

# Cabramatta High School

## Annual Report



2018



8209

## Introduction

The Annual Report for **2018** 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

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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 fifth 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 1500 pupils and 170 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-six 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 nine 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 60% accessing university and 25% accessing TAFE and college. 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 learning culture, wellbeing and curriculum, and sustaining and growing in the areas of assessment, reporting and student performance measures. 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

### Innovative Learning

#### Purpose

Students are our main concern and engage with a quality, innovative education which challenges them to achieve their personal best. Students become responsible and productive citizens prepared for a complex and dynamic world.

#### Overall summary of progress

Student assessment results indicate quality teaching, learning and student achievement. In literacy, students demonstrated above state average growth across all domains in Year 7 and across three domains in Year 9 in NAPLAN. Literacy lessons for stage four and five students were introduced in 2018 to enhance student literacy. In numeracy, Year 7 and Year 9 achieved growth well above state average in NAPLAN, and the Year 9 cohort achieved above state average results. Students' sense of belonging and expectations for success are equivalent to state school levels.

The school provides innovative learning for all students which includes accelerated mathematics classes, STEM initiatives, leadership, wellbeing and mentoring programs, an after-school study centre, sports and creative arts programs, peer leadership and tutoring, and community and environmental projects.

#### 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 show growth at or above state average in literacy in a variety of external and internal measures including NAPLAN and PAT testing.</li><li>• 80% of students show growth at or above state average in numeracy in a variety of external and internal measures including NAPLAN and PAT testing.</li><li>• Increase the number of students with a positive sense of belonging who value schooling outcomes and have high expectations for success, above state norms</li></ul>	\$600,000	<ul style="list-style-type: none"><li>• In Year 7 NAPLAN literacy, growth in all domains of literacy was above state average. Students showed growth at or above state average in spelling and writing 67.2%, grammar and punctuation 59.8% and reading 58.9%. In Year 9 NAPLAN literacy, growth in all domains except writing was above state average. Students showed growth at or above state average in spelling 74.7%, reading 74.1%, grammar and punctuation 65.3% and writing 55.6%.</li><li>• In Year 7 NAPLAN numeracy, the growth at or above state average was 79.4%, 18.1% higher than average state growth. In Year 9 NAPLAN numeracy, the growth at or above state average was 77.6%, 16.2% higher than state average. The Year 9 cohort achieved above state average results in NAPLAN numeracy, with an average NAPLAN school score of 601.7, compared to the state average of 593.7.</li><li>• 64% of students indicated a positive sense of belonging which was equal to the state percentage, and 6% above SSSG. 73% of students indicated high expectations for success which was equal to SSSG and 4% below the state percentage.</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. Literacy lessons will be enhanced to further develop students' level of literacy. The stage five mathematics program will be further developed and curriculum opportunities expanded, to meet the needs of a diversity of student abilities. The school will promote and encourage students' sense of belonging through wellbeing, peer mentoring and leadership programs.



## Strategic Direction 2

### Quality Teaching

#### Purpose

Create a culture of continued professional development which fosters expert practice, quality teaching and learning, resilience and wellbeing.

Teachers apply evidence-based approaches to address the diverse needs of the whole student.

#### Overall summary of progress

To further develop quality teaching and learning, staff completed an additional 19 hours of professional learning above mandatory requirements, with 53 professional learning courses offered. 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, differentiation and technology.

#### 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 as identified in their PDPs	\$60,000	• Over 90% of professional learning goals were achieved by staff, and funding ensured the provision of strategically identified professional learning
Classroom practice reflects individual student needs being addressed	\$25,000	• Teachers engaged in professional learning to develop their ability to meet individual student learning needs. 672 individualised student learning plans were developed based on NAPLAN data, and 335 additional personalised learning plans were developed to support student learning.

#### Next Steps

Staff will have significant opportunities to engage in professional learning, and discuss and reflect on quality teaching. School resources will be strategically allocated to ensure that staff deliver quality teaching and innovative learning. Practices which assist in differentiating the curriculum to meet individual student needs, including individualised student learning plans, will be further enhanced. A new initiative, to provide experience teaching in western NSW to share quality teaching and professional learning, will be available to staff in 2019.



## Strategic Direction 3

### Excellence In Leading

#### Purpose

Leaders model instructional leadership and ensure a culture of high expectations and community engagement. Leaders strategically allocate school resources to improve student outcomes.

#### Overall summary of progress

Student and staff leadership programs and initiatives were a school priority. Student leadership programs included SRC (Student Representative Council), community outreach, corporate mentoring, staff and parent presentations, fundraising and volunteering. Staff leadership programs included the 2IC (second in charge) program, professional learning and mentoring beginning and early career teachers.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the number of community outreach programs.	\$4000	<ul style="list-style-type: none"><li>• There was an increase in the number of community outreach programs including student volunteering at a local aged care facility, staff and student promotion of, and volunteering for, charitable organisations, student performances at local schools, peer tutoring and senior students coaching primary school students in a variety of sports.</li></ul>
Increased use of data to validate allocation of school resources to improve student outcomes.	\$7000	<ul style="list-style-type: none"><li>• School executive, senior executive and budget committee analysed academic, wellbeing, attendance, asset and expenditure data to ensure strategic resourcing to improve student outcomes.</li></ul>
30% of teachers have engaged in instructional leadership roles.	\$320,000	<ul style="list-style-type: none"><li>• Eighteen 2ICs (second in charge) assisted head teachers and undertook instructional leadership roles.</li><li>• Over 30% of teachers developed and delivered professional learning workshops.</li></ul>

#### Next Steps

The 2IC and staff leadership of professional learning will continue. There will be significant opportunities for students to engage in leadership programs. The far west initiative and Fairfield district professional learning network, will ensure staff have further access to experience leadership opportunities and develop their leadership capabilities.





Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$5,924	Aboriginal background loading ensured the Aboriginal Learning Committee could provide programs, activities and excursions for Aboriginal students. These included Koori club, tribal warrior cruise, 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>	\$624,678	The English language proficiency funding was used to fund 5.4 EAL/D teachers with an additional .5 EAL/D 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>	\$354,759	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 initiative funded programs including 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 after-school study centre 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 Pasifica 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.
<b>Support for beginning teachers</b>	\$136,566	The support for beginning teachers funding was used to provide release time for mentoring sessions with experienced teachers and head teachers, resource development, professional learning and lesson observations.
<b>Targeted student support for refugees and new arrivals</b>	\$8,951	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.



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	695	730	790	785
Girls	674	665	736	773

### Student attendance profile

School				
Year	2015	2016	2017	2018
7	94.9	94.8	95.8	95.8
8	92.7	94.5	92.2	92.8
9	92.4	93.3	93.4	93.7
10	89.8	91.9	92.3	93.2
11	90.1	90.5	91.1	91
12	88.5	89.4	90.7	88.3
All Years	91.3	92.2	92.4	92.4
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

### Management of non-attendance

Cabramatta High School attendance rates continue to be well 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.

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	1
Employment	0	2	5
TAFE entry	0	0	2
University Entry	0	0	61
Other	1	2	0
Unknown	1	2	31

### Year 12 students undertaking vocational or trade training

In 2018, 36.8% of Year 12 students completed a VET qualification. Qualifications included certificate II in business services, certificate II in construction pathways, certificate III in entertainment industry, 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 2018, 215 Year 12 students achieved an HSC qualification and 44 students achieved a VET qualification.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	4
Head Teacher(s)	15
Classroom Teacher(s)	70.7
Learning and Support Teacher(s)	2.1
Teacher Librarian	1.4
Teacher ESL	5.4
School Counsellor	2
School Administration and Support Staff	30.07
Other Positions	26.4

\*Full Time Equivalent

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 twenty seven 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 fifty three courses offered to teachers. This included a faculty focused workshop in term four. Six early career teachers achieved accreditation at the proficient level and three teachers successfully maintained their accreditation. All teachers were provided the opportunity to engage with the Professional Teaching Standards and information on the accreditation process.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,312,197
<b>Revenue</b>	19,734,255
Appropriation	18,590,864
Sale of Goods and Services	350,615
Grants and Contributions	526,960
Gain and Loss	0
Other Revenue	245,585
Investment Income	20,231
<b>Expenses</b>	-18,292,155
Recurrent Expenses	-18,292,155
Employee Related	-16,314,475
Operating Expenses	-1,977,681
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	1,442,100
<b>Balance Carried Forward</b>	2,754,298

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 the replacement of roofs, using Asset Management Unit (AMU) processes. The intended use of available funds for 2019 are further roof replacement of buildings, interactive white board replacement, bell system replacement, painting, maintenance and upgrade of CCTV system, replacement of air conditioners, 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.

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	11,500,375
Base Per Capita	322,350
Base Location	0
Other Base	11,178,025
<b>Equity Total</b>	2,285,362
Equity Aboriginal	5,924
Equity Socio economic	1,300,000
Equity Language	624,678
Equity Disability	354,759
<b>Targeted Total</b>	888,959
<b>Other Total</b>	3,165,002
<b>Grand Total</b>	17,839,699

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

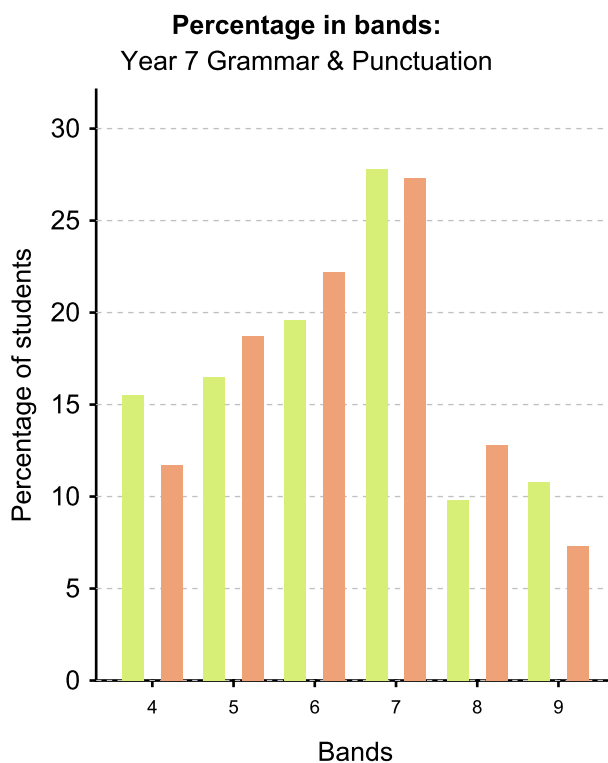
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In Year 7, 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, grammar and punctuation. In spelling and 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 in the domains of reading, spelling, grammar and punctuation. There was an increase in the number of students achieving a Band 9 result in reading and grammar and punctuation, and an increase in the number of students achieving a Band 7 – 9 result in the domain of reading.

Reading and writing have been identified in both Year 7 and Year 9 as areas for further improvement.

