

2021 Annual Report

Cabramatta High School



8209

Introduction

The Annual Report for 2021 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 Strategic Improvement 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

2021 was a significant, complex and challenging year for our school and community. Despite the many challenges, the school drew on its collaborative, caring, resilient and inclusive culture, to provide outstanding education for all students, with many students achieving impressive results.

In Term 3 and early Term 4 students were learning from home, and the school delivered two modes of learning in the forms of online learning and distance learning packs. Our staff made regular contact with students and families, providing personalised support for learning and wellbeing.

The dedication of staff and the resilience and determination of students were reflected in the school's HSC results. Over 21% of HSC students achieved a top band result in the 2021 HSC, more than doubling the previous year's results. Over 68% of graduating students enrolled in a university degree. In NAPLAN, while many students achieved good results, the impact of disruptions to learning from COVID-19 are evident in the progress towards improvement measures.

Cabramatta High School was recognised for its outstanding international student program. Study NSW awarded the school the prestigious NSW International Student Community Engagement Award - Education Providers and a Year 12 international student was awarded the NSW Government School - International Student Resilience Award.

Cabramatta High School continues to shine as a highly aspirational, innovative and high performing school which celebrates diversity and has an impressive record of high value-added results.

The 2021 Annual Report reflects the many successes and achievements of the school, and how our community and school united in partnership to deliver the best possible education in challenging circumstances.

As principal, I am immensely proud of Cabramatta High School and the students, staff, families and local community, and what we have been able to achieve together.

Lachlan Erskine

Principal



School vision

At Cabramatta High School we celebrate our diverse community through fostering a culture of inclusivity and empowering students and staff to become critical thinkers, leaders and innovators.

All staff are proactively engaged in initiating, developing and facilitating meaningful opportunities to support the educational success of all students in the mainstream, Intensive English Centre and Special Education Unit. Through highly collaborative partnerships between staff, parents and the community, all students are encouraged to strive for excellence, serve the community and are known, valued and cared for.

We aim to nurture the informed students of today into responsible global citizens of tomorrow.

School context

Cabramatta High School is an innovative, dynamic and complex school situated in South West Sydney. The school was established in 1958 as a comprehensive, coeducational high school. The Intensive English Centre (IEC) 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.

The school has over 1450 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 54 language groups in the student body. Currently there are 100 students who are identified as coming from a refugee background. There are 16 students of Aboriginal background and 50 students in the Special Education Unit.

The school is supported through equity funding. This funding provides substantial human, physical and economic resources to support student learning, community participation, wellbeing and school accountability. Additional human resources include a speech pathologist, school psychologist, Student Learning Support Officers (SLSOs), Community Liaison Officers (CLOs) and Student Support Officer (SSO).

The school has a strong focus on academic excellence, collaborative practice, holistic education and community partnerships; ensuring a learning environment where every student is known, valued and cared for. The school community is highly 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 the Bushfire Fundraising Committee, Red Cross, Student Representative Council and the Environment Committee.

The school has conducted extensive research and program evaluation to identify areas of improvement in student achievement and implemented interventions in the areas of student attendance, academic performance, wellbeing and staff professional learning. Literacy and numeracy priorities are being addressed through the implementation of collaborative projects with universities, and engagement of specialised staff including a Curriculum Writing Specialist, Literacy Coordinator, a literacy teacher and a numeracy teacher.

As a result of our detailed Situational Analysis, External Validation and extensive school community consultation, we have identified three strategic directions for our 2021 - 2024 Strategic Improvement Plan:

Strategic Direction 1 - Student growth and attainment, enhancing teaching and learning through targeted literacy lessons for all students, embedded literacy and numeracy strategies across KLAS, advanced learning classes, accelerated mathematics, STEM education, university partnerships and professional learning.

Strategic Direction 2 - Improved data-informed teaching and school practice, informed by the specialised data committee, tracking student progress aligned to the literacy and numeracy progressions, conducting targeted diagnostic testing and delivering professional learning.

Strategic Direction 3 - Enhanced assessment and programming practices to deliver high quality outcomes across a broad curriculum, ensuring high quality formative and summative assessments, a diverse range of subjects allowing all students to engage in curriculum and excel in learning, and programs that are responsive to student need and are differentiated to cater for all students.

Cabramatta High School's record of high student growth, exemplary wellbeing practices, student achievement and

quality professional learning will be enhanced though the implementation of the school improvement plan.



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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
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: Student growth and attainment

Purpose

Our purpose is to ensure continued growth and high expectations for achievement in student learning through explicit, consistent and evidence-based teaching. Our teachers will engage in targeted professional learning in the use of explicit and embedded strategies in quality teaching, literacy and numeracy. School teams, faculties and teachers will evaluate external and internal data to inform teaching, learning and achievement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Evidence-based teaching and learning
- Explicit and embedded strategies

Resources allocated to this strategic direction

Socio-economic background: \$279,800.00

Professional learning: \$146,860.00

English language proficiency: \$10,000.00

Summary of progress

The HPGE committee is sustaining and growing in the HPGE policy statements 1.1.1 and 1.3. The team met regularly throughout the year and implemented a multimedia journalism project involving HPGE students in all year groups, integrating all domains.

Advanced learning pathways and accelerated pathways exist across multiple domains providing students with opportunities to enrich their understanding and enhance their critical thinking skills.

Successful implementation of attendance rewards at a whole school level has seen an increase in the proportion of students attending more than 90%. This was also enhanced due to flexible learning arrangements that took place during the COVID-19 lockdown.

An improvement in the proportion of year 9 students in the top two bands in literacy, reading and writing, was impeded by the necessity to conduct all learning online due to COVID-19. As a result, there has been a decrease in the number of students achieving expected growth in literacy. Despite this, check-in data reflects a positive difference for students when compared to the State. Some measures to support literacy development include a literacy teacher, a literacy coordinator and a Curriculum Writing Specialist, creating a specialist team to focus on the specific areas of need to improve literacy. This focus, continuing into 2022 is expected to provide further positive growth in student attainment.

Progress towards improving the proportion of year 9 students in the top two bands in numeracy was hindered by gaps created as a result of disruptions to learning due to COVID-19 in 2020. This has seen a decrease in the number of students achieving expected growth in numeracy. However, check-in data reflects a positive difference for students when compared to the State. The implementation of masterclass maths lessons in 2022 is projected to have a positive impact in increasing the proportion of students achieving in the top two bands in NAPLAN. The school continues to be recognised as excelling in value-added results in numeracy.

