

# 2023 Annual Report

## Cabramatta High School



8209

# Introduction

The Annual Report for 2023 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.

## School contact details

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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 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 Head Teacher Literacy and Student Engagement, literacy teachers and accelerated mathematics teachers.

As a result of our detailed Situational Analysis, External Validation and extensive school community consultation, we have identified three strategic directions for our 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 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	2023 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 growth and performance	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

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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

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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

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**Socio-economic background**

**Professional learning**

**Per capita**

**Aboriginal background**

**Student Support Officer**

**Integration funding support**

**English language proficiency**

### Summary of progress

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Check-in Assessment data revealed an overall improvement in the literacy levels of students across the school. Year 7 student scores increased from a mean scaled score of 403.8 (47.7%) in 2022 to 410.9 (48.2%) in 2023 an overall increase of 7.1 (1.5%). Year 9 scores increased from a mean scaled score of 405.5 (38.5%) in 2022 to 417.2 (47.9%) in 2023, a significant overall increase of 11.7 (9.5%). A number of significant interventions may account for this dramatic increase. These include: the expansion of the literacy faculty to include a head teacher, 2IC and additional literacy teachers; the involvement of the school in the NSW Equity Consortium project; adaptations and refinements in literacy programs and literacy classes. Continued evaluation, monitoring and implementation of these changes are expected to promote further growth in all areas of literacy.

Numeracy results indicated a significant uplift in the numeracy performance of Year 7 students compared to 2022, with the student cohort achieving results above both statistically similar school groups and state. Students in Year 9 also showed improvement, being 11.1% higher than statistically similar schools. There was a focus on implementing numeracy strategies across the school with the aim to improve teacher and student understanding of numeracy. Based on the analysis of Check-In, NAPLAN, and internal data sources, several areas of growth were identified. Areas of growth included arithmetic skills, numerical reasoning and mathematical fluency across all strands of mathematics. An accelerated mathematics pathway continued to offer gifted mathematics students the opportunity to complete HSC mathematics in year 11. In 2024 there will be an increased focus in targeted faculties to embed school-wide numeracy strategies into classroom practice.

HSC data has identified growth in student attainment in the top 3 bands (48.65% of students) which is above the level of statistically similar schools (1.5% higher). These improvements were achieved as a result of detailed HSC analysis by faculties, and initiatives that identified a range of students ensuring support with programs and high-impact strategies, leading to higher levels of HSC attainment. Other programs continued to drive student attainment such as the advanced learning pathways in HSC mathematics, and regular small group workshops in writing.

The school continued to build the capacity of staff to provide programs to develop knowledge, appreciation and understanding of Aboriginal histories and culture. During the School Development Day, Term 2, 2023 all staff engaged in a variety of workshops and targeted professional learning which enhanced their understanding of the Aboriginal Education policies. Personalised learning pathways were implemented with all Aboriginal students, and significant events were celebrated by the school community. Aboriginal students felt supported within the school, engaged in classroom learning and 100% of Year 12 Aboriginal students achieved the HSC credential in 2023 which is an increase of 50% from 2022.

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), 1.4 (high potential and gifted students across all domains require evidence-based talent development to optimise their growth and achievement) 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). Teachers continued to drive HPGE strategies including 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 2024 the school will embed and evaluate two further HPGE policy statements whilst maintaining school-wide contributions to HPGE projects.

Professional learning was targeted to support new curriculum implementation, Aboriginal and Torres Strait Islander teaching and learning, 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 2024 professional learning will continue to target curriculum implementation and assessment.

Focused on enhancing student wellbeing, the student leadership team and staff wellbeing team have placed an emphasis on fostering a greater sense of belonging and raising awareness of contemporary mental health issues. Guided by teaching staff, wellbeing lessons utilise the online platform Open Parachute to address issues pertinent to specific year groups, tailored to their developmental stages. These lessons serve as proactive forums to tackle prevalent challenges. The theoretical aspects covered in these sessions are then translated into practical experiences during year group wellbeing days, where students engage in various activities promoting both physical and mental health. Leadership opportunities exist through initiatives like the Peer Support Program and the 'Big Brother/Sister' program, where high school students mentor younger peers from Years 5 and 6, aiding in their transition to high school and enhancing their communication skills in the process. The school's merit system continues to play a pivotal role in recognising and rewarding individual strengths, offering incentives like vouchers and an annual excursion to Aquatopia. Looking ahead to 2024, the wellbeing team remains committed to facilitating both universal and targeted programs while extending support to individual students. Collaborations with external facilitators such as Tomorrow Man/Tomorrow Woman and Elephant Ed further enrich the initiatives designed to bolster student wellbeing.