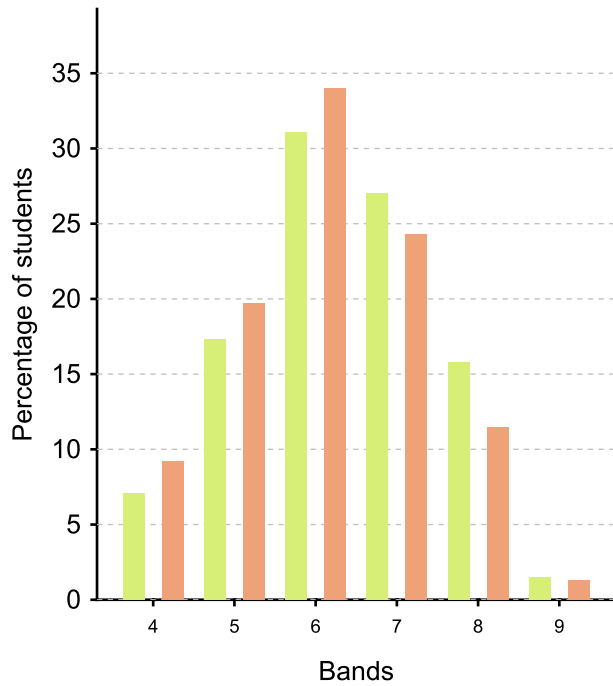


<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	15.5	16.5	19.6	27.8	9.8	10.8
School avg 2016-2018	11.7	18.7	22.2	27.3	12.8	7.3



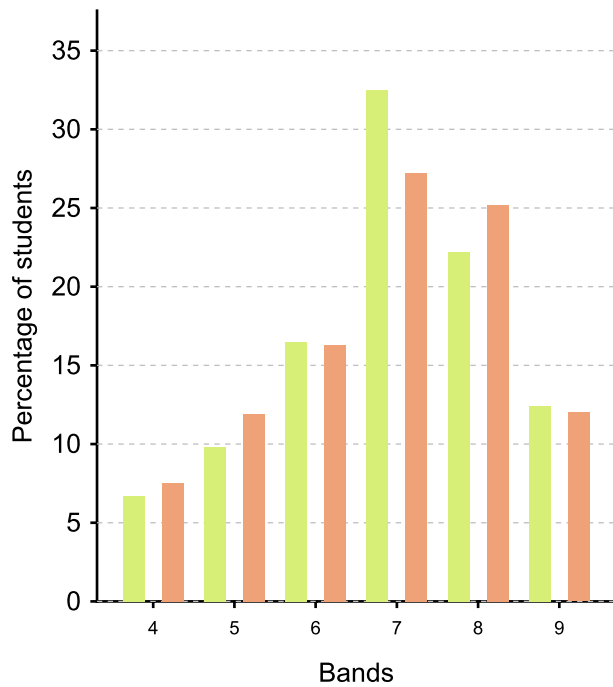
**Percentage in bands:**  
Year 7 Reading



Percentage in Bands  
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	7.1	17.3	31.1	27.0	15.8	1.5
School avg 2016-2018	9.2	19.7	34	24.3	11.5	1.3

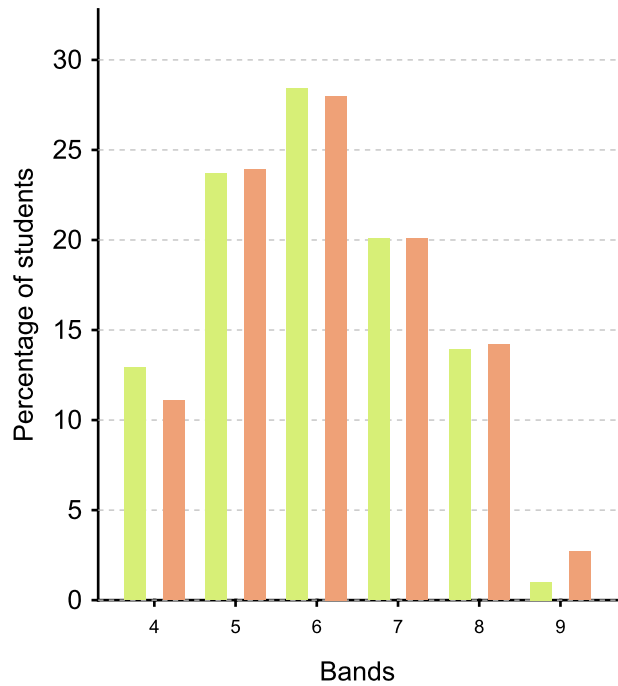
**Percentage in bands:**  
Year 7 Spelling



Percentage in Bands  
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	6.7	9.8	16.5	32.5	22.2	12.4
School avg 2016-2018	7.5	11.9	16.3	27.2	25.2	12

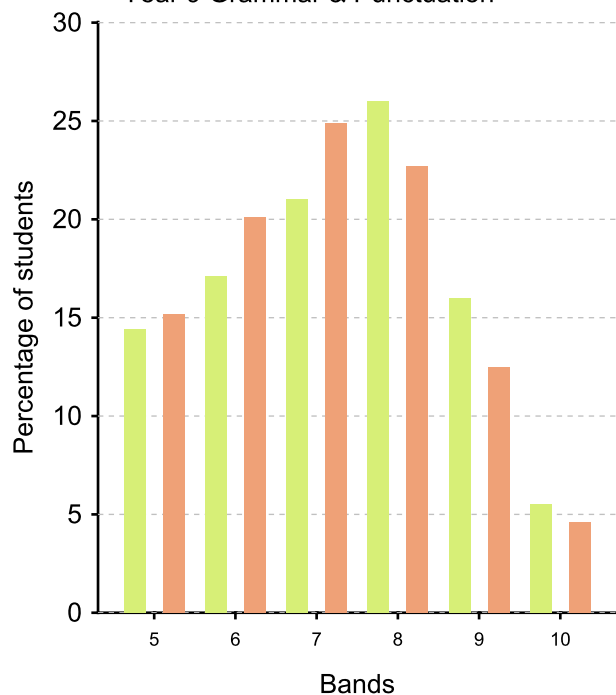
**Percentage in bands:**  
Year 7 Writing



