

# 2022 Annual Report

## Cronulla High School



8261

# Introduction

The Annual Report for 2022 is provided to the community of Cronulla High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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.

## School contact details

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## Message from the principal

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

## Message from the school community

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After two years of disruptions due to COVID-19, it was nice to be able to, once again, meet in person. As such, 2022 proved to be a busy year for the P&C of Cronulla High School. We, again, worked very closely with the Executive Team, the various faculties and the parents of Cronulla High School to provide some great benefits for our students.

The P&C either paid for or contributed to the payment of the following things to improve the teaching and learning conditions for both students and staff; some new outdoor seating, camping equipment for the Duke of Edinburgh, support of the Talented Surfing Program, equipment for the TAS Department, financial assistance to the STAR reading program replacing DEAR, financial assistance to the Year 10 Recognition Evening and the Year 12 Mocktails, just to mention a few. Our philosophy is to try and spend all money raised through the P&C levy by the end of each school year. As like every year the P&C also supported our gold award recipients by providing them with a \$100 voucher as well as our school representatives at various levels for sport and the creative and performing arts.

Several P&C representatives have also been on merit selection panels. As well as selecting teachers, members were involved in selecting a new Deputy Principal and Head Teacher English. It is very important that parents have a say in who will be teaching our children and leading our school.

While we have seen a few new faces at our meeting over the past year we welcome all of you to come along and see what it's all about and join in! Our approach is relaxed and we welcome new attendees to our meeting as we value everyone's input into how we can help improve our school and to make it just that little bit easier for the whole team at Cronulla High School. **Meetings are held the second Tuesday of the month in the Library at 7:00pm, we look forward to meeting you!**

Nick Brady

P&C President

## School vision

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

At Cronulla High School we instill the key values of respect, integrity and self-improvement. We enable staff learners to develop their professional capabilities and leadership capacities in alignment with proven, evidenced based research and excellence in teaching and learning practices.

## School context

Cronulla High School is a comprehensive, coeducational 7-12 school on the south-eastern outskirts of Sydney, adjacent to Cronulla beaches and part of the Sutherland Shire. Our reputation for stability, excellence and purpose has seen large numbers of local area students exercising their right to take up their place, as well as large numbers of out of area applicants competing for placement. In 2022, our enrolment has started to plateau at 1,290 students and over 100 teaching and non-teaching staff.

A comprehensive situational analysis has been conducted which led to development of the 2022-2026 Strategic Improvement Plan. This involved consultation with students, staff, parents and members of the local community. Through our situational analysis, we have identified a need to focus on differentiated teaching and learning strategies and assessment, fostering deep and genuine engagement and improving student performance in NAPLAN Literacy and Numeracy.

Our school has a well established reputation for outstanding academic, creative and performing arts, sporting and student leadership achievements. We are proud of our close links to our feeder primary schools and the broader school community. The work of the school is driven by three deeply embedded core goals: raising expectations, recognising achievement and communicating with parents.

At Cronulla High School we believe that the biggest impact on student achievement in schools are our teachers. We are committed to continually improving effective classroom practices, supported by targeted staff professional learning and data analysis, enabling teachers to be innovative in their practice. As a result, staff will ensure that literacy, numeracy and HSC achievement will be enhanced.

Student engagement and positive wellbeing are paramount for a productive learning environment. At Cronulla High School we strive to instill a positive sense of belonging in our students through a wide and engaging range of curricular and co-curricular offerings.

## 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                             | Sustaining and Growing |
| LEARNING: Wellbeing                                    | Sustaining and Growing |
| 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                 | Sustaining and Growing |
| TEACHING: Data skills and use                          | Sustaining and Growing |
| TEACHING: Professional standards                       | Sustaining and Growing |
| TEACHING: Learning and development                     | Sustaining and Growing |
| LEADING: Educational leadership                        | Sustaining and Growing |
| LEADING: School planning, implementation and reporting | Sustaining and Growing |
| LEADING: School resources                              | Excelling              |
| LEADING: Management practices and processes            | Excelling              |

## Strategic Direction 1: Student growth and attainment

### Purpose

Every student should be provided the opportunity to grow and achieve their personal best. The biggest impact on student achievement in schools are our teachers. Through universally high levels of professionalism, high expectations commitment and staff efficacy, teachers will be immersed in professional learning opportunities to enhance their teaching practice. This will enable teachers to be innovative in their practice, plan for ongoing learning for each student and ensure students are engaged in productive learning.

### 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.

- Teacher Quality to Drive Success

### Resources allocated to this strategic direction

**Integration funding support:** \$274,555.00

**Socio-economic background:** \$8,500.00

### Summary of progress

In 2022, the school implemented a Data Team; a large group of 17 staff members from across faculties, which was divided into 4 sub-groups (Stage 4, 5, 6 and Aboriginal Students) each with their own leader. The sub-groups conducted a "data stock-take;" analysis of the available NAPLAN, Check-in and RAP data to identify strengths and areas for improvement across literacy and numeracy. Stage 4 also explored where literacy and numeracy are targeted in our junior assessment programs. This led to recommendations to Senior Executive for consideration, including addressing literacy and numeracy in cross-faculty programs, improving extended writing in the HSC and drawing on the expertise of faculty members from English and Mathematics Faculties.

CHS continued its focus on changing the culture of NAPLAN during 2022, through increased parental communication as to the importance of NAPLAN and strategies used at school to improve student results, a DEAR reading practice program, school holiday NAPLAN challenge, increased staff Professional Learning, including unpacking NAPLAN Bands and results analysis as well as the rewards excursion for students who achieved Above Expected Growth in Year 9. Members of the Data Team worked with English and Mathematics faculties to integrate explicit NAPLAN practice into lessons in preparation for NAPLAN 2023. To facilitate the smooth logistics of NAPLAN online, we formed a NAPLAN team and created defined roles for each member in response to reflection on this years' test. Plans for NAPLAN and check-in results to be included in Extension class placements have been formed in consultation with Executive and Senior Executive staff.

