

2022 Annual Report

Cabramatta High School



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Introduction

The Annual Report for 2022 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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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 1500 pupils and over 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 Student Representative Council, Student Wellbeing Team, Red Cross Committee 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 - 2025 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 through 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	2022 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	Excelling
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: \$151,800.00

Professional learning: \$85,000.00

Aboriginal background: \$8,059.81

Summary of progress

In 2023, the school was identified by ACARA as one of twenty high-performing schools in the state, based on the 2022 NAPLAN results. The focus on measures to support literacy development including employing a literacy teacher, a literacy coordinator and a Curriculum Writing Specialist, literacy lessons, co-designing and delivering NSW Equity Consortium English programs years 7 - 9 and creating a specialist team to focus on specific areas of need, have had a positive effect on student attainment in writing. In year 9, 12% of students achieved the top two bands in writing in 2022, an improvement on the 7% who achieved in the top two bands in 2021. In reading, there was a slight decrease from 7% in the top two bands in 2021 to 6% in the top two bands in 2022. To address this, the Literacy Steering Committee has developed a whole school approach to reading comprehension which encompasses professional learning for teachers across all of the key learning areas and also in the promotion of reading for enjoyment across the school through English classes. This new strategy will occur in conjunction with the previously established initiatives to improve the teaching of writing ensuring that gains made in this area are sustained. Stage 2 of the whole school literacy focus will continue in 2023 with the implementation of a reading focus across all year groups. The Literacy faculty will continue to develop the explicit teaching of literacy, with the employment of a Head Teacher Literacy and Student Engagement.

The numeracy team was formed to identify areas for further development in student understanding of numeracy and to implement strategies to address identified areas. Strategies and resources were developed and used by faculties across the school with the aim to improve student numeracy outcomes. The mathematics faculty introduced Newman's Error Analysis to improve student understanding of literacy-based numeracy questions. An accelerated mathematics pathway continued to offer gifted mathematics students the opportunity to complete HSC mathematics in year 11. In 2023 the numeracy team will continue to implement Newman's Error Analysis and work with targeted faculties to embed numeracy into classroom practice across the school.

High Potential and Gifted Education is excelling in the HPGE policy statement 1.1.1 (high expectations and effective, explicit, evidence-based teaching create optimal learning environments where all students are challenged and engaged to achieve their educational potential) and sustaining and growing in the HPGE policy statements 1.3 (high potential and gifted students from all backgrounds have access to quality learning opportunities that meet their needs and aspirations) and 1.6 (engagement with quality research and ongoing professional learning builds teacher and leadership capacity to improve growth and achievement for all high potential and gifted students). The HPGE team met regularly across the year, continuing the HPGE multimedia journalism project and organising faculty-based and school-wide implementation of the policy. Advanced learning pathways and accelerated pathways allowed students across multiple domains to extend their learning. Initiatives implemented led to students across all domains of potential being provided with opportunities to enrich their learning, including those from diverse backgrounds. In 2023 the school will embed and evaluate two further HPGE policy statements whilst maintaining school-wide contributions to HPGE projects.

The number of students in the top three bands of the HSC remained higher than statistically similar schools. Investigating Science was introduced in 2021 for the 2022 HSC and has significantly outperformed other statistically similar schools. Significant growth was attained in the Mathematics and English extension courses. This growth was due to a targeted literacy and numeracy focus, a mathematics acceleration program and the 'Top 20' program.

A variety of STEM activities were offered. Eight high-performing year 8 girls completed the Orbispace program, which

was conducted over three terms. The girls successfully competed against well-resourced private schools to place second in the State. The Orbispace students connected with female technology innovators from industry and commerce and learned to use a variety of platforms to develop and present their ideas to solve real world problems. Year 10 students participated in the Science & Engineering Challenge (University of Sydney), Pulse at Parkes (CSIRO), the STEM Community Partnership examining water pollution in Fairfield (Fairfield City Council) and the STEM Careers expo. A highly successful stargazing evening attracted over 400 students and their families to explore the night sky. A STEM committee was formed in 2022 to lead and coordinate STEM initiatives across the school. In 2023, the school will continue to offer enrichment activities in the area of STEM, enhance university partnerships and expand the number of STEM opportunities offered to students.

Successful implementation of attendance monitoring procedures has resulted in an effective management of on site learning following flexible arrangements during 2021. The school has recorded an increase in attendance rates as a comparison to statistically similar schools. This has been enhanced by programs targeting attendance growth for students at 85-90%. In 2023, in this initiative, the school will continue to implement programs to improve attendance. In 2023 the school will increase engagement with the Fairfield Network Attendance Team and continue implementation of positive attendance strategies.

Student wellbeing focused on further enhancing a sense of belonging and mental health awareness. Wellbeing lessons were facilitated by the staff wellbeing team and teaching staff to create a forum and a proactive approach to issues prevalent to year groups based on their developmental stage, using the online platform Open Parachute. The theory delivered in student wellbeing lessons was then embedded into practice through year group wellbeing days where students enjoyed activities to support their physical and mental health. Leadership opportunities were also offered through the Peer Support Program and the 'Big Brother/Sister' program which saw high school students mentor year 5 and 6 students. This allowed CHS students to strengthen their communication skills as well as assist primary students with their transition into the high school. The school's merit system was re-launched to include a holistic approach to learning, focusing on the strengths of each student and offering incentives such as vouchers and an end of year excursion to Aquatopia. In 2023, the wellbeing team will continue to facilitate universal and targeted programs as well as support individual students. Wellbeing lessons will be delivered to the stage 6 cohort through year meetings and the student wellbeing team will continue to design and deliver initiatives supporting student wellbeing.

Professional learning was targeted to support diverse student needs and was delivered on School Development Days, Wednesday afternoon professional learning sessions and as part of the PDP process. All staff had access to over 50 hours of targeted professional learning that supported professional growth and individual student learning needs. In 2023 professional learning will be targeted towards curriculum planning and implementation.