Percentage in Bands  
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	12.9	23.7	28.4	20.1	13.9	1.0
School avg 2016-2018	11.1	23.9	28	20.1	14.2	2.7

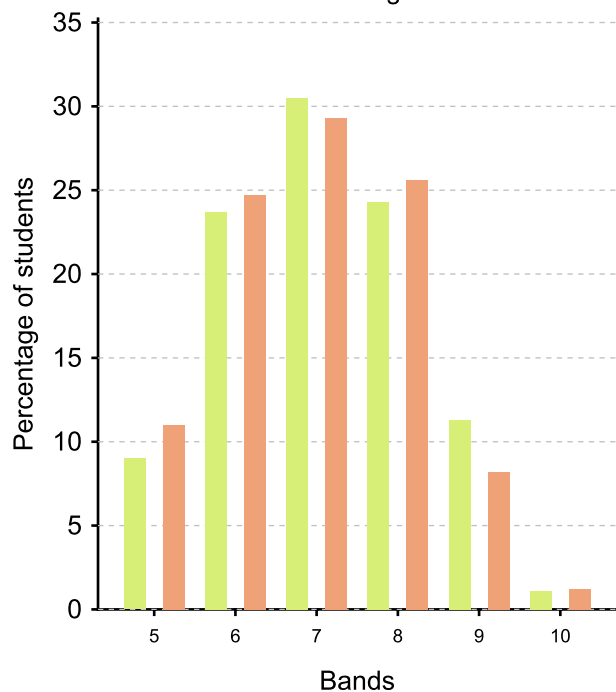
**Percentage in bands:**  
Year 9 Grammar & Punctuation



Percentage in Bands  
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	14.4	17.1	21.0	26.0	16.0	5.5
School avg 2016-2018	15.2	20.1	24.9	22.7	12.5	4.6

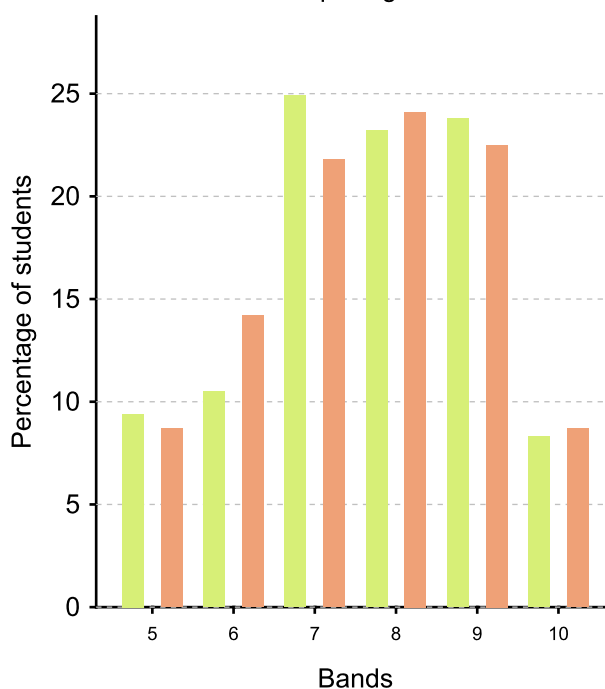
**Percentage in bands:**  
Year 9 Reading



Percentage in Bands  
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	9.0	23.7	30.5	24.3	11.3	1.1
School avg 2016-2018	11	24.7	29.3	25.6	8.2	1.2

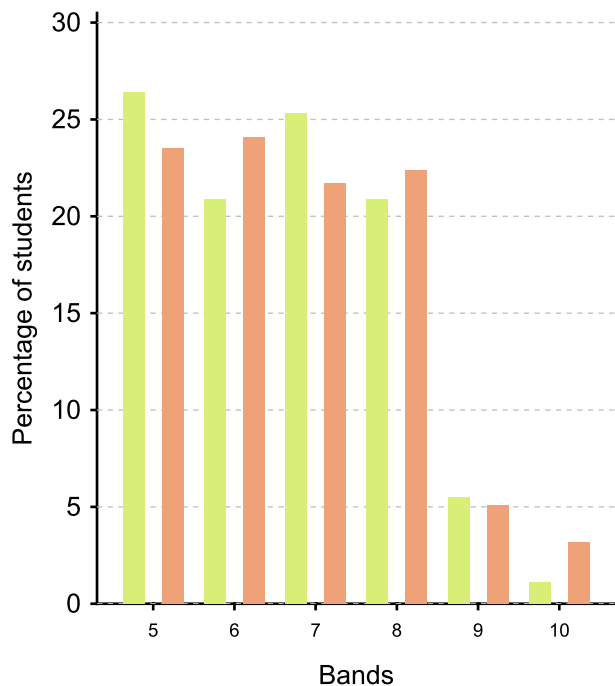
**Percentage in bands:**  
Year 9 Spelling



Percentage in Bands  
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	9.4	10.5	24.9	23.2	23.8	8.3
School avg 2016-2018	8.7	14.2	21.8	24.1	22.5	8.7

