

2020 Annual Report

Cronulla High School



8261

Introduction

The Annual Report for 2020 is provided to the community of Cronulla High School as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

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

School vision

Cronulla High School empowers young people to achieve personal success in their academic and social learning in a safe, stimulating and inclusive environment. We aim to help young people become responsible and productive citizens. Our vision is of a learning community in which self-directed learners achieve growth, seek and receive support and are provided with opportunity.

As a school, we lead the development of essential skills and abilities in young people to enable them to demonstrate personal responsibility for their own learning and social progress so as to:

- become literate and numerate
- be creative and productive users of technology who think deeply and logically
- plan activities independently, collaborate in teams and communicate ideas
- develop personal values and attributes such as honesty, resilience, empathy and respect for others
- make sense of their world and become responsible citizens

We seek to enable staff learners to develop their professional capabilities and leadership capacities in alignment with proven, commonly adopted research and established standard reference benchmarks.

School context

Cronulla High School is a comprehensive, coeducational 7-12 school on the south-eastern outskirts of Sydney, adjacent to Cronulla beaches and part of the Sutherland Shire. Gradual enrolment growth occurred from 1998 through to 2009, stabilising at around 730 students for several years. Our reputation for stability, excellence and purpose has, since 2014 seen record demand with an enrolment of 1285 for 2020.

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

The work of the school is driven by three deeply embedded core goals:

raising expectations, recognising achievement and communicating with parents.

The period 2018 - 2020 saw us working relationally with all stakeholders to achieve Growth for all Learners. This growth was supplemented with Support for all Learners and Opportunities for all Learners.

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>

The Senior Executives reviewed each domain of the School Excellence Framework. Our findings in line with the School of Excellence Framework were:

- In the domain of Learning, Cronulla High School is Sustaining and Growing in the elements of Learning Culture, Wellbeing, Curriculum, Assessment, Reporting and Student Performance Measures. Therefore, in our judgement, overall, Cronulla High School is Sustaining and Growing in the domain of Learning.
- In the domain of Teaching, Cronulla High School is Sustaining and Growing in the elements of Effective Classroom Practice, Data Skills and Use, Professional Standards and Learning & Development. Therefore, in our judgement, overall, Cronulla High School is Sustaining and Growing in the domain of Teaching.
- In the domain of Leading, Cronulla High School is Sustaining and Growing in the elements of Educational Leadership and School Planning, Implementation & Reporting. We have identified that Cronulla High School is Excelling in the elements of School Resources and Management Practices & Processes. Therefore, in our judgement, overall, Cronulla High School is Excelling in the domain of Leading.

Strategic Direction 1

Growth For All Learners

Purpose

To provide an enabling environment for those willing to seek growth in their learning. We seek to produce literate, numerate, creative and technologically skilled young people, prepared for successful ongoing learning, work, lifestyle and contribution to society. We seek to develop staff capabilities to drive student growth through quality professional learning that improves their teaching and learning practice and leadership capacity.

Improvement Measures

- Gains against baseline data in all Year 9 NAPLAN domains.
- Growth in the percentage of Year 9 students with results in the top three NAPLAN bands.
- Gains against baseline data in HSC value added for high, middle and low achieving students.
- Growth against state average for most HSC subjects.
- Growth in the percentage of student results in the top three HSC bands.
- Growth in the number of teachers who evidence evaluation of instructional practices as a consequence of formative assessment and/or GAT training.
- Incremental growth in the number of staff who evidence regular use of school wide data to identify student progress and modify teaching accordingly

Progress towards achieving improvement measures

Process 1: * Embedding growth language in all forums focussed on learning, continuous improvement and personal best.

Evaluation	Funds Expended (Resources)
<p>100% of staff engaged in professional learning and are aware of the What Works Best literature review.</p> <p>Due to COVID there was no NAPLAN testing. In relation to the top three HSC bands this figure went up by more than 5% from 70.8% in 2019 to 76.1% in 2020. The HSC Value Added for low, middle and high achieving students was above the state average. 22 of the 38 HSC courses which were examined achieved results that were above the state average.</p>	\$10,000

Process 2: * Senior executive and Year advisors regularly engaged in year group academic reviews and interventions.