In 2022, the school hosted the annual Sydney Peace prize winner, The Uluru Statement From the Heart. Students and staff were engaged throughout the year in preparation for the event and deep learning regarding Aboriginal history and culture. The school supported two representatives to attend Fairfield Network meetings and used the information to implement professional learning to the school executive and Aboriginal Education Committee. An evaluation of the school site was undertaken with the support of an Aboriginal consultant and plans have begun to enhance the site to provide a welcoming environment for Aboriginal community members and visitors. The first stage was updating the signage around the school which has been completed by erecting Acknowledgment of Country signs at each entrance point. 100% of the Personalised Learning Plans were completed and 66% of Aboriginal students achieved the HSC with 66% of graduating Aboriginal students gaining full time employment. In 2022, there was an Aboriginal representative position created on the Student Representative Council. In 2023, there are plans for the installation of a yarning circle and the development and delivery of professional learning to staff in Aboriginal education.

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
LITERACY Increase the proportion of students achieving in the top 2 bands in Yr 9 NAPLAN Reading by 5%, and Writing by 2%. The school sustains excellent value-added results in literacy, significantly above the value added by the average school.	6% of students achieved in the top two bands in NAPLAN reading indicating progress yet to be seen toward the lower-bound target. 12% of students achieved in the top two bands in NAPLAN writing indicating achievement of the school target. Value-added data is unavailable in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

<p>NUMERACY</p> <p>Increase the proportion of students achieving in the top 2 bands in Yr 9 NAPLAN Numeracy by 3%.</p> <p>The school sustains excellent value-added results in numeracy, significantly above the value added by the average school.</p>	<p>17% of students achieved in the top two bands in NAPLAN numeracy indicating progress yet to be seen toward the lower-bound target.</p> <p>Value-added data is unavailable in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<p>HSC</p> <p>Increase the percentage of HSC course results in the top three bands by 2.5%.</p> <p>HSC data shows that student progress and achievement in HSC subjects is greater than students at statistically similar schools.</p>	<p>40% of students attained results in the top three bands demonstrating progress yet to be seen toward the lower bound target.</p> <p>HSC data shows that student achievement is greater than students at statistically similar schools.</p>
<p>ATTENDANCE</p> <p>Increase the proportion of students attending more than 90% of the time by 1.5%.</p>	<p>The number of students attending greater than 90% of the time or more has decreased by 19%, however, this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID-19.</p>
<p>NAPLAN READING</p> <p>Improvement in the percentage of students achieving expected growth in NAPLAN Reading to be above 68.5%.</p>	<p>Expected growth cannot be calculated as NAPLAN reading was not conducted in 2020 and comparative student performance results are not available for 2022.</p>
<p>NAPLAN WRITING</p> <p>Improvement in the percentage of students achieving expected growth in NAPLAN Writing to be above 60.3%.</p>	<p>Expected growth cannot be calculated as NAPLAN writing was not conducted in 2020 and comparative student performance results are not available for 2022.</p>
<p>NAPLAN NUMERACY</p> <p>Improvement in the percentage of students achieving expected growth in NAPLAN Numeracy to be above 81.6%.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<p>VALUE-ADDED</p> <p>Value-added data from Year 7 - 9 and Year 9 - 12 continues to show <i>Excelling</i>.</p>	<p>Value Added (VA) for Years 7-9 cannot be calculated for 2020/22 as the NAPLAN test was not conducted in 2020. School VA scores require matching student NAPLAN results across consecutive assessments so growth can be measured (e.g. matching Year 7 2020 scores to Year 9 2022 scores). Since NAPLAN was not conducted in 2020, we do not have the data needed to calculate VA scores for 2022.</p>
<p>HIGH POTENTIAL AND GIFTED EDUCATION</p> <p><i>Excelling</i> in one and <i>Sustaining and growing</i> in two or more statements of the HPGE policy.</p>	<p>Self-assessment against the High Potential and Gifted Education Evaluation Tool demonstrates that the school is excelling in one statement and sustaining and growing in two or more statements of the High Potential and Gifted Education policy.</p>
<p>Increase the proportion of Aboriginal students attaining their HSC whilst maintaining their cultural identity.</p>	<p>The percentage of Aboriginal students attaining HSC whilst maintaining their cultural identity has decreased by 33%. Two out of three Aboriginal students completed the HSC.</p> <p>The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. This is evidenced by the positive profile of the Aboriginal Education Committee across the school as well as the new role created in the Student Representative Council for an Aboriginal Student</p>

Increase the proportion of Aboriginal students attaining their HSC whilst maintaining their cultural identity.	Representative.
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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: \$20,500.00

Professional learning: \$10,000.00

Summary of progress

The focus for 2022 was to build on 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 areas for further improvement as well as areas for extension.

The whole school data committee met on a fortnightly basis to develop initiatives to guide improvement in teaching and learning. School staff completed a survey designed by the committee to gauge the level of staff expertise in understanding and using data to reflect on practice. Data from the survey was used to develop professional learning workshops where staff could improve their skills in using data to evaluate student achievement. Three trained committee members delivered multiple courses leading to whole school professional learning in data use, analysis and implementation. School Development Day workshops ensured 100% of staff completed training in data use and analysis. Twenty staff completed the committee developed *Deep Dive into Data*, a five session professional learning program that built their capacity to analyse and interpret data as well as make informed decisions for their teaching practice. Professional learning sessions will be developed for delivery in term 3, 2023 to upskill staff in using MS Excel to engage with data to reflect on student progress and achievement, and develop plans and strategies to improve student outcomes.

In term 1, all stage 6 teachers participated in the analysis of their subject-related 2021 HSC results. Data was used to identify areas of growth and areas in need of further development to inform future planning and programming for 2022 HSC subject delivery.

All faculties had a focus on data analysis and use in term 4 professional learning sessions. This ensured that teachers across all faculties analysed and interpreted data within their teaching area, and collaboratively used data to inform planning, identify interventions and modify teaching practice.

