

Cabramatta High School

2019 Annual Report



8209

Introduction

The Annual Report for 2019 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.

School contact details

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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 1550 pupils and 160 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 53 language groups in the student body. Currently there are 100 students who are identified as coming from a refugee background. There are eleven 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 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

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.

Improvement Measures

- 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.
- 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.
- Increase the number of students with a positive sense of belonging who value schooling outcomes and have high expectations for success, above state norms

Progress towards achieving improvement measures

- Process 1:**
1. Literacy and Numeracy
 - literacy lessons
 - literacy coordinator
 - numeracy teacher
 - accelerated mathematics classes
 - speech pathologist
 - personalised learning programs
 2. Quality Engagement, Learning and Student Wellbeing
 - transition programs including primary links and helping hand
 - after-school study centre
 - aboriginal programs
 - pasifika programs
 - STEAM initiatives
 - advanced learning classes
 - top 20 program
 - ABCN mentoring
 - year 12 tutorials
 - wellbeing programs
 - VET courses
 - Refugee team and projects

Evaluation	Funds Expended (Resources)
<p>Literacy and Numeracy</p> <p>Literacy classes were established early in Term 1 and the annual licence for online Wordflyers was procured for use in literacy lessons. Progressive Achievement Testing was integrated into literacy lessons in years 7 to 10 and took place in terms 2 and 4. Literacy lessons were reviewed at the end of the year and the Literacy Steering Committee implemented changes for 2020 based on feedback from teachers.</p> <p>The Literacy Coordinator was appointed at the beginning of 2019 to oversee the Literacy Steering Committee. The committee met fortnightly and provided professional learning for teachers of literacy throughout the year. Minimum standards testing was coordinated by the committee and was undertaken for identified students from year 10 to 12 several times throughout the year.</p> <p>The numeracy teacher has supported the numeracy needs of students across all levels of ability. Accelerated mathematics classes were formed for students from year 8 to 11 at the beginning of 2019 with year 11 students completing their HSC exam in mathematics in term 4. The numeracy teacher created activities and resources for students with learning difficulties. The</p>	<p>Refugee teacher and team</p> <p>Literacy lessons</p> <p>Top 20 program</p> <p>Pasifika mentors</p> <p>Numeracy teacher</p> <p>Helping hand program</p> <p>School nurse</p> <p>Professional learning</p> <p>Speech pathologist</p> <p>Aboriginal programs</p>

Progress towards achieving improvement measures

Primary School mathematics program engaged year 6 students in mathematics lessons on a weekly basis across the year.

The Speech Pathologist was employed 2 days per week from the beginning of 2019. The speech pathologist screened students referred by the Learning & Support Team and provided small group and individual sessions throughout the year. The speech pathologist also provided professional learning for teachers across terms 1, 2 and 3.

NAPLAN preparation was provided to all students in years 7 and 9 in term 1. In term 3 Personalised Learning Plans were formed for all students in years 7 and 9 through student meetings with mentors after the release of NAPLAN results. Plans were formed for all students in Out Of Home Care through meetings with the OOHLC Liaison, carers, students and caseworkers. Personal Learning Pathways were formed for all ATSI students. PLPs were also formed for all students in the Support Unit. Staff and students were involved in ongoing PLP reviews and all PLPs were published on Sentral.

Quality Engagement, Learning and Student Wellbeing

The Helping Hand program took place twice per term to support students transitioning from the Intensive English Centre into the mainstream high school setting. The Beyond Year 10, University Links, Vocational Pathways, Love Bites and Police Links programs were undertaken to provide support and transition guidance for students. Primary Links taster lessons for year 5 students across our community of schools took place throughout the year for languages, STEM and woodwork. A water testing program was conducted involving students from our community of schools. Connections were made with parents through initiatives such as the Year 7 Parent BBQ Evening and NAPLAN Feedback for Parents.

The After School Study Centre commenced from the beginning of term 1: tutors were employed and students enrolled. The centre operated after school until 5 pm every day and was evaluated with results presented at the executive conference in term 4.

The Aboriginal Education Committee was formed at the beginning of 2019 with representatives from all faculties and met fortnightly. Achievements include activities for Sorry Day, Reconciliation Day, Koori camp and Close the Gap and the formation of PLPs for all ATSI students.

At the start of term 1 the Pasifica mentors organised a meet and greet event and involved students in PATHE workshops, the Ta Moko excursion and numerous other activities throughout the year. At the end of the year students and parents took part in Pasifica Showcase to acknowledge student achievement and celebrate Pasifica culture.

The STEAM outdoor learning space was commenced at the start of term 3. External volunteers worked with student volunteers to landscape the space, source appropriate native plants and commence planting. Twenty year 8 girls took part in the Accenture STEM program.

The Advanced Learning Class commenced at the start of term 1 and professional learning was offered to all teachers of this class. Students in this class were offered extension activities, project-based learning and STEAM activities to gain deeper knowledge and understanding of outcomes. The Advanced Learning Class test was administered online at the start of term 3 and again at the end of term 4 for year 6 students. Offers were made to successful candidates and 2 Advanced Learning Classes were formed for year 7 2020.

Top 20 students were selected during term 1 and students took part in activities including a public speaking workshop, essay writing, 1 on 1 mentoring, career guidance and extension activities.

Funding Sources:

- Low level adjustment for disability (\$235000.00)
- Socio-economic background (\$350000.00)
- School to Work (\$6287.00)
- Aboriginal background loading (\$3854.00)
- English language proficiency (\$340000.00)

Progress towards achieving improvement measures

Students took part in numerous ABCN and related programs throughout the year including ABCN Focus, Accelerate, Goals, Interact, Interview2Impress, Future Thinkers Accenture STEM and Sky High. The programs target a wide variety of student needs to motivate, engage and foster greater connectedness for students.

HSC tutorial sessions took place at the After School Study centre in numerous HSC subjects with tutorials presented by HSC teachers. Study skills programs were implemented for all year groups.

A new Head Teacher Welfare was appointed at the beginning of term 2. Wellbeing programs were evaluated throughout the year and new plans were implemented. Fifteen staff were trained in Mental Health First Aid and an introductory module was also presented as professional learning for all staff. Head Space was engaged in term 4 working 1 day per week in the school. The school nurse continued to be engaged by the school for 1 day per week, consulting with identified students. Super Saturday professional learning in term 2 focusing on wellbeing was attended by over 100 staff and parents. A youth worker was engaged to observe and provide feedback on students, create resources and work alongside the Head Teacher Welfare. Two senior executive members took part in a TeachMeet presentation of Every Student is Known, Valued and Cared For broadcast across the state.

All VET teachers completed Certificate 4 modules. Two teachers were trained and approved for teaching VET Entertainment. Two teachers were trained and approved for teaching VET Financial Services. Meetings and site visits took place with regional VET coordinators. VET scanning and uploads were completed. VET subjects were presented to and selected by students for their 2020 pattern of study. A significant number of students achieved VET credentials at the end of the year.

The Refugee Team was established in Term 1 and met fortnightly throughout the year. All refugee students had their reading skills assessed and tracked to gauge skill development and guide teaching practice. Literacy support was implemented for refugee students. Scholarships were provided to refugee students. Parents were engaged through invitations to observe lessons and a refugee parent dinner.