Evaluation	Funds Expended (Resources)
<p>The senior executive review the academic progress of Years 10-12 students each term. Students at risk are interviewed and a course of improvement is developed. Year Advisors work alongside their supervising Deputy Principal to identify other students who might be at risk of not engaging and may have concerning attendance patterns. Students and parents are then involved in determining a course of improvement. This might involve other people such as the Careers Advisor and/or outside agencies.</p> <p>The senior executive and year advisors also review 7-10 student academic and social progress each semester and use this data to make the required class changes within mixed ability, shadow and extension classes.</p> <p>Online learning presented issues in monitoring student progress. As a result teachers were asked to rate their students progress based on evidence of work and engagement in online class discussions and video sessions. Once identified the senior executive then contacted parents by phone and</p>	\$5,000

Progress towards achieving improvement measures

discussed concerns and strategies to improve engagement. Based on advice from the Department of Education schools were able to modify their semester 1 reports but removed marks, grades and ranks.

Process 3: * Improvement in learning programs to evidence greater rigour, challenge and differentiation for individual learning needs.

Evaluation	Funds Expended (Resources)
<p>As part of the induction process all new staff to the school were exposed to the use of school wide processes and resources that would direct their teaching, differentiation and writing. Continued emphasise by all teachers based on the whole school Writing and Response strategy continued despite online learning and the cancellation of NAPLAN.</p> <p>This initiative was designed to achieve gains in baseline data in HSC value added for high, middle and low achieving students; growth in the percentage of students results in the top three HSC bands; as well as achieve growth against state average for most HSC subjects. 2020 HSC analysis provides evidence that gains and growth has been achieved in all these areas.</p>	\$10,000

Process 4: * Targeted professional learning in writing, formative assessment, technology and differentiated learning for extension classes and for students requiring adjustment to drive student learning growth.

Evaluation	Funds Expended (Resources)
<p>Whole staff learning occurred in using HSC data to inform and improve teaching and learning, strategies for behaviour management, Cronulla High School's Study Skills initiative and the newly implemented High Potential Gifted Education (HPGE) Policy. Faculties underwent three faculty meeting sessions unpacking the HPGE Policy in preparation for its implementation in 2021. In addition to this, a number of extension class teachers as well as the HPGE team completed the UNSW mini-COGE course, enhancing teachers differentiation tools and strategies. During the online learning period, teachers were exposed to a number of courses to upskill in online tools to utilise while students were learning from home.</p> <p>Due to COVID restrictions the traditional whole school Staff Development Days did not take place in terms 2 and 3. Staff were required to complete a minimum of two hours online learning courses as part of their professional development. These ranged from What Works Best, Differentiation, Class Room Management, Data Analysis, Sports Coaching just to mention a few.</p>	\$7,500

Strategic Direction 2

Support For All Learners

Purpose

To underpin learning growth, social growth, and achievement of personal best for all learners with effective and responsive student and staff wellbeing practices. We seek to produce resilient, motivated learners with a developed sense of belonging and institutional engagement by ensuring every learner receives support. Positive learning relationships and achievement celebration will permeate school culture through which a legacy will be built.

Improvement Measures

- * TTFM surveys reflect student satisfaction of the elements of social engagement, school context and classroom context.
- * Scope and sequence of targeted wellbeing support aligned to SEF and the Wellbeing Framework developed and implemented by wellbeing team.
- * Increased monitoring of student attendance.
- * Increased numbers of students evidencing understanding of academic and wellbeing support structures available to them.
- * Increasing staff awareness and action to support students identified with learning needs.
- * Increasing staff efficacy and wellbeing that supports learning and achievement for themselves and others.

Progress towards achieving improvement measures

- Process 1:**
- * Initiatives addressing learning skills, developmental and social issues delivered to student groups utilizing outside expertise.
 - * Sourcing of quality learning for staff on positive psychology and responding to student mental health issues..
 - * Leadership training for current and aspiring wellbeing team members.
 - * Enriching partnerships and communication with primary schools to develop deeper initial student profiles

Evaluation	Funds Expended (Resources)
<p>Although the Wellbeing Team needed to modify their scope and sequence due to COVID restrictions they were still able to deliver most of the relevant year activities and programs. Members of the Wellbeing team worked with other staff members to develop four study skills sessions relevant to a particular year group to be delivered by classroom teachers for Years 7-10 students.</p> <p>The Head Teacher Welfare developed resources for both students and parents to assist during online learning. Some of these resources touched on mental wellbeing, staying active, keeping in contact, life balance, how best to assist someone during online learning, contact details of relevant agencies, etc.</p> <p>Students also participated in a variety of workshops delivered by outside agencies dealing with a range of issues from respectful relationship to transitioning from Year 6 into Year 7, etc.</p>	\$16,000

