

2020 Annual Report

Cabramatta High School



8209

Introduction

The Annual Report for 2020 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.

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School vision

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 fourteen 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 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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	2020 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 commenced at the beginning of Term 1 for all students in years 7 to 10 and the Intensive English Centre. Year 7 and 8 classes were timetabled into computer rooms to provide access to the online Wordflyers literacy program. During COVID-19 online learning students received work through Google classrooms and teachers used Google drive to share resources developed for literacy lessons. Progressive Achievement Testing was integrated into literacy lessons in Years 7 to 10 and took place in Terms 1 and 2. Progressive Achievement Tests took place during online learning during COVID-19 attendance restrictions. Data was collected from literacy teachers and students and this feedback was used to plan for 2021. Literacy components were embedded into faculty plans for 2021 and planning commenced for two new projects that were identified for 2021, linking the school with four universities.</p> <p>The Literacy Steering 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 9 to 12 several times throughout the year. Intensive</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

literacy workshops were delivered to support targeted students in satisfying the requirements of the minimum standards testing.

The numeracy teacher continued to support 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 2020 with Year 11 students completing their HSC exam in mathematics in Term 4. The structure of the program was modified to encourage students to attempt HSC exams in both Mathematics Advanced and Extension 1 in Year 11. Reporting for accelerated mathematics students was enhanced so that student reports reflect their current year group. Plans were implemented to introduce accelerated mathematics for Year 7 students in 2021. In Year 7, two mathematics teachers were timetabled on to a targeted class to support the learning needs of students with learning difficulties. These teachers worked together to support students in the classroom and to create activities and resources to improve student learning outcomes. The Primary School mathematics program engaged year 6 students in mathematics lessons on a weekly basis in Term 1, however this was later cancelled due to COVID-19 restrictions. Planning commenced for the reintroduction of this program in 2021.

The Speech Pathologist was employed two days per week from the beginning of 2020. The speech pathologist screened students referred by the Learning & Support Team and provided small group and individual sessions throughout the year. During COVID-19 restrictions, the Speech Pathologist recorded individualised video lessons for all students. Face to face lessons recommenced at the end of Term 2. Reports on activities and student progress were provided to the Principal on a fortnightly basis. The speech pathologist provided professional learning for teachers in Terms 1 and 3. The annual speech pathology review was undertaken in Term 4 and the Speech Pathologist was engaged for 2021.

Due to the cancellation of NAPLAN, Personalised Learning Plans were not implemented for all students in years 7 and 9 in 2020. NAPLAN plans are to recommence in 2021. Personalised Learning Plans were formed for all students in Out Of Home Care through meetings with the OOHC Liaison, carers, students and caseworkers. Personal Learning Pathways were formed for all ATSI students. PLPs were also developed for all students in the Support Unit. Staff and students were involved in ongoing PLP reviews and adjustments, and all PLPs were published on Sentral.

Quality Engagement, Learning and Student Wellbeing

The Helping Hand program took place early in Term 1, was suspended during COVID-19 restrictions and recommenced at the beginning of Term 3. The program supported students transitioning from the Intensive English Centre into the mainstream High School setting. Primary Links taster lessons for year 5 students across our community of schools were cancelled due to COVID-19 restrictions. The Year 7 Parent Evening took place in Term 1 and was well-attended by parents. Parents had the opportunity to experience school facilities, view student work samples and interact with teachers. All parents who attended received literacy and numeracy packs to help support their child's learning.

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 except during COVID-19 restrictions. At the commencement of the program, an average of sixty students attended daily. Upon reopening, attendance numbers remained low, before increasing towards the end of the year. Teachers were engaged as tutors to give extra support to students during the period of time when outside tutors could not attend.

The Aboriginal Education Committee met fortnightly and consisted of representatives from all faculties. Achievements include activities for Sorry

Funding Sources:

- Low level adjustment for disability (\$235000.00)
- Socio-economic background (\$350000.00)
- Aboriginal background loading (\$3500.00)
- English language proficiency (\$340000.00)

Progress towards achieving improvement measures

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 Pasifika mentors organised a meet and greet event and commenced offering in-class and withdrawal support for identified students. Pasifika mentors engaged students in programs including a music program, Tasi Le Loto, Project Wayfinder and Stage 4 and 5 boys mentoring programs. During COVID-19 restrictions programs were delivered through pre-recorded video sessions created by the Pasifika mentors.