**Percentage in bands:**  
Year 9 Writing

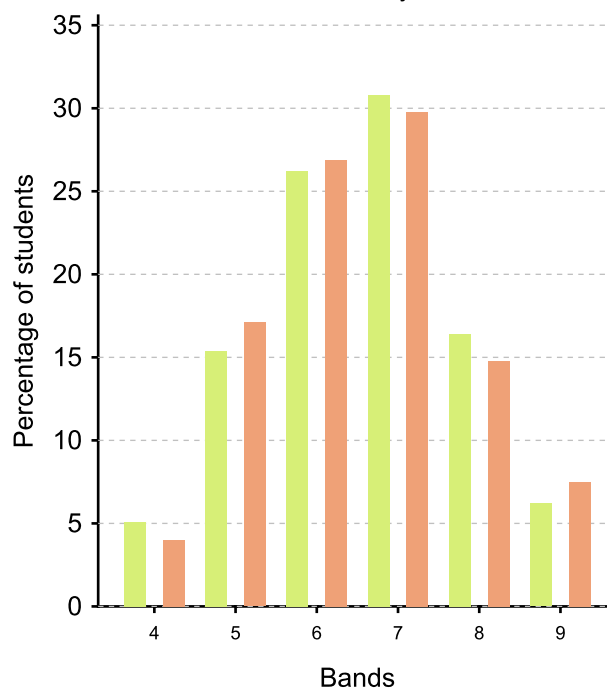


Percentage in Bands  
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	26.4	20.9	25.3	20.9	5.5	1.1
School avg 2016-2018	23.5	24.1	21.7	22.4	5.1	3.2

In Year 9 numeracy, there was a 3% increase in the number of students achieving Band 10 results. In Year 7 numeracy, there was a 0.6% increase in the number of students achieving Band 8 results.

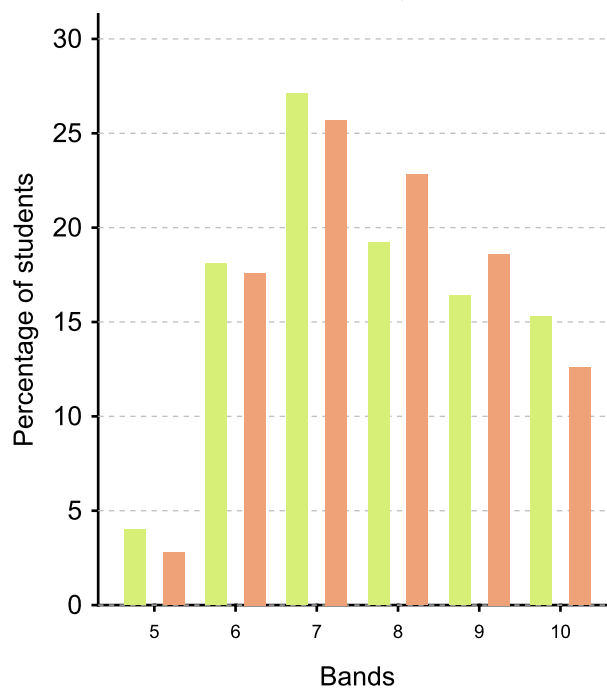
**Percentage in bands:**  
Year 7 Numeracy



Percentage in Bands  
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	5.1	15.4	26.2	30.8	16.4	6.2
School avg 2016-2018	4	17.1	26.9	29.8	14.8	7.5

**Percentage in bands:**  
Year 9 Numeracy



Percentage in Bands  
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	4.0	18.1	27.1	19.2	16.4	15.3
School avg 2016-2018	2.8	17.6	25.7	22.8	18.6	12.6

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.

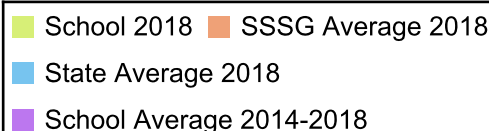
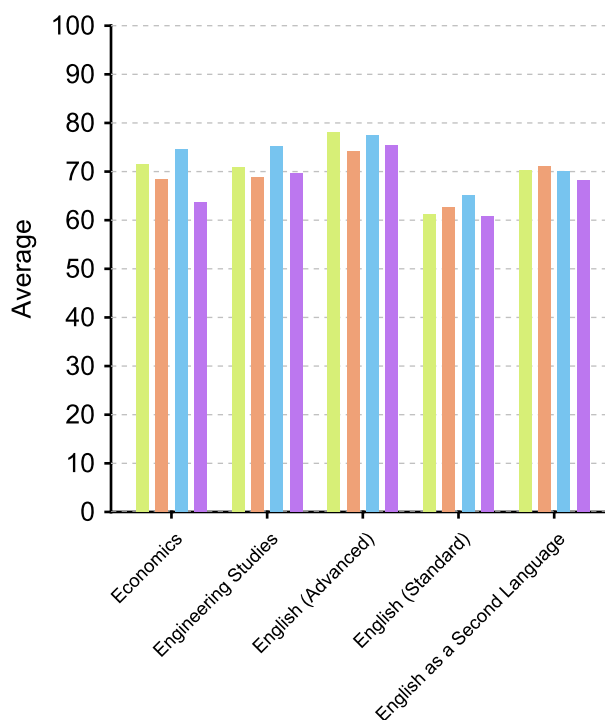
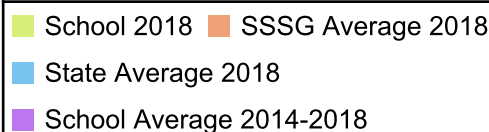
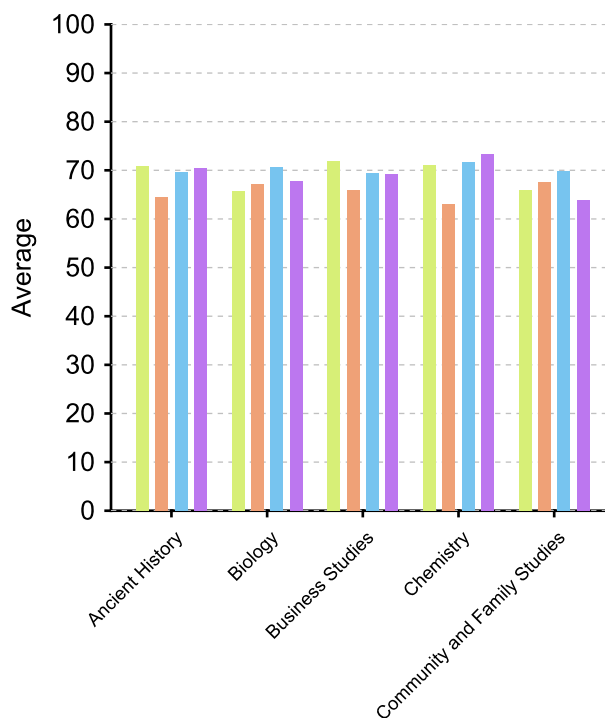
In Year 7 literacy the highest band achieved by an Aboriginal student was a Band 9 in spelling and grammar and punctuation. In Year 7 numeracy, the highest band achieved by an Aboriginal student was Band 5.