Strategic Direction 3

Opportunity For All Learners

Purpose

To promote the holistic development of all learners through meaningful engagement with a diverse array of academic and extracurricular opportunities. We seek to develop people who are deeply connected with the broader life of the school and community, and who through participation and leadership obtain fulfilment or realize fulfilment for others. We strive to enrich school culture and build a legacy by securing participation beyond the classroom.

Improvement Measures

- * Incremental growth in the number of students evidencing engagement with the academic and co-curricular opportunities and other events.
- * Incremental growth in the number of staff evidencing engagement with our academic and co-curricular opportunities and other events.
- * Incremental growth in the number of parents and community members evidencing engagement or awareness of the opportunities to engage with our academic and co-curricular pursuits and other events.
- * New opportunities created in response to new demand.
- * Growth in the breadth and depth of community partnering of events.

Progress towards achieving improvement measures

- Process 1:**
- * Extensive regular communication of approaching opportunities for student participation in events within and beyond the school.
 - * Support and encourage staff leadership of extracurricular events through PDP's to widen capacity to support extracurricular programs.
 - * Foster support for extracurricular events through finance and executive committees and community partnerships..
 - * Ongoing development of internal policies and procedures to support student learning expectations through participation in events.

Evaluation	Funds Expended (Resources)
<p>Unfortunately, COVID and Health Regulations curtailed many of the sporting and co-curricular activities our students could access. Hence it is difficult to comment on the number of students engaged in these activities.</p> <p>Both individual and team sports was decimated. Winter grade and non grade sport was cancelled as was the school cross-country and athletics carnivals and other than the Port Hacking Zone Swimming carnival there were no Sydney East or Combined High School representative and knockout competitions. During term 2 a modified weekly sports program was developed that needed to meet Health Regulations while a limited grade and non grade sports program was run in term 3 before normal grade and non grade sport recommenced in term 4.</p> <p>Once lockdown took place all co-curricular activities unfortunately could not recommence until term 4. This was very disappointing for all the students who had enrolled in the various offerings. Fortunately, once all the co-curricular activities recommenced the teachers reported that nearly all the students returned. Although things such as the school concert band, dance ensembles, junior ensembles and the vocal group could not perform the students were happy enough to keep rehearsing and practising in order to improve their skills and have fun. Fortunately the senior drama ensemble was</p>	\$35,000

Progress towards achieving improvement measures

able to perform before a small audience while the Duke of Edinburgh students were able to continue with their program including a modified hike.

Due to COVID restrictions, many of our assemblies such as the EDGE Assembly, Sports Assembly, Prefect and SRC Induction Assembly, Presentation Day and the Year 12 Graduation could not take place. To overcome this, and to ensure parents and friends could be included, these special events were all live streamed over our Youtube channel. The Year 12 Graduation Assembly peaked at over 2,000 views during the live stream from all over the world. The Presentation Day has since been viewed 4,800 times since being posted online. Continued growth in the number of parents and community members evidencing engagement or awareness of the opportunities to engage with our academic and co-curricular pursuits and other events can be seen in the continued increase in the number of people engaging with our social media pages:

Instagram: Currently engaging 1,895 followers. In 2019 there were 1,528 followers.