Data from Tell Them From Me survey was analysed and reported to the executive. The People Matters Survey was completed and presented to staff. HSC and trial HSC data was reviewed to inform HSC revision resources and teaching practice. The executive team evaluated numerous programs across the school and findings were presented at the executive conference in readiness for the external validation process in 2020. Subject selection and predicted 2020 enrolments were completed to inform the 2020 pattern of study.

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.

Improvement Measures

100% of teaching staff have achieved their professional learning goals as identified in their PDPs

Classroom practice reflects individual student needs being addressed

Progress towards achieving improvement measures

Process 1: Teacher Professional Development

Developing experts in innovative teaching practice

Staff-led professional development

Coaching and Mentoring

Leadership

Professional Development Framework and Accreditation

Reformed 2IC Program implemented

Develop and implement a staff wellbeing plan

Formalise the Data Analysis and Student Engagement (DASE) Committee

Literacy, Numeracy and STEAM

Explicit teaching of literacy through timetabled literacy periods

Numeracy teachers

Faculty technology

Evaluation	Funds Expended (Resources)
Teacher Professional Development Teachers took part in the Far West Project forming sustainable links with Coomealla and Broken Hill High School. Professional learning was presented to staff at Coomealla High School with teacher exchanges in both schools. Head teachers collaborated with Broken Hill High School on selection panels. A senior executive member undertook relieving principal at a school in the region. Two teachers were trained in VET Entertainment to ensure sustainable teaching of the subject in future years. A combined school development day was implemented across the Fairfield 11 schools. The day consisted of faculty based professional learning, program evaluation and resource sharing, leading to ongoing professional dialogue between faculties across the Fairfield 11 schools.	Far West program Professional learning Literacy teacher Trial HSC supervision Refugee team and support teacher Executive conference 2IC program Student PLP process Funding Sources:

Progress towards achieving improvement measures

Professional development for staff was identified through staff evaluation using all levels of teacher standards and self-assessment tools. Professional learning for all staff was planned accordingly and each teacher's professional learning goals and PDPs were designed in accordance with identified needs. Twilights for staff, Wednesday professional learning and school development days (including a combined day) were scheduled. Professional learning included differentiation, behaviour management, mental health and speech pathology. All professional learning was evaluated and feedback provided to presenters.

The refugee committee supported refugee students through organising teacher professional learning, parent meetings and student mentoring. Professional learning provided to staff included a twilight program on teaching refugee students and the STARS program.

Expressions of interest were sought from staff in attaining accreditation at higher and lead teacher level. Planning meetings were completed and a schedule of activities was shared with interested candidates.

Classroom observations with feedback were undertaken across all faculties as part of the PDP cycle. Lesson feedback was used by faculties to improve classroom teaching practice.

Leadership

Beginning teachers undertook orientation including departmental policies and practices, school guidelines and school procedures. Professional learning was coordinated with beginning teachers and mentors were appointed. Regular meeting were held with beginning teachers to ensure satisfactory progress towards their accreditation reports.

Project-based learning opportunities were provided to head teachers aspiring to the position of deputy principal. Projects included implementing Every Student is Known Valued and Cared For, Mental Health First Aid and Mobile Phone Policy. A twilight was held in term 4 with professional learning on communicating with parents, CV writing and emotional intelligence.

Each head teacher appointed a second in charge (2IC) through merit selection. The 2IC program was evaluated and presented at the executive conference in term 4.

Professional learning supporting staff wellbeing was held in Term 3 where various workshops were held highlighting the importance of self-care and wellbeing. Staff participated in cooking classes, gym circuit classes and art classes. Furthermore, random acts of kindness were held at faculty level as well as activities including yoga and mindfulness.

The Tell Them From Me survey was undertaken by staff, students and parents and was analysed and presented to the executive. Results from HSC exams and trial HSC exams were analysed by faculties with feedback presented to the executive. Evaluations of all funded programs across the school took place in Term 3 and the results were shared with head teachers at the executive conference in term 4. These evaluations were designed to feed in to the external validation process to take place in 2020.

Literacy, Numeracy and STEAM

The Literacy Steering Committee met on a fortnightly basis to provide professional learning and direction to the teaching of literacy. Professional learning on literacy progressions was presented to teachers in term 2. Literacy lesson evaluations took place and feedback was provided to the executive and literacy teachers.

The numeracy teacher supported students through the creation of activities and resources, and enabling accelerated mathematics classes for students

- Support for beginning teachers (\$89049.00)
- Socio-economic background (\$450000.00)
- Teacher professional learning (\$80000.00)
- DoE grants (\$106200.00)

Progress towards achieving improvement measures

from year 8 to 11. The Primary School mathematics program engaged year 6 students in mathematics lessons on a weekly basis across the year.

The technology team was established at the beginning of term 1 to identify school priorities, provide professional learning and fund technology acquisition. Technology procured included Pro-Wise interactive whiteboards for classrooms, 30 laptops and the upgrade of all computers to Windows 10. Staff proficiency in the use of technology was supported through professional learning provided at a super Saturday in term 2 and through professional learning in the use of Pro-Wise which was completed by 67 staff.

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.

Improvement Measures

Increase the number of community outreach programs.

Increased use of data to validate allocation of school resources to improve student outcomes.

30% of teachers have engaged in instructional leadership roles.

Progress towards achieving improvement measures

Process 1: Leadership programs.

Communication –parents and community.

Capacity development, highly accomplished and lead.

Professional development to meet curriculum changes.

Engagement with cultural diversity and advocacy.

Strengthening COS/outreach programs.

Innovative technology to support teaching and learning.

Evaluation	Funds Expended (Resources)
<p>SRC elections took place and representatives organised and facilitated a meeting with leaders from local high schools. Elections for 2020 captains and ambassadors took place in term 3. Internal and external scholarships were awarded to students through a rigorous application process. Numerous ABCN programs were implemented throughout the year including Focus, Accelerate, Goals, Interact, Interview2Impress and Future Thinkers. Students took part in organising and running whole school events including Education Week, Peace Day and Harmony Day.</p> <p>School Council meetings were held twice per term including presentations from all head teachers across the year. Parent teacher interviews took place for all year groups in the school and the IEC. The media team met weekly to form strategies to engage with parents and the community. Highlights include the school featuring on SBS Insights looking at the Tasi Le Loto program. The parent engagement team met fortnightly to organise events such as the year 7 BBQ evening, NAPLAN Feedback for parents and the wellbeing super Saturday. The refugee team organised events to foster authentic relationships between the school and community. The Tell Them From Me survey was completed by students, staff and parents and results were relayed to the executive to inform future directions.</p> <p>All staff were engaged in the PDP process with targeted professional development for staff identifying as wishing to attain a position at a higher level. Faculty 2ICs embedded their leadership goals into their PDPs. New head teachers were mentored fortnightly with the principal. The Aspiring DP program engaged head teachers in project based learning and professional learning across the Fairfield 11 schools. All deputy principals undertook the School Leadership and Management Credential with one undertaking the Aspiring Principal program. The Far West experience enabled staff at all</p>	<p>2IC program</p> <p>Aspiring DP program</p> <p>SRC programs</p> <p>Trial HSC supervision</p> <p>Executive conference</p> <p>Community of schools programs</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$400000.00)• Targeted student support for refugees and new arrivals (\$54000.00)

Progress towards achieving improvement measures

levels to engage with teachers from schools in the far west of the state.

