongoing learning, work, lifestyle and contribution to society. Students will be equipped with the skills required for the 21st century and nurtured to be resourceful, empathetic, resilient and productive citizens and leaders in their chosen fields.

Overall summary of progress

Staff have continued to make gains in embedding into programming, instruction and assessment the explicit teaching of 21st century learning skills identified by ACARA in its general capability framework. The catering to student needs through visible and targeted differentiation for the extension class and for students requiring learning adjustment has accelerated following large investment in quality professional learning. Gains in NAPLAN and HSC targets consistent with 2016 gains have been achieved due to a focus on explicit teaching practices. Exit surveys of students leaving post Year 10 completion evidence movement into education and vocational pathways.

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">• Increase the proportion of students in the top 2 numeracy & reading NAPLAN bands by 5% (2019).• Year 9 NAPLAN literacy results reflecting the % of students increasing performance by at least one band will increase to match numeracy rates (40%).• % of Year 10 RoSA A and B grades will grow from 30% in 2015 to 35% in 2017.• All learning programs 7–10 evidence explicit embedding of ACARA general capabilities by 2017.• Annual evaluations of Year 7–10 learning programs evidence increases in explicit differentiation of learning for core extension classes.• By 2017 95% of all students who leave school post completion of Year 10 evidence movement into further education, employment or combination.• HSC results reflect a 5% decrease each year in the number of band 1–2 results.• VA growth of 5%pa in top band students	<p>Professional learning and faculty funds have been used to supplement teacher time so they could work collaboratively in developing programs, instruction and assessment tasks that reflect explicit teaching of skills. Staff have also had access to external expertise in pedagogical practices targeting differentiation and literacy development.</p>	<ul style="list-style-type: none">• 25.7% of students increased their performance by at least one performance band in the literacy elements of Year 9 NAPLAN .• 41% of all Year 10 ROSA grades in 2017 (and per chance 2016) were A and B.• 97% of students who left school during 2017 having completed Year 10 advised that they had moved into ongoing education or employment.• 2017 HSC results reflected consistent, high results although, as expected below the stellar 2016 cohorts performance. Specifically 73.6% of results were Bands 4–6 (target 70%), 6.8% of results were Bands 1–2 (target <5%). Value added for Lower, Middle and Higher band students were all positive averaging 3.02%.

Next Steps

These directions and performance measures have all been reviewed in response to a new planning period. Whilst new strategic directions are set the underlying principle of growth across all academic performance measures will continue to drive our instructional focus. Work will continue with faculties to embed an instructional agenda that emphasizes the

explicit teaching of key future focused learning skills especially in years 7–10. Growth in NAPLAN and HSC value added and in performance bands will remain a key target and indicator of success. There is to be a strong focus in Gifted and Talented Education, Formative Assessment, Technology, STEM, Writing skills and Quality Teaching rounds over the next few years to underpin the explicit teaching practices that have led to this successful result.

Strategic Direction 2

Quality Teaching and Leadership

Purpose

To enable teachers through focused professional learning to continue to be lifelong learners who demonstrate continuous improvement in professional performance, curriculum innovation, quality teaching and leadership capabilities, all of which align with the core business of supporting, engaging and challenging students in their efforts to achieve personal excellence.

Overall summary of progress

2017 has seen our focus shift towards internal professional developments of staff. Areas of focus have included training staff to source and use data to inform teaching and learning, preparing all staff for the shift to full accreditation through analysis of the Australian Professional Standards for Teachers and having staff collaborate on enhancing pedagogical practices that support differentiation for extension classes and for students with learning needs who require adjustments. Staff have indicated a high satisfaction rate with professional learning outcomes and have indicated that their professional learning plans are supporting them to achieve their professional goals.

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">* All beginning teachers will express satisfaction with induction and attain accreditation at proficient level.* 50% of staff evidence improving student achievement by changing teaching practise as a consequence of obtaining and using data by 2017.* 100% of teaching staff report engagement with the professional teaching standards by 2017.* All teaching staff required to attain and maintain accreditation have documentary evidence of successful achievement within 2015 – 2017* 80% of Year 12 exit surveys acknowledge explicit teaching of literacy has enhanced performance.* All staff will have developed and evaluated their Individual Teacher Performance and Development Plans and have achieved 85% of established goals by 2017.	<p>Ongoing investment was made in Formative Assessment, Programming for new Stage 6 (year 11) syllabus through curriculum associations, STEM, and student well-being through accidental counselor training.</p>	<ul style="list-style-type: none">• A second staff team (6) were trained in Dylan Wiliam's Formative Assessment model.• Three beginning teachers who applied for accreditation and four who applied for their maintenance were supported and successful.• Executive staff reported greater coherence of staff Professional Learning Plans with the schools strategic directions as staff gained greater understanding of the PDP purpose.• The well-being team (6) all attended accidental counselor training.• 86% of Year 12 exit surveys indicated that they felt supported by explicit teaching strategies that targeted HSC responses whilst 91% felt satisfied with the quality of feedback received from teachers.

Next Steps

Staff professional learning will continue to underpin our new strategic direction Growth for all Learners. It makes explicit that we recognize adult learners within its scope. There will be a focus on training further teams of staff via the Mini

COGE at the UNSW, a third team will undergo Formative Assessment training whilst Quality Teaching Rounds will be explored as an extension of the coaching culture developed through the lesson observation element of the Great Teaching Inspired Learning. An influx of predicted new staff will necessitate an evaluation and structured staff induction training and having all staff now registered with NESA will shift a focus to using funding only for courses which attract registered hours.

Strategic Direction 3

Active Informed Community

Purpose

To ensure active participation in collaborative decision making to achieve school and system's priorities with a community which is informed of, and involved in, all Cronulla High School practices and events. This will be strengthened by organisational best practice and efficiency which underpin the creation and maintenance of an effective and successful learning environment.