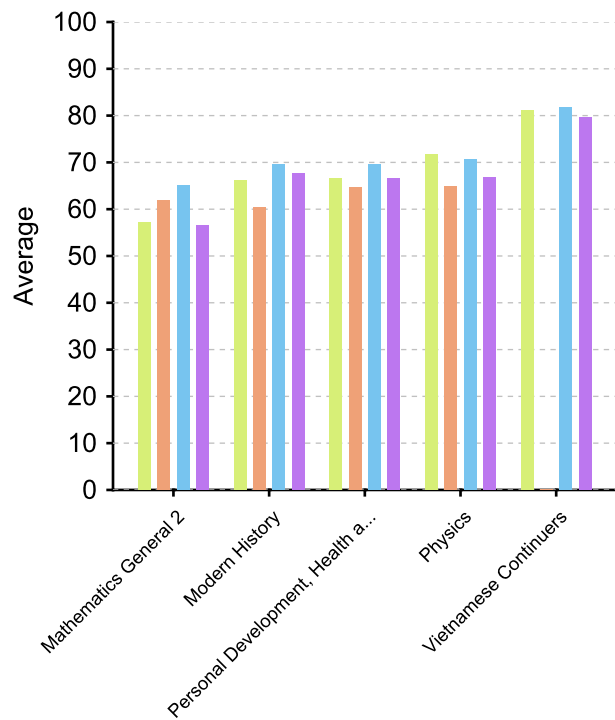
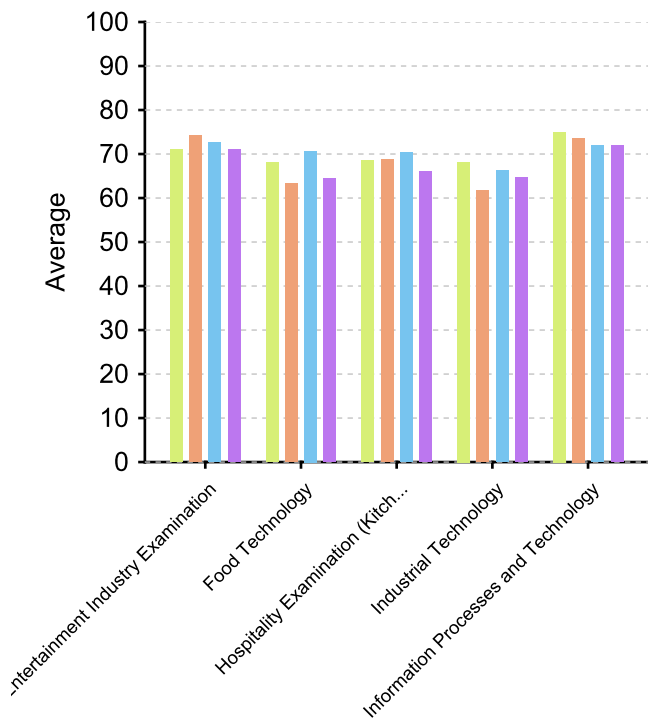
There were no students of Aboriginal background enrolled in Year 9, 2018.



## Higher School Certificate (HSC)

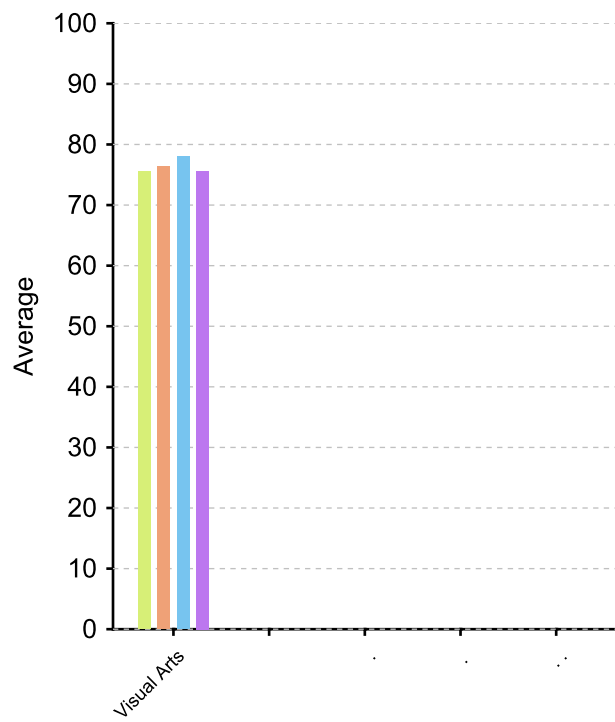
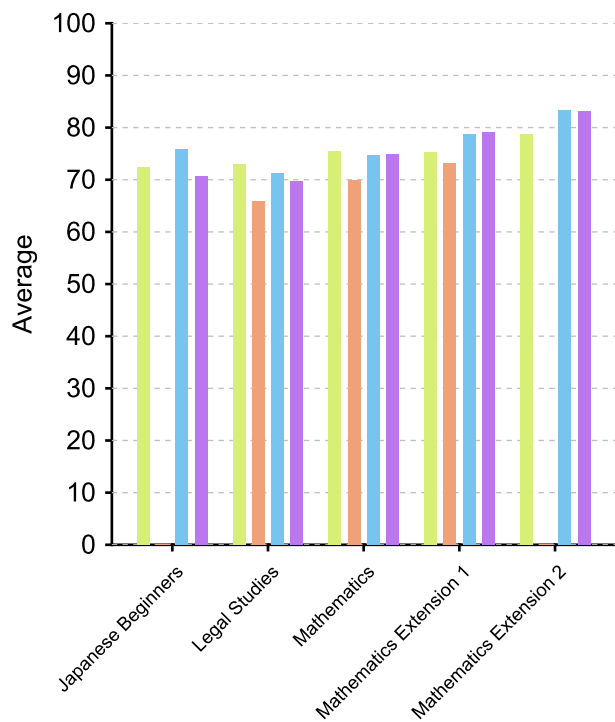
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).