The combined school development day allowed all staff to undertake professional learning in their area of responsibility. Faculties completed targeted professional development in their subject areas on the new curricula. The executive team undertook training in finance and the school excellence framework.

The Aboriginal Education team met fortnightly to engage Aboriginal students, embed Aboriginal culture in faculty programs and celebrate Aboriginal culture at a whole school level. Events such as Harmony Day and Peace Day took place to acknowledge and celebrate cultural diversity.

Students from the Community of Schools were engaged in programs such as primary links, campus orientation, education week and transition days. Meetings were conducted with the local primary schools to ensure that all transitioning student needs were met. The alumni initiative engaged former students with the school through site visits and through online platforms.

The technology team involved teachers from all faculties and led the acquisition and maintenance of technology. The team also coordinated whole school and faculty specific training to staff in the use of innovative technology inside the classroom and to support teaching and learning.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$6,764	The Aboriginal education committee consists of representatives from all faculties and met fortnightly throughout 2019. The committee organised weekly Koori Klub meetings for students as well as regular excursions including Tribal Warrior, Bundjalung and Wiradjuri language and culture camps and ATSI representation in whole school events such as Harmony Day and Peace Day. Whole school events included Sorry Day and NAIDOC week. Aboriginal students regularly took part in Acknowledgement of Country at events both inside and outside school.
English language proficiency	\$640,294	Literacy lessons were timetabled once per week for students in years 7 to 10. All teachers of literacy lessons undertook extended professional learning to meet student needs. Progressive Achievement Tests were conducted for these students with feedback provided in student reports. Teachers undertook training in TELL. The literacy steering committee met fortnightly to formalise plans and organise professional learning. The funding provided for 5.2 specialised EALD teachers.
Low level adjustment for disability	\$382,382	Learning and support teachers were involved in team teaching and resource creation for students with learning difficulties. The speech pathologist was employed 2 days per week to identify, assess and involve students in small group activities. Personalised learning plans were formed through the Learning and Support Team for identified students, were regularly reviewed and were published on Sentral.
Socio-economic background	\$1,300,000	Three additional classroom teachers were employed to staff targeted programs. Programs such as the Advanced Learning Class, the after school study centre, Top 20, wellbeing programs, the 2IC program, professional learning, mentoring programs, numeracy teacher and school events were used to engage students and improve learning outcomes. Community Liaison Officers were engaged to ensure equitable access to all aspects of the school for all members of the school community.
Support for beginning teachers	\$89,049	Regular meetings with beginning teachers ensured a planned approach to gaining accreditation through mentoring, goal setting and targeted professional learning. Lesson observations were held throughout the year with supervisors and the principal. Eight teachers were accredited at proficient level in 2019.
Targeted student support for refugees and new arrivals	\$41,530	A refugee teacher is employed by the school and the cross-curricula refugee team meets fortnightly to plan strategies and discuss student needs. All refugee students undertook reading skills assessment and were tracked to gauge skill development and

Targeted student support for refugees and new arrivals	\$41,530	guide teaching practice. Literacy support was implemented for all refugee students. Scholarships were implemented for refugee students and parents were engaged in lesson observations and a refugee parent dinner.
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Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	730	790	785	799
Girls	665	736	773	772

Student attendance profile

School				
Year	2016	2017	2018	2019
7	94.8	95.8	95.8	94.7
8	94.5	92.2	92.8	92.3
9	93.3	93.4	93.7	91.7
10	91.9	92.3	93.2	90.6
11	90.5	91.1	91	92
12	89.4	90.7	88.3	87.8
All Years	92.2	92.4	92.4	91.4
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-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	3
Employment	0.4	0.6	3
TAFE entry	0	0.3	2
University Entry	0	0.3	66
Other	0	1	6
Unknown	0.4	0	20

Year 12 students undertaking vocational or trade training

35.19% of Year 12 students at Cabramatta High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

92.7% of all Year 12 students at Cabramatta High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	4
Head Teacher(s)	16
Classroom Teacher(s)	72.4
Learning and Support Teacher(s)	2.1
Teacher Librarian	1.4
Teacher ESL	5.4
School Counsellor	2
School Administration and Support Staff	26.47
Other Positions	22.2

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	2,754,298
Revenue	20,905,626
Appropriation	19,712,211
Sale of Goods and Services	223,058
Grants and contributions	451,060
Investment income	18,794
Other revenue	500,503
Expenses	-20,350,179
Employee related	-18,142,157
Operating expenses	-2,208,022
Surplus / deficit for the year	555,447

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	939,800
Equity Total	2,329,440
Equity - Aboriginal	6,764
Equity - Socio-economic	1,300,000
Equity - Language	640,294
Equity - Disability	382,382
Base Total	12,063,957
Base - Per Capita	394,004
Base - Location	0
Base - Other	11,669,953
Other Total	3,803,044
Grand Total	19,136,241

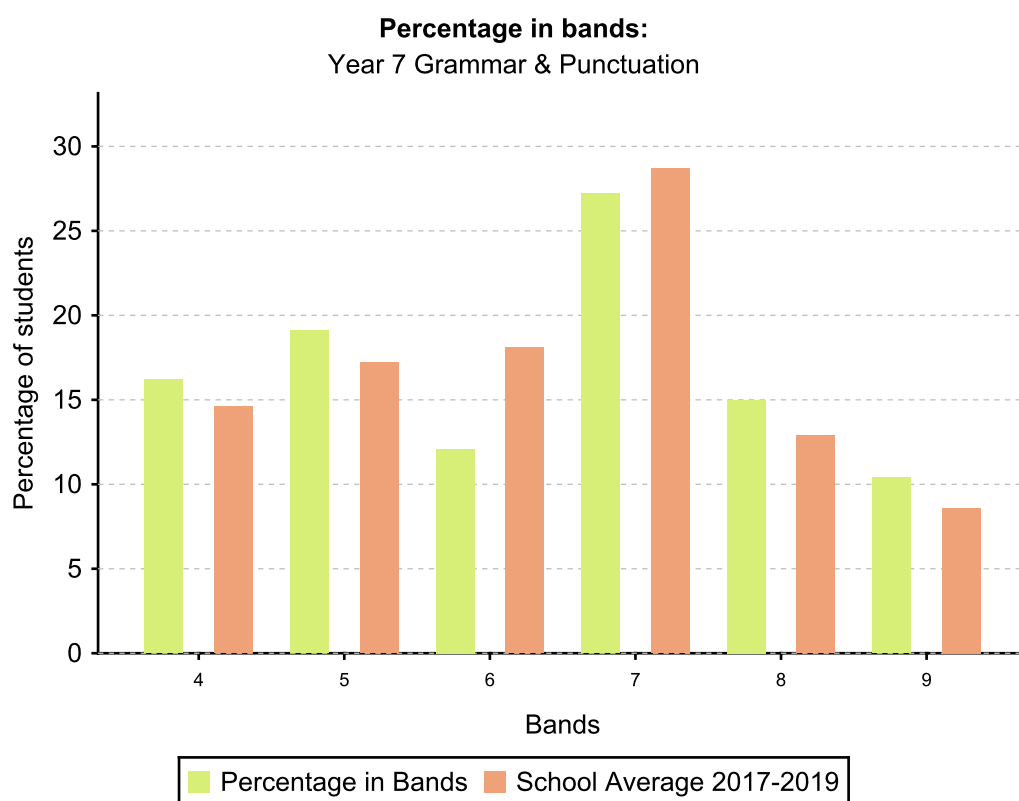
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