The STEAM outdoor learning space continued to be developed. Student volunteers landscaped, sourced appropriate native plants, maintained the area and continued planting in the space.

The Advanced Learning Classes in Year 7 commenced at the start of Term 1 and professional learning was offered to all teachers of this class. Students in these classes were offered extension activities, project-based learning and STEAM activities to gain a deeper knowledge and understanding of outcomes. The Advanced Learning Class test was administered online by our Community of Schools during Term 3 for Year 6 students. Offers were made to successful candidates and two Advanced Learning Classes were formed for Year 7 2020. The High Potential and Gifted Education Team was formed with representatives from all faculties. The team undertook professional learning and embedded strategies in faculty programs for Year 7 2021.

Top 20 students were selected during Term 1 and all students developed a personalised learning plan and took part in activities including a writing workshop, essay writing, 1 on 1 mentoring, career guidance and extension activities.

Two sessions of the ABCN Focus 2 program involving 20 Year 11 female students completed two sessions in Term 1 before the third and last session were cancelled due to COVID-19. The ABCN Accelerate program continued with existing scholars. Mentors discussed participant expectations, scheduled activities and written agreements were completed. ABCN programs including Goals and Future Thinkers were delivered in digital format due to COVID-19. 75 students participated in Future Thinkers and 229 students participated in My Career Rules.

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

HSC tutorial sessions took place in a limited capacity at the After School Study centre in Term 3. The tutorials were conducted by HSC teachers. Study skills programs were implemented for all year groups.

Wellbeing lessons were integrated into school practice for all year groups and conducted four times throughout the year. An online wellbeing hub was created during COVID-19 and continuously updated throughout the year, providing students with strategies, wellbeing resources and activities, readily accessible at any time. During COVID-19 restrictions, all staff members were assigned students to call and monitor their wellbeing. Head Space continued to work with students 1 day per week in the school, except during COVID-19 restrictions. The school nurse program ended in term 2. Twilight professional learning in Term 3 focused on wellbeing and was attended by over 50 staff. In Term 3, a student support officer was engaged to work individually and with groups of students, create resources and work alongside the Wellbeing Team.

The Sydney Peace Foundation International Peace Award was postponed to 2021. Cabramatta High School filmed a video for the International Day of Peace 2020. The video showcased some elements of Peace Day such as multicultural costume and the release of doves. Students responded to the

Progress towards achieving improvement measures

question "What does peace mean to you and why is it important?". The video was edited and promoted by the Sydney Peace Foundation.

In Term 3 students selected subjects and lines were created for 2021 for year 11 and year 9. Subject selection and predicted 2021 enrolments were completed to inform the 2021 pattern of study. VET subject selection was undertaken online. Additional VET courses were available for selection with all courses running and an increased number of students selecting VET subjects. Financial services will be run for the first time in 2021.

The Refugee Team 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 refined, adjusted and implemented for refugee students. Scholarships were offered to refugee students through a merit selection process. A yoga program and soccer program were initiated to engage students and the community.

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. In Term 4, faculties completed an evaluation of their 2020 faculty plan, informing directions for the 2021 faculty plans. The school also completed External Validation which analysed curricular and co-curricular activities in depth, aligned with the School Excellence Framework. The school was rated as excelling in nine of the fourteen domains of the School Excellence Framework by the panel.



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 Professional development for staff was identified through staff evaluation using all levels of teacher standards and self-assessment tools. Professional learning for all staff, including SASS and casual teachers, was planned accordingly and each staff member's professional learning goals and PDPs were designed in accordance with identified needs. Twilights for staff, Wednesday professional learning and school development days took place to address staff and school priorities. Professional learning was led by expert teachers in each field. A focus on staff use of technology was addressed in Terms 1 and 2 to support online learning. The courses were differentiated to cater to beginning, intermediate and advanced users of technology. An Online Learning team was formed to address professional learning needs in this area as well as implement online learning tools across the school. Other professional learning included work health and safety, behaviour management, mental health and speech pathology. Professional learning courses were adjusted to an online model when needed. All professional	Far West program Professional learning Literacy teacher Trial HSC supervision Refugee team and support teacher Executive conference 2IC program Student PLP process

Progress towards achieving improvement measures

learning was evaluated and feedback provided to presenters.