External data from NAPLAN, Best Start and Check-In was analysed and evaluated, leading to recommendations for the planning and implementation of targeted support. This data was presented to the executive to inform future planning. In term 3 members of the data committee completed a deep analysis of NAPLAN results for 2022. This included analysis of the SCOUT data - item analysis in literacy and numeracy, providing detailed information on the strengths and weaknesses of student achievement. This NAPLAN data will be used to identify the areas of focus required for the diverse range of subject areas in order to improve teaching and learning. The directions for 2023 will be to complete NAPLAN analysis earlier, in response to the testing period occurring in term one. This will allow more time to respond to the results of the analysis in 2023. Tell Them From Me survey data was analysed by the school executive with recommendations for future planning.

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><i>Delivering</i> in the theme of Data use in teaching of the School Excellence Framework.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the theme of Data use in teaching.</p>
<p>DATA LITERACY AND ANALYSIS</p> <p><i>Sustaining and Growing</i> in the themes of Data literacy and Data analysis of the School Excellence Framework.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Data literacy and excelling in the theme of Data analysis.</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 <i>Sustaining and Growing</i> in 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 currently excelling in all themes; 1.1 <i>Understand the link between teaching practice and student needs</i>, 1.2 <i>Apply formative and summative evidence</i> and 5.1 <i>Foster a culture of individual and shared responsibility for student outcomes</i>.</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: \$164,925.00

Professional learning: \$10,000.00

Summary of progress

The Curriculum, Assessment and Reporting Team (CART) created a digital team to develop snapshot professional learning tools for teachers related to assessment. As a result, teachers are able to identify assessment goals, and the school and faculties are able to plan targeted professional learning to support teachers with enhanced assessment design and implementation.

Documentation from the ongoing implementation of professional learning indicates that more than 90% of teachers participated in the innovative snapshot professional learning activities. Casual teaching staff also engaged with professional learning regarding assessment.

Evaluation of targeted fortnightly professional learning in 2022 shows 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 feedback from twenty-eight CART members, the school executive and teachers. As a result, the school curriculum and assessment policy was updated, program monitoring and implementation documents were reviewed, revised and implemented, and assessment schedule booklets for all years were reviewed, modified, and uploaded on the school website for access by students and parents/carers.

An online subject selection process for year 8 and 10 students was created, with all students accessing the online platform. Student and parent/carer feedback indicated that this was simpler and more effective than the previous method. Subject selection data was harvested and imported in to timetabling software, creating a more efficient process.

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 and emotional learning needs. It was also used to identify and design personalised support and track student achievement. All year 7 and 9 students collaboratively developed personalised literacy and numeracy learning plans with teacher mentors, based on their NAPLAN results.

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 student support.

Evaluation of workshops and programs including Tasi Le Loto (girl's program), the outdoor learning program, mentoring programs (PCYC grit, Police Op PIVOT, Perfect Presence and ABCN) and skills development programs (baking, arts and Lego clubs) 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, and develop student leadership.

Student reports were enhanced providing additional information to parents/carers in a clearer format. A new system for

creating more sophisticated report comments was trialed by three faculties, and the system will be expanded to all subject reports in the school in 2023.

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
ASSESSMENT AND REPORTING Sustaining and growing in all themes of the assessment and reporting elements in the learning domain of the School Excellence Framework.	Self-assessment against the School Excellence Framework in the element of assessment shows the school currently performing at sustaining and growing in the themes of formative assessment, summative assessment and student engagement and excelling in the theme of whole school monitoring of student learning. All teachers have completed professional learning on formative and summative assessment. Self-assessment against the School Excellence Framework in the element of reporting shows the school currently performing at sustaining and growing in the themes of whole school reporting, student reports and parent engagement.
PROGRAMMING Excelling in the themes of teaching and learning programs and differentiation of the School Excellence Framework.	Self-assessment against the School Excellence Framework shows the school is currently performing at sustaining and growing in the themes of teaching and learning programs and differentiation. Tracking of student progress and achievement is performed by expert teams and informs planning and programming.
CURRICULUM Consolidating sustaining and growing in the theme of curriculum provision of the School Excellence Framework. Curriculum provision and processes are further enhanced to meet the changing requirements of all students.	Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the theme of curriculum provision. Curriculum provision and processes have been further enhanced to meet the diverse learning needs of all students.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$27,451.76</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 the following impact:</p> <ul style="list-style-type: none"> - 56 refugee students in the mainstream high school demonstrated improved learning outcomes, engagement in education and sense of belonging. - Two students were successful in achieving scholarships - Public Education Foundation - Friends of Zainab scholarships. - Refugee after-school sporting program - professional soccer coaches collaborated with school staff to deliver a weekly soccer program, engaging refugee students and building social connections at school. - Refugee art program - refugee students created artworks which were displayed and shared with the school community. - Refugee Week activities - a lunch was held at the school with refugee students and families with art and cultural performances, building connections between refugee families and the school. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continue employment of Refugee Student Support Teacher (0.2FTE) to provide personalised academic, wellbeing, scholarship and transition planning support to refugee students in the mainstream. - continue the Refugee Committee and develop further opportunities for refugee students and families to engage with the school in sporting programs and cultural events.
<p>Integration funding support</p> <p>\$93,094.00</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"> • Student Learning Support Officer (SLSO) employed to support the learning, wellbeing and personal care of a student in year 9 in a wheelchair. Care plans are organised by the Learning and Support Team, in consultation with the SLSO, family and student, with ongoing monitoring of support for learning, wellbeing and personal care. • Students with physical and intellectual needs are supported through additional SLSO support. <p>The allocation of this funding has resulted in the following impact:</p> <p>The 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. A care plan was collaboratively developed with the Learning and Support Team, SLSO, classroom teachers,</p>

<p>Integration funding support</p> <p>\$93,094.00</p>	<p>family and student. Student achieved growth towards relevant academic, social and physical goals detailed in their Personalised Learning and Support Plan (PLaSP).</p> <p>After evaluation, the next steps to support our students will be: Continued full-time employment of an SLSO to support the learning and personal care needs of the student. 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>\$1,637,225.00</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 • Evidenced-based programming • 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 a literacy coordinator and literacy teacher to develop and deliver explicit literacy lessons years 7 - 10, and HSC minimum standards workshops. • 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) providing 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. • Employment of a School Administrative Officer (SAO) to assist with enhancing school reports, upgrading design and improving reporting processes • 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. • Employment of a Technology Support Officer (TSO) <p>The allocation of this funding has resulted in the following impact: As a result of the employment of additional English and EAL/D teachers, and a literacy coordinator and literacy teacher, students have demonstrated high growth. ACARA has identified the school as one of the top twenty high-performing schools in the State, based on the 2022 NAPLAN results. In NAPLAN year 9 literacy student performance in the top two bands was above statistically similar groups in writing 5.4%, spelling 8.8% and grammar and punctuation 6.3%. In NAPLAN year 7 literacy student performance in the top two bands was above statistically similar groups in</p>