Facebook: Currently engaging 3,660 followers. In 2019 there were 3,356 followers.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$22,717	The Head Teacher Secondary Studies works with our ATSI students looking at engagement, attendance and co-curricular activities. All student PLP's were formulated and evaluated throughout the year and the Head Teacher and parents report that the vast majority of targets were achieved. All parents and students report that they were highly satisfied with the support given particularly in areas of literacy, assessment completion, study skills, cultural activities and during online learning. Some students also accessed the funding to use for outside tutors.
English language proficiency	\$40,894	An English teacher was employed two days per week to work with students who have been identified as needing support. These students have either come to us from the Intensive English Centre or newly arrived to Australia where English is their second language.
Low level adjustment for disability	\$85,118	As the student numbers have grown we have found it essential to provide additional support for students with learning difficulties with the employment of additional School Learning Support Officer (SLSO) and some extra counselling time for all our students. Both of these were critical as students returned from online learning.
Socio-economic background	\$90,495	We have successfully funded a full time TSO to support the school's BYOD program to ensure all students have equitable access to technology and technological support services including the provision and maintenance of both school and personal devices. We have successfully employed an experienced retired Deputy Principal to provide academic mentoring and extended response writing support to HSC students. Survey feedback from students about this initiative was extremely positive. Effective communication processes to parents have ensured that senior executive have been approached by students and parents in need of financial support to attend major school events and some co-curricular events. Due to COVID there were more families needing this financial support than in previous years. The statistics from Edrolo indicate high usage by both Year 11 and 12 students and that they value this extra resource. Year 12 found this resource critical during lockdown learning. There are no known cases of students not attending excursions, events or not having school resources due to financial constraints.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	498	553	585	645
Girls	489	515	594	634

Student attendance profile

School				
Year	2017	2018	2019	2020
7	94.3	93.5	93.6	93.8
8	92.2	90	90.5	92.8
9	89.4	90.4	88.5	90.5
10	88.8	86.5	87.5	90
11	90.7	88.8	88	91.2
12	92.6	92.6	89.9	91.7
All Years	91.4	90.3	89.9	91.7
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.

Student absenteeism is managed in accordance with DoE policy and consistent with statutory requirements for attendance at school. Parents are advised, usually prior to 10.00 am on the day of the absence by text message to their mobile phone. As it has been for the last four years our overall attendance rate remains above state average. This reflects the school's focus on student engagement. Attendance concerns continue to be addressed on a number of levels through meetings, programs and strategies, which have been developed to try and reconnect both individual and groups of students to school and ensure parent cooperation and awareness. Various outside agencies, such as Project Youth, have also been involved to help improve student engagement and consequently, attendance. A number of students were referred to the Home School Liaison Officer for lack of attendance, particularly in Years 9 and 10, which continues to be a focus for the school's welfare team. We also introduced on line roll-marking for each period to complement our on-line roll marking at each morning assembly. This has allowed us to track students attendance and truancy much quicker, accurately and implement intervention strategies earlier.

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	2	0
Employment	8	16	18
TAFE entry	0	2	14
University Entry	0	0	62
Other	2	0	4
Unknown	2	2	2

2020 was an understandably a year of turmoil for students due to the global pandemic with face to face career related events and work experience opportunities terminated. Cronulla High School Careers program moved to online lessons and presentations and concentrated on best preparing students to be resilient and to utilize their transferable skills to apply themselves in a challenging labour market.

In 2020 - 94 % of the Year 12 cohort were eligible for an ATAR.

62% of the Year 12 students gained a place at University, within the study areas of Engineering, Human Services, Psychology, Social Science, Forensic Science, Exercise Science, Environmental Science, Computer Science, Arts, International Studies, Business, Commerce, Visual Arts, Economics, Education, Journalism and Law.

The Universities students are now attending include University of Wollongong, University of Sydney, Western Sydney University, University of New South Wales, Australian National University, Macquarie University, Notre Dame University and University of Technology Sydney.

14% of the Year 12 cohort chose to study at TAFE or with a Private Provider. Career areas of study include Fitness, Sport and Recreation, Beauty Therapy, Travel and Tourism, Property Services, Child Services, Business Administration.

18% of the Year 12 cohort sought Apprenticeships in the trade areas of Plumbing, Carpentry, Landscaping and Electrical. 8 % of the Year 12 cohort chose full or part time work, or the experience of a Gap Year to travel or pursue other opportunities.

Year 12 students undertaking vocational or trade training

24.66% of Year 12 students at Cronulla High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

99.3% of all Year 12 students at Cronulla High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

In 2020 - 25% of Year 12 students undertook a VET or TVET course. A total of 35 students studied Construction, Entertainment and Hospitality at school, while 4 students attended a TAFE TVET course in Hair and Beauty, Electrotechnology and Fitness.

7% of stage 5 students were undertaking a TAFE "Get into VET" course and unfortunately these were terminated due to COVID restrictions along with our Indigenous School to Work Program in partnership with the NRL.

2% of our stage 6 cohort completed the Work Place Health and Safety Qualification (White Card).