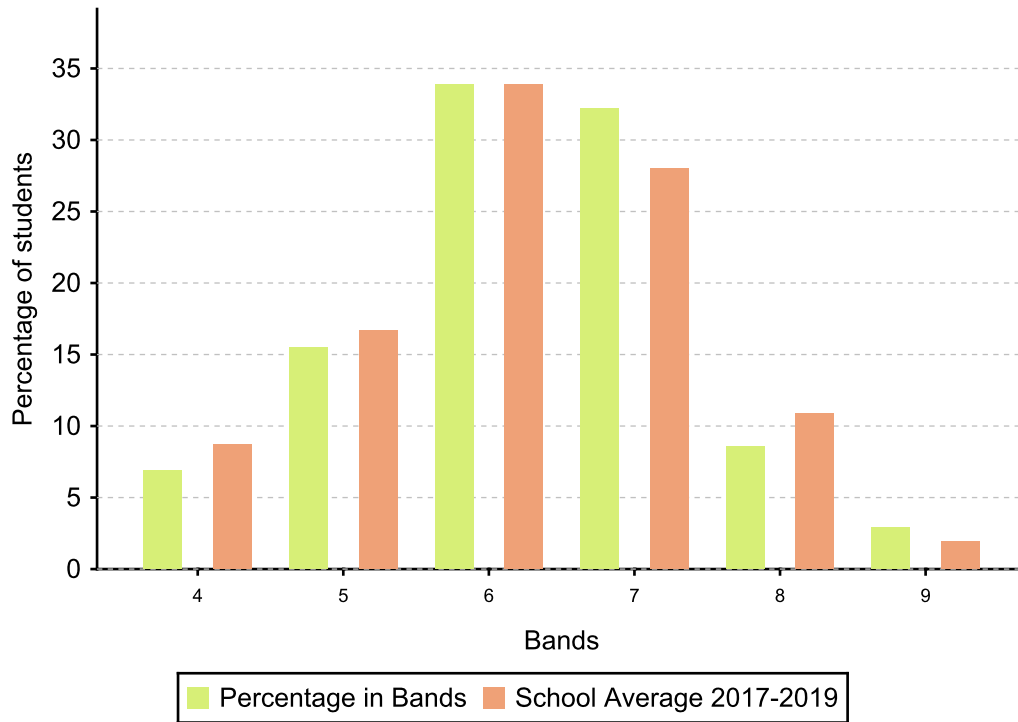
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



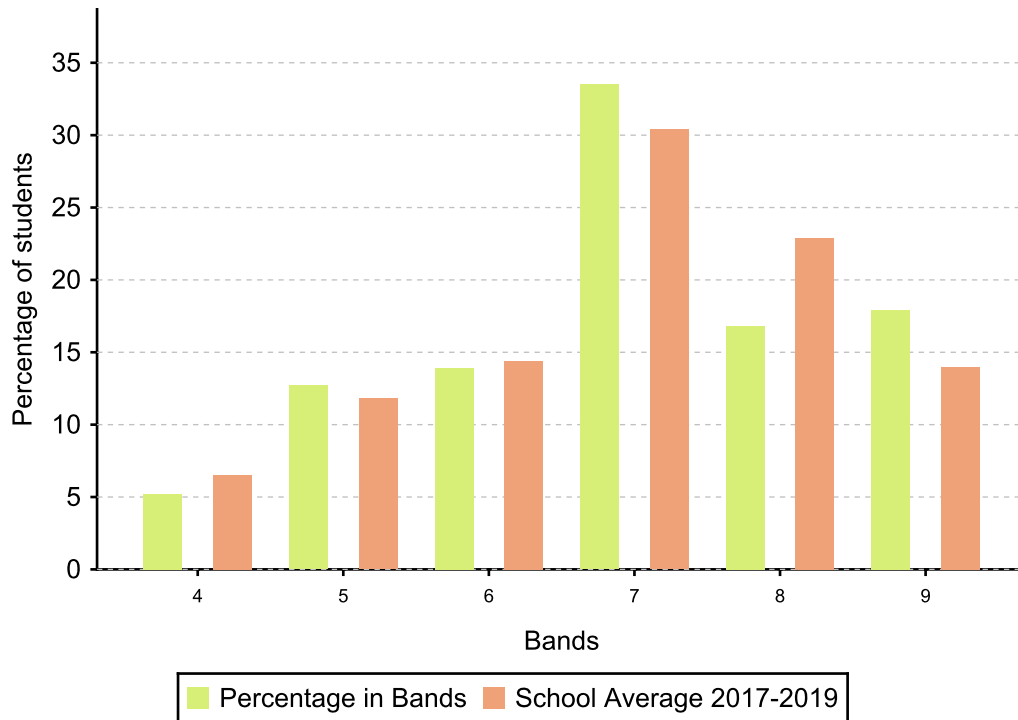
Band	4	5	6	7	8	9
Percentage of students	16.2	19.1	12.1	27.2	15.0	10.4
School avg 2017-2019	14.6	17.2	18.1	28.7	12.9	8.6

Percentage in bands:
Year 7 Reading



Band	4	5	6	7	8	9
Percentage of students	6.9	15.5	33.9	32.2	8.6	2.9
School avg 2017-2019	8.7	16.7	33.9	28	10.9	1.9