HSC data has identified growth in student attainment in the top 3 bands and also when compared with statistically similar schools. These improvements were achieved as a result of initiatives that targeted the top achieving students (Top 20), advanced learning pathways (HSC mathematics), and supported cross-KLA writing improvement (HSC Minimum Standards workshops).

The school continues to provide programs to develop knowledge, appreciation and understanding of Aboriginal histories and culture. Personalised learning pathways are implemented with all Aboriginal students and significant events are celebrated by the school community. The creation of a specialised Indigenous Learning Centre, titled the Aunty Mae Learning Centre, has enhanced the delivery of engaging Indigenous Education at the school. The Koori Club supports Aboriginal students with regular meetings and teacher professional learning was undertaken throughout the year. Aboriginal students feel supported within the school, engage in classroom learning and 100% of Year 12 Aboriginal students achieved a HSC in 2021.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>LITERACY</p> <p>Increase the proportion of students achieving in the top 2 bands in Yr 9 NAPLAN Reading by 3%, and Writing by 1%.</p> <p>The school sustains excellent value-added results in literacy, significantly above the value added by the average school.</p>	<p>The proportion of year 9 students achieving in the top two bands in NAPLAN reading has decreased from 9.2% to 7.8%. The proportion of year 9 students achieving in the top two bands in NAPLAN writing has increased from 5.7% to 6.6%.</p> <p>The school sustains excellent value-added results in literacy with significant value-added results in both reading and writing when compared with average schools.</p>
<p>NUMERACY</p> <p>Increase the proportion of students achieving in the top 2 bands in Yr 9 NAPLAN Numeracy by 2%.</p> <p>The school sustains excellent value-added results in numeracy, significantly above the value added by the average school.</p>	<p>The proportion of year 9 students achieving in the top two bands in NAPLAN numeracy has decreased from 22% to 17%.</p> <p>The school is excelling and has sustained excellent value-added results in numeracy, significantly above the value added by the average school.</p>
<p>HSC</p> <p>Increase the percentage of HSC course results in the top three bands by 1.5%.</p> <p>HSC data shows improved student progress and achievement in HSC subjects in comparison to statistically similar schools.</p>	<p>47% of students obtained results in the top three bands demonstrating progress yet to be achieved of the lower band targets.</p> <p>There was a 2.9 decrease in percentage of HSC course results in the top three bands.</p>
<p>ATTENDANCE</p> <p>Increase the proportion of students attending more than 90% of the time by 1%.</p>	<p>The number of students attending school greater than 90% of the time or more has increased by 10%.</p>
<p>NAPLAN READING</p> <p>Improvement in the percentage of students achieving expected growth in NAPLAN Reading to be above 67.2%.</p>	<p>The percentage of students achieving expected growth in reading decreased to 48.2% indicating progress yet to be seen toward the lower band target.</p>
<p>NAPLAN WRITING</p> <p>Improvement in the percentage of students achieving expected growth in NAPLAN Writing to be above 59.4%.</p>	<p>The percentage of students achieving expected growth in writing decreased to 51.3% indicating progress yet to be seen towards the lower band target.</p>
<p>NAPLAN NUMERACY</p> <p>Improvement in the percentage of students achieving expected growth in NAPLAN Numeracy to be above 80.9%.</p>	<p>The proportion of year 9 students achieving expected growth in NAPLAN numeracy has decreased by 4.4%.</p>
<p>VALUE-ADDED</p> <p>Value-added data from Year 7 - 9 and Year 9 - 12 continues to show</p>	<p>Value-added data from year 7-9 and year 9-12 continues to show Excelling.</p>

<i>Excelling.</i>	
<p>HIGH POTENTIAL AND GIFTED EDUCATION</p> <p><i>Sustaining and growing</i> in two statements of the HPGE policy.</p>	The school is <i>sustaining and growing</i> in two elements of the HPGE policy.
Increase the proportion of Aboriginal students attaining their HSC whilst maintaining their cultural identity.	The percentage of Aboriginal students attaining HSC whilst maintaining their cultural identity has been sustained at 100%.

Strategic Direction 2: Improved data-informed teaching and school practice

Purpose

Our purpose is to ensure all students are engaged, successful learners who are known, valued and cared for through the effective use of data. Data will be used to identify and track student achievement and progress, inform teaching and learning strategies, as well as plan for relevant interventions, programming, assessment and future directions. Targeted professional learning will develop teacher skills and knowledge of data literacy, analysis and use of data in teaching.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Committee & data use
- Professional Learning

Resources allocated to this strategic direction

Socio-economic background: \$8,500.00

Beginning teacher support: \$600.00

Summary of progress

The focus for 2021 was to develop strategies, programs and professional learning to ensure that internal and external data is used effectively within the whole school context to monitor student learning progress, and identify skill gaps for improvement as well as areas for extension. For example:

A whole school data committee was established and school staff completed a survey on their use of data and skills in applying data for teaching and learning. Four committee members completed a 10-week data professional learning course in preparation for leading whole school professional learning.

All stage 6 teachers participated in the analysis of their subject-related 2020 HSC results. Data was used to identify areas of growth and areas in need of further development to inform future planning and programming.

External data from NAPLAN, Best Start and Check-In was analysed and evaluated leading to recommendations for the planning and implementation of targeted support.

The school has moved from *Delivering* to *Sustaining and growing* in the area of professional learning related to *data skills and use*, as evidenced by:

Four data focused professional learning courses were designed in 2021. Two of them, "Assessment and Feedback" and "Data analysis for student engagement (DASE)", were successfully delivered with positive evaluations. Two were due to be delivered in term 3 but were postponed to 2022 due to the COVID lockdown.

Five staff from the data committee built their capacity to analyse and interpret data by attending external professional development. They designed a course to upskill school staff.

Eight faculties used term 4 Wednesday professional learning as an opportunity to upskill staff in using data for high expectations.