Formative Assessment was reinvigorated and relaunched in 2022 through the development of a Formative Assessment Team, whole school Professional Learning (SDD, Term 3), the development of teacher Formative Assessment kits funded by P&C and the regular sharing of Formative Assessment strategies by faculty members in staff meetings. A thorough DEAR Evaluation, involving students, teachers and other schools was also completed in 2022. This led to redesigning our DEAR program; including changing the time to after recess, vertical year grouping and re-branding the program to Sit Together And Read (STAR).

### 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  |
|--|---|
| • 43.0% of HSC course results in top 2 Bands | Not achieved in 2022, with 36.27% of students achieving Top 2 Bands in HSC. This was well down on 2021 where 43.21% of students achieved Top 2 Bands and was also our lowest result since 2012. We believe this year was an outlier, possibly due in part to COVID-19 lockdown interrupting a large part of Year 11 and start of HSC for this group of students. Juxtaposed with the disappointing Top 2 Band result was the fact that we achieved the most Band 6 / E4 results in the school's history. This reinforces our belief that we are still on the right track with HSC results and |

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|--|---|
| <ul style="list-style-type: none"> <li>• 43.0% of HSC course results in top 2 Bands</li> </ul>                 | <p>would be better judging these results as a trend over time than a one-off year below expectations.</p>   |
| <p>34.4% NAPLAN Top 2 Bands Numeracy</p> <p>68.5% of students achieving expected growth in NAPLAN Numeracy</p> | <p>Top 2 Bands in NAPLAN Reading was below the system negotiated target. In 2022 Cronulla High School undertook NAPLAN testing online for the first time and we faced some logistical difficulties. It is also hard to compare the traditional pen and paper test with the online, adaptive tests of 2022. The school has worked hard to build a more positive culture towards NAPLAN and continue to support students to develop their comprehension skills.</p> <p>Expected growth figures were unavailable in 2022 as NAPLAN tests were cancelled in 2020.</p> |
| <p>28.0% NAPLAN Top 2 Bands Reading</p> <p>70.7% of students achieving expected growth in NAPLAN Reading</p>   | <p>Top 2 Bands in NAPLAN Numeracy was below the system negotiated target. This is again in part due to moving to online testing, including a different calculator to the one students are used to. In 2023 we will ensure students are exposed to this calculator in advance. Numeracy data has trended down steadily over the past 3 years and will be a focus area of the Mathematics faculty when developing new curriculum resources and plans in 2023.</p> <p>Expected growth figures were unavailable in 2022 as NAPLAN tests were cancelled in 2020.</p>   |



## Strategic Direction 2: Effective Teaching and Learning

### Purpose

All students should be developed through a balance of challenge and support. Through explicit, consistent and research-informed teaching, our teachers will evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and use of student assessment data to inform teaching. This strategic direction endeavours to encompass differentiation for all students.

### 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.

- Effective implementation of new curriculum

### Resources allocated to this strategic direction

**Professional learning:** \$98,932.90

### Summary of progress

During 2022, the school decided that we would delay implementation of What Works Best (WWB). However, the school did address WWB through a focus on formative assessment and the use of data to inform practice as outlined in SD1. The school put in place many initiatives towards improving programming and assessment with a focus on Stage 6. With the aid of external professional learning by Carol Taylor (former Chief Executive and Head of Assessment at NESAs), an evaluation was conducted of HSC assessment tasks 1-3 and directed professional learning was provided to all staff focusing on the quality, rigour and scope of HSC assessment. Following this, professional learning was provided to Executive Staff to identify issues and provide support to faculties working towards HSC assessment schedules for 2023. Additionally, Term 3 SDD focused on the development of 2023 Stage 6 Assessment.

The school also put in place many initiatives towards the implementation of the HPGE policy, including the evaluation of the current protocol for extension and enrichment both in faculty and school wide. The team updated the CHS's current enrichment booklet. Additionally, HPGE identification strategies have been put in place such as teacher nominations and identifying students in the Top 2 Bands in NAPLAN across Years 7-10. Moreover, Year 7 -10 Extension Class teacher lunches have been established for teachers to collaborate on student interest/learning characteristics, best practice and high impact differentiation strategies. Further, small group mentoring for highly gifted students was established including the targeted reading program. More small group mentoring will be developed in 2023. The Learning Support team have liaised with the feeder schools to identify HPGE and twice exceptional students to inform Year 6 transition 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   |
|---|--|
| Create a shared understanding of best practice in programming to achieve differentiated teaching and learning in every classroom, every lesson of every day.<br><br>Create a shared understanding of best practice in assessment to underpin the creation of assessment tasks which are differentiated to effectively support and challenge all students. | Cronulla High School has had a professional learning focus on best practice in assessment, particularly for Stage 6 assessment, to ensure tasks are differentiated to effectively support and challenge all students. Carol Taylor's professional learning underpinned the importance of having tasks that have a wide scope, validity and rigour, to ensure that the needs and talents of all students are catered for. Planning time was provided to faculties to plan for 2023 HSC assessment, utilising both professional learning, as well as an analysis of 2022 RAP data. Additionally, professional learning was provided in a staff meeting on effective differentiated teaching and learning in every classroom. Several teachers presented how they differentiate in their classes to support and challenge all students. The learning support team have undertaken professional learning on unpacking the Inclusive Education policy, which includes best practice on differentiation. Information will be provided to all staff during 2023 Staff Development Days. |
| Increased targeted PL on What Works   | What Works Best will explicitly be focused on in 2023, however, in 2022  |



Best practices strategies. All teachers understand the importance of high expectations, explicit teaching and effective feedback.

professional learning and initiatives were established and delivered to staff surrounding high expectations, explicit teaching and effective feedback. The formative assessment team designed and developed formative assessment kits and accompanying professional learning for every teacher, which integrated explicit teaching strategies and effective feedback. Learning Intention and Success Criteria magnets were replaced in every classroom, and teachers from each faculty shared their explicit teaching strategies during staff meetings in Term 3 & 4. A need to increase expectations regarding homework was identified in Term 4 and plans have been made for the implementation of homework guidelines and a home study toolkit in 2023 to further improve student expectations around home study.