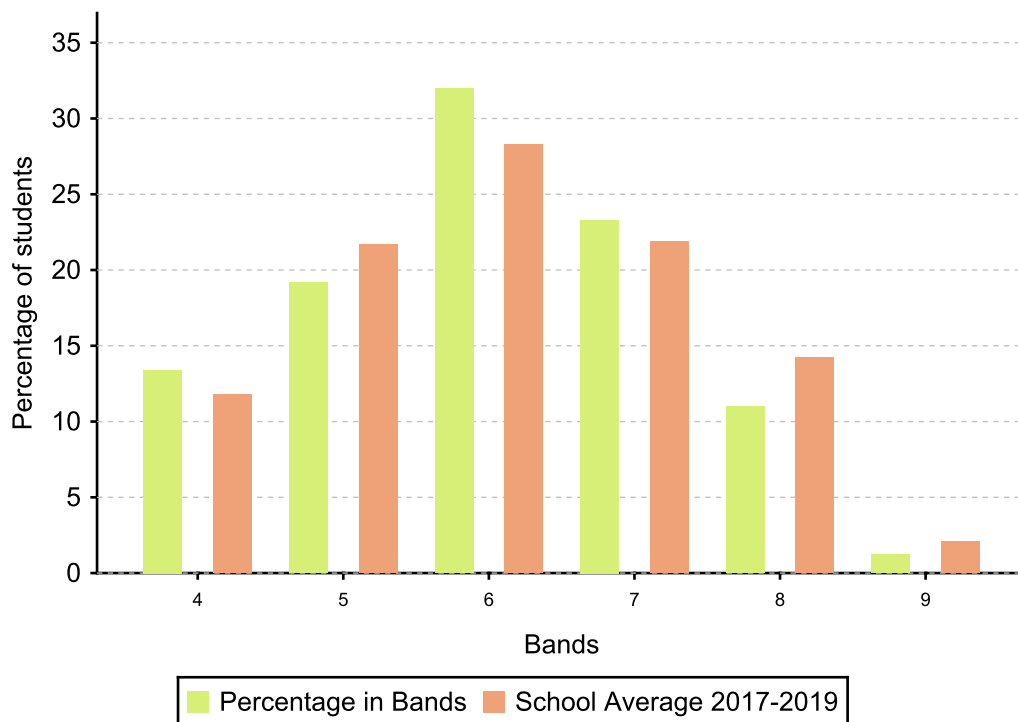
Percentage in bands:
Year 7 Spelling



Band	4	5	6	7	8	9
Percentage of students	5.2	12.7	13.9	33.5	16.8	17.9
School avg 2017-2019	6.5	11.8	14.4	30.4	22.9	14

Percentage in bands:

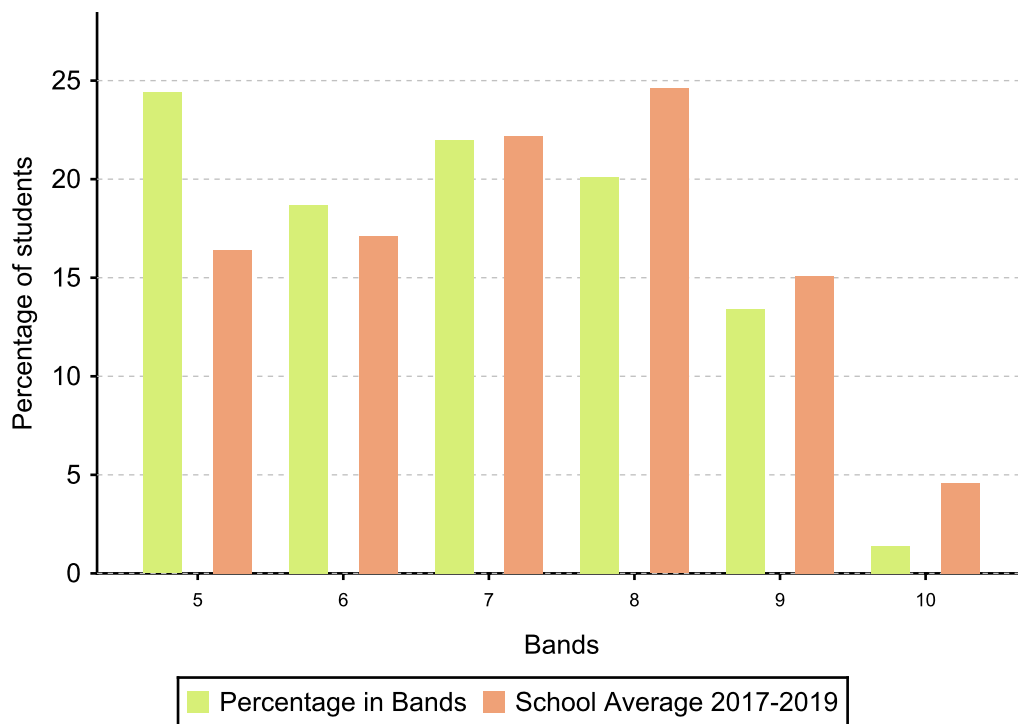
Year 7 Writing



Band	4	5	6	7	8	9
Percentage of students	13.4	19.2	32.0	23.3	11.0	1.2
School avg 2017-2019	11.8	21.7	28.3	21.9	14.2	2.1

Percentage in bands:

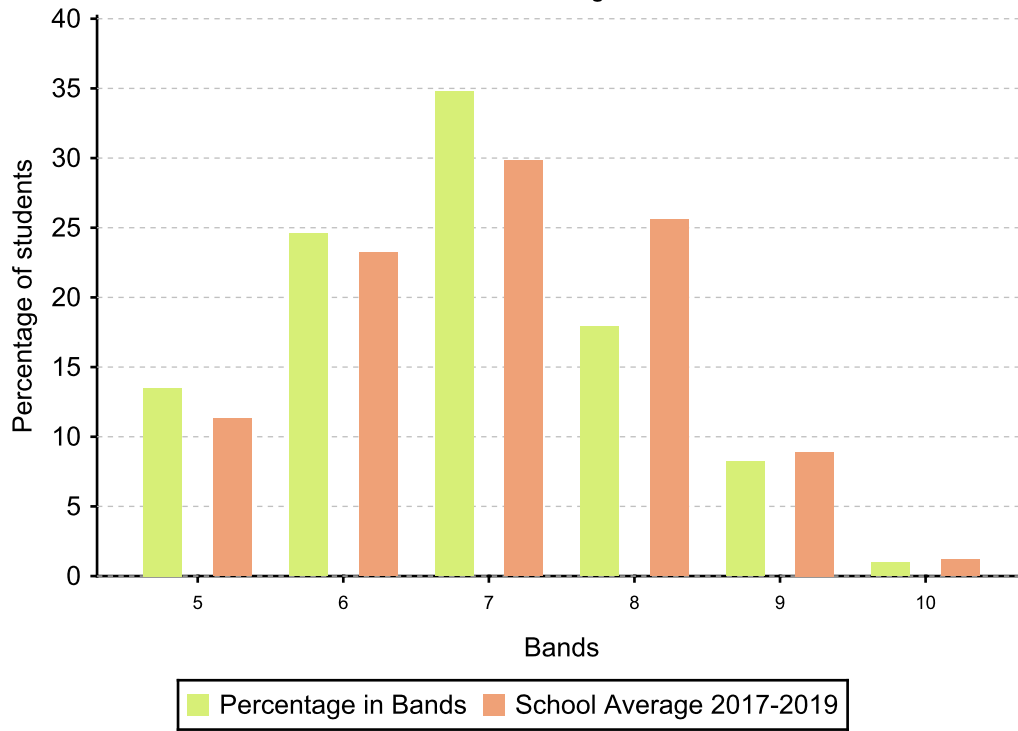
Year 9 Grammar & Punctuation



Band	5	6	7	8	9	10
Percentage of students	24.4	18.7	22.0	20.1	13.4	1.4
School avg 2017-2019	16.4	17.1	22.2	24.6	15.1	4.6

Percentage in bands:

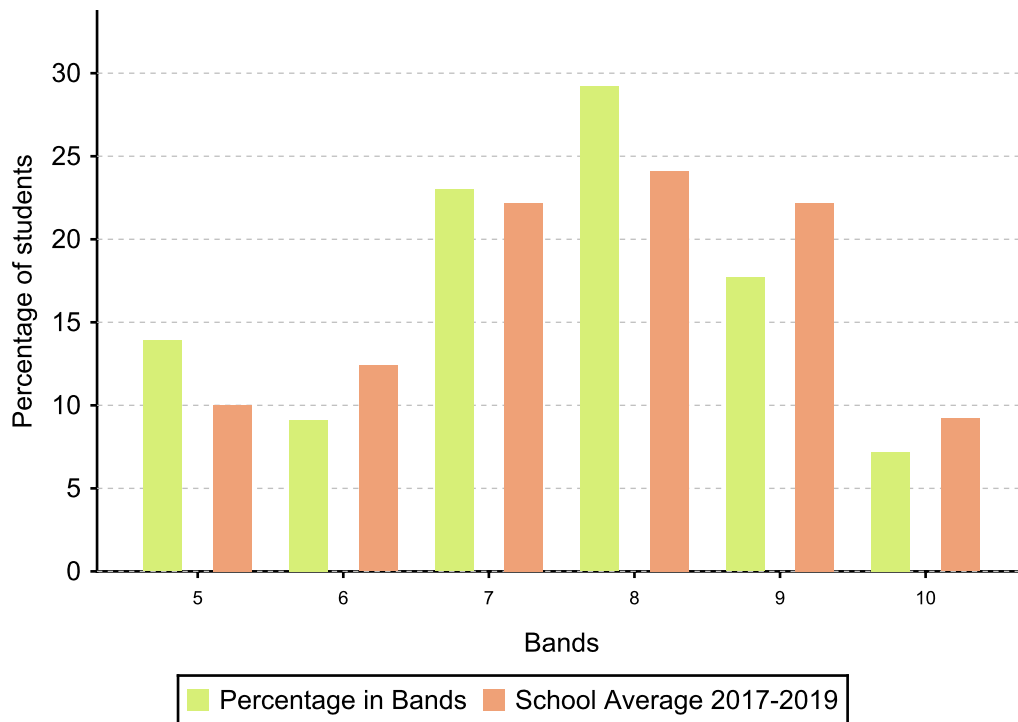
Year 9 Reading



Band	5	6	7	8	9	10
Percentage of students	13.5	24.6	34.8	17.9	8.2	1.0
School avg 2017-2019	11.3	23.2	29.8	25.6	8.9	1.2

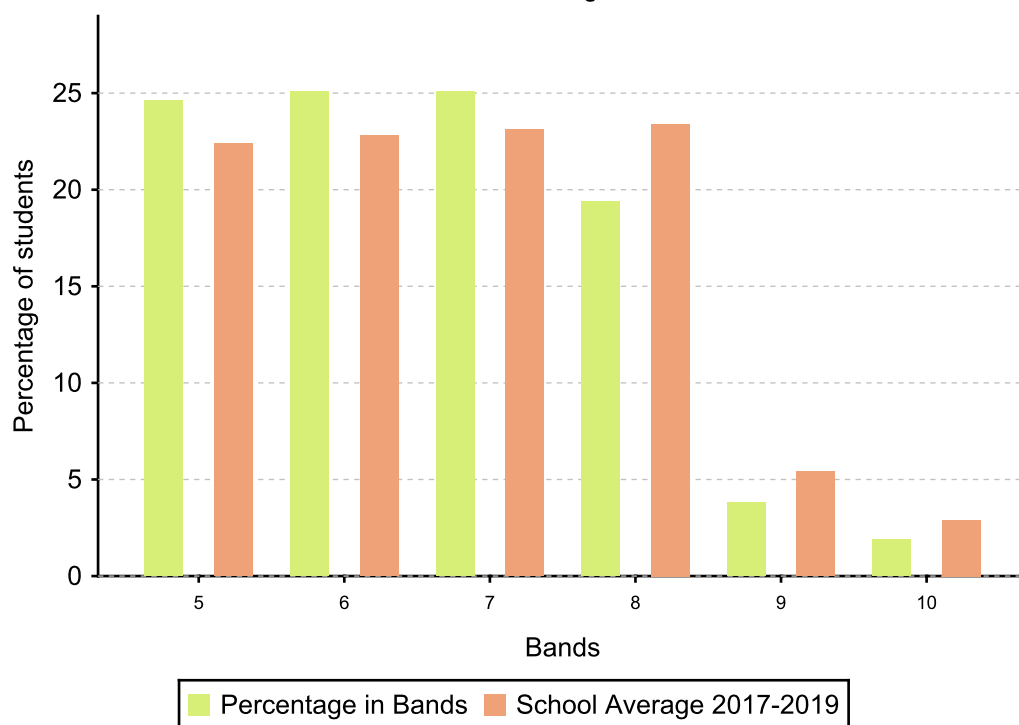
Percentage in bands:

Year 9 Spelling



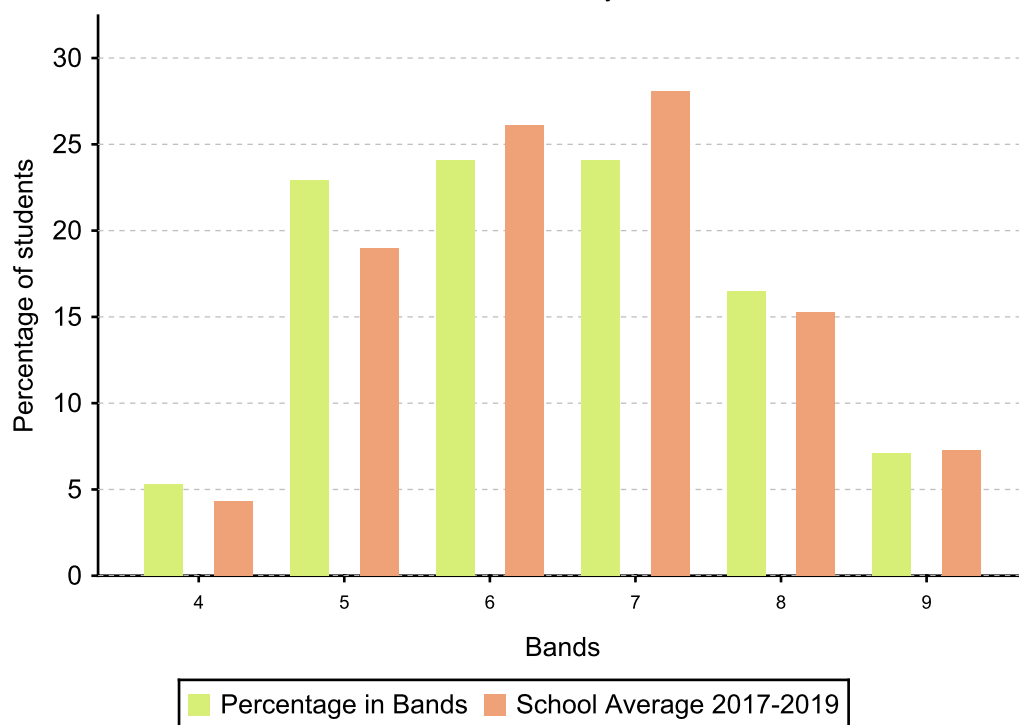
Band	5	6	7	8	9	10
Percentage of students	13.9	9.1	23.0	29.2	17.7	7.2
School avg 2017-2019	10	12.4	22.2	24.1	22.2	9.2