98% of staff completed professional learning online in term 3 with some emphasis on data use.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement

<p>DATA SKILLS AND USE</p> <p>Develop strategies, programs and professional learning to introduce the consistent practice of data skills and use in teaching and learning across the school.</p>	<p>The development of strategies is on track. These include whole school Wednesday TPL for 2022 and the development of whole school processes for data tracking which will target all faculties in 2022.</p>
<p>DATA LITERACY AND ANALYSIS</p> <p>The leadership group and expert teams plan and design professional learning and strategic actions to improve data literacy and analysis across the school.</p> <p>Stage 6 teachers engage in the analysis of longitudinal HSC data to inform programming, planning, teaching, assessment and resourcing.</p> <p>NAPLAN, Best Start, Check-in and VALID data analysis and evaluation conducted by expert teams, communicated to all faculties facilitating engagement with findings and data to inform changes in programs and practices.</p>	<p>The CHS Data Committee have developed a data literacy course to address individual student learning needs to support staff to increase their capacity to support all students. HSC results have been evaluated and data has been used by faculties to inform programming, teaching, learning and assessment.</p> <p>NAPLAN, Best Start and Check-in data has been evaluated and shared with relevant stakeholders. Students did not participate in Valid in 2021 due to COVID disruptions.</p>
<p>PROFESSIONAL LEARNING</p> <p><i>Delivering</i> in themes 1.1 (Understand the link between teaching practice and student needs), 1.2 (Apply formative and summative evidence) and 5.1 (Foster a culture of individual and shared responsibility for student outcomes) of the High Impact Professional Learning tool.</p>	<p>Self-assessment against the High Impact Professional Learning tool shows the school has achieved the level of <i>delivering</i> in themes 1.1 (Understand the link between teaching practice and student needs), 1.2 (Apply formative and summative evidence) and 5.1 (Foster a culture of individual and shared responsibility for student outcomes).</p> <p>100% of teachers utilise the self-assessment toolkit and Professional Development Plans to identify professional learning which develops their capacity to support all students, and allows the school to identify areas for further growth with High Impact Professional Learning.</p>

Strategic Direction 3: Enhanced assessment and programming practices to deliver high quality outcomes across a broad curriculum

Purpose

Our purpose is to ensure that consistent school wide practices for assessment and programming are used to monitor, plan and report on student learning across all curriculum areas. Formative and summative assessment practices will be dynamic and responsive to data and inform differentiated programming. Quality feedback between students, staff and parents will be a key element in improving evidence-based assessment, reporting, programming and curriculum provision.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Evidenced-based programming
- Assessment practices
- Innovative curriculum provision

Resources allocated to this strategic direction

Socio-economic background: \$19,925.00

Summary of progress

The Curriculum, Assessment and Reporting Team (CART) formed a digital team to create snapshot professional learning tools for teachers on assessment. As a result, teachers can identify assessment goals, and the school and faculties can plan for targeted professional learning to support teachers' needs for improvement in assessment implementation.

Documentation from the implementation of professional learning (minutes from the executive, faculty and CART meetings) indicates that all faculties and more than 90% of teachers participated in the innovative snapshot professional learning activities. Casual teachers also completed professional learning. The professional learning aimed at engaging teachers with assessment procedures and processes.

Evaluation of targeted fortnightly professional learning in terms one and two show that 100% of teacher participants have increased their knowledge of the importance of assessment data analysis and interpretation in teaching and learning.

Evidence of program modification and adjustments were based on the input from twenty-eight CART members, the school executive and faculty teachers. As a result the school curriculum and assessment policy was updated, program monitoring and implementation documents were developed and assessment schedule booklets for all years were collated and posted online for access by students and parents/carers.

The year 8 and 10 subject selection process was moved online, with all students accessing the platform. Student feedback indicated that this was a simpler and efficient process for subject selection.

98% of year 7-11 students completed student engagement profile questionnaires. The student profiles provided specific information and evidence of student academic achievement, wellbeing, and social, emotional learning needs. It was also used to identify and design personalised support, and track student achievement.

Data and Student Engagement Committee (DASE) research projects focused on student engagement, social and emotional learning, and student equity. These projects have identified areas for further support.

Evaluation of workshops and programs including Tasi Le Loto (girl's program), the outdoor learning program, and mentoring programs show that each program supports equity, wellbeing, personal development and social and emotional learning. They reflect the culture and values of the school community and are based on the Australian Core Skills Framework and Australian Student Wellbeing Framework.

The Data and Student Engagement committee also designed a mentoring program for targeted students providing further personalised support.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>ASSESSMENT AND REPORTING</p> <p><i>Excelling</i> in the themes of Whole school reporting and Parent engagement, <i>Sustaining and Growing</i> in the themes of Summative assessment and Student reports and <i>Delivering</i> in the theme of Formative assessment of the School Excellence Framework.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at <i>Sustaining and Growing</i> in the themes of whole school reporting, parent engagement, summative assessment and student reports.; and delivering in the theme of formative assessment.</p>
<p>PROGRAMMING</p> <p>Literacy, with a focus on writing, and numeracy strategies are embedded in to faculty programs.</p> <p>Stage 6 programs are reviewed and enhanced based on deep HSC analysis.</p> <p>Year 7 programs are differentiated to enhance teaching and learning for HPGE students.</p> <p>Faculty and extracurricular programs are reviewed and enhanced by executive teams.</p>	<p>Literacy and numeracy strategies have been embedded in to all faculty plans and programs.</p> <p>A deep HSC analysis was conducted by the executive and faculty teams on all HSC subjects in relation to the 2020 HSC results at the beginning of 2021. Stage 6 programs were enhanced through data-informed recommendations.</p> <p>The majority of year 7 programs have been differentiated to enhance teaching and learning for HPGE students.</p> <p>All faculty and extracurricular programs have been reviewed and enhanced by executive teams.</p>
<p>CURRICULUM</p> <p><i>Sustaining and Growing</i> in the theme of Curriculum provision of the School Excellence Framework.</p> <p>Curriculum provision is reviewed to ensure equitable academic opportunities for all students and identify areas for improvement.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at <i>Sustaining and Growing</i> in the theme of Curriculum provision.</p> <p>Curriculum provision has been reviewed to ensure equitable access to an engaging curriculum.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$22,830.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of a Refugee Support Teacher 0.2 FTE to support refugee students in the mainstream in the areas of literacy, learning, wellbeing, transition and school engagement. • The Refugee Committee which leads refugee student programs and initiatives, and engages with families and community service providers. <p>The allocation of this funding has resulted in:</p> <p>Sixty-eight refugee students in the mainstream were supported with learning, wellbeing and transition planning. Refugee students demonstrated improved academic outcomes, engagement and expressed a greater sense of belonging.</p> <p>During the period of lockdown, the Refugee Support Teacher maintained regular phone contact with refugee students and families, providing additional learning support and engaging with community providers when families were in need.</p> <p>Seven refugee students were successful in achieving scholarships (Public Education Foundation and Settlement Services International), which was a 64% success rate for refugee student scholarship applications.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue to fund the Refugee Support Teacher 0.2 FTE to support students of refugee background in the mainstream.</p> <p>Refugee Committee to provide further opportunities for refugee families to engage with the school.</p>
<p>Integration funding support</p> <p>\$45,859.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Cabramatta High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of a Student Learning Support Officer (SLSO) 0.65FTE, with remainder of funding from Low Level Adjustment for Disability - Flexible to employ SLSO full-time, to support the learning, wellbeing and personal care of a Year 8 student with a physical disability who uses a wheelchair. <p>The allocation of this funding has resulted in:</p> <p>SLSO has supported the physical and intellectual needs of the student, including the provision of in-class support. The SLSO has been in regular communication with the student's parents to ensure appropriate support, and liaises with classroom teachers for the provision of effective differentiation of teaching and learning.</p> <p>During the period of lockdown in term 3 and early term 4, the SLSO provided daily phone support for learning and wellbeing.</p> <p>The students' support plan was collaboratively developed with the Learning and Support Team, SLSO, classroom teachers, family and student.</p> <p>The student achieved excellent academic outcomes. The student achieved A level course outcomes in English and creative arts, and B level course</p>