Overall summary of progress

All published policies, information guides and brochures were evaluated by executive led writing teams as a follow up to our external validation. Our social media presence continued to grow. Our Facebook page has been extensively promoted through all primary school and Year 7 parent forums as a primary communication tool with now in excess of 2,600 followers. This year the senior executive took feedback from our primary school colleagues as to how the school was viewed within the community and what was it that the various school communities valued. This proved pivotal in shaping the strategic directions for 2018–2020 as it led us to embed the things that we believe matter, the things that we say matter and the things that the community believe matter in their decision to support Cronulla High School. Our annual Year 6 Orientation day and subsequent Year 7 Parent Information Evening continue to grow in numbers and our biennial musical was widely supported.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>* Published best practice policies in areas of attendance, antibullying, excursions, digital devices, gifted & talented, merit awards, school bus and documents in areas of assessment booklets, student/parent guides, staff handbook, curriculum enrichment program, variations to routine evaluated by teams and widely communicated.</p> <p>* Increasing development of social media such as increasing the use of the school website, facebook page, youtube, i Phone/i Pad apps as an effective tool to inform and engage parents, students and an active wider community.</p> <p>* Substantial percentage increase in numbers of parents and students participating in all school events</p> <p>* 10% increase of current business level sponsorship of events and achievement</p>	<p>A small budget was set aside \$1000 for the upgrading of promotional materials used in our liaison day and open night packages available for prospective students. Otherwise all achievements done without cost due to work of staff and electronic nature of communication and promotion modes.</p>	<ul style="list-style-type: none">• Establishment of the new website and Seagull format.• Training for all staff in how to create and present a quality Facebook page posting.• School app working successfully.• Enhancement of SMS and email communication to supplement Facebook. Email will be used to forward electronic copies of critical information documents that previously may not have been printed due to cost restrictions.• Slight expansion over 2016 in terms of sponsor numbers and sponsorship monies to support annual award winners.

Next Steps

Whilst not an explicitly stated strategic direction for 2018–2020, our priorities will always be underpinned by our long

standing school goal of communicating with parents. The explicit practices will continue but we will also seek to achieve growth for young learners through practical supports for parents in ways they can better support student achievement. This will be an aspect of the role statement for the incoming Head Teacher Welfare.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Cost of part time engagement one day per week was \$14,499.	The continued appointment of a former Deputy Principal has greatly benefitted ATSI students and parents. All ATSI students report that they have had fortnightly mentoring with the ATSI coordinator. All student IEP's were formulated and evaluated throughout the year and the coordinator and parents report that the vast majority of targets were achieved. All parents and students report that they were highly satisfied with the support given particularly in areas of literacy, assessment completion and study skills. All identified aboriginal students engaged with the ATSI co-ordinator other than two students who were school refusers despite another of strategies being offered.
Socio-economic background	Technical Support Officer \$20,000, Student HSC mentor \$24,185, Student Assistance Scheme \$10,011, employment of an SLSO \$3,927 and counsellor time \$1,782. This adds to \$59,905. Amounts additional to this include occasional distribution of Lowes Vouchers, food and drink from TAS faculty and minor cash amounts from our "found fund". Free trial of Edrolo to support Year 12 students undertaking the HSC.	We have successfully funded a full time TSO to support the school's BYOD program to ensure all students have equitable access to technology and technological support services including the provision and maintenance of former DER and personal devices. We have successfully employed an experienced retired Deputy Principal to provide academic mentoring and extended response writing support to HSC students. Sixteen Year 12 students made regular use of this and all achieved ATAR's above 80. All students reported in survey response that this access was invaluable. For the first time we also engaged the services of a retired Head Teacher Mathematics to provide some further support to students. Feedback from students about this initiative was extremely positive. Effective communication processes to parents have ensured that senior executive have been approached by students and parents in need of financial support to attend major school events and some extra curricular events. The statistics from Edrolo indicate high usage by students and that they value this extra resource. There are no known cases of students not attending excursions, events or not having school resources. As the student numbers have grown we have found essential to provide some more support for students with learning difficulties with the employment of School Learning Support Officer (SLSO) and some extra counselling time for all our students.
Support for beginning teachers	\$34,068 expended in 2017.	The ability of the school to allocate the appropriate release time at the appropriate time is hindered by the frequency of staff being assigned to the school as recipients of beginning teacher support funding. The time and disruption to classes and staff that would occur if several timetable changes were effected during the year is prohibitive. We have been successful in anticipating some funding and allocating release and mentoring as part of the timetable. In other instances, negotiated release time has occurred. In all instances, however staff have valued the

Support for beginning teachers	\$34,068 expended in 2017.	released time and mentoring support and opportunities to be part of professional learning in areas of School Induction, Formative Assessment and Gifted and Talented. All beginning teachers have been successfully mentored to achieve proficient accreditation.
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Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	360	379	416	498
Girls	390	424	463	489

The enrolment profile shown in the graph reflects almost an even split of boys to girls enrolled at Cronulla High School. As little as seven years ago this split was 65/35 in favour of boys over girls.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	95.5	93.1	94.3	94.3
8	92.2	92.3	90.1	92.2
9	92	90.8	91.7	89.4
10	83.9	89.2	90.3	88.8
11	89.2	86.8	92.3	90.7
12	92.3	92.5	93.5	92.6
All Years	90.8	91	92	91.4
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

Student absenteeism is managed in accordance with DoE policy and consistent with statutory requirements for attendance at school. Parents are advised, usually prior to 12.15pm on the day of the absence by text message to their mobile phone. As it has done for the last four years our overall attendance rate not only continues to remain above state average but it also continues to rise. This reflects the school's focus on student engagement. Attendance concerns continue to be addressed on a number of levels through meetings, programs and strategies, which have been developed to try and reconnect both individual and groups of

students to school and ensure parent cooperation and awareness. Various outside agencies, such as Project Youth, have also been involved to help improve student engagement and consequently, attendance. A number of students were referred to the Home School Liaison Officer and attendance, particularly in Years 9 and 10 and continues to be a focus for the school's welfare team.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	2	12
Employment	2	7	16
TAFE entry	4	3	11
University Entry	0	0	61
Other	0	1	0
Unknown	1	0	0

Careers– Annual School Report – 2017

There is a continual emphasis on individuals becoming lifelong learners and students are recognizing the importance of continuing education and training after leaving school. The last two years reveal a consistent percentage of students continuing their education at university and TAFE. Private colleges and employment sectors have displayed a slight increase in popularity for our students in 2018. These choices by students reflect how our society increasingly demands qualifications and levels of expertise.

In 2017 92 % of the Year 12 cohort were eligible for an ATAR.

61 % of the Year 12 students gained a place at University, within the study areas of Engineering, Health Science, Communication and Media, Social Science, Arts, Science, International Studies, Computer Science, Business, Commerce, Visual Arts, Economics, Tourism, Education and Law.

The Universities students are now attending include University of Wollongong, University of Sydney, Western Sydney University, University of New South Wales, Australian Catholic University, Bond University and University of Technology Sydney.