Links were maintained with Coomealla and Broken Hill High School as part of the Far West Project forming sustainable professional learning links. Online meetings were held with the intention to recommence face to face meetings when appropriate. Online meeting continued with members of the Fairfield 11 group. One twilight opportunity instigated by Cabramatta High School was shared with Fairfield 11 schools resulting in eleven teachers from other schools attending.

The refugee committee supported refugee students through organising teacher professional learning and student mentoring. Professional learning was provided to members of the committee as well as the training of targeted staff in the STARS program. Planning commenced on expanding the explicit teaching of literacy strategies.

Five teachers maintained their accreditation at proficient this year. NESA provided a six month extension for those nearing accreditation from term 3 onwards.

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

Leadership

Eleven beginning teachers undertook orientation including NSW Department of Education policies and practices, school guidelines and school procedures. Professional learning was coordinated with beginning teachers and mentors were appointed. Regular meetings were held with beginning teachers to ensure satisfactory progress towards their accreditation reports. Two teachers were identified as seeking accreditation at HALT levels.

The aspiring deputy principal program attracted two new participants. Opportunities to relieve in the role were provided, including a long-term role appointed through merit selection. Aspiring deputy principals were targeted to help with the external validation process, providing them opportunity to collect data, evaluate and contribute to the external validation document. The aspiring head teacher program met regularly with participants identifying areas for future development and constructing a scaffold to provide a path for their future career goals.

Each head teacher appointed a second in charge (2IC) through merit selection. The 2IC program was evaluated as part of the external validation process with the intent to offer a significant professional learning component in the future.

Professional learning supporting staff wellbeing was held with various workshops highlighting the importance of self-care and wellbeing. Staff participated in cooking classes, gym circuit classes and art classes. A random acts of kindness week was held at a whole school level and activities including yoga and mindfulness were offered to staff.

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 all faculties with feedback presented to the executive. Evaluations of all funded programs across the school took place in Term 3 and the result were shared with head teachers in term 4.

The executive conference was cancelled due to COVID-19 restrictions, however the planning cycle commenced using a situational analysis to identify strategic directions for the school improvement plan 2021-24. School planning was conducted by the school executive during weekly meetings.

Funding Sources:

- Support for beginning teachers (\$72405.00)
- Low level adjustment for disability (\$450000.00)
- Professional learning (\$80000.00)

Progress towards achieving improvement measures

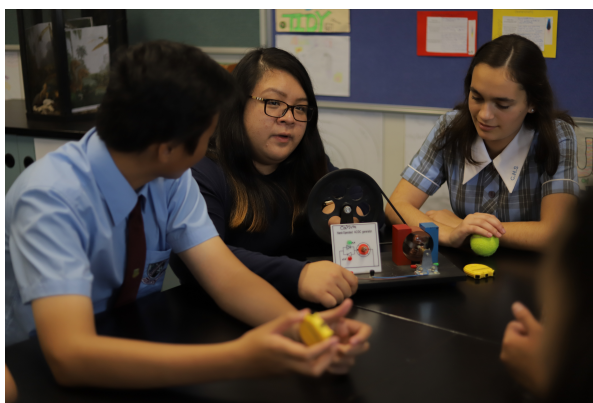
The Data Analysis and Student Engagement Committee met fortnightly to identify students in Years 9 and 10 who were underperforming and provide them with personalised learning plans. Each student was assessed and provided with a mentor to encourage improved learning outcomes.

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, including all literacy teachers, throughout the year. The literacy coordinator developed resources and implemented google classrooms for all students of literacy in Years 7 to 10. Literacy lesson evaluations took place and feedback was provided to the executive, the literacy steering committee and literacy teachers.

The numeracy teacher supported students through the creation of activities and resources, and enabling accelerated mathematics classes for students from Year 8 to 11. The Primary School mathematics program was postponed near the end of Term 1 but will recommence in 2021.

The technology team was established at the beginning of Term 1 to identify school priorities, provide professional learning and fund technology acquisition. The team provided support for students who required laptops while working from home and established a help centre for students during this time to provide support in subjects and with technology. Staff proficiency in the use of technology was supported through professional learning and individual support.