<p>Socio-economic background</p> <p>\$1,637,225.00</p>	<p>writing 0.5%, spelling 10.5% and grammar and punctuation 5.3%.</p> <p>Year 11 students in the accelerated mathematics program completed the HSC in mathematics extension 1 and mathematics advanced with 80% of students achieving a result in the top two bands for both exams. In NAPLAN numeracy student performance in the top two bands was above statistically similar groups in year 9 at 8.3%, and year 7 at 5.1%.</p> <p>The Community Liaison Officers (CLOs) provided interpreting and direct phone contact for parents/carers as requested by executive members, teachers and counsellors. All official school communication was translated in to Arabic, Chinese, Khmer and Vietnamese in addition to English, to ensure that the school community was able to engage with written communication. CLOs organised interpreters and interpreting for parent teacher nights, subject selection evening, orientation day and school council. The CLOs assisted staff and parents with interpreting at enrolment interviews, wellbeing meetings, parent morning teas and other meetings. School Council was conducted in six languages, twice a term. On average, 59 parents attended each school council meeting in 2022. A school council trip to the Bowral Tulip Festival was organised in September by the CLOs with over 50 parents attending. The Pacific communities CLO conducted student workshops, mentoring programs, cultural programs and the PATHE program with Western Sydney University. A combined schools Pacific Communities Day and motivational workshop was held, with students from five high schools attending the event. In the area of 'parents are informed' and 'the school supports learning' parents/carers rated the school higher than the NSW government norm (Tell Them From Me Parents Survey 2022).</p> <p>The VET Administrator and Work Placement Coordinator assisted teaching staff with administrative tasks and organisation of VET work placements for the stage 6 subjects of business services, construction, entertainment industry, hospitality (kitchen operations and cookery), retail services and sports coaching. The VET Administrator and Work Placement Coordinator completed administrative tasks including uploading VET documentation and student samples to the Quality Management System (QMS). The VET Administrator and Work Placement Coordinator arranged all student work placements, liaised with South West Connect, communicated with employers, and supported students through the work placement process and whilst they were attending work placement.</p> <p>The School Administrative Officer (SAO) has been an integral member of the school reporting team and has assisted with enhancing reporting processes and procedures, streamlining report comments, integrating VET reports in to reporting software, creating literacy reports for all students in years 7 - 10 and redesigning the format of reports so the information contained is clearly understood by parents.</p> <p>44 students attended the Helping Hand transition program for students exiting the Intensive English Centre and transitioning to the high school. 95% of students rated the program highly and indicated that the sessions helped to orientate them to high school, and have an increased knowledge of high school staff, procedures and subjects.</p> <p>Students in stages 4 and 5 who had a record of being disengaged from school and learning participated in the outdoor learning program. In the program the students' learnt about and engaged in construction, gardening, maintenance and elements of numeracy with a practical application such as measurement. Participating students demonstrated increased attendance, a decrease in negative incidents, improved school engagement and learning outcomes.</p> <p>A classroom was converted into a computer laboratory, and an existing computer laboratory was upgraded to provide students with additional access to technology. Eight whiteboard projectors which had become non-operational were replaced with interactive smart boards, with two new interactive smart boards installed into visual art workshops. A Metro Network Upgrade survey was completed to identify the switches and wireless access points which need to be replaced.</p> <p>The Technology Support Officer (TSO) was highly effective in supporting technology and service requirements in the school. The TSO provided 180 staff with technology support, maintained 9 computer labs with 20 desktops in each, maintained 270 laptops, deployed new software and imaging to all computers, installed 10 interactive whiteboards, replaced 4 network switches and setup all technology requirements for online NAPLAN exams.</p>
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<p>Socio-economic background</p> <p>\$1,637,225.00</p>	<p>After evaluation, the next steps to support our students will be:</p> <p>Fund the position of Head Teacher Literacy and Student Engagement and a literacy teacher to lead literacy initiatives in the school. Continue to employ two English and EAL/D teachers to reduce class sizes in English, provide a bridging class for students who have recently exited the Intensive English Centre and ensure more team teaching support across KLAs.</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 provide additional culturally appropriate engagement opportunities for parents/carers.</p> <p>Continue to employ a VET Administrator and Work Placement Coordinator, and School Administrative Officer to support the enhancement of school reports and targets identified in Strategic Direction 3 of the Strategic Improvement Plan.</p> <p>The Helping Hand program to continue, be modified based on student feedback and increase the number of staff delivering the program due to a projected increase of students exiting the Intensive English Centre in to the high school.</p> <p>Increase the number of students participating in the outdoor learning program and identify additional minor projects around the school which students can engage with to develop their skills and abilities.</p> <p>Upgrade wireless access points across the whole school to improve connectivity, particularly during online NAPLAN exams. Replace the existing CCTV system in the school and install additional cameras where required.</p> <p>Replace smart board projectors which are no longer operational with touch screens with multiple access points for hardware.</p> <p>Continue the employment of the Technology Support Officer.</p>
<p>Aboriginal background</p> <p>\$16,119.62</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"> • Evidence-based teaching and learning • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • Koori Club meetings with Aboriginal students, providing regular mentoring, academic and wellbeing support • "On country" excursions with Aboriginal students and staff members of the school Aboriginal Education Committee • hosting the national leaders of the Uluru Statement From the Heart at Peace Day • community engagement and learning experiences for Aboriginal students <p>The allocation of this funding has resulted in the following impact:</p> <p>Twenty Aboriginal students were provided with daily academic and wellbeing support at the Koori Club.</p> <p>66% of Year 12 Aboriginal students completed the HSC.</p> <p>Six Aboriginal students completed their White Card training, as part of a special vocational learning program for Aboriginal students.</p> <p>The school hosted the national leaders of the Uluru Statement From the Heart, the winners of the Sydney Peace Prize, at a large school event known as Peace Day. Over thirty schools were represented at Peace Day, with an Aboriginal student dance performance from students from Campbelltown Performing Arts High School and a Torres Strait Islander music and dance performance from a family from Sarah Redfern High School. Two officers from the Australian Army who were of Aboriginal background led a Remembrance ceremony. Cabramatta High School</p>