## Strategic Direction 3: Engaged and Connected Community

### Purpose

In order to thrive, students must experience connectedness and positive wellbeing at school. Students with a positive sense of belonging experience increased engagement, improved outcomes and increased life opportunities. Fundamental to this is a collaborative community in which students, staff, parents and the wider community work together towards shared goals and the best interest of our students.

### 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.

- Improved wellbeing and engagement

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$208,338.86

**Socio-economic background:** \$51,800.97

### Summary of progress

During 2022 the school decided that we would delay the implementation of a Curriculum Review until 2023. The school put in place many initiatives towards improving attendance. These included the end of Term 2 BBQ, the Pizza Challenge in Term 3, as well as improved whole school procedures (monitoring cards, parent contact, formal Attendance Improvement Plan meetings, regular attendance reviews) and embedding attendance as part of our Rewards Day criteria. Improved communication around the importance of regular attendance at school has also been achieved through an Attendance section in our fortnightly School Newsletter. As a school we have also addressed the student's sense of wellbeing and connection to CHS. One such initiative has been the introduction of a Year 9 Camp in 2022 in direct response to student feedback. Each year group have also been assigned a cause, with Year 7 participating in the beautification of the local environment. These Year group initiatives will increase in 2023. Additionally, 'Belonging at CHS' was a key theme on SDD2, with staff professional learning and workshops to develop systems and approaches to enhancing belonging across Cronulla High School.

### 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  |
|---|---|
| <b>Attendance</b> <ul style="list-style-type: none"><li>• 74.5% of students attending &gt;90% of the time</li></ul>   | The progress towards increasing the number of students has been significantly disrupted in 2022. This has included large numbers of students contracting COVID-19, especially in Term 1, isolation periods, and more recently a lot of families in the local community taking leave to travel as they have not done so for the past two years. Cronulla High School has been selected to participate in the SSS Eighties2Nineties support program over 20 weeks and we will look to reset expectations around attendance in 2023. |
| <b>Wellbeing</b> <ul style="list-style-type: none"><li>• TTFM Wellbeing data (advocacy, belonging, expectations) improves to be at or above the lower bound system-negotiated target.</li></ul> | TTFM data has remained steady for the past 3 reporting periods. The school has increased the validity and reliability of the survey by improving the structure around which the survey is completed. Over the past 3 years during the COVID-19 pandemic it has been common across news reports that students feel less connected in general and so a plateauing is acceptable, with high hopes we can see improvements from 2023 and beyond.  |

| Funding sources  | Impact achieved this year  |
|--|--|
| <p>Integration funding support</p> <p>\$274,555.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Cronulla High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Teacher Quality to Drive Success</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Funded students having additional support in the classroom, online and in extra-curricular activities. This has allowed for equitable and enhanced access to the curriculum. In addition, students who are not specifically funded are benefited from having SLSO support in classrooms.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>Continuing to identify and work with students and teachers to ensure Integration Funding Support remains targeted and beneficial to the students involved.</p>   |
| <p>Socio-economic background</p> <p>\$100,300.97</p>   | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Cronulla High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Teacher Quality to Drive Success</li> <li>• Improved wellbeing and engagement</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• supplementation of extra-curricular activities</li> <li>• equitable access to specialist resources</li> <li>• engage with external providers to support student engagement and retention</li> <li>• resourcing to increase equity of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>All students being able to access BYOD, curriculum and extra-curricular activities and resources. Additional welfare support for identified students, for example through the Top Blokes and Raise Mentoring programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>EdRolo usage is reviewed annually to assess whether or not the subscription should be renewed. Students are surveyed regarding the effectiveness of Top Blokes and the Raise Mentoring programs. BYOD is continually evaluated and equity ensured through offering loan laptops.</p> |
| <p>Aboriginal background</p> <p>\$28,019.65</p>        | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Cronulla 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</p>  |

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| <p>Aboriginal background</p> <p>\$28,019.65</p>                | <p>educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Increased opportunities for Aboriginal students to engage with their culture through various external activities as well as internal visitors. Also increased opportunities for non-Aboriginal students to better understand Aboriginal culture.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>Continue to engage families in the PLP process and look at supporting Aboriginal students with their pathways beyond school.</p>  |
| <p>English language proficiency</p> <p>\$33,483.69</p>         | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Cronulla High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Access and support to the curriculum for our EAL/D students.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>Students will continue to be identified and supported through the employment of additional staff.</p>  |
| <p>Low level adjustment for disability</p> <p>\$208,338.86</p> | <p>Low level adjustment for disability equity loading provides support for students at Cronulla High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Improved wellbeing and engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Students with identified learning needs are supported in their learning so that every student has the opportunity to reach their full potential.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>The employment of 0.4FTE Learning and Support Teacher to further enhance the Learning Support faculty and ability to meet the needs of a</p> |