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 for Years 7 to 11 in Term 1 and for 2021 captains and ambassadors in Term 3. The school actively supported communities impacted by the summer bushfires by knitting beanies and providing hampers to staff and students at Cobargo Public School. Student leadership projects included the boys gardening program and Tasi Le Loto. One student received the ABCN Accelerate scholarship and another student received the Department of Communities and Justice scholarship. Three students received the Harding Miller Scholarship. Three students received the CHS Strive Foundation Junior Scholarships.</p> <p>School Council meetings and parent teacher interviews were cancelled due to COVID-19 restrictions. Parents were engaged through phone calls from CLOs and a hotline was developed for parents to discuss their child's progress with year advisors. The media team met weekly to form strategies to engage the school with parents and the community. Media strategies were amplified across existing and new platforms resulting in greater engagement by the school community with the school website, facebook and Instagram pages. The success of these networks allowed for a smoother transition to the Online Learning Hub and google classrooms. The parent engagement team met fortnightly to further engage parents and organised the Year 7 BBQ evening in Term 1. 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</p>	<p>2IC program</p> <p>Aspiring DP program</p> <p>SRC programs</p> <p>Trial HSC supervision</p> <p>Community of schools programs</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$400000.00)• Targeted support for refugees and new arrivals (\$45379.00)

Progress towards achieving improvement measures

program engaged head teachers in project-based learning with participants providing professional learning to other staff. Aspiring DPs attended a twilight in Term 4 on CV writing and interview skills. All deputy principals completed the School Leadership and Management Credential with one undertaking the Aspiring Principal program.

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. The team commenced projects such as a First Nations calendar, murals, music performances, going on country and designing the Aunty Mae Learning Centre.

ABCN mentoring programs through the digital Goals, Digital Focus 1 & 2 and Digital Future Thinkers and Digital Aspirations commenced from Term 2. The Pacific Islander mentoring program included ten students attending a music program with the Street University. ABCN and CHS initiated the organising the delivery of the Aspiring program. The delivery of Goals program was implemented and reached ten boys and ten girls in Year 9. Sixteen students in Year 10 accessed the first pilot digital Future Thinkers nationwide on-line delivered program with business mentors from Macquarie Bank.

Cabramatta Public School and Cabramatta West Public School Year 6 students were involved in the Education Week program. Campus orientation and individualised transition days for targeted students were conducted. Handover meetings were conducted with the local primary schools to ensure that all transitioning student needs were met. Scholarships for students transitioning to high school were doubled in 2020. The alumni initiative engaged former students with the school through online platforms.

The technology team involved teachers from all faculties and led to the acquisition and maintenance of technology. The team also coordinated whole school and faculty specific training to staff uptake in the use of innovative technology inside the classroom and to support online teaching and learning. Extra laptops were procured for literacy initiatives and the team coordinated the supply of laptops while students were engaged in online learning.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Mentors</p> <p>Committee</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$6 931.00) 	<p>The Aboriginal education committee consists of representatives from all faculties and met fortnightly throughout 2020. The committee formed and reviewed personalised learning pathways for all students and initiated projects including the bush tucker project, First Nations calendar, murals, music performances and the Aunty Mae Learning Centre. The committee organised for 15 staff to go on Country for a school development day and designed and procured polo shirts for teachers and ATSI students. Whole school events included Sorry Day, Apology Anniversary and NAIDOC week. Aboriginal students regularly took part in Acknowledgement of Country at events both inside and outside school.</p>
English language proficiency	<p>Literacy Teacher</p> <p>Literacy Team</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • English language proficiency (\$678 181.00) 	<p>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. Over seventy staff undertook professional development in literacy strategies at a Term 1 twilight. The literacy coordinator worked with the literacy steering committee to develop resources, implement online literacy lessons and provide training to staff. CLOs translated documents and engaged parents during online learning.</p>
Low level adjustment for disability	<p>Speech Pathologist</p> <p>LaST Team</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$398 899.00) 	<p>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 developed through the Learning and Support Team for identified students, regularly reviewed and published on Sentral. Learning and Support teachers made class adjustments according to student's needs and the support unit completed ITPs for all students. Professional learning was provided to staff on differentiation and supporting students with disabilities in Terms 1 and 3. Special transition programs were provided to support students transitioning to high school in 2021.</p>
Socio-economic background	<p>Homework and study centre coordinators</p> <p>HSC teachers</p> <p>Pasifika team</p> <p>Welfare team</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$1 300 000.00) 	<p>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. OOHLC Liaison worked with students to provide and regularly update personalised learning plans. Students without access to technology were provided with laptops during the learning from home period.</p>