<p>Integration funding support</p> <p>\$45,859.00</p>	<p>outcomes in science and geography. In the half-yearly results in technology, the student placed third in the class with a mark of 90%.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continued full-time employment of an SLSO to support the learning and personal care needs of the student.</p> <p>Sourcing additional SLSOs to support future enrolled students with integration funding support.</p> <p>The Learning and Support Team to continue to regularly monitor and evaluate the effectiveness of support for students with integration funding support.</p>
<p>Socio-economic background</p> <p>\$957,949.11</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Cabramatta High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence-based teaching and learning • Data Committee & data use • Assessment practices • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of two additional English teachers to reduce class sizes in English and EAL/D, with an additional class of English per fortnight in Years 9 & 10. The additional staffing also allowed for the provision of bridging classes in years 9 and 10 targeting students transitioning from EAL/D to mainstream English. • Employment of an additional mathematics teacher to deliver an accelerated mathematics program for high potential and gifted mathematics students in years 7 - 12. Students undertake coursework in mathematics at a year level above their current year and sit for HSC mathematics exams in year 11. • Employment of five Community Liaison Officers (CLOs) to provided language and cultural support to parents / carers and enhance the links between the school and community. CLOs - Arabic 2 x 0.4FTE, Chinese and Vietnamese 0.4FTE, Khmer 0.2FTE and Pacific Islander communities 0.6FTE. • Employment of a School Administrative Officer (SAO) to assist with Vocational Education and Training (VET) administration and VET work placement. • Release time for IEC and EAL/D teachers to plan, coordinate and deliver the Helping Hand program, for students in transition from the IEC to mainstream. • Release time for teaching staff and employment of a Student Learning Support Officer (SLSO) to organise and deliver an Outdoor Learning Program for targeted students in stages 4 & 5. • Upgrade technology and increase the provision of computers to conduct external online examinations including NAPLAN and Check-in assessment. Transition the school to new timetable software allowing for improved integration of systems and databases. <p>The allocation of this funding has resulted in:</p> <p>As a result of additional staffing in English, and whole school, English and EAL/D literacy initiatives, students have demonstrated high growth.</p> <p>Year 7 - 9 Check-In Assessment 2021 (Literacy) year 7 +5.3% positive difference between school and SSSG - Comprehension +4.6%; Processes +5.6%; Vocabulary +5.8% year 8 +2.1% positive difference between school and SSSG - Processes +4.0%; Vocabulary +1.7% year 9 +6.4% positive difference between school and SSSG - Comprehension +5.6%; Processes +5.2%; Vocabulary +8.3%</p> <p>Year 7 NAPLAN 2021 - Growth in year 7 Literacy is above SSSG and State: Average Scaled Growth in Reading is 56.2 for the school, 34.0 for SSSG</p>

<p>Socio-economic background</p> <p>\$957,949.11</p>	<p>and 35.4 for the State At or Above Expected Growth in Reading is 62.1 for the school, 36.1 for SSSG and 46.8 for the State Average Scaled Growth in Writing is 63.9 for the school, 39.9 for SSSG and 46.3 for the State At or Above Expected Growth in Writing is 63.0 for the school, 47.1 for SSSG and 54.8 for the State</p> <p>Year 9 NAPLAN 2021 Growth in year 9 Literacy is above SSSG and State in most domains: Average Scaled Growth in Reading is 33.3 for the school, 29.6 for SSSG and 28.6 for the State, Average Scaled Growth in Writing is 32.9 for the school, 28.3 for SSSG and 34.4 for the State, At or Above Expected Growth in Spelling is 69.9 for the school, 49.9 for SSSG and 57.2 for the State, At or Above Expected Growth in Grammar and Punctuation is 68.0 for the school, 50.5 for SSSG and 56.6 for the State</p> <p>HSC Analysis 2021 - In English advanced more than 98% of students achieved results in the top three bands in 2021, which is an increase each year since at least 2018. In English standard just under 50% of students achieved results in the top three bands, which is a significant improvement on the previous three years.</p> <p>In mathematics, 50% of students in the accelerated mathematics program achieved results in the top two bands of mathematics extension 1. 60% of students in the program achieved a result in the top two bands in mathematics advanced. The majority of students in the year 7 - 10 accelerated mathematics program achieve a top twenty position across all courses, and demonstrated high growth in mathematical skills.</p> <p>Community Liaison Officers (CLOs) translated all written school communication to parents / carers to ensure that communication was in Arabic, Chinese, Khmer and Vietnamese in addition to English. CLOs provided direct phone calls and interpreting for parents as requested by executive members, teachers and counsellors. CLOs organised interpreters and interpreting for teachers at large school events including parent teacher night, subject selection evening, orientation day and school council. The CLOs organised the agenda, invited guest speakers and ensured that school council is conducted in five languages in addition to English - Arabic, Cantonese, Khmer, Mandarin and Vietnamese. In term 1 there were two school council meetings with 79 parents and 60 parents attending each meeting before school council meetings were postponed in term 2 due to COVID-19 guidelines. The CLOs assisted staff and parents with interpreting at enrolment interviews, wellbeing meetings, parent morning teas and other meetings. The Pacific communities CLO conducted student workshops, mentoring programs, cultural programs and organised guest speakers. During the learning from home period in term 3 and early term 4, the CLOs made regular phone calls to parents / carers and interpreted in parent online meetings and some online lessons. In the areas of 'parents are informed and parents support learning at home' the school is rated higher than the NSW government norm. 91% of parents rate interviews at school very useful or useful and 88% of parents rate telephone communication as very useful or useful (Tell Them From Me 2021 parents survey).</p> <p>The VET Administrator and Work Place Coordinator assisted teaching staff with administrative tasks and organisation of VET work placement for the stage 6 subjects of business services, construction, entertainment industry, hospitality (kitchen operations and cookery), retail services and cookery. The VET Administrator and Work Place Coordinator completed administrative tasks including uploading VET documentation and student samples to the Quality Management System (QMS). The VET Administrator and Work Place Coordinator arranged all student work placements, liaised with South West Connect, communicated with employers and supported students through the work placement process and while students were attending work placement. Due to COVID-19 related work placement restrictions, the number of work placements was limited during the course of the year and the VET Administrator and Work Place Coordinator assisted with other whole school administrative tasks.</p> <p>The Helping Hand program for IEC students transitioning to mainstream provided a series of workshops during pre-enrolment, orientation day and during the course of the term. Participating students learnt about high school processes, people, how to solve issues, how to access wellbeing support</p>
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<p>Socio-economic background</p> <p>\$957,949.11</p>	<p>and mainstream curriculum and assessment. The teacher coordinators wrote a report each term to identify issues and enhance transition support. Student surveys indicated that the program had a very positive impact with students reporting that they felt more comfortable entering high school, had reduced anxiety, had gained information about mainstream and knew how to access help. Students also reported that they felt cared for and welcomed by the high school and empowered by the information given by the workshops.</p> <p>32 students in stages 4 and 5 who had a record of being disengaged from school and learning participated in the Outdoor Learning Program learning construction, gardening, maintenance and numeracy in practice. Students also worked on the STEM outdoor learning space to clear weed infestation, propagate and plant native species and build a paved learning area. Participating students demonstrated improved attendance, school engagement and learning outcomes.</p> <p>One room was converted from a regular classroom to computer room with 25 desktop computers. 8 obsolete smartboards which were non-operational in classrooms were replaced with Prowise smartboards. Edval timetable software was purchased and implemented allowing for the school office, IEC, administration and timetable planning to be fully integrated, increasing efficiency. 12 staff completed professional development on the new timetabling software. Sentral was moved from a hardware server to the cloud increasing accessibility for staff, students and parents and reducing the risk of data-loss. Four high-end computers were purchased with the capacity to run Computer Assisted Design software for students in industrial arts completing major works.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue to employ two additional English teachers to reduce class sizes and provide additional bridging classes. Enhance whole school literacy initiatives based on data evaluation and student and staff feedback.</p> <p>Continue to employ an additional mathematics teacher to deliver the accelerated mathematics program years 7 - 12.</p> <p>Continue to employ five Community Liaison Officers and seek to find an additional Vietnamese speaking CLO to provide additional support to parents / carers of Vietnamese background.</p> <p>Continue to employ a VET Administrator and Work Place Coordinator, and identify opportunities to streamline VET administrative tasks for teachers.</p> <p>The Helping Hand program will continue and the buddy program which was trialed as part of the IEC contingency strategy will be incorporated in to the Helping Hand program.</p> <p>Continue the Outdoor Learning Program, identify further projects and increase the involvement of targeted stage 4 students.</p> <p>Technology upgrades to continue, upgrading two classrooms to computer rooms and replacing obsolete and non-functioning smartboards. CCTV system to be upgraded to align with new departmental requirements.</p>
<p>Aboriginal background</p> <p>\$7,842.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Cabramatta High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities

<p>Aboriginal background</p> <p>\$7,842.00</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Koori Club - a club which is available for all Aboriginal students at recess and lunch time providing learning and wellbeing support. • NAIDOC week and Sorry Day whole school activities, with Aboriginal guest presenters leading student activities. • Establishment and opening of the Aunty Mae Robinson Learning Centre, with Aboriginal artefacts and historical displays, as a specialised indigenous learning centre for all students. • On country experiences - Aboriginal students and members of the Aboriginal Education Committee attend on-country excursions to learn about Aboriginal history and culture together. • Aboriginal student engagement and learning experiences including excursions and camps. • Aboriginal Education Committee and Aboriginal Education Coordinator initiatives. <p>The allocation of this funding has resulted in:</p> <p>Twelve Aboriginal students provided daily academic and wellbeing support with the Koori Club.</p> <p>100% of Year 12 Aboriginal students completed the HSC.</p> <p>Aboriginal students have higher expectations of success and a sense of belonging in comparison to statistically similar school groups (Tell Them From Me Survey, 2021).</p> <p>The Aunty Mae Robinson Learning Centre was established and opened, providing a special learning centre for all students, enhancing their knowledge of Aboriginal history and culture.</p> <p>All students engaged in authentic learning experiences in NAIDOC week and Sorry Day activities.</p> <p>Aboriginal students developed a deeper understanding of Aboriginal culture, and their connection to country with experience and excursions.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Koori Club to continue to provide academic and wellbeing support for Aboriginal students.</p> <p>Provide Aboriginal students with additional vocational opportunities including work experience, White Card training, driver education.</p> <p>The Aunty Mae Robinson Learning Centre to display additional artefacts and information about Aboriginal history.</p> <p>Provide authentic Aboriginal education learning experiences for all students commemorating NAIDOC week and Sorry Day.</p> <p>Aboriginal Students and members of the Aboriginal Education committee to engage in collaborative on-country experiences.</p> <p>Create a dynamic Peace Day committee, including Aboriginal students and members of the Aboriginal Education Committee, to plan for the school to host the winner of the Sydney Peace Prize, the Uluru Statement from the Heart, in November 2022.</p>
<p>English language proficiency</p> <p>\$710,000.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Cabramatta High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit and embedded strategies • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of 6.0FTE EAL/D teachers, including a head teacher EAL/D, to provide delivery of EAL/D curriculum and team-teaching in-class support. • Stage 4 & 5 two targeted EAL/D English classes in each year group, taught by EAL/D teachers. • Years 9 & 10 targeted bridging classes in each year group, transitioning EAL/D students to mainstream English classes. • Provision of Stage 6 EAL/D English curriculum, with four year 11 and four year 12 EAL/D English classes taught by qualified EAL/D teachers.