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| Low level adjustment for disability<br>\$208,338.86 | growing number of identified students.  |
| Professional learning<br>\$98,932.90                | <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 Cronulla High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective implementation of new curriculum</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Beginning Teacher Induction Program</li> <li>• Whole school staff learning focused on HSC Data to improve practice and increased rigour through academic assessment.</li> <li>• Professional learning for 2022 was also centred on best practice and underpinned by CESE's What Works Best.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Improved staff knowledge and confidence, better practice in terms of data analysis, the sharing of successful teaching and learning strategies across faculties.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>Continue with CESE's What Works Best and the further implementation of HPGE.</p>  |
| COVID ILSP<br>\$88,365.00                           | <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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>The literacy and numeracy skills of targeted Year 8 &amp; 9 students have been met and improved.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>The COVID ILSP funding continues into 2022 and we have increased our funding. This allows more students to be targeted in small group tuition. This will see an extra day of support in numeracy in the future.</p> |
| Student support officer (SSO)<br>\$96,058.00        | <p>These funds have been used to support improved outcomes and the achievements of staff and students at Cronulla High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p>  |

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| <p>Student support officer (SSO)</p> <p>\$96,058.00</p> | <ul style="list-style-type: none"> <li>• Small group and individual support and intervention programs.</li> <li>• Works with both the student and the family to best support students.</li> <li>• Works closely with the Head Teacher Welfare and School Counsellor.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Overall more of the vulnerable students are being supported allowing the School Counsellor to support those students who have higher needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>Introducing new small group programs and working with teachers to better support our vulnerable students.</p> |
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## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2019       | 2020 | 2021 | 2022 |
| Boys     | 585        | 645  | 656  | 652  |
| Girls    | 594        | 634  | 647  | 634  |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2019 | 2020 | 2021 | 2022 |
| 7         | 93.6 | 93.8 | 92.2 | 87.0 |
| 8         | 90.5 | 92.8 | 88.8 | 84.5 |
| 9         | 88.5 | 90.5 | 87.9 | 83.4 |
| 10        | 87.5 | 90.0 | 88.1 | 82.0 |
| 11        | 88.0 | 91.2 | 88.9 | 84.3 |
| 12        | 89.9 | 91.7 | 91.7 | 88.8 |
| All Years | 89.9 | 91.7 | 89.4 | 84.7 |
| 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

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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   | 2         | 2         | 3         |
| Employment   | 8         | 16        | 17        |
| TAFE entry   | 3         | 3         | 12        |
| University Entry   | 0         | 0         | 64        |
| Other  | 0         | 0         | 3         |
| Unknown  | 0         | 0         | 1         |

Cronulla High has a strong focus on preparing students for successful careers. This includes providing students with a wide range of educational and vocational opportunities that will help them build the skills and knowledge they need to succeed in their chosen careers. The job market in NSW is constantly evolving with new opportunities emerging in a variety of industries. Some of the most promising careers include healthcare, IT, education, finance and construction. Post Covid there is also a growing demand for workers with skills in STEM. Students who pursue careers in these fields are likely to have excellent job prospects and opportunities for career growth.

## Year 12 students undertaking vocational or trade training

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13.69% of Year 12 students at Cronulla High School undertook vocational education and training in 2022.

## Year 12 students attaining HSC or equivalent vocational education qualification

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100% of all Year 12 students at Cronulla High School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

In 2022 - 96 % of the Year 12 cohort were eligible for an ATAR.

With the return of "on campus" university courses CHS students were confident to apply for university entry with an increase in applications from 2021. 64% of the Year 12 students gained a place at University, within the study areas of

Engineering, Human Services, Psychology, Social Science, Medical Science, Aviation, 3D Design and animation, Fashion Marketing, International Studies, Business, Commerce, Visual Arts, Economics, Education Law.

The Universities students are now attending include University of Wollongong, University of Sydney, Western Sydney University, University of New South Wales, University of New England, Macquarie University, Notre Dame University, Torrens University, University of Canberra, Charles Sturt University, Australian Catholic University, Newcastle University and University of Technology Sydney. With the greatest percentage of CHS students choosing to attend Wollongong University at 27% of our cohort.

12% of the Year 12 cohort chose to study at TAFE or with a Private Provider. Career areas of study include, Hairdressing, Beauty Therapy, Business, Travel and Tourism, Property Services, Child Services and Animal Care.

17% of the Year 12 cohort sought an Apprenticeship or traineeship in the areas of Plumbing, Carpentry, Landscaping, Electrical, Child Care, Surveying and Fashion.

7% of the Year 12 cohort chose full or part-time work, or the experience of a Gap Year to travel or pursue other opportunities.

In 2022 14.4% of Year 12 students undertook a VET or TVET course. A total of 21 students studied Construction, Entertainment and Hospitality at school, while only the one student attended a TAFE TVET course in Animal Studies.

One student completed a School Based Traineeship in Retail with McDonalds.

TAFE "Get into VET" courses re-gained popularity after their COVID hiatus with 11 students taking up this opportunity in a variety of fields including Early Childhood Education, Electrical, Construction and Beauty.

Our Indigenous School to Work Program in partnership with the NRL also resumed in 2022 with 2 students actively engaging with this program.

1% of our Stage 6 cohort completed the Work Place Health and Safety Qualification (White Card), with many having already completed this course in previous years.

## Workforce information

### Workforce composition

| Position                                | FTE*  |
|---|-------|
| Principal(s)                            | 1     |
| Deputy Principal(s)                     | 2     |
| Head Teacher(s)                         | 13    |
| Classroom Teacher(s)                    | 64.2  |
| Learning and Support Teacher(s)         | 1     |
| Teacher Librarian                       | 1.4   |
| School Counsellor                       | 0.8   |
| School Administration and Support Staff | 15.57 |
| Other Positions                         | 1.2   |

\*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 <sup>1</sup> | 2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup> |
|----------------|------------------------|---|
| 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.