<p>Aboriginal background</p> <p>\$16,119.62</p>	<p>students and visiting school students reported a sense of pride in their cultural background and had an increased understanding and appreciation of Aboriginal and Torres Strait Islander culture, history and the Uluru Statement From the Heart.</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, 2022).</p> <p>The Aunty Mae Robinson Learning Centre was enhanced with additional artefacts, artworks and displays about Aboriginal history.</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 experiences and excursions.</p> <p>Aboriginal students have assisted in developing a school acknowledgment of country and presenting the acknowledgement at formal ceremonies.</p> <p>Acknowledgement of Country signs have been placed at the four entrances to the school.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Koori Club to continue to provide academic and wellbeing support for Aboriginal students.</p> <p>Enhance the Aboriginal student vocational learning program with additional opportunities including work experience and driver education.</p> <p>The Aunty Mae Robinson Learning Centre to display additional artefacts related to the Cabrogal people of the Dharug nation.</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, and seek local on-country experiences with the Gandangara Land Council.</p>
<p>English language proficiency</p> <p>\$700,000.00</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"> • 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 three year 11 and four year 12 EAL/D English classes taught by qualified EAL/D teachers. • 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. • a year 11 English studies class taught by and EAL./D teacher and a year 12 English studies class supported by an EAL/D team teacher <p>The allocation of this funding has resulted in the following impact:</p> <p>54 students in year 11 and 78 students in year 12 completing the EAL/D English curriculum.</p> <p>35.29% of Year 12 EAL/D English students achieved a result in the top three bands in the HSC course.</p> <p>20 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 will be:</p> <p>Continue to provide specialised EAL/D English classes stages 4 - 6.</p>

<p>English language proficiency</p> <p>\$700,000.00</p>	<p>Continue to provide targeted team-teaching support and curriculum differentiation across KLAS and seek to expand to other KLAS.</p> <p>Liaise with staff in the Intensive English Centre to further support students in transition from the IEC to mainstream high school.</p> <p>Evaluate English EAL/D HSC results and program, identify further areas to enhance teaching and learning and implement recommendations.</p>
<p>Low level adjustment for disability</p> <p>\$403,332.60</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 two Learning and Support Officers (LaSTs) to provide targeted assistance to students with disabilities or learning difficulties in the mainstream • employment of a Speech Pathologist two days per week to provide intervention strategies and therapy to identified students • employment of additional part-time Student Learning Support Officers in the high school to provide additional support for students with a disability or who have experienced significant trauma <p>The allocation of this funding has resulted in the following impact:</p> <p>The Learning and Support Teachers (LaSTs) worked in close collaboration with the Learning Support team to provide support to individual students and targeted classes in the mainstream. The year 8 "Go" class (learning difficulties class) was identified as having a particular high need of support. One of the LaSTs was timetabled predominately on this targeted class, with the engagement of students in learning activities increasing as a result. Students supported by LaSTs demonstrated improved outcomes and year 12 students with targeted support all achieved an HSC.</p> <p>28 students in years 7 - 12 engaged in weekly and fortnightly group and individualised therapy sessions with the speech pathologist. All students demonstrated improvements in pronunciation, knowledge of vocabulary and grammatical structures with individualised student goals based on pre-testing data.</p> <p>Student Learning Support Officers (SLSOs) provided individualised in-class support for targeted students. Students who were supported showed increased attendance and learning outcomes.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>The Learning and Support Team will analyse student data and wellbeing records to identify students and classes which require the most support from Learning and Support Teachers (LaSTs).</p> <p>Increase the provision of speech pathology services to three days a week. The speech pathologist will liaise with the Learning and Support Team, school counsellors and psychologists to tailor student support, and further encourage parent attendance at speech pathology sessions where required. Identify students with disabilities or a history of trauma requiring in-class support and employ SLSOs to support where possible.</p>
<p>Professional learning</p> <p>\$243,886.97</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy 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"> • Evidence-based teaching and learning • Professional Learning • Evidenced-based programming

<p>Professional learning</p> <p>\$243,886.97</p>	<ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Professional learning at School Development Days and professional learning for individual staff members aligned to their Performance and Development Plan • Fortnightly one hour professional learning workshops for all teaching staff • Executive conference for members of the school executive <p>The allocation of this funding has resulted in the following impact: All staff completed professional learning at School Development Days in the areas of mandatory face-to-face and online training, behaviour management, boys education, formative assessment, student wellbeing and faculty planning. Individual staff engaged in professional learning aligned with their professional goals on their Performance and Development Plans. Teaching staff had access to additional online professional learning through Teacher Training Australia throughout the year. Teaching staff completed an additional twenty hours of professional learning in fortnightly professional learning workshops. The workshops were linked to the school plan and teaching standards, and covered the topics of literacy, numeracy, HSC analysis, data analysis, HPGE, Aboriginal education, online learning, supporting students with autism and accreditation. 23 members of the school executive engaged in professional learning and collaborative planning at the two day executive conference held in term 4. The executive team engaged in professional learning in the areas of effective and inspiring leadership, literacy across the curriculum, evaluation of the school plan and identification of priorities for staff through analysis of the People Matters Employee Survey results and staff focus groups.</p> <p>After evaluation, the next steps to support our students will be: School Development Days to focus on mandatory training, Aboriginal education, curriculum implementation and data literacy. Staff will continue to access professional learning opportunities based on identified professional goals. The executive conference will be moved to term 2 to allow for initiatives developed at the conference to be implemented during the course of the year. Topics identified through a survey of the executive staff will be curriculum, assessment and leading difficult conversations. The fortnightly professional learning workshops will be used for teaching staff to engage with the new curriculum, and collaboratively develop programs and plans.</p>
<p>COVID ILSP</p> <p>\$804,447.00</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 2022.</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"> • COVID ILSP teacher led literacy and numeracy workshops aligned to Mathematics, English, Science, History and Business Studies curriculum • COVID ILSP School Learning Support Officer (SLSO) led literacy and numeracy workshops aligned to English, EAL/D, Music, Food Technology, PDHPE, Science, Mathematics and Geography curriculum • COVID ILSP after-school stage 6 workshops • COVID ILSP reading program • COVID ILSP homework centre tutoring program • Engagement of an external tutoring company to deliver after-school tutoring <p>The allocation of this funding has resulted in the following impact: COVID ILSP teacher led literacy and numeracy workshops - In semester 1 a</p>