11% of the Year 12 cohort chose to study at TAFE or with a Private Provider. Career areas of study include Fitness, Sport and Recreation, Beauty Therapy, Travel and Tourism, Maritime Operations, Property Services, Child Services, Human Services and Design.

16% of the Year 12 cohort sought Apprenticeships in the trade areas of Automotive, Plumbing, Carpentry,

Landscaping and Electrical.

12 % of the Year 12 cohort chose full or part time work, or the experience of a Gap Year to travel or pursue other opportunities.

Year 12 students undertaking vocational or trade training

Year 12 students undertaking vocational or trade training

In 2017 42% of Year 12 students undertook a VET or TVET course. A total of 32 students studied Construction, Entertainment and Hospitality at school, while 15 students attended a TAFE TVET course in a range of areas. Two students completed a VET qualification with an outside provider in Retail Services. One student completed a school based apprenticeship in Cabinetmaking.

29 students from our Year 10 cohort participated in the "Get into VET" courses offered at our local TAFE colleges Loftus, Gymea and St George. "Get into VET" Courses involve the students attending one day a week for 8 weeks. Digital Art and Animation, Carpentry, Plumbing, Barista Skills, Fitness, Hairdressing, Music, Real Estate and Early Childhood education were all courses chosen.

Nine of our stage 6 students attended a regular "job club" initiative to explore career options, gain skills in interview and job preparation, occupation health and safety and potential networking opportunities.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	9
Classroom Teacher(s)	49.9
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.9
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	0.6
School Administration & Support Staff	11.77
Other Positions	1

*Full Time Equivalent

One of our full time classroom teachers is of Aboriginal 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	11

Professional learning and teacher accreditation

Staff have undertaken learning to support student learning and achievement of strategic directions. Whole staff learning occurred in programming for new syllabus conceptual frameworks, interpreting HSC RAP data to inform planning, Positive Psychology, Emergency Care and CPR. Significant investment has been made in having cross faculty teams undertake high quality research based learning in Formative Assessment. This learning has been shared with staff in professional learning meetings. So positive was the evaluation that a fourth round of teams are scheduled for training in 2018. In addition, staff have had the opportunity, in collaboration with their supervising executive to undertake approved learning that complemented their Professional Learning Plans.

The needs of Beginning Teachers have been met via internal induction courses and, where appropriate the allocation of Beginning Teacher Support funding to reduce teaching loads, to develop skills through mentoring and by purchasing necessary resources. All staff working towards gaining or maintaining accreditation achieved these standards. All teaching staff have received extensive in house training on the Australian Professional Standards for Teachers and are in a state of readiness to come under the umbrella of a standards driven profession and one where all teaching staff will have to complete the requirements of accreditation every five years commencing in 2018.

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	\$
Balance brought forward	709,972
Global funds	462,769
Tied funds	263,255
School & community sources	609,259
Interest	11,383
Trust receipts	53,692
Canteen	0
Total Receipts	1,400,358
Payments	
Teaching & learning	
Key Learning Areas	288,913
Excursions	141,595
Extracurricular dissections	150,913
Library	13,932
Training & Development	0
Tied Funds Payments	219,607
Short Term Relief	99,882
Administration & Office	127,570
Canteen Payments	0
Utilities	72,101
Maintenance	76,710
Trust Payments	49,643
Capital Programs	20,851
Total Payments	1,261,718
Balance carried forward	848,612

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

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

	2017 Actual (\$)
Opening Balance	0
Revenue	2,044,849
Appropriation	1,378,246
Sale of Goods and Services	79,394
Grants and Contributions	585,433
Gain and Loss	0
Other Revenue	0
Investment Income	1,776
Expenses	-1,006,093
Recurrent Expenses	-1,006,011
Employee Related	-291,418
Operating Expenses	-714,594
Capital Expenses	-82
Employee Related	0
Operating Expenses	-82
SURPLUS / DEFICIT FOR THE YEAR	1,038,756
Balance Carried Forward	1,038,756

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.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	8,405,246
Base Per Capita	134,243
Base Location	0
Other Base	8,271,003
Equity Total	244,348
Equity Aboriginal	12,377
Equity Socio economic	62,397
Equity Language	28,404
Equity Disability	141,170
Targeted Total	98,460
Other Total	66,506
Grand Total	8,814,559

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.

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

Reading – Year 7

60.8% of our Year 7 students placed in the top 3 bands for the 2017 NAPLAN Reading exam. This figure was 0.8% higher than that of the state average of 60%. Only 0.9% of the Year 7 students placed in the lowest band. This figure was below the state average, which was 5.2%.

Writing – Year 7

45.2% of our Year 7 students placed in the top 3 bands for the 2017 NAPLAN Writing exam. This figure was 2.3% higher than that of the state average of 42.9%. 4.6% of the Year 7 students placed in the lowest band. This figure was below the state average, which was 8.7%.

Spelling – Year 7

70.8% of our Year 7 students placed in the top 3 bands for the 2017 NAPLAN Spelling exam. This figure was 2.6% above that of the state average of 68.2%. 2.6% of the Year 7 students placed in the lowest band. This figure was below the state average of was 4.7%.

Grammar & Punctuation – Year 7

60.4% of our Year 7 students placed in the top 3 bands for the 2017 NAPLAN Grammar & Punctuation exam. This figure was slightly above that of the state average of 60.2%. This is an improvement from 2016 where it was below the state average. 2.8% of the Year 7 students placed in the lowest band. This figure was below the state average, which was 7.8%.

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

Reading – Year 9

59.2% of our Year 9 students placed in the top 3 bands for the 2017 NAPLAN Reading exam. This figure was 0.8% higher than that of the state average of 58.4%. 0.5% of the Year 9 students placed in the lowest band. This figure was below the state average, which was 5.6%.

Writing – Year 9

51.6% of our Year 9 students placed in the top 3 bands for the 2017 NAPLAN Writing exam. This figure was 6.4% above that of the state average of 45.2%. 7.3% of the Year 9 students placed in the lowest band. This figure was below the state average, which was 16.1%.