Percentage in bands:
Year 9 Writing



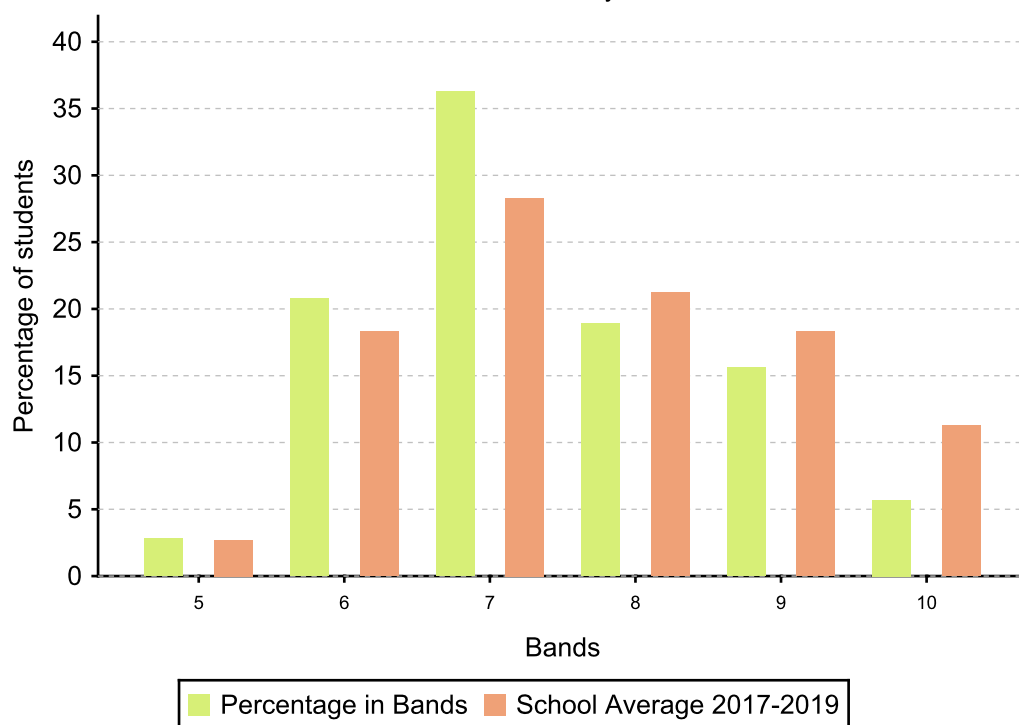
Band	5	6	7	8	9	10
Percentage of students	24.6	25.1	25.1	19.4	3.8	1.9
School avg 2017-2019	22.4	22.8	23.1	23.4	5.4	2.9

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	5.3	22.9	24.1	24.1	16.5	7.1
School avg 2017-2019	4.3	19	26.1	28.1	15.3	7.3

Percentage in bands:
Year 9 Numeracy



Band	5	6	7	8	9	10
Percentage of students	2.8	20.8	36.3	18.9	15.6	5.7
School avg 2017-2019	2.7	18.3	28.3	21.2	18.3	11.3

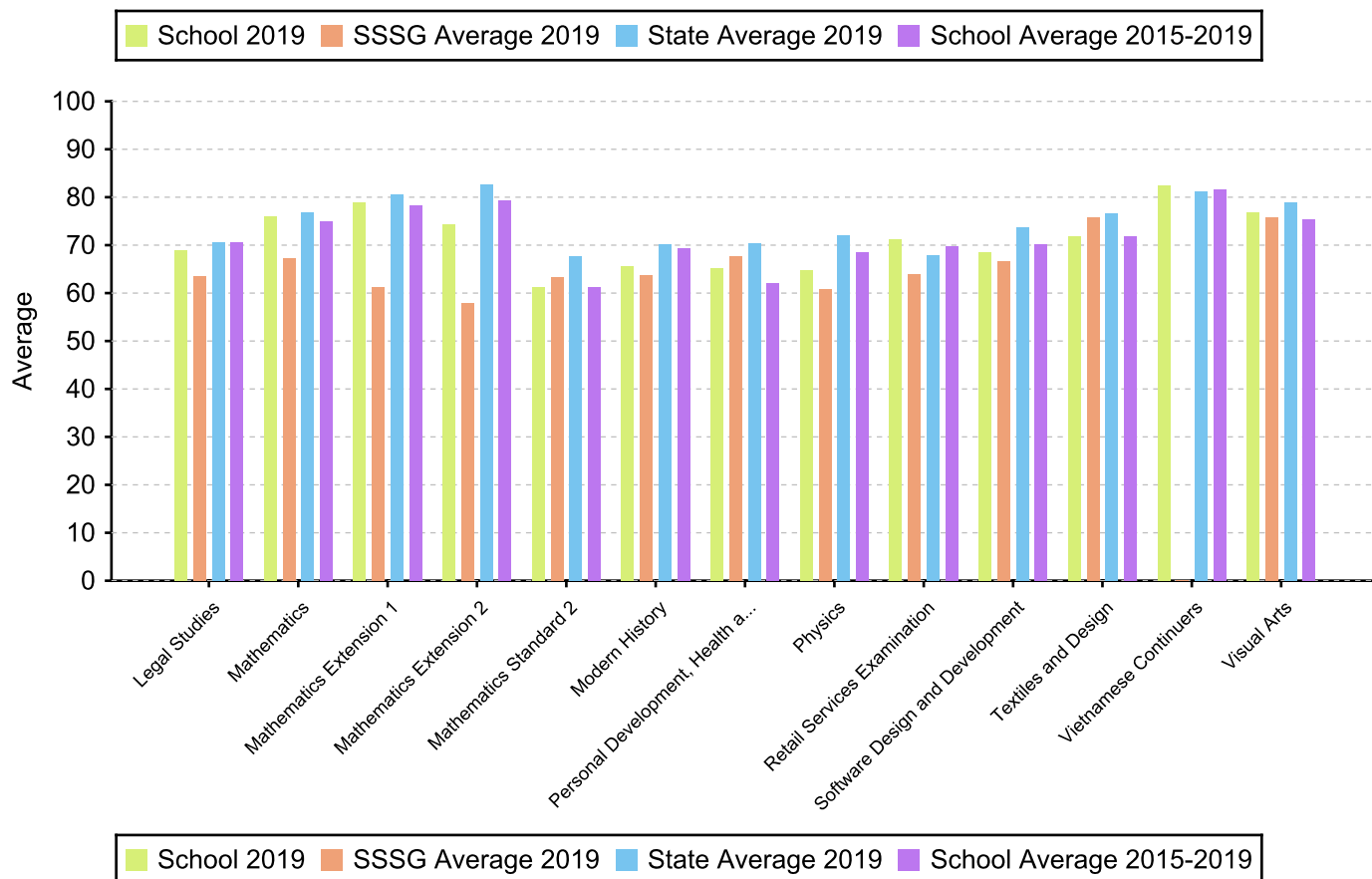
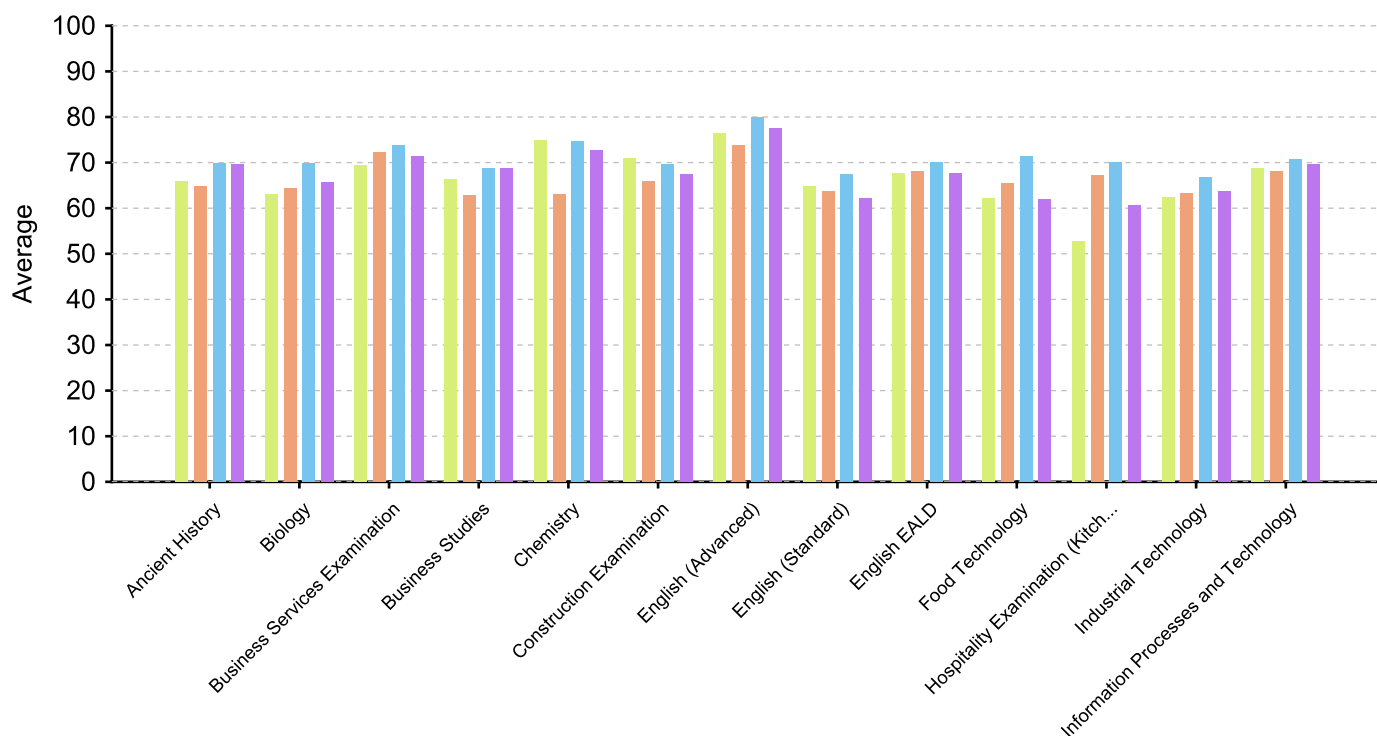
In 2019 there was an increase in the percentage of Year 7 students attaining the top three bands (Bands 7, 8 and 9) in Grammar and Punctuation, Spelling and Reading.