#### Professional learning and teacher accreditation 2022

Teacher Quality was one of the central focus areas of a range of initiatives during 2022. The delivery of Professional

Learning to staff improved teaching practice and opportunities for professional reflection and discussion, addressing SD2 - Effective Teaching and Learning. This enabled greater influence on improving student learning outcomes. All staff undertook training in effective feedback with a focus on developing student capacity to use feedback effectively. There was an increased emphasis on staff using ICT to provide feedback.

Professional learning for 2022 was also centred on best practice and underpinned by CESE's What Works Best. Effective feedback has been included in our school planning until 2026 with the focus placed on explicit teaching, including the development of quality learning intentions and success criteria. There has been an increased use of delivery of ICT based feedback and staff found a multitude of ways to deliver feedback for both formative and summative tasks. This trend of offering online feedback has continued its momentum over 2022.

Whole school staff learning focused on HSC Data to improve practice and increase rigour through academic assessment. In collaboration with external providers, staff were upskilled in the area of NESA policy, valid and reliable assessment and HSC processes. This, in-turn, was utilised to improve student outcomes, seeing increased improvement in HSC assessment for 2022.

In addition to this, CHS staff were professionally upskilled on the new HPGE policy. A number of new staff underwent the UNSW Mini COGE training and our Extension teachers were in-serviced on the CURA platform to enhance teachers' differentiation tools and strategies.

Our Beginning Teacher Induction Program continues to exceed expectations through supporting beginning teachers in their first two years. This program is underpinned by evidence based professional development resources (SSGT, GTIL and WWB) and is customised to the specific needs of the current cohort of Beginning Teachers. All school stakeholders are deeply invested in supporting our Beginning Teachers and the success of the program is demonstrated through our beginning teacher retention rate for 2022. In 2022 we developed an expert mentor group comprising of motivated and passionate retired practitioners. This group worked with the Executive Team to further extend the activities that drive the Strategic Directions of our Strategic Improvement Plan. We will continue to invest deeply in the development of beginning teacher capacity to ensure we embed a culture of collaboration and continual teacher improvement to drive ongoing improvement in student results. CHS staff have participated in further training centred around soft skills and the facilitation of activities that seek to enhance our students communication, engagement, collaboration innovation and leadership skills. This professional learning extended the prior knowledge of staff and provided the opportunity to network with in-house experts. In 2022, we delivered an increased amount of professional learning on classroom management strategies relevant to teachers at different career stages.

Professional learning sessions have been held throughout the year, these sessions have been facilitated by expert staff within CHS and have been targeted to a range of career levels. The professional learning utilised evidence-based strategies alongside demonstrated expertise from staff who have a robust understanding about various aspects of teaching and learning.

Whole school mandatory training was conducted across the year through Staff Development Days and Faculty Meetings, to ensure staff maintained current accreditation in the areas of Anaphalaxis, CPR, First Aid, Cyber Security, Code of Conduct and Child Protection.

## 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 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 926,376                 |
| <b>Revenue</b>                        | 15,191,560              |
| Appropriation                         | 13,828,905              |
| Sale of Goods and Services            | 156,431                 |
| Grants and contributions              | 1,171,470               |
| Investment income                     | 14,367                  |
| Other revenue                         | 20,388                  |
| <b>Expenses</b>                       | -15,040,350             |
| Employee related                      | -13,235,979             |
| Operating expenses                    | -1,804,370              |
| <b>Surplus / deficit for the year</b> | 151,211                 |
| <b>Closing Balance</b>                | 1,077,587               |

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

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

|                         | 2022 <b>SBAR Adjustments</b> (\$) |
|-------------------------|-----------------------------------|
| <b>Targeted Total</b>   | 274,555                           |
| <b>Equity Total</b>     | 370,143                           |
| Equity - Aboriginal     | 28,020                            |
| Equity - Socio-economic | 100,301                           |
| Equity - Language       | 33,484                            |
| Equity - Disability     | 208,339                           |
| <b>Base Total</b>       | 12,152,879                        |
| Base - Per Capita       | 329,090                           |
| Base - Location         | 0                                 |
| Base - Other            | 11,823,789                        |
| <b>Other Total</b>      | 619,243                           |
| <b>Grand Total</b>      | 13,416,821                        |

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](https://myschool.edu.au) to access the school data.

## **NAPLAN Year 7 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)**

### **Reading - Year 7**

43.8% of our Year 7 students placed in the top 3 bands for the 2022 NAPLAN Reading exam. This figure was 7% lower than that of the state average of 50.8%. 24.2% of the Year 7 students placed in the lowest two bands. This figure was above the state average, which was 19.2%.

### **Writing - Year 7**

49.2% of our Year 7 students placed in the top 3 bands for the 2022 NAPLAN Writing exam. This figure was 2.6% higher than that of the state average of 46.6%. 20% of the Year 7 students placed in the lowest two bands. This figure was below the state average, which was 21.2%.

### **Spelling - Year 7**

65% of our Year 7 students placed in the top 3 bands for the 2022 NAPLAN Spelling exam. This figure was 6.7% above that of the state average of 58.3%. 13.3% of the Year 7 students placed in the lowest two bands. This figure was below the state average, which was 15.7%.

### **Grammar & Punctuation - Year 7**

48.8% of our Year 7 students placed in the top 3 bands for the 2022 NAPLAN Grammar & Punctuation exam. This figure was 3.3% above that of the state average of 45.5%. 17.2% of the Year 7 students placed in the lowest two bands. This figure was below the state average, which was 21.5%.

## **NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)**

### **Reading - Year 9**

76% of our Year 9 students placed in the top 3 bands for the 2022 NAPLAN Reading exam. This figure was 11% higher than that of the state average of 65%. 6.9% of the Year 9 students placed in the lowest two bands. This figure was below the state average, which was 12.2%.