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	63.5
Learning and Support Teacher(s)	1
Teacher Librarian	1.4
School Counsellor	0.6
School Administration and Support Staff	14.17
Other Positions	1

*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.

Staff have undertaken learning to support student learning and achievement of the school's strategic directions, Growth For All Learners and Support For All Learners. Whole staff learning occurred in using HSC data to improve teaching and learning, strategies for behaviour management, Cronulla High School's Study Skills initiative and the newly implemented High Potential Gifted Education (HPGE) Policy. Faculties underwent three faculty meeting sessions unpacking the HPGE Policy in preparation for its implementation in 2021. In addition to this, a number of extension class teachers as well as the HPGE team completed the UNSW mini-COGE course, enhancing teachers differentiation tools and strategies. During the online learning period, teachers were exposed to a number of courses to upskill in online tools to utilise while students were learning from home. Mandatory compliance training including CPR and anaphylaxis was also completed. The wellbeing team evaluated their scope and sequences for each year group and engaged in professional learning at the wellbeing conference. In addition, staff have had the opportunity, in collaboration with their supervising executive to undertake approved learning that complemented their Professional Learning Plans. The needs of Beginning Teachers have been met via internal and external induction courses and, where appropriate the allocation of Beginning Teacher Support funding to reduce teaching loads, to develop skills through mentoring and coaching. Cronulla High School's Teacher Induction Day supports beginning teachers with understanding school and department systems, whole school initiatives including the Writing & Responding initiative, Formative Assessment and HGPE, as well as the accreditation process. The Head Teacher Secondary Studies (HTSS) and retired senior executive have also worked with and mentored the Beginning Teachers through lesson observations, feedback and professional discussions. Through working with the HTSS, the Beginning Teachers also observed experienced teachers within their faculty and each other, to further develop their teaching practice. Regular Beginning Teacher lunch time meetings took place, where micro professional learning occurred in a relaxed and supportive environment on: CHS online systems, parent teacher night preparation and report writing. All professional learning is linked to the standards to support staff working towards gaining or maintaining accreditation.

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	1,135,516
Revenue	13,201,093
Appropriation	12,417,233
Sale of Goods and Services	130,660
Grants and contributions	611,101
Investment income	3,798
Other revenue	38,300
Expenses	-13,361,922
Employee related	-11,657,974
Operating expenses	-1,703,948
Surplus / deficit for the year	-160,829
Closing Balance	974,688

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.

Cronulla High School is fully deployed to SAP/SALM in line with the learning and management business reform. Financial management and governance are as per Department of Education financial policy requirements. In 2021 surplus funds will be spent on the School's contribution to the extension of the school hall under the Metro Renewal Program and the replacement of the PE equipment storage container.

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	242,875
Equity Total	348,608
Equity - Aboriginal	22,717
Equity - Socio-economic	90,495
Equity - Language	40,894
Equity - Disability	194,502
Base Total	11,349,329
Base - Per Capita	283,530
Base - Location	0
Base - Other	11,065,799
Other Total	369,847
Grand Total	12,310,658