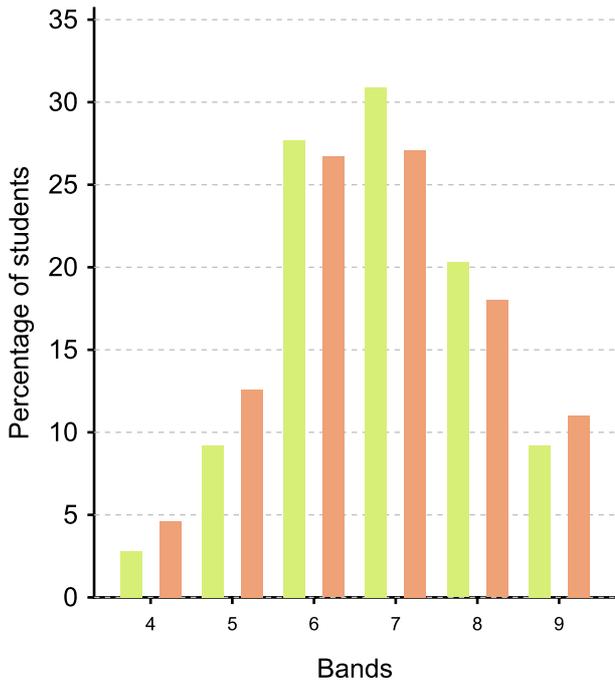
Spelling – Year 9

57.4% of our Year 9 students placed in the top 3 bands for the 2017 NAPLAN Spelling exam. This figure was 2.3% above the state average of 55.1%. 2.6% of the Year 9 students placed in the lowest band. This figure was below the state average, which was 6.2%.

Grammar & Punctuation – Year 9

53.1% of our Year 9 students placed in the top 3 bands for the 2017 NAPLAN Grammar and Punctuation exam. This figure was 1.6% higher than that of the state average of 51.5%. 2.6% of the Year 9 students placed in the lowest band. This figure was below the state average of 8.5%.

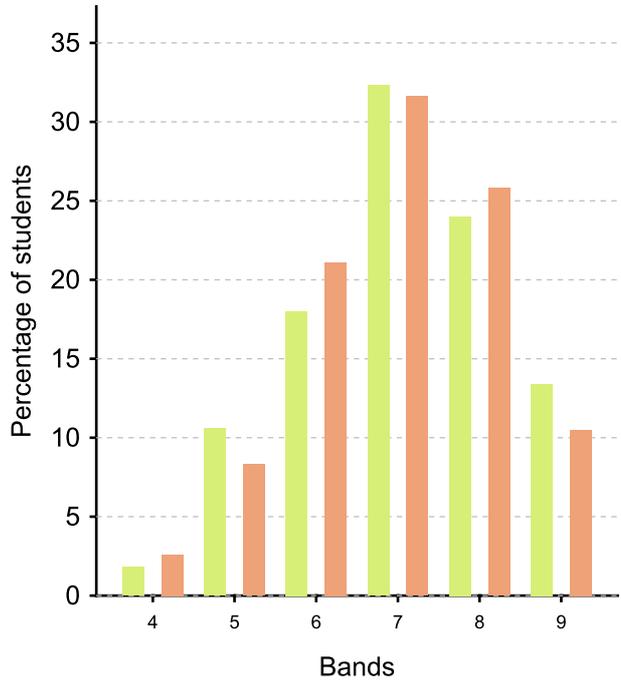
Percentage in bands:
Year 7 Grammar & Punctuation



Band	4	5	6	7	8	9
Percentage of students	2.8	9.2	27.7	30.9	20.3	9.2
School avg 2015-2017	4.6	12.6	26.7	27.1	18.0	11.0

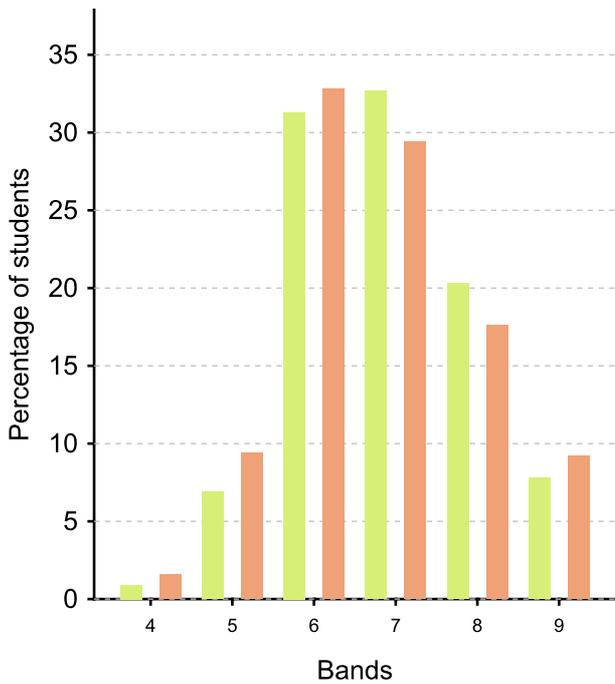
Band	4	5	6	7	8	9
Percentage of students	0.9	6.9	31.3	32.7	20.3	7.8
School avg 2015-2017	1.6	9.4	32.8	29.4	17.6	9.2

Percentage in bands:
Year 7 Spelling

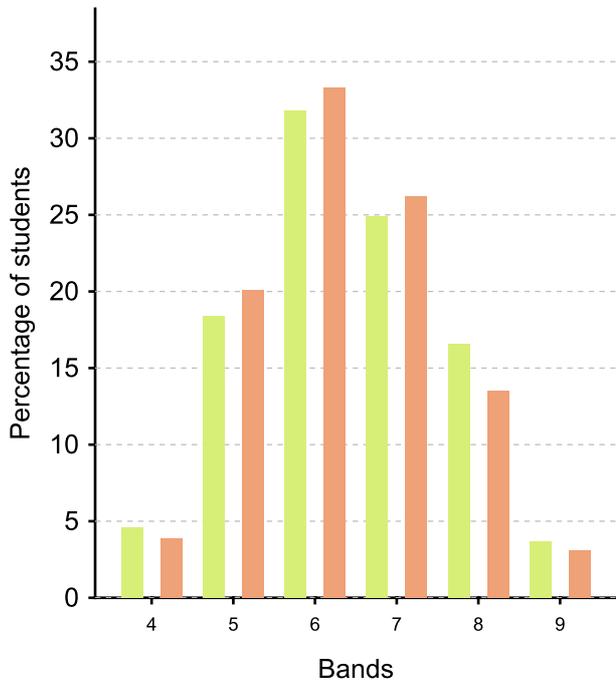


Band	4	5	6	7	8	9
Percentage of students	1.8	10.6	18.0	32.3	24.0	13.4
School avg 2015-2017	2.6	8.3	21.1	31.6	25.8	10.5