Continued successful attendance monitoring procedures have resulted in growth in the percentage of student attendance 90% or above throughout 2023 (including when compared to state and statistically similar school data). Additionally, new processes such as parent/carer text message notification of whole day absences and greater early intervention strategies have further contributed to this growth. In 2024, Cabramatta High School will enhance its school based attendance team through increased collaboration with other schools as a member of the Fairfield network attendance team.

A variety of STEM activities were offered in 2023. Eight high-performing Year 8 girls completed the Orbispace program, which was conducted over two terms. 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 Newcastle), Pulse at Parkes (CSIRO) and the STEAMPreneurs Community initiative in term 4. The event was sponsored by Dai Le and Fairfield City Council and the program was funded by Edutech. Students developed and presented innovative ideas to help solve real world problems. Year 10 students also attended the UTS STEM Careers expo. A small but enthusiastic group of students participated in the inaugural Cabramatta bird club. The STEM committee met twice a term to coordinate STEM initiatives across the school. In 2024, the school will continue to offer STEM enrichment activities, enhance university partnerships and expand the number of STEM opportunities offered to students.

### 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>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>48.65% of students attained results in the top three bands demonstrating progress towards the lower bound target.</p> <p>HSC data shows that student progress and achievement in HSC subjects is above students at statistically similar schools by 1.5%.</p>

<p>ATTENDANCE</p> <p>Increase the proportion of students attending more than 90% of the time by 2%.</p>	<p>The number of students attending greater than 90% of the time or more has increased by 6.02%.</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 and planning tool shows the school currently excelling in one statement and sustaining and growing in three statements of the HPGE 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 increased by 50%.</p>
<p>An increase in Check-in Assessment mean scaled score for Reading in Year 7 and 9 for 2023 compared with Year 7 and 9 in 2022.</p>	<p>The Check-in Assessment mean scale score indicates students in Year 7 and 9 achieved growth in reading, with an increase of 7.1 in Year 7 and 11.7 in Year 9.</p>
<p>An increase in Check-in Assessment mean scaled score for Numeracy in Year 7 and 9 for 2023 compared with Year 7 and 9 in 2022.</p>	<p>The Check-in Assessment mean scale score indicates students in Year 7 and 9 achieved growth in numeracy, with an increase of 15.2 in Year 7 and 4.4 in Year 9.</p>



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

### Purpose

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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

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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

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#### Socio-economic background

#### Professional learning

#### Beginning teacher support

### Summary of progress

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#### Data Committee and Data Use:

The focus for 2023 was to continue to develop and implement 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 enhancement. The whole school data committee met on a fortnightly basis to develop initiatives to guide improvement in using data to inform teaching and learning. Data Committee members who completed professional learning in data usage mentored others in whole-school data analysis of external data. Based on 2022 professional learning of data skills and use, 50% of faculties have implemented new strategies for using internal assessment data to inform class formation and programming.

#### *External data sets used for analysis include:*

- NAPLAN
- Check-in Assessment
- HSC
- HSC Minimum Standards Tests

In Term 1, all Stage 6 teachers participated in the analysis of their subject-related 2022 HSC results. Data was used to identify areas of growth and areas in need of further development to inform future planning and programming for 2023 HSC subject delivery.

External data from NAPLAN and Year 8 Check-In assessments 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 2023. This included analysis of the SCOUT data - item analysis in literacy and numeracy, providing detailed information on the strengths and weaknesses of student achievement. All these analyses are available for staff to access on Sentral.