### **Writing - Year 9**

72.5% of our Year 9 students placed in the top 3 bands for the 2022 NAPLAN Writing exam. This figure was 14.3% above that of the state average of 58.2%. 5.3% of the Year 9 students placed in the lowest two bands. This figure was below the state average, which was 12.9%.

### **Spelling - Year 9**

84% of our Year 9 students placed in the top 3 bands for the 2022 NAPLAN Spelling exam. This figure was 11.7% above the state average of 72.3%. 2% of the Year 9 students placed in the lowest two bands. This figure was below the state average, which was 7.4%.

### **Grammar & Punctuation - Year 9**

74.6% of our Year 9 students placed in the top 3 bands for the 2022 NAPLAN Grammar and Punctuation exam. This figure was 16.3% above that of the state average of 58.3%. 7% of the Year 9 students placed in the lowest two bands. This figure was below the state average, which was 13.4%.

## **NAPLAN Year 7 - Numeracy**

74.6% of our Year 7 students placed in the top 3 bands for the 2022 NAPLAN Numeracy exam. This figure was 2.5% higher than that of the state average of 47.8%. 20.5% of the Year 7 students placed in the lowest two bands. This figure



was below the state average, which was 21.5%.

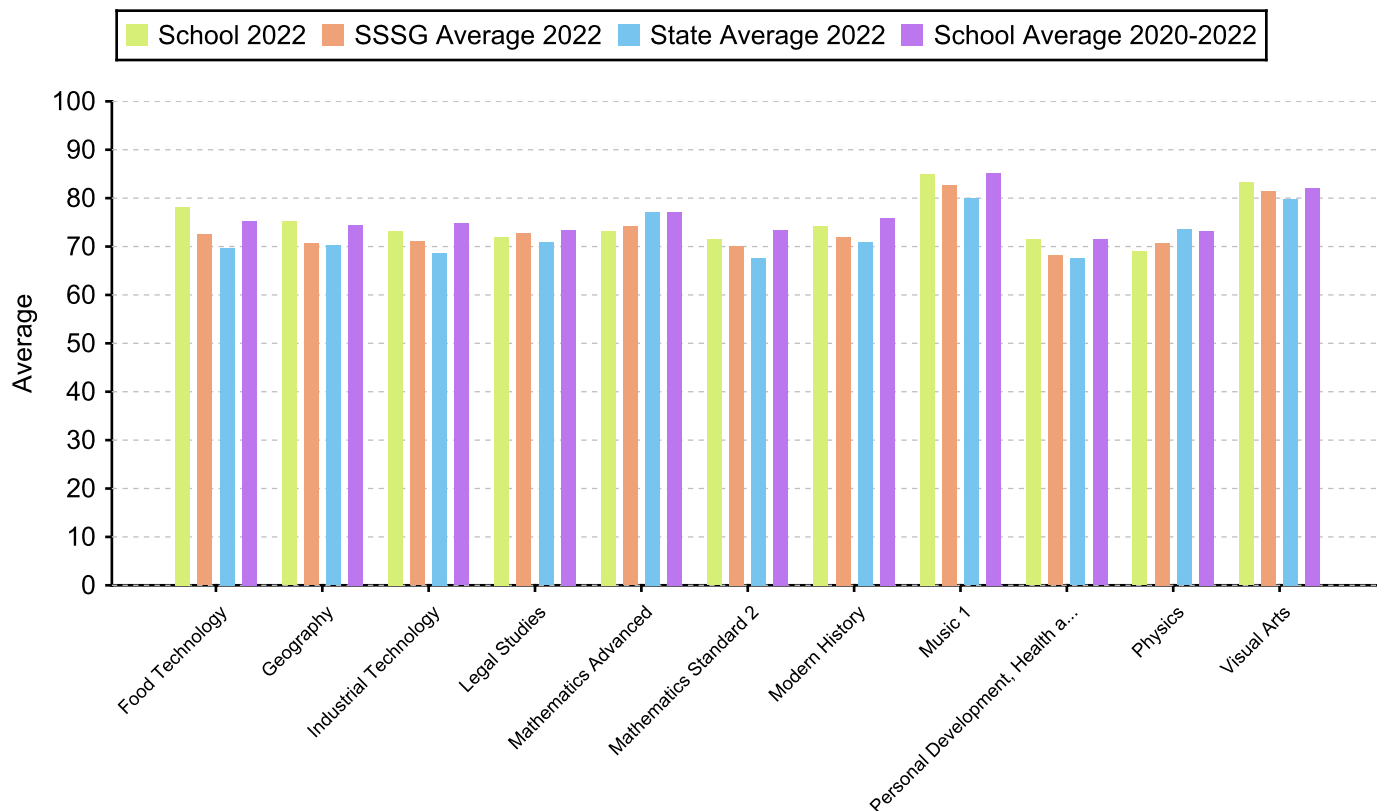
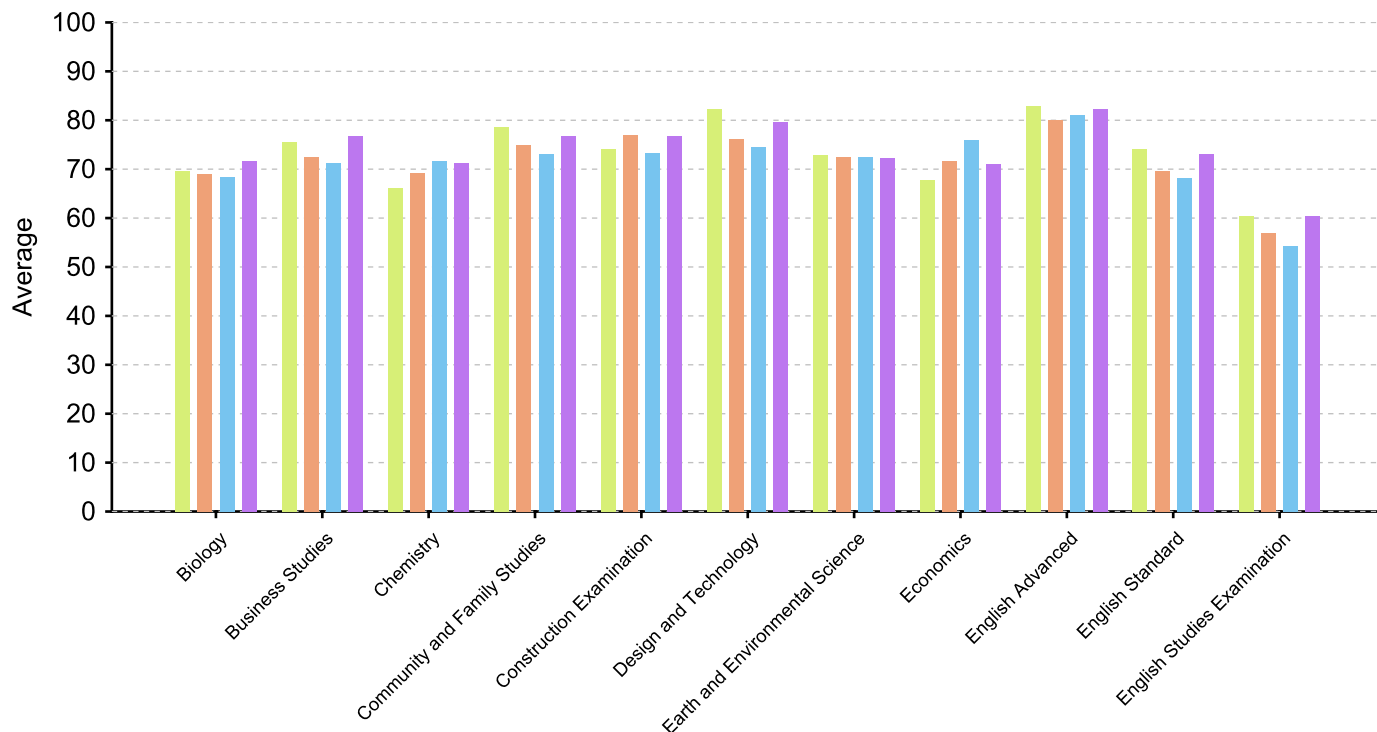
### **NAPLAN Year 9 - Numeracy**