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

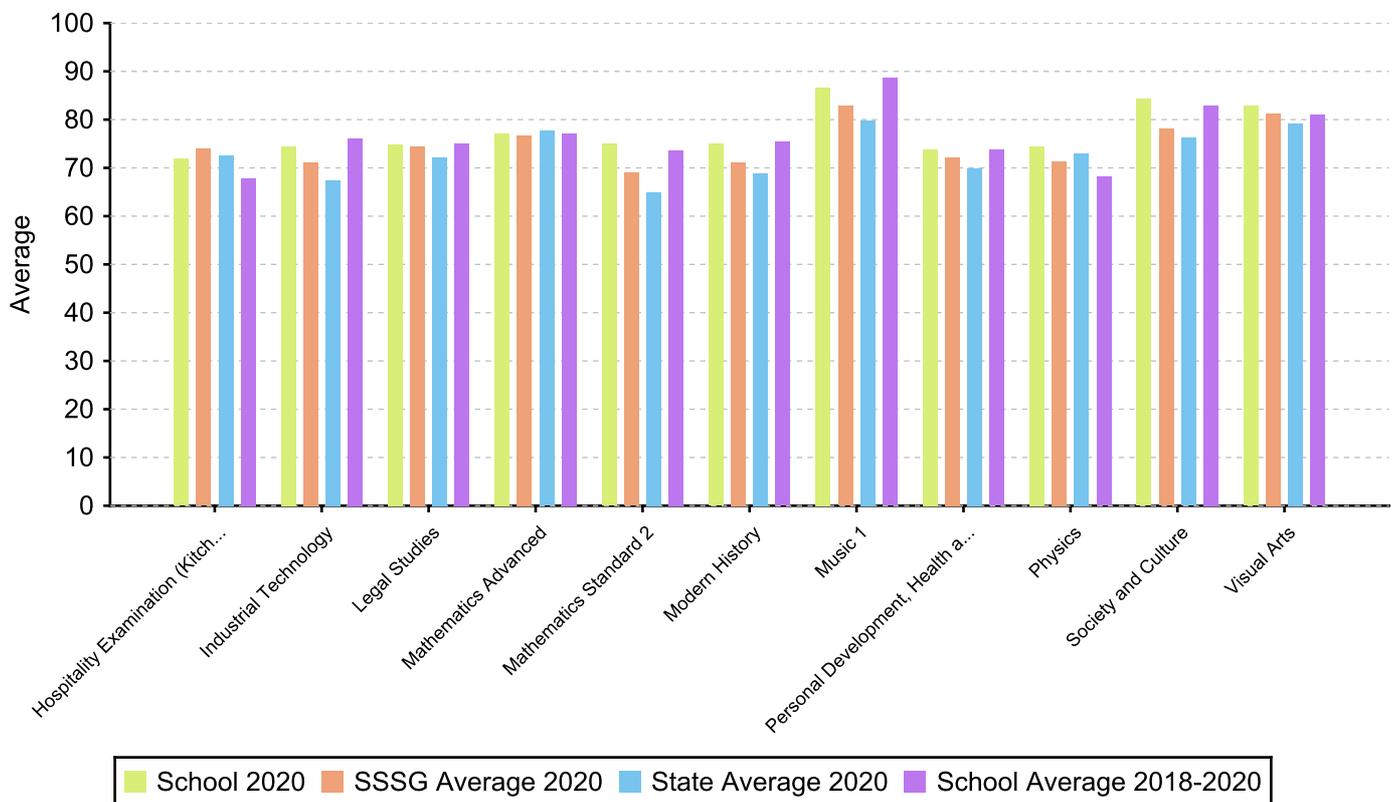
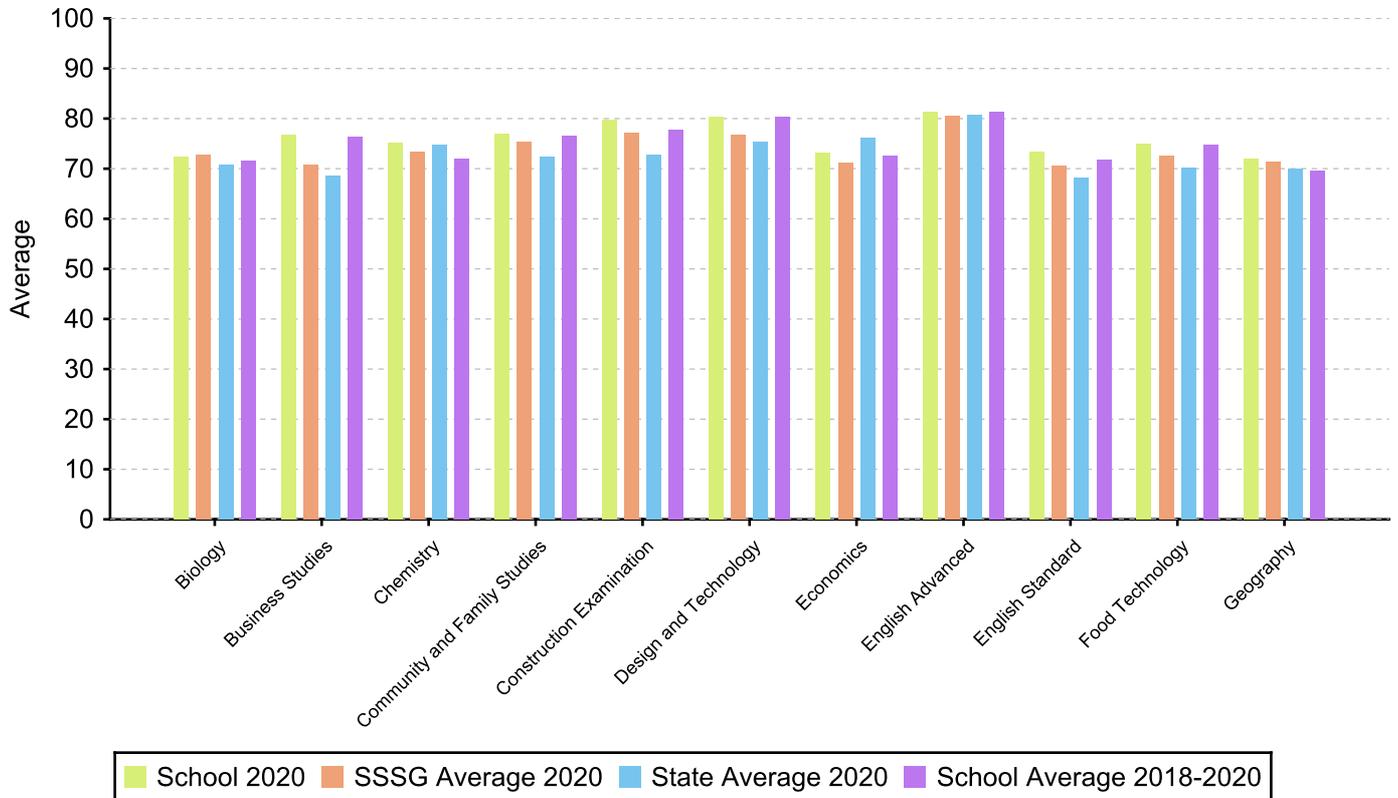
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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	72.3	72.7	70.8	71.5
Business Studies	76.8	70.7	68.6	76.4
Chemistry	75.1	73.5	74.8	72.0
Community and Family Studies	76.9	75.4	72.4	76.6
Construction Examination	79.8	77.2	72.8	77.7
Design and Technology	80.3	76.7	75.4	80.4
Economics	73.1	71.1	76.1	72.5
English Advanced	81.3	80.4	80.8	81.3
English Standard	73.3	70.5	68.1	71.8
Food Technology	74.9	72.6	70.2	74.7
Geography	72.0	71.4	70.1	69.6
Hospitality Examination (Kitchen Operations and Cookery)	71.9	73.9	72.5	67.8
Industrial Technology	74.5	71.2	67.5	76.1
Legal Studies	74.9	74.5	72.1	75.0
Mathematics Advanced	77.1	76.7	77.7	77.1
Mathematics Standard 2	75.0	69.0	64.9	73.6
Modern History	75.0	71.2	68.9	75.4
Music 1	86.6	82.8	79.8	88.6
Personal Development, Health and Physical Education	73.8	72.2	69.9	73.7
Physics	74.5	71.4	73.0	68.2
Society and Culture	84.3	78.0	76.2	82.9
Visual Arts	82.8	81.3	79.2	80.9