Support for beginning teachers	<p>Head teachers</p> <p>Head Teacher Teaching and Learning</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$72 405.00) 	<p>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. Two teachers were accredited at proficient level in 2020 with fourteen finalising their annotations and observations.</p>
Targeted student support for refugees and new arrivals	<p>Refugee Team</p> <p>International Student Coordinators</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Targeted support for refugees and new arrivals (\$45 379.00) 	<p>A refugee teacher was employed by the school and the cross-curricula refugee team met fortnightly to plan strategies and discuss student needs. Literacy withdrawal programs were implemented for all refugee students, showing increased engagement with school for all students. Programs such as soccer, yoga, healing through drumming and Capoeira took place when permitted. Sample lessons for refugee parents were delivered and evaluated. Fifteen students applied for scholarships with results to be announced in 2021.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	790	785	799	798
Girls	736	773	772	759

Student attendance profile

School				
Year	2017	2018	2019	2020
7	95.8	95.8	94.7	96.1
8	92.2	92.8	92.3	93.8
9	93.4	93.7	91.7	91
10	92.3	93.2	90.6	92.6
11	91.1	91	92	90.8
12	90.7	88.3	87.8	91.1
All Years	92.4	92.4	91.4	92.5
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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	0
Employment	0	1.8	5
TAFE entry	0	1.8	7
University Entry	0	0	64
Other	1.0	3.0	0
Unknown	0	1.8	24

Year 12 students undertaking vocational or trade training

36.33% of Year 12 students at Cabramatta High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

71.8% of all Year 12 students at Cabramatta High School expected to complete Year 12 in 2020 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)	74.2
Learning and Support Teacher(s)	2.1
Teacher Librarian	1.4
Teacher ESL	5.6
School Counsellor	2
School Administration and Support Staff	28.37
Other Positions	20.8

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.



Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	3,309,745
Revenue	21,835,989
Appropriation	20,847,975
Sale of Goods and Services	215,589
Grants and contributions	221,459
Investment income	6,502
Other revenue	544,464
Expenses	-21,193,825
Employee related	-19,329,931
Operating expenses	-1,863,893
Surplus / deficit for the year	642,164
Closing Balance	3,951,909

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.

	2020 Approved SBA (\$)
Targeted Total	93,210
Equity Total	2,384,011
Equity - Aboriginal	6,931
Equity - Socio-economic	1,300,000
Equity - Language	678,181
Equity - Disability	398,899
Base Total	13,620,373
Base - Per Capita	410,747
Base - Location	0
Base - Other	13,209,626
Other Total	3,737,910
Grand Total	19,835,506