Percentage in bands:
Year 7 Reading



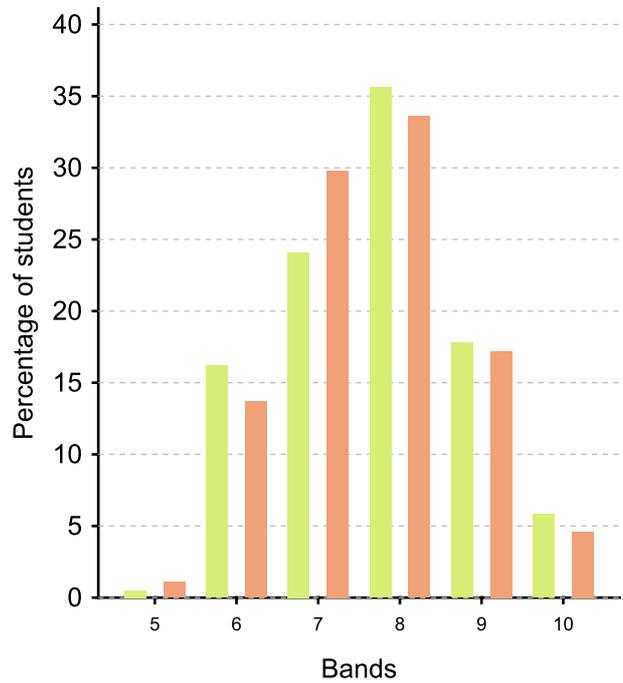
Percentage in bands:
Year 7 Writing



Band	4	5	6	7	8	9
Percentage of students	4.6	18.4	31.8	24.9	16.6	3.7
School avg 2015-2017	3.9	20.1	33.3	26.2	13.5	3.1

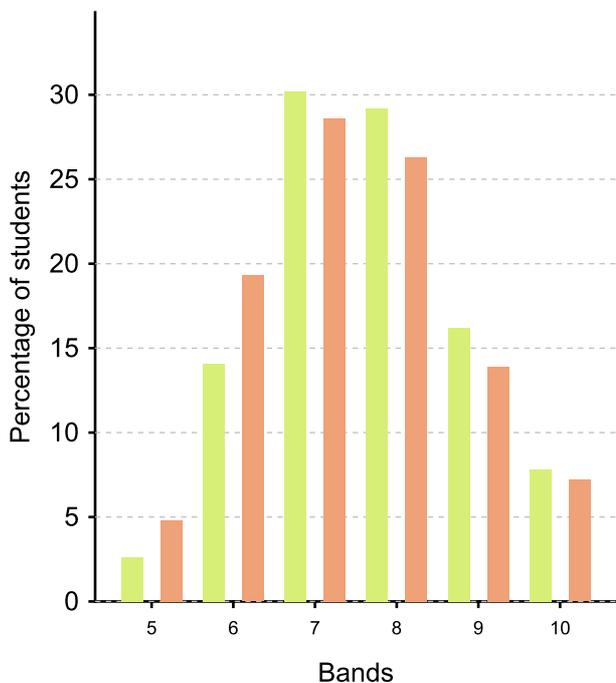
Band	5	6	7	8	9	10
Percentage of students	2.6	14.1	30.2	29.2	16.2	7.8
School avg 2015-2017	4.8	19.3	28.6	26.3	13.9	7.2

Percentage in bands:
Year 9 Reading

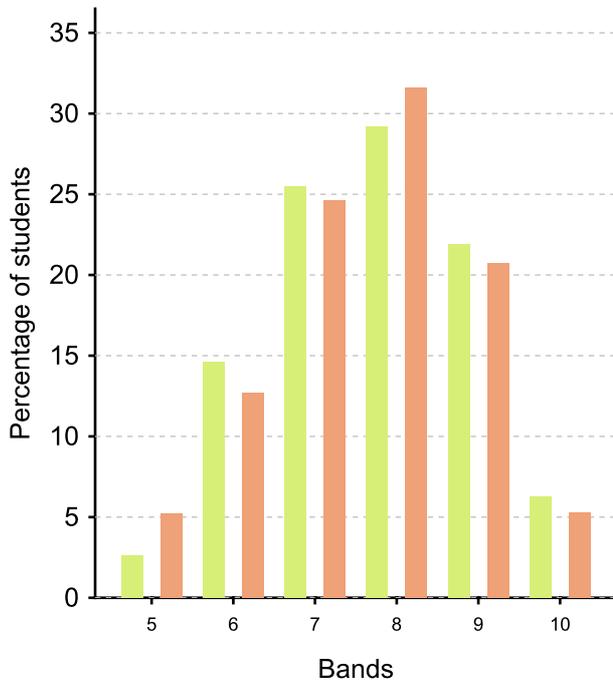


Band	5	6	7	8	9	10
Percentage of students	0.5	16.2	24.1	35.6	17.8	5.8
School avg 2015-2017	1.1	13.7	29.8	33.6	17.2	4.6

Percentage in bands:
Year 9 Grammar & Punctuation



**Percentage in bands:
Year 9 Spelling**



Band	5	6	7	8	9	10
Percentage of students	7.3	20.8	20.3	34.4	10.9	6.3
School avg 2015-2017	12.7	23.0	25.0	27.0	8.5	3.8

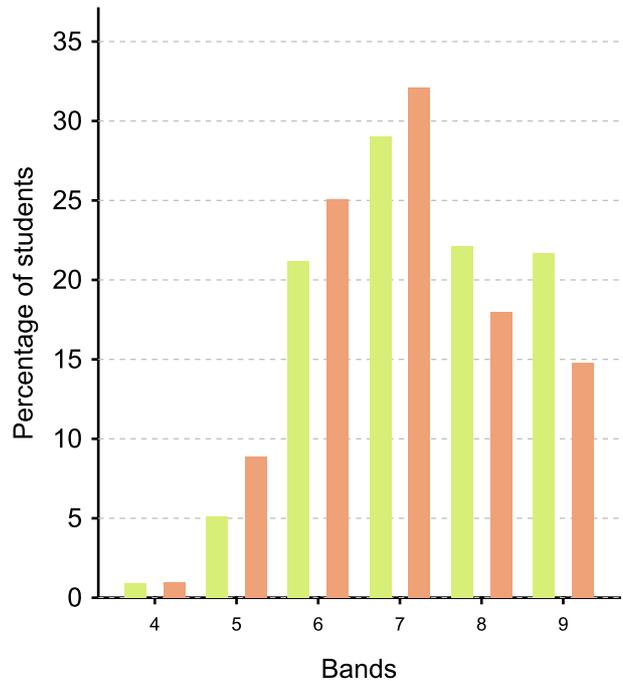
NAPLAN Year 7 – Numeracy

72.8% of our Year 7 students placed in the top 3 bands for the 2017 NAPLAN Numeracy exam. This figure was 8.9% higher than that of the state average of 63.9%. 0.9% of Year 7 students placed in the lowest band. This figure was below the state average, which was 2.4%.