89.8% of our Year 9 students placed in the top 3 bands for the 2022 NAPLAN Numeracy exam. This figure was 21.8% above that of the state average which was 68%. 0.4% of the Year 9 students placed in the lowest two bands. This figure was below the state average, which was 3.6%.

## 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   | 69.7        | 68.9 | 68.5  | 71.7                     |
| Business Studies                                    | 75.6        | 72.4 | 71.2  | 76.7                     |
| Chemistry   | 66.1        | 69.3 | 71.7  | 71.2                     |
| Community and Family Studies                        | 78.6        | 74.9 | 73.2  | 76.9                     |
| Construction Examination                            | 74.1        | 77.1 | 73.3  | 76.7                     |
| Design and Technology                               | 82.3        | 76.2 | 74.6  | 79.7                     |
| Earth and Environmental Science                     | 72.9        | 72.5 | 72.5  | 72.2                     |
| Economics   | 67.8        | 71.6 | 76.0  | 71.0                     |
| English Advanced                                    | 82.9        | 80.1 | 81.0  | 82.3                     |
| English Standard                                    | 74.2        | 69.6 | 68.1  | 73.1                     |
| English Studies Examination                         | 60.5        | 57.0 | 54.3  | 60.3                     |
| Food Technology                                     | 78.2        | 72.5 | 69.7  | 75.3                     |
| Geography   | 75.2        | 70.6 | 70.2  | 74.4                     |
| Industrial Technology                               | 73.2        | 71.0 | 68.6  | 74.8                     |
| Legal Studies                                       | 72.0        | 72.8 | 70.8  | 73.4                     |
| Mathematics Advanced                                | 73.2        | 74.1 | 77.1  | 77.1                     |
| Mathematics Standard 2                              | 71.5        | 70.2 | 67.6  | 73.4                     |
| Modern History                                      | 74.2        | 72.0 | 70.9  | 75.8                     |
| Music 1   | 85.0        | 82.7 | 79.9  | 85.2                     |
| Personal Development, Health and Physical Education | 71.5        | 68.2 | 67.5  | 71.4                     |
| Physics   | 69.0        | 70.7 | 73.5  | 73.2                     |
| Visual Arts   | 83.2        | 81.5 | 79.8  | 82.1                     |

Below is a quick summary of the wonderful Higher School Certificate results achieved by our class of 2022:

- 62 Band 6s, 228 Band 5s and 241 Band 4s.
- The average HSC score for our students was 74.1. The average HSC score for Similar School Groups was 73.2 while the average HSC score for the State was 72.4.
- A Band 6 result was achieved in 21 of the 34 courses examined.
- Aniek Compton placed first in NSW for Food Technology while Hannah McGroder placed eighth in NSW for Food Technology.
- Eda Gotvik-Dobson placed fifth in NSW for Swedish Continuers.
- Thirty-eight students made the Distinguished Achievers List meaning, which means they were awarded at least one Band 6.
- 21 of 34 subjects examined were above state average
- Of the 22 courses displayed in the graphs and tables, 18 of these were above State Average while 16 of these subjects were also above Similar School Groups(SSSG). Nine of the examined courses had an average mark above the state average of three or greater: Ancient History (>7), Dance (>6), Design & Technology (>4), English Standard (>4), English Studies (>4), Entertainment VET (>7), Food Technology (>6), History Extension (>3), Society & Culture (>11).
- Tahlia Kennedy & Molly Norton were nominated for Callback in Dance
- Esprit Brown, Luciah Hubbard, Sierra Mancuso and Faith O'Shea Design & Technology had their major works nominated for Shape
- Zheng Geng, Cal Kornie, Blake Mattiuzzo, Camryn Page, Marvin Radley-Bell, Kalani Van de Polder and Beau Ward had their Industrial Technology major works nominated for InTech
- Faith O'Shea's Visual Arts major body of work selected for the Hazelhurst Art Exhibition.
- Aniek Compton was awarded DUX with an ATAR of 95.75.