■ School 2018 
 ■ SSSG Average 2018  
■ State Average 2018  
■ School Average 2014-2018

■ School 2018 
 ■ SSSG Average 2018  
■ State Average 2018  
■ School Average 2014-2018



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Subject	School 2018	SSSG	State	School Average 2014-2018
Ancient History	70.9	64.4	69.5	70.5
Biology	65.8	67.2	70.7	67.7



Business Studies	71.9	65.9	69.3	69.2
Chemistry	71.0	63.0	71.8	73.4
Community and Family Studies	65.9	67.5	69.9	63.8
Economics	71.4	68.4	74.7	63.6
Engineering Studies	70.8	68.8	75.3	69.7
English (Advanced)	78.0	74.2	77.5	75.5
English (Standard)	61.2	62.6	65.0	60.7
English as a Second Language	70.3	71.1	70.1	68.2
Entertainment Industry Examination	71.0	74.2	72.5	71.0
Food Technology	68.0	63.3	70.7	64.4
Hospitality Examination (Kitchen Operations and Cookery)	68.5	68.8	70.3	66.1
Industrial Technology	68.2	61.6	66.2	64.7
Information Processes and Technology	75.0	73.6	72.0	71.9
Japanese Beginners	72.3	0.0	75.8	70.7
Legal Studies	73.0	65.9	71.2	69.7
Mathematics	75.5	70.0	74.8	74.9
Mathematics Extension 1	75.3	73.2	78.7	79.1
Mathematics Extension 2	78.8	0.0	83.3	83.2
Mathematics General 2	57.1	62.0	65.1	56.5
Modern History	66.2	60.4	69.5	67.6
Personal Development, Health and Physical Education	66.6	64.7	69.5	66.6
Physics	71.6	64.8	70.6	66.9
Vietnamese Continuers	81.2	0.0	81.7	79.5
Visual Arts	75.5	76.4	78.0	75.6

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

Creative and performing arts (CAPA) faculty – The courses presented were entertainment (VET), visual arts and visual design. An area of strength noted was an increase in band 4 and 5 results, with HSC preparation targeted on extended response writing. Students in visual arts achieved their highest results in the practical component of the course. 78% of visual arts students achieved their highest HSC results in this subject. An area for continued development is extended response writing.

English as an additional language / dialect (EAL/D) 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 five per cent of students achieving a Band 5 or 6 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, and the establishment of a support network for English extension teachers and students.

Home economics & computing faculty – The courses presented were community and family studies, food technology, hospitality kitchen operations (VET), information processes and technology and software design and development. Areas of strength noted were a significant decrease in Band 1 results. Information processes technology results for the cohort were above state average. Food technology, hospitality kitchen operations (VET) and software design and development results for each cohort were significantly closer to state average. Areas for further development noted were the need to focus on exam preparation including the interpretation and response to multiple choice, short answer and extended response questions.

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

Industrial arts faculty – The courses presented were engineering studies, industrial technology and construction pathways (VET). Areas of strength included two students achieving Band 6 results in industrial technology, one student achieving a Band 6 result in engineering studies and all enrolled students

completing the construction credential. The majority of students enrolled in an industrial course achieved their highest HSC mark in industrial arts, in comparison to their results in other courses. Strategies implemented to develop students' extended writing skills have resulted in significant improvements in the extended writing section of the HSC exam. An area for further development is professional learning for staff in the area of teaching and learning strategies catering for the learning needs of EAL/D students and students with learning difficulties.

**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 Band 5 and 6 results and high level results in most areas of language assessment. In the Vietnamese continuers cohort, one student achieved the position of third in NSW, whilst another achieved the position of fifth in NSW. Areas for further development include a need to focus on inferential reading, language features analysis, extended writing and exam techniques.

**Mathematics faculty** – The courses presented were mathematics general 2, mathematics, mathematics extension 1 and mathematics extension 2. In mathematics, students achieved nine Band 6 results and there were a lower number achieving Band 1 and 2 results in comparison to the state average. An area of further development identified is the level of student achievement in mathematics general 2. The faculty will focus on strategies to increase the number of students achieving results in the higher bands in this course.

**Personal development, health and physical education (PDHPE) faculty** – The courses presented were exploring early childhood, PDHPE and VET sport coaching. Areas of strength noted were an increase in Band 6 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 lower bands.

**Science** – The courses presented were biology, chemistry and physics. There were significant number of students who achieved very good results, including Band 6 results, across all science subjects. Results in physics have improved steadily for the past four years and this trend continued, with particular success in an increased number of students achieving Band 4 and 5 results. In chemistry, students continued to achieve results in the highest band levels, however there was also an increase in the number of students performing at a standard in the lower band levels, perhaps due to the large increase in the candidature. In biology there was a significant decline in overall results and this will be a focus for improvement in 2019. The science faculty is addressing the challenges of a large increase in the number of students enrolled in science courses. Tutorial support is being provided, along with increased feedback to students, to ensure effective preparation for assessment tasks.