NAPLAN Year 9 – Numeracy

63.8% of our Year 9 students placed in the top 3 bands for the 2017 NAPLAN Numeracy exam. This figure was 5.3% above that of the state average which was 58.5%. No Year 9 students placed in the lowest band. This figure was below the state average of 1%.

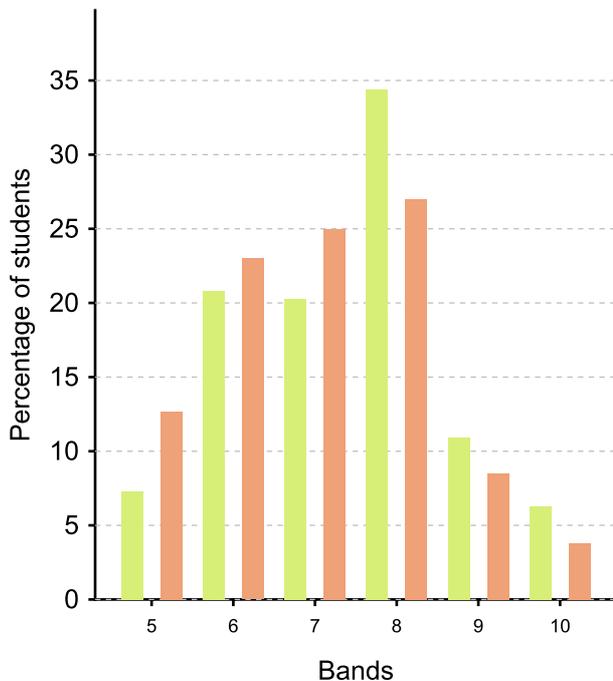
**Percentage in bands:
Year 7 Numeracy**



Percentage in Bands (Green)
School Average 2015-2017 (Orange)

Band	5	6	7	8	9	10
Percentage of students	2.6	14.6	25.5	29.2	21.9	6.3
School avg 2015-2017	5.2	12.7	24.6	31.6	20.7	5.3

**Percentage in bands:
Year 9 Writing**

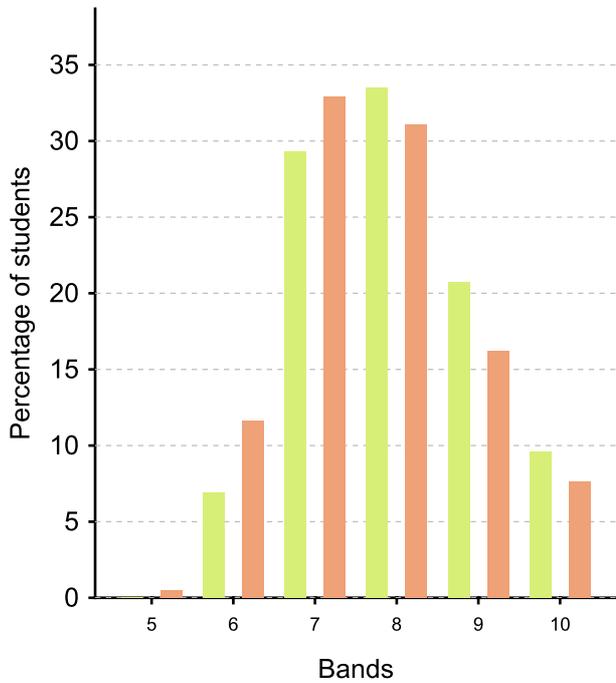


Percentage in Bands (Green)
School Average 2015-2017 (Orange)

Percentage in Bands (Green)
School Average 2015-2017 (Orange)

Band	4	5	6	7	8	9
Percentage of students	0.9	5.1	21.2	29.0	22.1	21.7
School avg 2015-2017	1.0	8.9	25.1	32.1	18.0	14.8

**Percentage in bands:
Year 9 Numeracy**



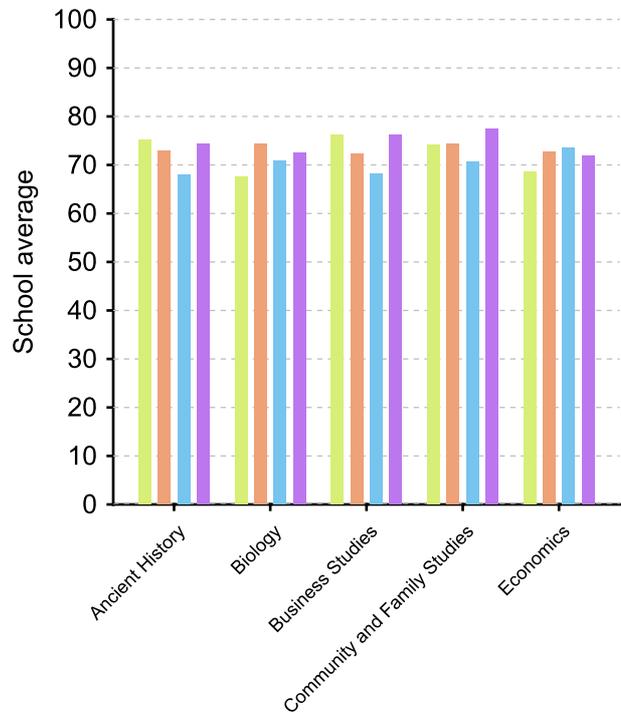
■ Percentage in Bands
■ School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	0.0	6.9	29.3	33.5	20.7	9.6
School avg 2015-2017	0.5	11.6	32.9	31.1	16.2	7.6