- 64% of our students achieved a first round university offer.

The top three ATAR scores were:

- Aniek Compton 95.75
- Taya Wilson 95.15
- Tahlia Kennedy 95.05

The 2022 Year 12 students certainly deserve to be congratulated on their achievements after one considers the obstacles (including COVID and home learning) placed upon them. Despite these challenges, many remained engaged, showed tremendous resilience and trusted their teachers. Again, these very pleasing results confirm that we are catering for the individual learning needs of all students, that students are being well-guided in selecting appropriate subjects to study and all students are being extended beyond their potential. As in previous years, these outstanding figures are further confirmation of the great teaching and learning that is taking place at Cronulla High School.

Congratulations also to their teachers for their commitment, professionalism and going over and above for their students.

## Parent/caregiver, student, teacher satisfaction

For many years, Cronulla High School has run a Years 7-12 DEAR (Drop Everything and Read) program. However, the last few years presented discussion and anecdotal evidence that the DEAR program, in its current form, was no longer achieving all of its objectives. Consequently, a decision was made to form a DEAR review team, which was headed by the Head Teacher English and included teachers from various faculties. Both students (551) and staff (46) were surveyed, with a further 72 students across Years 7-12 involved in a focus groups. The DEAR Review team also interviewed 10 teachers from other schools including comprehensive, selective and catholic schools to gain their experience with similar reading programs.

The surveys undertaken by the students and staff asked a questions around whether they valued DEAR, what they believed worked and didn't work and what could be done to improve the program. The DEAR review team then collated the responses and presented their findings and suggested future directions to the Senior Executive. Some of the key findings included that 90% of the staff were committed to keeping DEAR time enshrined within the daily timetable, but that only 30% advocated keeping it in its current form, whilst the students wanted a consistent and longer time period for reading. Four models were presented by the DEAR review team: Vertical DEAR groups, DEAR Electives, Reboot current program and abandon DEAR time.

After much discussion, it was decided to keep a whole school reading program, however, DEAR in its current form needed to change. The key changes were:

- Move STAR to after recess to offer a consistent time everyday - 15 minutes
- Create vertical STAR classes, which would see about 5 students from each year group in each STAR class
- Teachers to model reading during STAR lessons
- Students provided with a secure place to keep their reading book, rather than having to bring it to school everyday

# Policy requirements

## Aboriginal Education Policy

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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.

## Aboriginal Education - School statement

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At Cronulla HS, we value, extend and celebrate the cultural identity of our First Nation's students. Throughout the 2022 year, our First Nation's students were encouraged to acknowledge and embrace their cultural heritage under the expert tutelage of the Head Teacher Secondary Studies Ms Paris Stasos. Professional learning on a range of pedagogical strategies is currently under development, this is due to be delivered to staff in 2023. Stage 4 students are offered multiple avenues of support via programs. Our YARN Up group has successfully liaised with external agencies to further enhance the learning experience for individual students. The 8 Ways of Learning pedagogy was implemented in Yarn Up lessons. This included story telling (morning Yarn), visual learning (adapting school wide lessons) and making connections with the wider community. Staff engaged with individual student PLPs and data in order to customise the teaching and learning activities for classes, ensuring each student has the opportunity to maximise their achievement. The Yarn Up program is deeply embedded into the school and students have been able to access this support on a fortnightly basis throughout the year.

Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Cronulla 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. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan.

In 2022 the school ran an Aboriginal connect class (YARN Up) to provide literacy a room is equipped with computers, enabling students to use this during DEAR for homework and assessment tasks. There is also the opportunity to receive support from the Head Teacher Secondary Studies. Frequent outside school activities also provided students with Wellbeing support through the Kurranulla Mentoring program that focuses on developing students' literacy, future goals, resilience and student confidence. Kurranulla is delivered in school once a week. This program focuses on cultural understanding and cultural exploration.

The 8 Week Healthy Lifestyle Program run by Deadly Choices was held one period per week during Term 2. Year 7-9 and Year 10-11 participated in two separate sessions and discussed healthy lifestyle matters relevant to their age group.

The Yalbilinya Education Project assisted CHS's senior First Nation's students in years 10 - 12 through the HSC and into opportunities beyond school.

Yarn Up students were fortunate enough to attend various excursions and activities that celebrated their culture and promoted awareness of their culture. These events included The Kurranulla Health and Wellbeing Day at Gunnamatta, Deadly Days at the Royal Botanical Gardens, The meeting of 2 cultures at Kurnell, First Nation's Art workshops with local First Nation's artists, Youth Leadership Summit

At Cronulla HS, we celebrated and promoted whole school awareness for Naidoc Week, Close the Gap and Reconciliation week. We collaborated through various activities to promote unity and cultural understanding underpinning culturally significant events.

After evaluation, the next steps to support our students with this funding will be to continue to strengthen ties with community elders and groups and seek out opportunities to actively promote, experience and celebrate our First Nation's Culture.

## Anti-Racism Policy

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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

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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.