In Year 7 numeracy, there was an increase in the number of students achieving Bands 7 and 9 (6% and 1% increase respectively) with a decrease in the number of students in Band 6. In Year 9 numeracy, there was a small shift (1%) of students from Band 5 up to the higher bands with a majority of students in Band 7 (36.3%).

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Ancient History	65.8	64.8	69.9	69.7
Biology	63.0	64.4	69.9	65.7
Business Services Examination	69.3	72.2	73.7	71.3
Business Studies	66.3	62.8	68.6	68.8
Chemistry	74.9	63.0	74.7	72.6
Construction Examination	71.0	65.9	69.6	67.4
English (Advanced)	76.5	73.8	80.0	77.5
English (Standard)	64.7	63.7	67.3	62.1
English EALD	67.6	68.1	70.0	67.6
Food Technology	62.1	65.5	71.4	62.0
Hospitality Examination (Kitchen Operations and Cookery)	52.7	67.2	70.0	60.7
Industrial Technology	62.4	63.3	66.8	63.6
Information Processes and Technology	68.7	68.0	70.8	69.7
Legal Studies	69.0	63.6	70.6	70.6
Mathematics	75.9	67.3	76.9	74.9
Mathematics Extension 1	78.9	61.2	80.6	78.3
Mathematics Extension 2	74.4	57.9	82.7	79.3
Mathematics Standard 2	61.2	63.3	67.7	61.2
Modern History	65.5	63.7	70.2	69.3
Personal Development, Health and Physical Education	65.2	67.7	70.5	62.2
Physics	64.7	60.9	72.1	68.5
Retail Services Examination	71.3	63.9	68.0	69.7
Software Design and Development	68.5	66.7	73.8	70.3
Textiles and Design	71.9	75.9	76.6	71.9
Vietnamese Continuers	82.4	0.0	81.2	81.5
Visual Arts	76.8	75.8	78.8	75.4

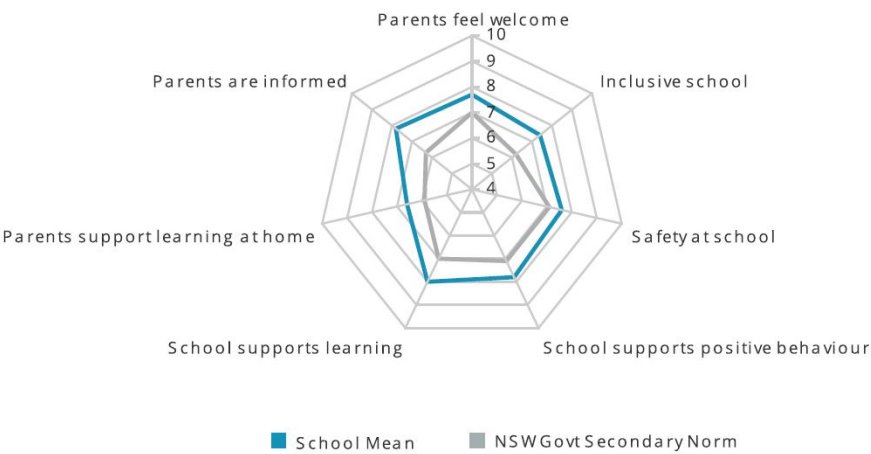
The performance of 2019 HSC students at Cabramatta High school was above SSSG in 66% of subjects. In addition, the 2019 HSC candidates performed above state average in both Chemistry and Construction.

Parent/caregiver, student, teacher satisfaction

Parents and carers were surveyed with the assistance of interpreters regarding the school. Parent satisfaction was above the state mean in all areas including inclusivity, safety, positive behaviour and support of learning. The area of parent and teacher face to face communication was identified as an area for further development.

Teachers completing the Tell Them From Me survey highly rated the school's performance in the areas of leadership, collaboration, learning culture, data informing school practice, teaching strategies and technology. An area identified for further development was parent involvement.

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 9% above the NSW government mean and interest and motivation 6% 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 Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