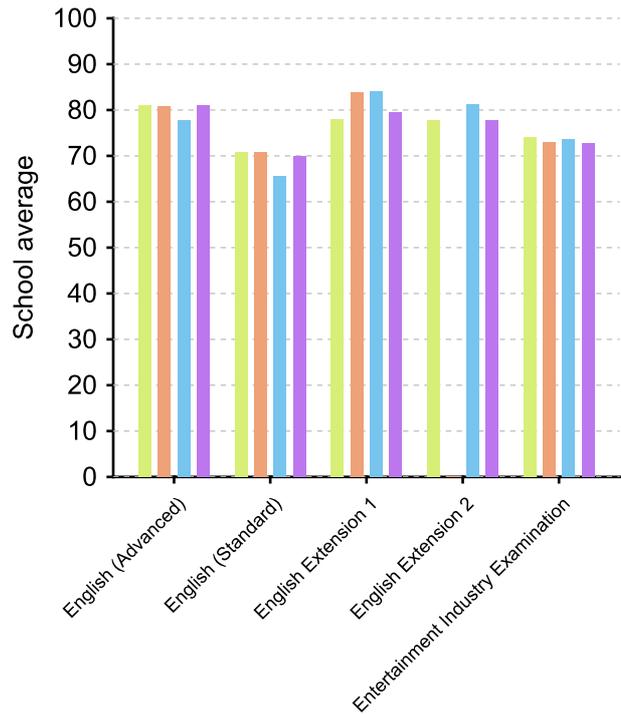
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Higher School Certificate (HSC)

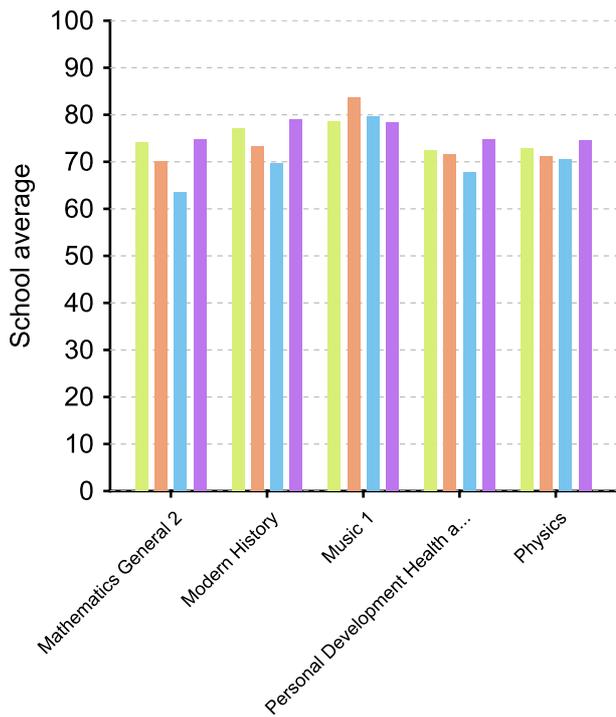
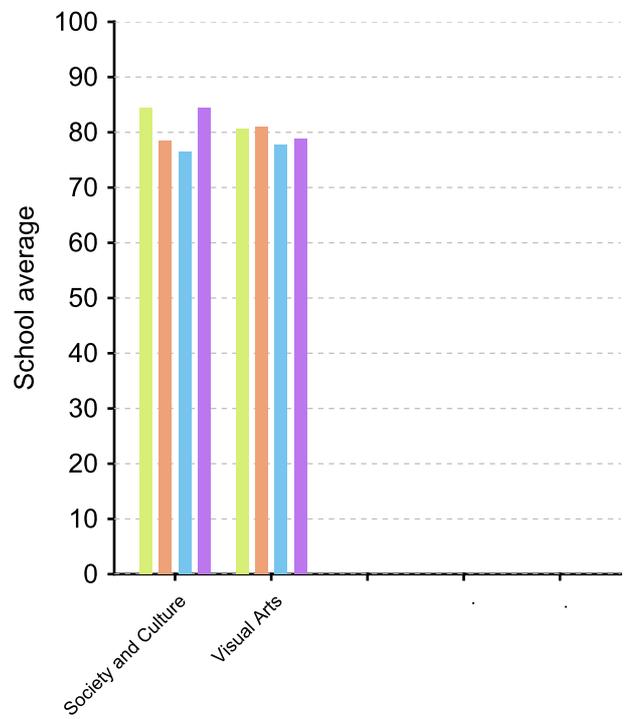
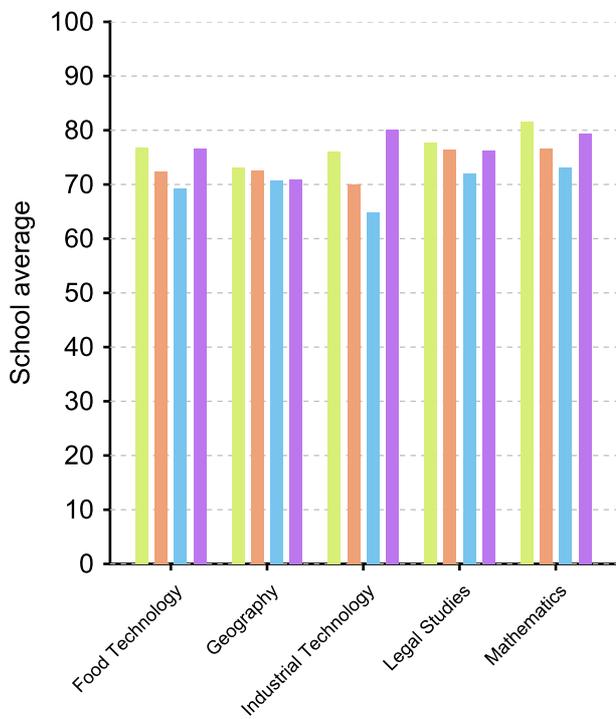
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



■ School 2017	■ SSSG Average 2017
■ State Average 2017	■ 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	75.2	72.8	68.1	74.4
Biology	67.6	74.4	70.9	72.4
Business Studies	76.1	72.3	68.2	76.1
Community and Family Studies	74.2	74.4	70.7	77.5
Economics	68.5	72.7	73.6	71.8
English (Advanced)	80.9	80.8	77.6	80.9
English (Standard)	70.8	70.7	65.6	69.8
English Extension 1	77.9	83.9	84.0	79.5
English Extension 2	77.7	0.0	81.2	77.7
Entertainment Industry Examination	74.1	72.9	73.5	72.7
Food Technology	76.9	72.4	69.3	76.6
Geography	73.2	72.6	70.7	70.9
Industrial Technology	76.0	70.1	64.8	80.2
Legal Studies	77.7	76.4	72.1	76.3

Mathematics	81.6	76.7	73.2	79.4
Mathematics General 2	74.2	70.0	63.6	74.8
Modern History	77.0	73.3	69.6	79.0
Music 1	78.6	83.8	79.7	78.3
Personal Development Health and Physical Education	72.5	71.6	67.7	74.7
Physics	72.8	71.2	70.4	74.6
Society and Culture	84.5	78.5	76.4	84.4
Visual Arts	80.7	81.0	77.7	78.9

- 37 Band 6's, 182 Band 5's and 155 Band 4's.
- Band 6 was achieved in 17 of the 31 courses examined.
- 74% of all Bands achieved were the top three Bands ie; Bands 6, 5 and 4.