NAPLAN data was used to identify the areas of focus required for the diverse range of subject areas in order to strategically improve teaching and learning. The directions for 2024 will be to complete NAPLAN analysis earlier, in response to the testing period occurring in Term 1. This will allow more time to respond to the results of the analysis in 2024. Tell Them From Me survey data was analysed by the school executive with recommendations for future planning.

Attendance data is regularly analysed and factors that impact on attendance are identified, and appropriate adjustments implemented to improve student engagement.

The school's professional learning focus has been teacher collaboration and effective curriculum implementation.

### Progress towards achieving improvement measures

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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
<i>Delivering</i> in the theme of data use in teaching of the School Excellence Framework.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of data use in teaching.
<i>Sustaining and growing</i> in the themes of data literacy and data analysis of the School Excellence Framework.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the themes of data literacy and data analysis.
<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.	Self-assessment against the High Impact Professional Learning Tool shows the school currently performing at excelling in the three themes of understanding the link between teaching practice and student needs; applying formative and summative evidence to inform teaching and learning and fostering a culture of individual and shared responsibility for student outcomes.

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

### Purpose

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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

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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

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#### Socio-economic background Professional learning

#### Summary of progress

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In the initiative of evidence-based programming there was a school-wide focus on programming for the new curriculum with the English, EAL/D, mathematics and home economics / computing faculties developing programs for the implementation of the new curriculum. During school development days in Term 4, all faculties reviewed teaching registers and assessment data to evaluate and enhance current teaching programs across all year groups. In 2024 and future years, faculties will develop programs for the introduction of new curriculum following the NESAs schedule of curriculum implementation.

In the area of assessment practices there were a number of initiatives to improve school practice. A key focus of the school executive conference was assessment with a NESAs workshop on Stage 6 assessment practices. Following the conference, a Stage 6 assessment review committee was established to undertake an extensive review the current Stage 6 assessment practices and documentation, ensuring an alignment with NESAs procedures. An additional focus was to develop and introduce whole school procedures to manage the potential impact on student assessment of the emerging technology of artificial intelligence. New assessment booklets and updated procedures were released to teaching staff and Year 12 in Term 4 2023, and Year 11 Term 1 2024. The assessment team reviewed and refined procedures for issuing N awards, updated warning letters and updated processes for recording evidence of support for at-risk students. Executive, teachers and casual staff engaged in professional learning activities, including assessment workshops, with evaluation indicating that targeted professional learning assisted all teachers to increase their knowledge of assessment data analysis and interpretation. A new system for school reports was trialled by three faculties, and then implemented across the school, improving the quality and detail of teacher comments to inform parents / carers of student progress across all subjects. The school data and student engagement committee (DASE) undertook research projects focused on assessment, student engagement, social and emotional learning, equity and identified areas for further student support. In 2024, the committee will focus on enhancing school processes for differentiation, developing data literacy, and evaluating programs for improvement. They will improve formative assessment procedures to enhance student voice, maintain and monitor documentation, and research innovative data collection and methods of analysis.

In the initiative of innovative curriculum provision, the process of online subject selection was refined, to improve student choice and access to a broad, inclusive curriculum, resulting in a reduced number of Year 11 students seeking to change a chosen subject. Teachers of vocational education and training (VET) subjects completed extensive professional learning to maintain currency, so that the school could deliver six VET subjects in Stage 6. In 2024, the school will trial a new subject selection process involving parents and students with individualised meetings, with the aim to improve the alignment of student ability and subjects selected. Life skills programs provided work skills opportunities for students in the support unit, and transition to Stage 6.

To enhance student engagement, wellbeing and sense of belonging, extra-curricular programs were delivered including Tasi Le Loto (girls' leadership program), peer mentoring, the outdoor learning program and special interest clubs (baking, arts and lego). Evaluations of these programs have identified that the programs support equity, wellbeing, personal

growth, and social and emotional learning, whilst aligning with the school's values and developing student leadership. The school partnered with the Australian Business and Community Network (ABCN) to deliver ten programs, engaging 11% of students with business mentors. Pre-surveys and post-surveys showed positive outcomes for students. Seventy-five students participated in a girls' wellbeing program, improving their social and emotional skills. The Perfect Presence program improved student attendance, while the school's volleyball team achieved national level and basketball and swimming teams reached state levels. Year 9 students competed in mock mediation, mock trial, and mini-United Nations HPGE programs.