<p>English language proficiency</p> <p>\$710,000.00</p>	<ul style="list-style-type: none"> • Stage 6 English Studies classes in year 11 and year 12 taught by EAL/D teachers with an EAL/D language focus in curriculum delivery and support. • Team-teaching in-class support in targeted KLA classes stages 4 - 6, with EAL/D team teachers developing differentiated resources in collaboration with subject teachers. <p>The allocation of this funding has resulted in: 89 students in year 11 and 74 students in year 12 completing the EAL/D English curriculum. Over 33% of Year 12 EAL/D English students achieving a band 5 or 6 result in the HSC course. 25 stage 6 students successfully completed the English Studies course with specialised EAL/D teaching and support. 19 classes in six KLAs (CAPA, HSIE, industrial arts, mathematics, PDHPE and science) receiving in-class EAL/D team teaching support and curriculum differentiation.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to provide specialised EAL/D English classes stages 4 - 6. Continue to provide targeted team-teaching support and curriculum differentiation across KLAs and seek to expand to other KLAs. Liaise with staff in the Intensive English Centre to further support students in transition from the IEC to mainstream high school. Evaluate English EAL/D HSC results and program, identify further areas to enhance teaching and learning.</p>
<p>Low level adjustment for disability</p> <p>\$404,641.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Cabramatta High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of a professional speech pathologist 2 days per week to lead diagnostic assessment and screening of targeted students, and to deliver weekly and fortnightly individual and group therapy sessions. • Employment of a Student Learning Support Officer (SLSO) 0.35FTE, with remainder of funding from Low Level Adjustment for Disability - Staffing to employ SLSO full-time, to support the learning, wellbeing and personal care of a Year 8 student with a physical disability who uses a wheelchair. • Employment of a Headspace psychologist 1 day per week to support students with complex mental health needs, provide parents / carers with support strategies and information, and access agency support. • Employment of five Community Liaison Officers (combined 2.0FTE) to support communication, engagement and interpreting for parents in Arabic, Chinese, Khmer and Vietnamese. <p>The allocation of this funding has resulted in: 56 students in years 7 - 12 diagnostically assessed by the speech pathologist and participated in individual and group therapy sessions. Students demonstrated increased skills in the areas of receptive language, expressive language, spelling and social skills. During the lockdown period in term 3 and early term 4 the speech pathologist developed and delivered remote therapy sessions for targeted students.</p> <p>SLSO has supported the physical and intellectual needs of the student, including the provision of in-class support. The SLSO has been in regular communication with the student's parents to ensure appropriate support, and liaises with classroom teachers for the provision of effective differentiation of teaching and learning (see Integration Funding Support for additional outcomes).</p>

<p>Low level adjustment for disability</p> <p>\$404,641.00</p>	<p>Students with complex mental health needs have been supported by the Headspace psychologist and have been able to access outside agency support. The opportunities for the Headspace psychologist to access students on-site, was limited during the course of the year due to the lockdown period and DoE guidelines related to allied health professionals on school sites.</p> <p>Community Liaison Officers translated written communication to parents and interpreted at parent meetings, and provided phone communication in first language. During the lockdown period CLOs were able to regularly contact families to discuss their child's learning from home. In the areas of parents are informed and parents support learning at home the school is rated higher than the NSW government norm. 91% of parents rate interviews at school very useful or useful and 88% of parents rate telephone communication as very useful or useful (Tell Them From Me 2021 parents survey).</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue to employ a speech pathologist 2 days per week to diagnostically assess targeted students and deliver therapy workshops. In addition to reporting to the Learning and Support Team, provide student progress updates to classroom teachers.</p> <p>Continued full-time employment of an SLSO to support the learning and personal care needs of the student. Sourcing additional SLSOs to support future enrolled students with integration funding support. The Learning and Support Team to continue to regularly monitor and evaluate the effectiveness of support for students with integration funding support.</p> <p>Liaise with Headspace to provide further psychologist support and trial targeted student group workshops delivered by Headspace.</p> <p>Continue to employ Community Liaison Officers, consider employing an additional Vietnamese speaking CLO.</p>
<p>COVID ILSP</p> <p>\$734,947.10</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of six teacher tutors to deliver COVID ILSP literacy and numeracy workshops. • Employment of teacher tutors and university tutors to implement specialised after-school tutoring programs for students in years 7 -12. • Employment of casual teachers to support term 3 emergency remote learning, at the beginning of the learning from home period. Casual teachers assisted students who had no access to technology, transition to distance learning, with learning from home packs and daily phone support. • Employment of two Student Learning Support Officers (SLSOs) to deliver a refugee reading literacy program, providing targeted support for refugee students with disrupted education and trauma. SLSOs completed professional learning to deliver the program which was based on established intensive reading programs. <p>The allocation of this funding has resulted in:</p> <p>844 students participating in COVID ILSP literacy and numeracy targeted workshops in 2021. In terms 1 and 2, 321 students participated in workshops. Overall participating students showed improvements in attendance, school engagement and learning outcomes, with 87.5% of students indicating a desire to continue in the program in semester 2.. 78%</p>

COVID ILSP

\$734,947.10

of students in all workshops agreed that the program had resulted in an improved understanding of curriculum content. More than 50% of students participating in literacy workshops expressed improved confidence and ability to write in a variety of text types. In numeracy workshops, 61.5% of students indicated an improvement in numeracy skills, and 30% of students reported increased confidence solving mathematical problems. In terms 3 and 4 COVID ILSP support was very effective where students were able to access online learning from home. Equity of access to technology at home and digital literacy skills had an impact on student progress. Where students were learning from home with distance learning packs, COVID ILSP teachers supported their learning with regular phone calls. Feedback from student evaluation surveys highlighted that regardless of the way in which COVID ILSP students were supported by the team, most students felt well supported and indicated improvements in learning.

The after-school study centre specialist COVID ILSP workshops provided small group support for students. In term 2, 36 students participated in specialist workshops, in term 3 there were 45 student participants and in term 4 there were 26 student participants. Over 86% of students surveyed expressed that the specialised workshops were valuable in extending their content knowledge in a range of subjects. Students valued the opportunity to ask tutors specific questions for each topic, clear explanations of subject content and direct feedback.

92 students who were identified as at the highest risk of limited access to remote learning, received emergency remote learning support at the beginning of term 3. Casual staff effectively communicated with students and families to ascertain technology needs and support targeted students.

19 students of refugee background who had experienced a disrupted education and trauma, completed the refugee reading program and increased their level of reading fluency, word recognition, pronunciation and spelling. 100% of students participating in the program demonstrated an improvement in reading.