<p>COVID ILSP</p> <p>\$804,447.00</p>	<p>detailed plan had been developed for the COVID ILSP workshops with 243 students to be supported in term 1 and 201 students to be supported in term 2, however, there was a need to reallocate COVID ILSP teachers to faculties to cover unfilled vacancies. Where COVID ILSP workshops could be conducted, 85% of participating students regularly attended the workshops with an increase in learning engagement and a decrease in behaviour referrals. The program was discontinued in semester 2 due to the unavailability of teaching staff.</p> <p>COVID ILSP School Learning Support Officer (SLSO) led literacy and numeracy workshops - In semester 1 this program provided additional support for 48 students across a range of subjects. 60% of teachers reported an increase in the literacy and numeracy skills and 68% of teachers reported increased student engagement of students who attended the program. In semester 2 SLSOs provided support to 100 students, with teacher evaluation indicating that this form of support was more effective in English and literacy based subjects rather than mathematics. 72% of students indicated that the additional support had improved their understanding of course content and 58% of students indicated that the support had improved their literacy and numeracy skills. 68% of teachers indicated that the program had had a positive effect on student engagement.</p> <p>COVID ILSP after-school stage 6 workshops - These workshops focused on literacy and numeracy elements in senior subjects and were highly valued by senior students with 95% of participating students rating the workshops as extremely useful. 20 students attended the workshops in term 1, and 42 students attended the workshops in term 2. In mathematics assessment data from preliminary and HSC courses indicated an average growth of 10.8% in results.</p> <p>COVID ILSP after-school reading program - the program was targeted at stage 4 students who were identified as needing high support with literacy and numeracy. Students were identified through NAPLAN analysis. A tutor was employed to deliver the program twice a week after-school. There were nine students who participated in the program. Pre and post test data was inconclusive in regards to improvement in performance and as a result the program was discontinued.</p> <p>COVID ILSP homework centre tutorial support - Two tutors were employed five afternoons each week after-school with 143 students assisted with numeracy and literacy support in the context of subjects which students self-identified as requiring further support. This program was highly valued by participating students.</p> <p>External tutoring company - the school engaged the services of an external tutoring company to provide after-school tutoring. However, the program was discontinued following executive review of the program being provided.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>To investigate the provision of Allied Health services such as an occupational therapist and the additional provision of speech therapy services in the school. Based on the success of the senior HSC literacy and numeracy COVID ILSP program in 2022, HSC teachers will be engaged to provide these after-school workshops for senior students. Consideration will be given to employing a teacher coordinator for the program to oversee the organisation and provision of all COVID ILSP initiatives.</p> <p>To investigate the possibility of employing pre-service teachers to provide in-class explicit literacy and numeracy support. SLSOs support will be considered as an option to provide support to students with high needs, including refugee students.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students 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"> • Other funded activities <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Employment of a Student Support Officer (SSO) to assist student

<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>wellbeing</p> <p>The allocation of this funding has resulted in the following impact: The Student Support Officer met with individual students to support their wellbeing and conducted small group workshops. Presentations were delivered to classes in the support unit on topics such as travel training, hygiene, cyber-bullying, stranger danger and personal safety. The Student Support Officer attended wellbeing programs such as Perfect Presence and Tasi Le Loto (girl's leadership).</p> <p>After evaluation, the next steps to support our students will be: The Student Support Officer (SSO) to continue to provide individualised wellbeing support and group programs. The role of the SSO in the school will be realigned with the Inclusive, Engaging and Respectful Schools policy, and include working with students and families to develop behaviour plans and Personalised Learning Plans.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	799	798	759	763
Girls	772	759	682	732

Student attendance profile

School				
Year	2019	2020	2021	2022
7	94.7	96.1	94.0	90.4
8	92.3	93.8	92.7	88.5
9	91.7	91.0	92.8	87.3
10	90.6	92.6	91.9	88.5
11	92.0	90.8	89.4	86.6
12	87.8	91.1	88.1	85.5
All Years	91.4	92.5	91.4	87.7
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

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

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0.5	0
Employment	0	1	3
TAFE entry	0	0	4
University Entry	0	0	53
Other	0	0.5	10
Unknown	0	2	30

Year 12 students undertaking vocational or trade training

42.31% of Year 12 students at Cabramatta High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

77.3% of all Year 12 students at Cabramatta High School expected to complete Year 12 in 2022 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)	68.4
Learning and Support Teacher(s)	2.1
Teacher Librarian	1.4
Teacher ESL	6
School Counsellor	2
School Administration and Support Staff	26.07
Other Positions	15.2

*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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	3,928,454
Revenue	21,895,402
Appropriation	20,986,845
Sale of Goods and Services	236,152
Grants and contributions	314,763
Investment income	27,498
Other revenue	330,144
Expenses	-21,502,815
Employee related	-19,562,398
Operating expenses	-1,940,417
Surplus / deficit for the year	392,587
Closing Balance	4,321,041

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.

	2022 SBAR Adjustments (\$)
Targeted Total	120,546
Equity Total	2,411,392
Equity - Aboriginal	8,060
Equity - Socio-economic	1,300,000
Equity - Language	700,000
Equity - Disability	403,333
Base Total	13,538,113
Base - Per Capita	388,369
Base - Location	0
Base - Other	13,149,744
Other Total	3,267,169
Grand Total	19,337,220

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.