### Progress towards achieving improvement measures

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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><b>ASSESSMENT AND REPORTING</b></p> <p><i>Excelling</i> in the themes of formative assessment and summative assessment and <i>excelling</i> in the themes of student engagement and whole school monitoring of student learning of the School Excellence Framework.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at <i>excelling</i> in the themes of formative and summative assessment.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at <i>sustaining and growing</i> in the theme of student engagement and <i>excelling</i> in the theme of whole school monitoring of student learning.</p>
<p><b>PROGRAMMING</b></p> <p><i>Sustaining and growing</i> in the themes of Teaching and learning programs and differentiation of the School Excellence Framework.</p> <p>All programs are differentiated to meet the needs of targeted groups such as HPGE students, EAL/D students and students with a disability.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at <i>excelling</i> in the theme of teaching and learning programs and <i>sustaining and growing</i> in the theme of differentiation.</p> <p>Document analysis of learning programs include evidence of differentiation to meet the needs of targeted groups such as HPGE students, EAL/D students and students with a disability.</p>
<p>Consolidating <i>sustaining and growing</i> in the theme of curriculum provision of the School Excellence Framework.</p> <p>Curriculum provision and processes are further enhanced to meet the changing requirements of all students.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at <i>excelling</i> in the theme of curriculum provision.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$15,456.20</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><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 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.</li> <li>• The Refugee Committee which leads refugee student programs and initiatives, and engages with families and community service providers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>57 refugee students in the mainstream high school demonstrated improved learning outcomes, engagement in education and sense of belonging.</p> <p>Refugee art program - refugee students created artworks which were displayed and shared with the school community.</p> <p>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> <p>Transition programs during Skills Workshop empowered 8 students to enter TAFE in the Migrant Youth Access program.</p> <p>30 refugee students were supported in specialised timetabled programs within the curriculum during the Skills Workshop programs run by CORE Community Services.</p> <p>5 students with significant trauma participated in Seasons for Growth.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>Continued employment of Refugee Student Support Teacher to provide personalised academic, wellbeing, scholarship and transition planning support to refugee students in the mainstream.</p> <p>Continue the Refugee Committee and develop further opportunities for refugee students and families to engage with the school in social programs and cultural events.</p>
<p>Integration funding support</p> <p>\$65,147.00</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><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>• Explicit and embedded strategies</li> <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>• Student Learning Support Officer (SLSO) employed to support the learning, wellbeing and personal care of targeted students. Care plans are organised by the Learning and Support Team, in consultation with the SLSO, families and students, with ongoing monitoring of support for learning, wellbeing and personal care.</li> <li>• Students with physical and intellectual needs are supported through additional SLSO support.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></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</p>

<p>Integration funding support</p> <p>\$65,147.00</p>	<p>differentiation of teaching and learning. A care plan was collaboratively developed with the Learning and Support Team, SLSO, classroom teachers, family and student.</p> <p>Student achieved growth towards relevant academic, social and physical goals detailed in their Personalised Learning and Support Plan (PLaSP).</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued full-time employment of an SLSO to support the learning and personal care needs of the student, and additional identified students requiring support. The Learning and Support Team to continue to regularly monitor and evaluate the effectiveness of support for students with integration funding support.</p>
<p>Socio-economic background</p> <p>\$1,300,000.00</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><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>• Evidence-based teaching and learning</li> <li>• Explicit and embedded strategies</li> <li>• Data Committee &amp; data use</li> <li>• Assessment practices</li> <li>• Evidenced-based programming</li> <li>• Innovative curriculum provision</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>• 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 &amp; 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Employment of a School Administrative Officer (SAO) to assist with Vocational Education and Training (VET) administration and VET work placement.</li> <li>• Employment of a School Administrative Officer (SAO) to assist with enhancing school reports and improving reporting processes.</li> <li>• 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.</li> <li>• 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 &amp; 5.</li> <li>• Upgrade technology and increase the provision of computers to conduct external online examinations including NAPLAN and Check-in assessment.</li> <li>• Employment of a Technology Support Officer (TSO)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 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. In Check-in assessments Year 9 reading scaled score was 6.9 points above statistically similar school groups and Year 7 reading was 14.3</p>

Socio-economic background

\$1,300,000.00

points above statistically similar school groups.