## 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 2018. 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 5% above the NSW government mean, homework behaviour 6% above the NSW government mean and interest and motivation 8% above the 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 2018, there was growth in the range of Aboriginal programs and initiatives, including Mabo Day and recognition of National Apology Day. Staff professional learning opportunities were provided based on identified needs from staff professional learning surveys. Aboriginal student excursions to the Sydney Theatre Company and STEM camp were augmented with school celebrations and commemorations of Sorry Day, Close the Gap campaign and NAIDOC week. All Aboriginal students participated in developing Personalised Learning Plans which were reviewed during the course of the year. The Koori club remains a central component of indigenous students' information sharing and provides a regular meeting space, specialised excursions and opportunities such as scholarship applications.

## Multicultural and anti-racism education

In 2018, sixty Intensive English Centre (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 drumming group performed at special events, the highlight being the performance at a Fairfield Museum function and the Australian Business and Community Network (ABCN) dinner in front of leaders from a range of companies that support schools. For the eleventh year a Capoeira program funded by STARTTS was conducted to aid the recovery of students who have experienced issues as refugees or have experienced trauma. Capoeira uses non-combative martial arts, dance and music to promote physical and emotional wellbeing. Sixty IEC and high school students were involved in the program and many attended the annual youth encounter. Some of the skilled students participated in a mentoring program with Belmore Boys High School and Warrawong IEC to support students new to the Capoeira program.

Every student who entered the IEC in 2018 was involved in a "Settling In and Community Links" program, facilitated by the school counsellor. These programs were 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 completed the "Leavers Program" while in the IEC. Students enrolling at Cabramatta High School 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.

In semester one of 2018 Cabramatta High School and the Conservatorium High School collaborated on an innovative music 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.

During 2018 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.

As part of the weekly "Skills Workshop" lessons IEC students experience of activities to develop skills outside of the regular academic programs. Options have been expanded to introduce programs that involve

community partnerships. Students participated in a wide range of activities to address their physical and emotional wellbeing, and creative needs through programs such as "Box with a Cop", "The Law and You", an Australian Literacy and Numeracy Foundation program titled "Subtext: Art for Literacy" and "Creating Chances" sports coaching.

The breakfast club program provided 9,479 breakfasts for Cabramatta High School and IEC students throughout 2018. Twenty-eight 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 the 2018 Sydney Peace Prize winner, Professor Joseph Stiglitz during the annual Peace Day celebrations along the theme, Another World is Possible. Key performances on the day were representative of the cultural diversity of the school and fostered a sense of acceptance and an awareness of the need to advocate for global equality. Harmony Day, with the theme, Advocating for Diversity, was also observed with specialised assemblies for Years 7, 8, 9, 10 and the IEC. The assemblies highlighted guest speakers from a range of backgrounds who had achieved success across many fields, sharing their stories. Students of all nationalities were encouraged to participate in performances fostering a sense of belonging for all.

Students also participated in programs with Australian businesses. As part of the ABCN schools program, twenty Year 9 EAL/D students participated in the Commonwealth Bank mentoring program, "Interact". This program focused on goal setting, interview skills and confidence building through interaction with mentors from the bank. Cabramatta High School hosted twenty volunteers from Ernst and Young for "EY Care Day". The volunteers mentored twenty five IEC and high school students through participation in resume writing, gardening and outdoor art installation activities.

## Other school programs

ASX share-market game – The ASX share-market game provided students the opportunity to experience virtual real-life share trading and share speculation on the Australian Securities Exchange. Students from stages 5 and 6 were registered in groups, and each group bought and sold registered public company stocks in real time. Students were able to track their progress and monitor their success.

Chess club – The chess club operates one day per week and provides an opportunity for like-minded students to engage in a social and intellectual capacity helping to develop intellectual, social and

communication skills.

**Chinese links program** – The Chinese links program provided an opportunity for twenty students and three teachers from China to attend a week long program at the school, attending classes across all key learning areas. Teachers and students from the program and school discussed education, and teaching and learning experiences.

**Commonwealth Bank of Australia partner a class program** – For the past ten years, the CBA and Cabramatta High School have developed the partner a class initiative linking the classroom with the corporate world. The program provides students the opportunity to develop their presentation and problem-solving skills by developing a product idea for the bank and presenting it as a team to professionals. Students are mentored by industry professionals in the banking and finance sector. One student who excelled in the program was awarded with a one thousand dollar scholarship from the CBA. Three students who achieved a band six result in business studies were participants in the program.

**Creative and performing arts** – There were a significant number of extra-curricular programs which provided students with authentic learning experiences beyond the classroom. A large range of learning opportunities were offered including art smart club, choir, Harmony Day and Peace Day performances, rock band, string ensemble and visual arts holiday study programs. The Cabramatta High School concert was a success with over nine hundred audience members attending over two nights, with the concert held in an auditorium at Cabra-Vale Diggers club. At the concert there were dance and musical performances, students assisted with sound, lighting and staging requirements and there was an art exhibition in a foyer area. Students from two local primary schools also performed at the concert.

**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 was successful in reaching the knockout rounds which placed the team in the top sixteen schools in the south west Sydney region.

**Environmental club** – The environmental club consists of fifty students and two teachers with an increasing annual membership. The 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 the importance of environmental challenges to empower students to be active citizens in the wider community. Weekly meetings are held to discuss contemporary issues and future programs.

**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. The program involved legal

professionals mentoring students to understand legal processes and procedures in court. Students developed skills in communication, teamwork, conflict resolution and problem solving. This allowed students to gain an insight in to the operations of the legal system and provided a link between industry and education.