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

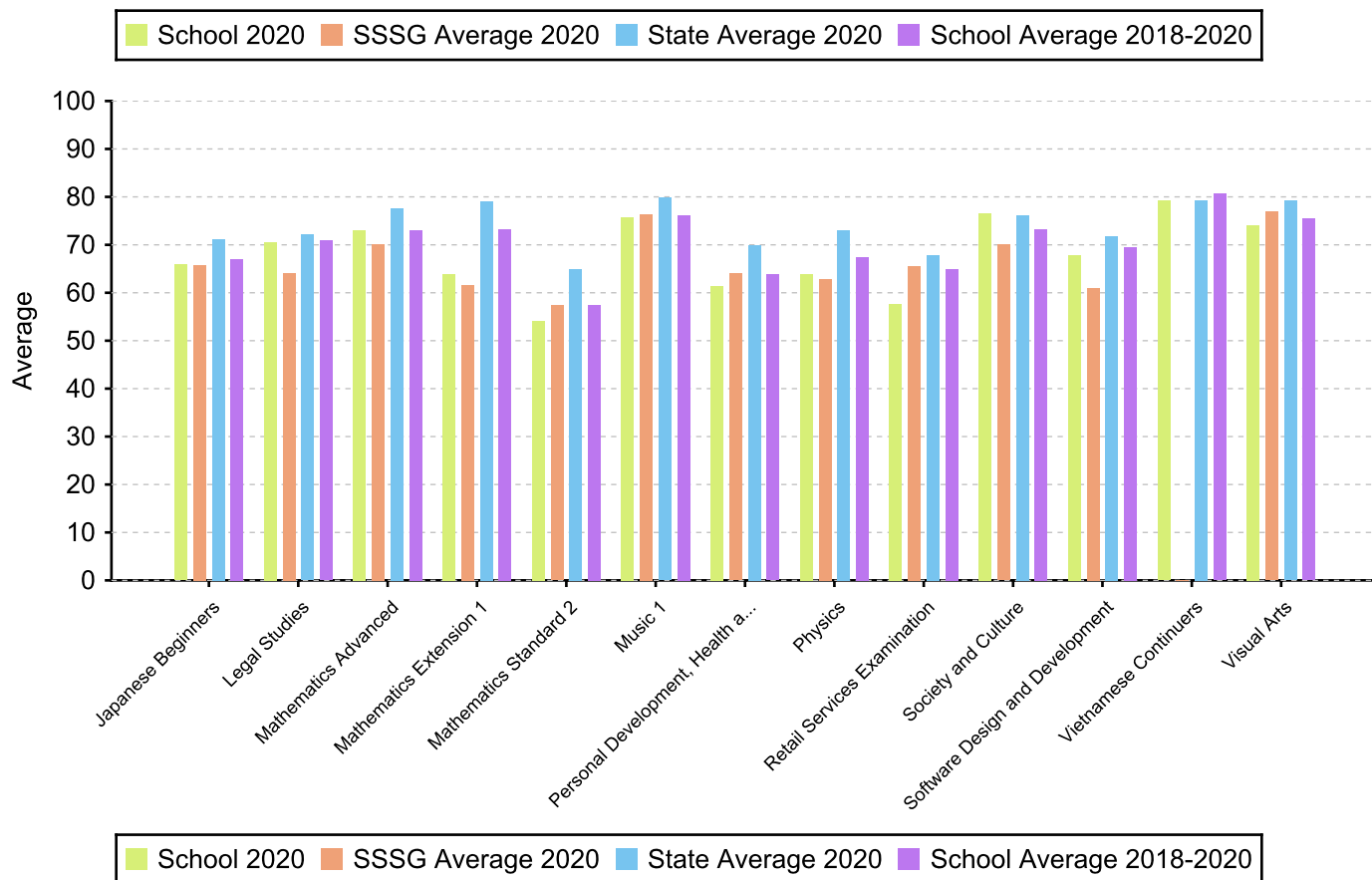
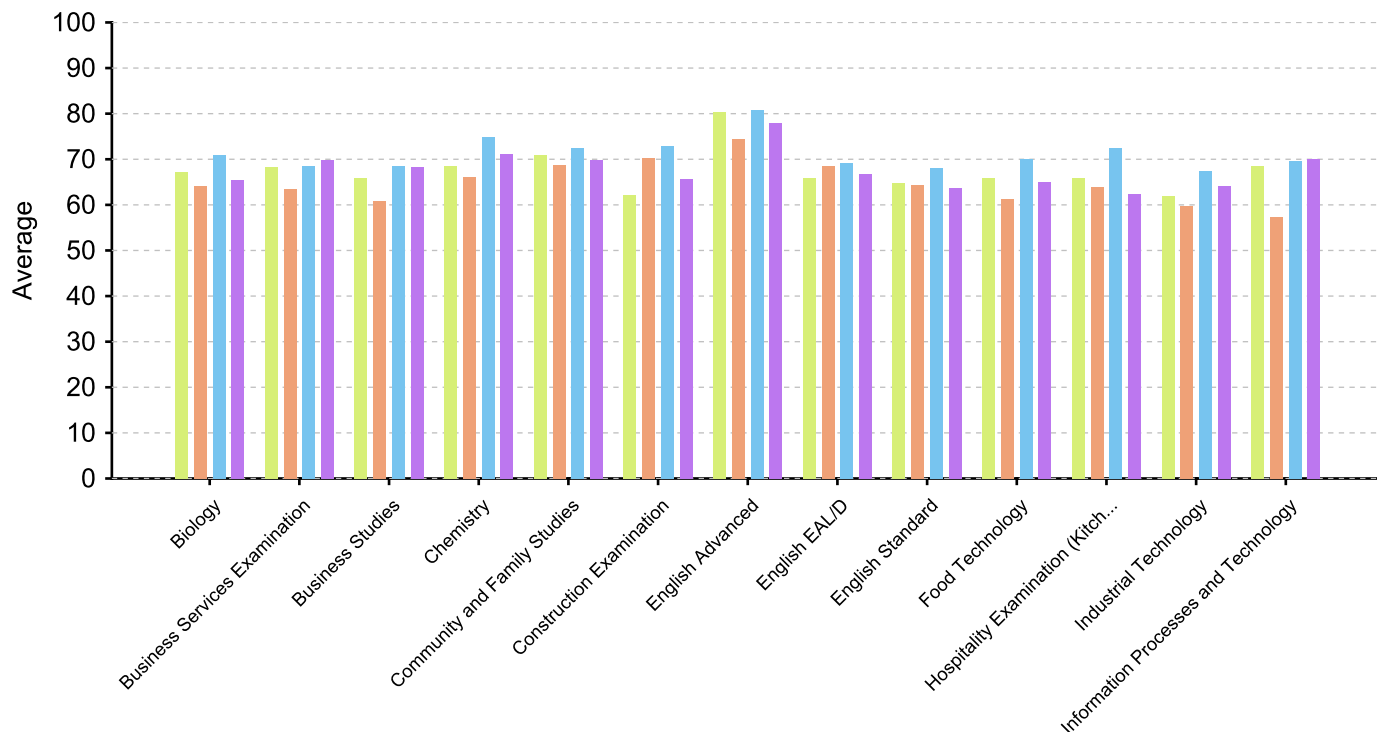
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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.