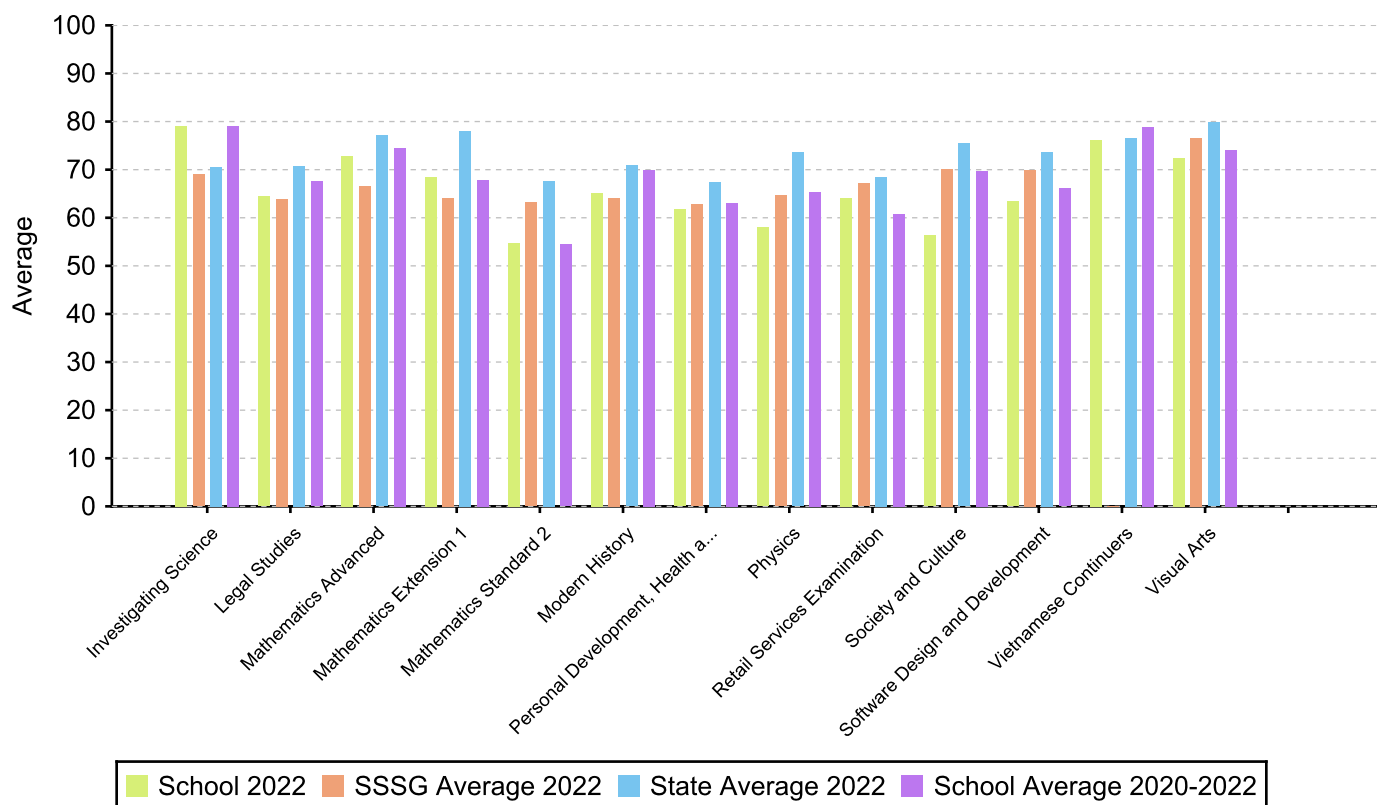
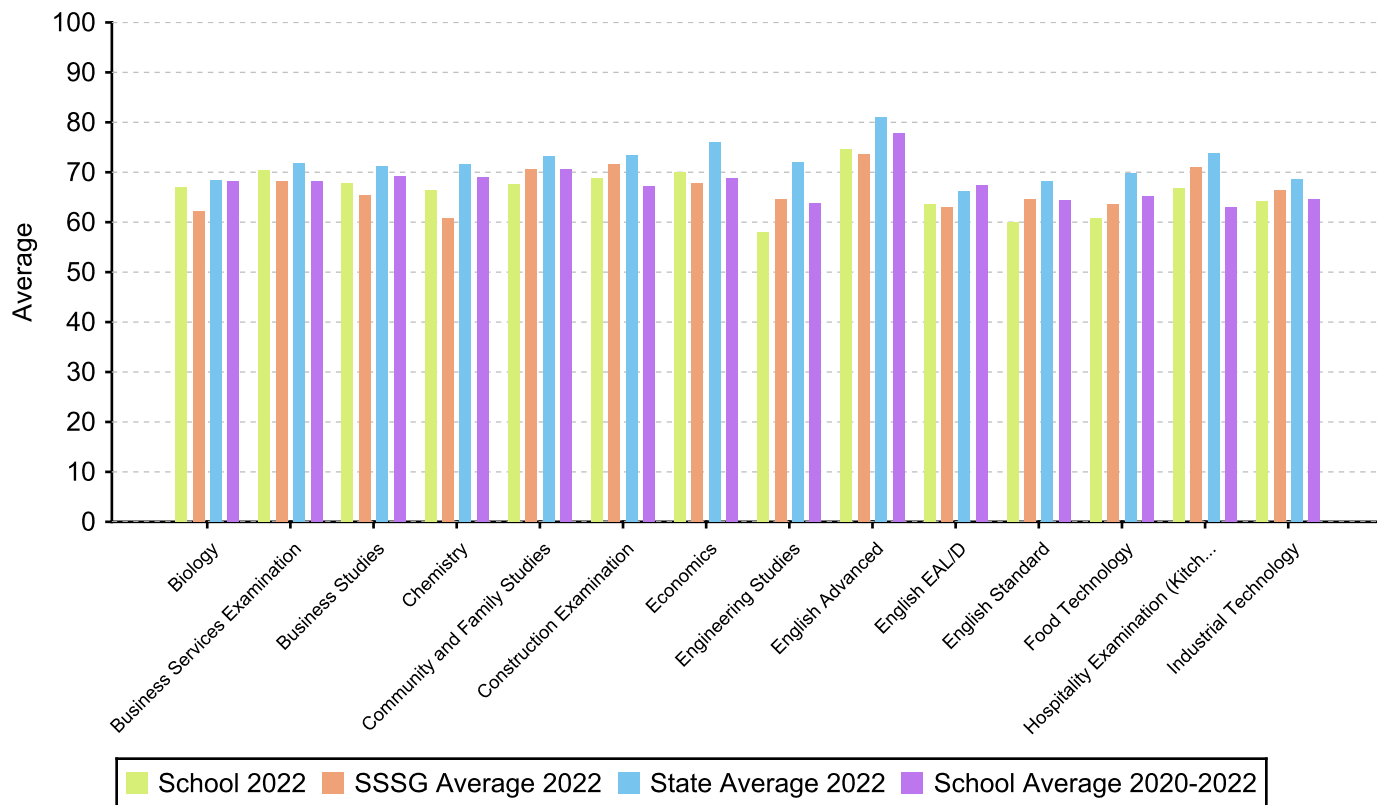
The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.