* 52 Band 6's, 229 Band 5's and 258 Band 4's.

* 26 students achieved at least one Band 6.

* 11 students achieved an ATAR above 90 with the top ATAR result of 98.15 by Elvie Howell.

*Band 6 was achieved in 20 of the 38 courses examined.

*76.1% of all Bands achieved were the top three Bands ie; Bands 6, 5 and 4. Of the 22 courses displayed in the graphs and tables, 19 of these were above State Average while 20 of these subjects were also above Similar School Groups (SSSG) . Although not displayed (due to a candidature below 10) Ancient History, History Extension, Science Extension and Visual Arts all performed well above State Average and SSSG. Eleven of the examined courses had an average mark above the State Average of three or greater: Ancient History (>11), Business Studies (>4), Construction VET (>3), English Standard (>3), English Studies (>9), History Extension (>5), Industrial Technology Multi Media (>4), Mathematics Standard (>6), Music 1 (>4), Science Extension 1 (>5), Society and Culture (>7).

These outstanding results were achieved despite the disruption to teaching and learning as a result of the COVID lockdown. Both the students and their teachers came to gather to overcome any setbacks, refocus and just get on with completing the HSC to their personal best. The outcome resulted in almost the best results ever achieved by our students. Again these very pleasing results confirm that we are catering for the individual learning needs of all students and that students are being well-guided in selecting appropriate subjects to study and all students are being extended beyond their potential. The Department of Education data, recently released, showed that our 2020 Year 12 HSC cohort

were again higher than the state average when tracking their progress from Year 9 NAPLAN results. As in previous years these outstanding figures are further confirmation of the great teaching and learning that is taking place at Cronulla High School. It also shows what is possible when students make a decision to set goals based upon success for themselves and to work in a close partnership with teachers to achieve their best. The challenge for us is to try and maintain this excellent standard. This in large part is why over 60% of our HSC cohort annually receive first round university offers. These types of results are extremely satisfying and certainly make us feel proud as a school.

Learning From Home

During the learning from home period, students and teachers adjusted their traditional methods of teaching and learning and aspired to maintain engagement through Cronulla High School's established and new online learning platforms. A review was conducted after this period, comprising of a student and teacher survey. Results from this survey indicated that eDiary was the most used platform for Year 7-12 and the most helpful platform for Year 7-11. Year 12 found Edrolo the most helpful and no Year 12 students reported difficulty with Edrolo. Year 11 also found Edrolo helpful, however 20% of students requested training in the platform as they had little exposure before the learning from home period. Moodle was considered the second most helpful platform for Year 7-10. When online lessons commenced, Microsoft Teams (MT) and Zoom were used consistently among cohorts. MT's was used slightly more with juniors, while Zoom was used accessed more with seniors. Zoom was considered 'more helpful' than MT's across all cohorts. More students requested training in MT's than Zoom in every cohort, as MT's has many more functions than Zoom and is therefore a more comprehensive platform to navigate. Once a proportion of the student population were able to attend school, Cronulla High School established a Year 11-12 timetable for senior students which comprised of 3 double periods per day. Year 12 attended school 4 days per week, while Year 11 attended school 1 day per week. Year 12 enjoyed the double periods far more than Year 11, as they learnt new content during these lessons, whereas Year 11 was recapping on the previous weeks work. 80% of teachers found the double period structure beneficial as they had an ability to teach extensive content, assess student learning, model and practice questions as well as provide feedback.

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.

Cronulla High School is committed to valuing and acknowledging the cultural identity of our Aboriginal and Torres Strait Islander students. Under the guidance of the Head Teacher Secondary Studies, Ms Paris Tsiorvas, Aboriginal students were encouraged to embrace their heritage and were provided with unique leadership opportunities both through internal support networks and external programs throughout 2020. William Calvert of Year 10 was the recipient of a Deadly Kids award for his excellent attendance, application and attitude to his studies. Aboriginal and Torres Strait Islander family members were welcomed to Cronulla High School to develop each student's Personalised Learning Pathway, so that we could effectively support our students and develop shared goals. Additionally, 'Yarn Up' roll call was held every Wednesday A week, where opportunities and information are provided to our Aboriginal students; which will help them reach their full potential and explore the rich tapestry of their culture. Due to Covid-19, many excursions and camps that students participated in during 2019 were cancelled in 2020. As there weren't as many external opportunities provided during 2020, time was spent enhancing student's organisation and study skills during Yarn Up Roll Call. Tutoring to improve learning was also available to students if needed. Cronulla High School is also committed to raising awareness of Aboriginal culture and history among the school community, and celebrates national days of significance with the school population, including Apology Day, National Reconciliation Week and NAIDOC Week. Speeches are made on assembly to raise awareness of these days and activities are planned for students. During National Reconciliation Week all Year 7 students created posters about the importance of understanding the Stolen Generations and the value of Sorry Day. During NAIDOC Week Year 7 participated in a number of lessons regarding the 2020 theme 'Always Was, Always Will Be' and participated in traditional Aboriginal games. Every Monday morning the Aboriginal and Torres Strait Islander flags are flown alongside the Australian flag and an acknowledgement to country is expressed on morning assembly by a Year 12 prefect. The Year 12 2020 gift to the school was a mural designed and painted by an Aboriginal artist. This mural has is situated at the front of the school and is witness to the wider school community. Cronulla High School students have also spent the year creating a mural alongside Aboriginal Elder Aunty Deanna Schreiber. The mural is our student's representation of the saltwater people, the Gweagal People of the Dharawal Nation, and their culture. Students aspire to complete this mural in 2021.

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.

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