After evaluation, the next steps to support our students with this funding will be:

Deliver COVID ILSP literacy and numeracy workshops based on the model of delivery which aligned classroom curriculum content with differentiated workshop content. Maintain a collaborative and data-driven approach where classroom teachers and COVID ILSP teachers establish areas of focus and identify key skills for targeted students. Expand the number of subjects in stages 4 and 5 with COVID ILSP literacy and numeracy workshop support. Continue to employ SLSOs to deliver the refugee reading program, and expand the program to students who are identified as requiring intensive reading support.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	785	799	798	759
Girls	773	772	759	682

Student attendance profile

School				
Year	2018	2019	2020	2021
7	95.8	94.7	96.1	94
8	92.8	92.3	93.8	92.7
9	93.7	91.7	91	92.8
10	93.2	90.6	92.6	91.9
11	91	92	90.8	89.4
12	88.3	87.8	91.1	88.1
All Years	92.4	91.4	92.5	91.4
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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	3	0
Employment	0	2	5
TAFE entry	0	3	7
University Entry	0	0	68
Other	1	3	4
Unknown	0	1	16

Year 12 students undertaking vocational or trade training

37.10% of Year 12 students at Cabramatta High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

80.2% of all Year 12 students at Cabramatta High School expected to complete Year 12 in 2021 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)	17
Classroom Teacher(s)	72.1
Learning and Support Teacher(s)	2.1
Teacher Librarian	1.4
Teacher ESL	6
School Counsellor	2
School Administration and Support Staff	28.47
Other Positions	22.2

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	3,951,909
Revenue	21,063,101
Appropriation	20,451,112
Sale of Goods and Services	186,986
Grants and contributions	200,687
Investment income	2,868
Other revenue	221,449
Expenses	-20,894,665
Employee related	-19,173,009
Operating expenses	-1,721,655
Surplus / deficit for the year	168,437
Closing Balance	4,120,346

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.

	2021 SBAR Adjustments (\$)
Targeted Total	68,689
Equity Total	2,412,482
Equity - Aboriginal	7,842
Equity - Socio-economic	1,300,000
Equity - Language	700,000
Equity - Disability	404,641
Base Total	13,713,561
Base - Per Capita	428,796
Base - Location	0
Base - Other	13,284,765
Other Total	3,025,279
Grand Total	19,220,011

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

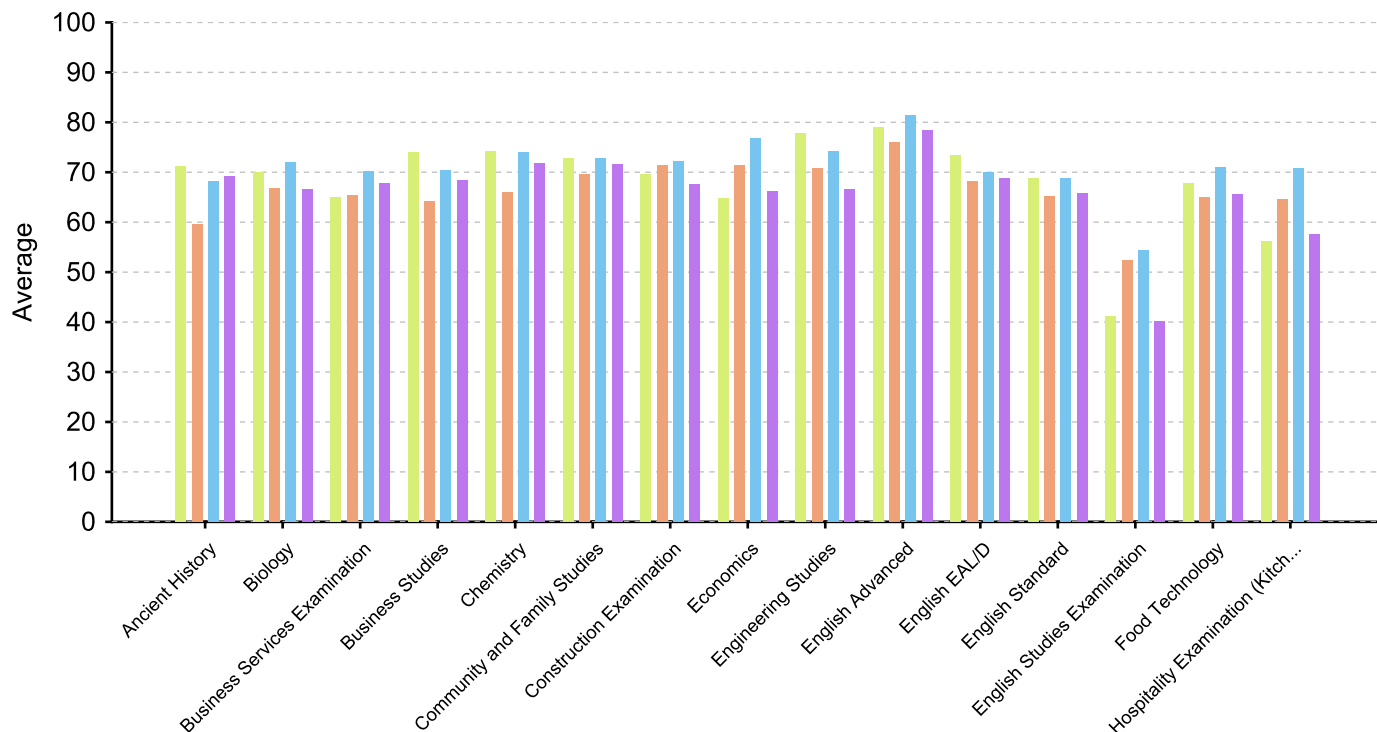
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