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.



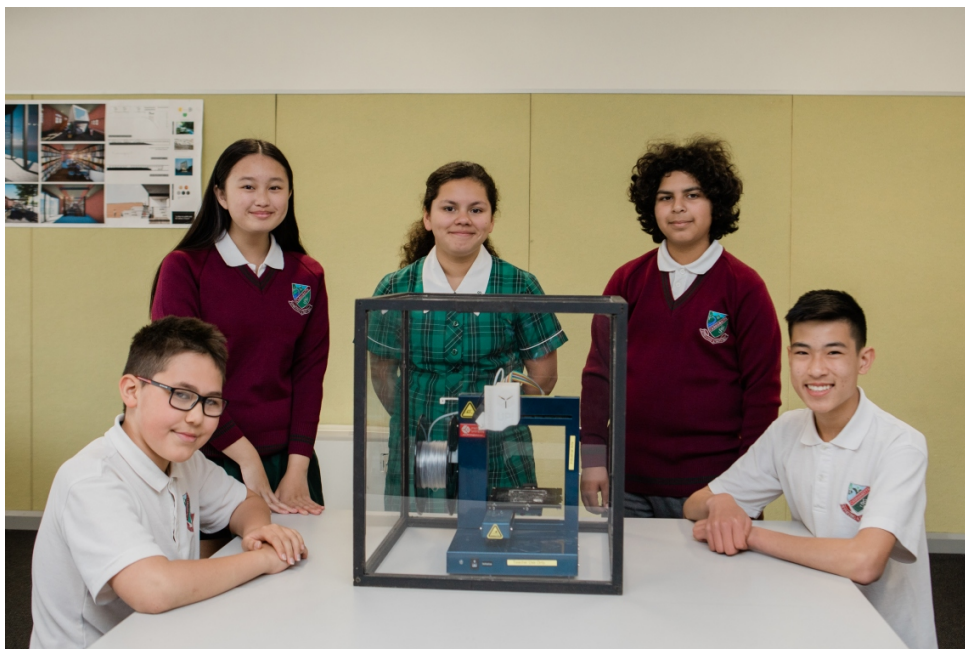
Subject	School 2022	SSSG	State	School Average 2020-2022
Biology	67.0	62.2	68.5	68.1
Business Services Examination	70.4	68.2	71.8	68.1
Business Studies	67.8	65.4	71.2	69.1
Chemistry	66.3	60.8	71.7	69.0
Community and Family Studies	67.6	70.5	73.2	70.5
Construction Examination	68.8	71.7	73.3	67.1
Economics	69.9	67.7	76.0	68.7
Engineering Studies	58.0	64.5	72.0	63.8
English Advanced	74.5	73.5	81.0	77.9
English EAL/D	63.5	63.0	66.1	67.5
English Standard	60.0	64.6	68.1	64.5
Food Technology	60.8	63.5	69.7	65.2
Hospitality Examination (Kitchen Operations and Cookery)	66.8	71.0	73.7	62.9
Industrial Technology	64.2	66.3	68.6	64.7
Investigating Science	79.1	69.0	70.6	79.1
Legal Studies	64.4	64.0	70.8	67.5
Mathematics Advanced	72.8	66.6	77.1	74.5
Mathematics Extension 1	68.4	64.1	78.0	67.8
Mathematics Standard 2	54.8	63.2	67.6	54.4
Modern History	65.1	64.1	70.9	69.9
Personal Development, Health and Physical Education	61.7	62.8	67.5	63.1
Physics	58.0	64.7	73.5	65.4
Retail Services Examination	64.1	67.1	68.4	60.8
Society and Culture	56.3	70.2	75.5	69.7
Software Design and Development	63.4	69.9	73.7	66.1
Vietnamese Continuers	76.1	0.0	76.6	78.9
Visual Arts	72.5	76.5	79.8	74.1

Parent/caregiver, student, teacher satisfaction

Parents and carers were surveyed online regarding the school. Parent satisfaction was at or above the state mean for secondary schools in all but one area. The areas of inclusivity, school support of learning and parents are informed were well above the NSW school norm. The area of parents feeling welcome was identified as an area for further development. Parents indicated high aspirations for their child, with 97% of parents expecting their child to complete their HSC and 83% of parents expecting their child to attend university.

Students surveyed indicated a positive attitude and approach to school, with positive behaviour at school 7% 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. 96% of students stated that they were treated with fairness and respect by their teachers and 86% of students stated that they feel proud of the school.

Teachers rated the school highly in the use of technology for learning and the focus on assessment. Teachers indicated that they highly value the use of quality feedback, clear expectations for classroom behaviour and high expectations for student learning. Teachers identified student wellbeing as a school strength. 93% of teachers indicated that the school is a welcoming place for all students and 86% of teachers stated that the school provides a strong sense of belonging for all students.



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.