Of the 22 courses displayed in the graphs and tables, 18 of these were above State Average while 15 of these subjects were also above Similar School Groups (SSSG) . Although not displayed (due to a candidature below 10) both Chemistry and Dance performed well above State Average and SSSG.

Fourteen of the examined courses had an average mark above the State Average of three or greater: Ancient History (>7), Business Studies (>7), Community and Family Studies (>3), Dance (>4), English Advanced (>3), Food Technology (>5), Industrial Technology Multi-Media (>7), Legal Studies (>5), Mathematics (>8), Mathematics General (>10), Modern History (>7), PDHPE (>4), Society and Culture (>8) and Visual Arts (>3).

Again these truly outstanding results confirm that we are catering for the individual learning needs of all students and that students are being well-guided in selecting appropriate subjects to study and all students are being extended beyond their potential. The Department of Education data recently released show that our 2017 Year 12 HSC cohort were again higher than the state average when tracking their progress from their Year 9 NAPLAN results. As in previous years these outstanding figures are further confirmation of the great teaching and learning that is taking place at Cronulla High School. It also shows what is possible when students make a decision to set goals based upon success for themselves and to work in close partnership with their teachers to achieve their best. The challenge for us is to try and maintain this excellent standard. This in large part is why over 60% of our HSC cohort annually receive first round university offers. These types of results are extremely satisfying and certainly make us feel proud as a school.

Parent/caregiver, student, teacher satisfaction

For the last twelve years the school has used the services of Elevation Education to enhance the study skills of Year 11 and 12 students. After receiving feedback from students, parents and teachers it was decided that in 2017 Elevate Education would deliver study skills session to Years 7, 9 and 10 students. It was also decided that a Year 7 Parent Information evening would be held in conjunction with the Year 7 Study Skills session.

The Year 7 Study Skills day and Parent Information evening were held at the beginning of Term 2 to allow students the opportunity to put into practice what they learnt as they prepared for their half-yearly examinations. It was decided to survey the parents who attended the Information evening to gain valuable feedback that would help to determine the future of this program.

Parents were asked to answer 8 questions and rate their responses on a scale of 1–5 (5 being the highest). These questions ranged from how useful did your child find the program; how did you rate the parent information; would you recommend this program for future parents; when do you think the Elevate Study Skills Program should take place; through to how likely will the skills taught in the program be implemented at home and would you like your child to participate in more programs to equip them with time management and study skills.

67% of the 39 parents who replied to the survey selected 4 on the 1–5 scale when rating how useful their child found the program, 53% of the parents rated the parent information evening very good while 32% indicated it was excellent. 100% of parent respondents indicated they would recommend this program to future parents, with 52% of respondents indicating that the study skills session should take place at the end of semester one. 67% of respondents indicated that the skills taught would be implemented at home and 68% of respondents confirmed that they would like their child to be involved in similar time management and study skills in future years.

After analysing these very positive results, it was decided that the school would once again run the Year 7 Study Skills session and Parent Information evening at the beginning of Term 2.

Policy requirements

Aboriginal education

The theory and content taught in the Stage 4 HSIE (History and Geography) programs allows students to develop a better cultural understanding of the lives of Aboriginal peoples of the past. When incorporated with activities such as local field work students are able to form links to the modern world experiences of Aborigines and Torres Strait Islanders. Written empathy tasks in stage 4 English and HSIE classes help

students develop an understanding of the cultural differences that may exist in our community while the study of picture books in English which focus on The Dreamtime provides students with a better grasp of how other cultures view and represent our world. Guest speakers and presenters are utilized to provide background and relevance to these tasks. These strategies are also reinforced by elements of the stage 4 Design and Technology (Textiles) program which includes a practical component of long stitch inspired by Aboriginal culture with a focus on colour, signs and symbols, followed by the framing of the completed product. Accompanying this is a research project which asks students to find out about a famous Aboriginal designer and the area in the design industry in which they work. These tasks widen our students' knowledge and appreciation of the contribution of Aboriginal culture, history and art to our modern world.

'DreamtimeStories' also play an important role in in Cronulla High's Music program with Year 11 students able to undertake and complete a unit of work entitled "Dreamtime Stories in Graphic Notation". This unit has been successful in increasing student awareness of Aboriginal culture as well as building on studies done in other KLAS. Students learn how Aboriginal people and culture made music and compare this to current forms of music.

The Cronulla High School Primary Links program (Winner of a Director General's Award) has continued to allow primary school students from our feeder primary schools from Koori backgrounds to successfully negotiate the transition from primary school to high school and our Peer Support program allows our students of indigenous background to provide a support network for these newly arrived Year 7s.

Since 2015 a mentor (a senior teacher) was employed for all Indigenous students one day a week to provide support for all aspects of their learning, ensuring equity and access to all programs in the school and focusing on study skills, completion of assessment and homework tasks and provision of extra support where needed in regards to attendance, uniform, access to technology and communicating with parents and caregivers. Tutoring to improve learning is also available to any student if needed. Annual Personal Learning Pathways have also been devised and implemented for all students identifying as Aboriginal. Alieesha Cohen of Year 10 was the recipient of a Deadly Award for her excellent attendance, application and attitude, Quincy Dodd of Year 11 was chosen as a school and community leader to attend the Indigenous All Stars Youth Leadership Summit and Carlos Brennan was selected as the school's representative in the Twugia program for Gifted and talented students in both literacy and numeracy. All female Indigenous students also attended the Careers program for Indigenous students as "Sharks Tomorrow's Stars" which is run jointly by Cronulla Sutherland R L Football Club and ilearn-isucceed.

teacher who has trained to be the Anti-Racist Contact Officer (ARCO). Students can self refer themselves to the ARCO or an issue can be referred to the ARCO by another member of staff. The ARCO can also work with a member of the Senior Executive should the need arise.

Multicultural and anti-racism education

In accordance with Department policy the school has a