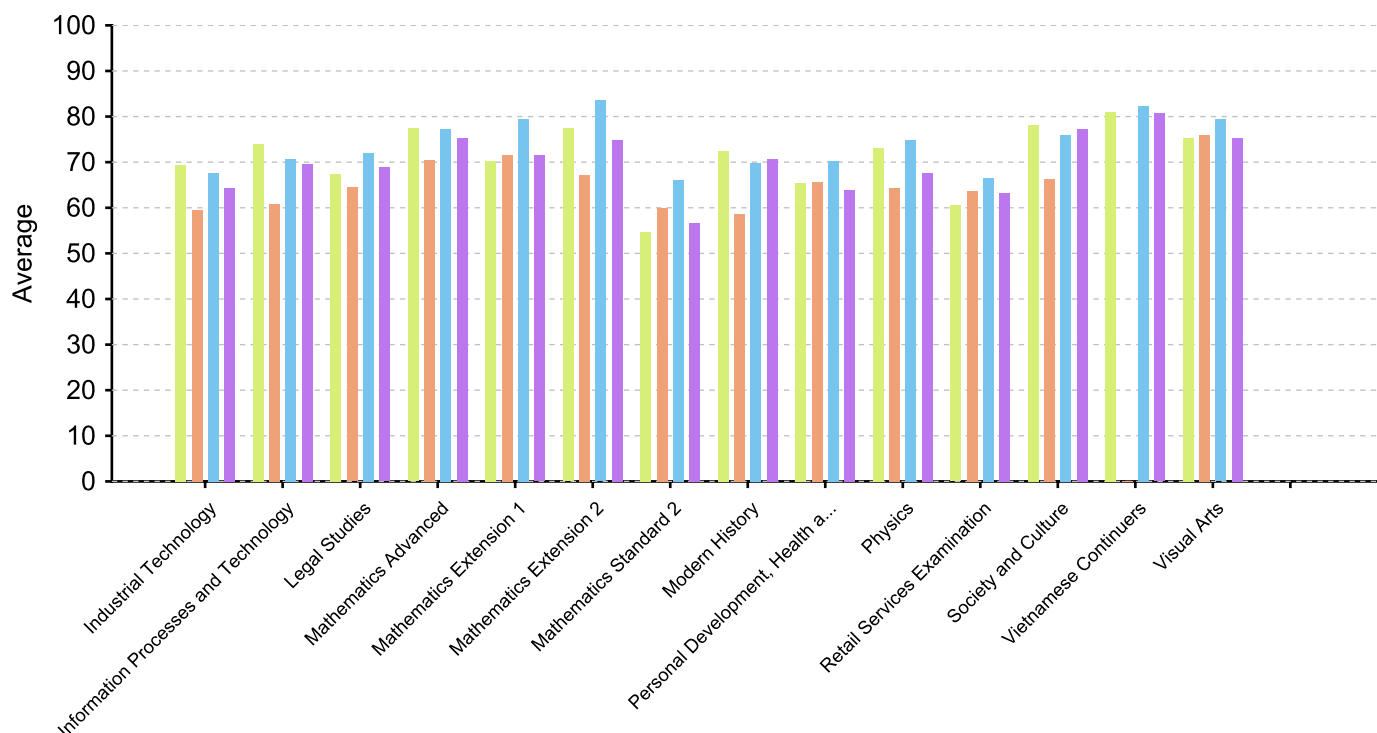
School performance - HSC

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.



■ School 2021
 ■ SSSG Average 2021
 ■ State Average 2021
 ■ School Average 2019-2021



■ School 2021
 ■ SSSG Average 2021
 ■ State Average 2021
 ■ School Average 2019-2021

Subject	School 2021	SSSG	State	School Average 2019-2021
Ancient History	71.2	59.6	68.1	69.2
Biology	69.9	66.8	71.9	66.7
Business Services Examination	65.0	65.3	70.1	67.8
Business Studies	73.9	64.2	70.4	68.3
Chemistry	74.1	66.0	74.1	71.8
Community and Family Studies	72.8	69.5	72.7	71.7
Construction Examination	69.6	71.4	72.2	67.5
Economics	64.7	71.3	76.7	66.1
Engineering Studies	77.7	70.9	74.1	66.5
English Advanced	78.9	76.0	81.4	78.3
English EAL/D	73.4	68.3	70.0	68.8
English Standard	68.8	65.2	68.8	65.8
English Studies Examination	41.1	52.3	54.3	40.2
Food Technology	67.8	65.0	71.0	65.6
Hospitality Examination (Kitchen Operations and Cookery)	56.2	64.6	70.8	57.5
Industrial Technology	69.4	59.6	67.7	64.3
Information Processes and Technology	73.9	60.9	70.8	69.7
Legal Studies	67.4	64.5	72.0	68.8
Mathematics Advanced	77.4	70.6	77.4	75.2
Mathematics Extension 1	70.2	71.6	79.5	71.5
Mathematics Extension 2	77.4	67.3	83.5	74.9
Mathematics Standard 2	54.6	60.0	66.1	56.7
Modern History	72.5	58.6	69.7	70.6
Personal Development, Health and Physical Education	65.4	65.6	70.3	64.0
Physics	73.2	64.3	74.8	67.7
Retail Services Examination	60.5	63.6	66.6	63.3
Society and Culture	78.2	66.3	76.0	77.3
Vietnamese Continuers	81.0	0.0	82.3	80.7
Visual Arts	75.3	76.0	79.4	75.3

Parent/caregiver, student, teacher satisfaction

In 2021, surveys were used to seek the opinions of parents/carers, students and staff about the school. These surveys included: Tell Them From Me, The People Matters Employee Survey and School Satisfaction Surveys and the results indicated:

Parents and carers:

Parent satisfaction was above the State mean for secondary schools in all areas including inclusivity, safety, positive behaviour, parental support of learning at home and school support of learning. The area of 'parents feeling welcome' was identified as an area for further development. Parents indicated high aspirations for their child, with 91% of parents expecting their child to complete their HSC and 65% of parents expecting their child to attend university.

Staff:

Teachers rated the school at or above the State norm for secondary schools in 7 out of 8 areas. Teachers rated the school highly in the areas of collaboration, leadership, teaching strategies and technology. Teachers identified that parent involvement is an area for improvement. 90% of teachers indicated that the school provided a strong sense of belonging for students.

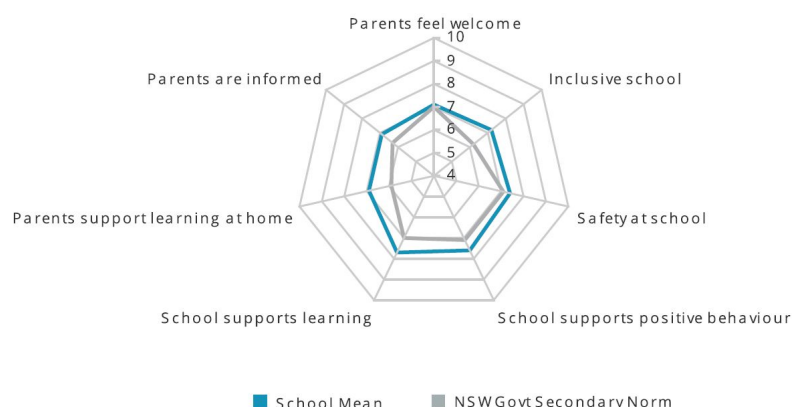
Students:

Students indicated a positive attitude and approach to school, with positive behaviour at school 8% above the State government mean and intellectual engagement 3% above the State government mean. The drivers of student outcomes of effective learning time, relevance, explicit teaching practices and feedback, advocacy inside and outside school, positive teacher-student relations, positive learning climate and expectations for success were all above government norms.

The areas of focus for 2022 include re-establishing long-held modes of interaction with parents such as School Council Meetings, parent workshops and parent-teacher nights, all utilising the services of Community Liaison Officers, to ensure ongoing communication in first language. Regular meetings of the Parent Engagement Committee will establish improved methods of parent interaction and provide opportunities for parents to engage with the school. Teacher collaboration will be enhanced through face to face professional learning throughout the year, focused on strategic directions and Department priorities. Programs focused on the strategic directions will target student intellectual engagement through enhanced literacy and numeracy strategies and targeted student engagement activities.

Two-way Communication with Parents

Year 7-12 (Secondary)



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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.