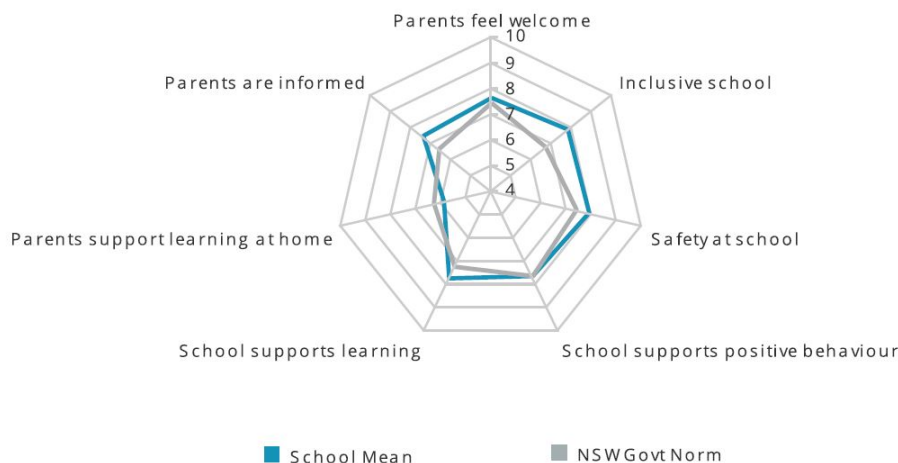
Subject	School 2020	SSSG	State	School Average 2018-2020
Biology	67.3	64.0	70.8	65.4
Business Services Examination	68.3	63.4	68.5	69.8
Business Studies	65.8	60.7	68.6	68.3
Chemistry	68.5	66.1	74.8	71.1
Community and Family Studies	71.0	68.8	72.4	69.7
Construction Examination	62.1	70.3	72.8	65.6
English Advanced	80.3	74.5	80.8	78.0
English EAL/D	65.9	68.4	69.3	66.7
English Standard	64.8	64.5	68.1	63.7
Food Technology	65.9	61.2	70.2	65.1
Hospitality Examination (Kitchen Operations and Cookery)	65.9	63.9	72.5	62.5
Industrial Technology	62.0	59.8	67.5	64.2
Information Processes and Technology	68.5	57.3	69.6	70.1
Japanese Beginners	65.9	65.8	71.2	67.1
Legal Studies	70.6	64.2	72.1	70.9
Mathematics Advanced	73.0	70.1	77.7	73.0
Mathematics Extension 1	63.9	61.6	79.1	73.3
Mathematics Standard 2	54.1	57.3	64.9	57.5
Music 1	75.7	76.4	79.8	76.1
Personal Development, Health and Physical Education	61.4	64.0	69.9	63.8
Physics	63.9	62.8	73.0	67.4
Retail Services Examination	57.6	65.6	67.9	65.0
Society and Culture	76.6	70.0	76.2	73.2
Software Design and Development	67.8	61.1	71.8	69.5
Vietnamese Continuers	79.2	0.0	79.2	80.7
Visual Arts	74.1	76.9	79.2	75.4

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 parents supporting learning at home 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 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 4% above the NSW government mean, homework behaviour 2% above the NSW government mean and interest and motivation 2% 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.