The number of students in the accelerated mathematics program Years 7 - 11 increased. 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 mathematics extension 1. In the Check-in numeracy assessment, the Year 9 scaled score was 25.4 points above statistically similar school groups, and the Year 7 scaled score was 6.8 points above state level and 29.4 points above statistically similar school groups.

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 into 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, 65 parents attended each school council meeting in 2023. A school council trip to the Mount Annan Botanic Gardens was organised in October 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. The Pacifica End of Year Showcase was a special cultural celebration with over two hundred people attending, and two local primary school groups performing traditional dances. In the area of 'parents are informed' and 'inclusive school' parents/carers highly rated the school (Tell Them From Me Parents Survey 2023).

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.

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 and implementing the new reporting system.

98 students attended the Helping Hand transition program for students exiting the Intensive English Centre and transitioning to the high school. 93.9% 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.

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.

The Technology Support Officer (TSO) was highly effective in supporting technology and service requirements in the school. The TSO provided 185 staff with technology support, maintained 9 computer labs with 20 desktops in each, maintained 270 laptops, deployed new software and imaging to all computers, assisted with the Metro Network Uplift (MNU) and setup all technology requirements for online NAPLAN exams and Check-in assessments.

**After evaluation, the next steps to support our students will be:**

Continue to fund the position of Head Teacher Literacy and Student Engagement and literacy teachers to lead literacy initiatives in the school.  
Continue to employ two English and EAL/D teachers to reduce class sizes

<p>Socio-economic background</p> <p>\$1,300,000.00</p>	<p>in English, provide a bridging class for students who have recently exited the Intensive English Centre and ensure more team teaching support across KLAAs.</p> <p>Continue to employ an additional mathematics teacher to deliver the accelerated mathematics program Years 7 - 11.</p> <p>Continue to employ 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 and be enhance based on student feedback.</p> <p>Continue 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>Continue the employment of the Technology Support Officer.</p>
<p>Aboriginal background</p> <p>\$8,290.58</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><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>• Explicit and embedded strategies</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> <li>• 'On Country' excursions with Aboriginal students and staff members of the school Aboriginal Education Committee</li> <li>• NAIDOC week activities and cultural experience</li> <li>• resources for the Aunty Mae Robinson Learning Centre</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>Sixteen Aboriginal students were provided with academic and wellbeing support at the Koori Club and had detailed and aspirational personalised learning support plans.</p> <p>Aboriginal students and over thirty staff participated in an 'On Country' experience together.</p> <p>The Aunty Mae Robinson Learning Centre was enhanced with additional artefacts, artworks and displays about Aboriginal history.</p> <p>Year 8 students engaged in a whole day of authentic learning experiences delivered by Aboriginal presenters for NAIDOC week.</p> <p>Aboriginal students developed a deeper understanding of Aboriginal culture, and their connection to country with experiences and excursions.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>Koori Club to continue to provide academic and wellbeing support for Aboriginal students.</p> <p>Provide additional leadership opportunities and cultural experiences 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>Develop a bush tucker garden with advice from the Aboriginal Community Liaison Officer.</p> <p>Enhance partnership with the Gandangara Land Council.</p>
<p>English language proficiency</p>	<p>English language proficiency equity loading provides support for students at</p>



<p>\$720,996.16</p>	<p>all four phases of English language learning at Cabramatta 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>• Explicit and embedded strategies</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>• 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.</li> <li>• Stage 4 &amp; 5 two targeted EAL/D English classes in each year group, taught by EAL/D teachers.</li> <li>• Years 9 &amp; 10 targeted bridging classes in each year group, transitioning EAL/D students to mainstream English classes.</li> <li>• 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.</li> <li>• 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.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  65 students in Year 11 and 54 students in Year 12 completing the EAL/D English curriculum.  38.77% of Year 12 EAL/D English students achieved a result in the top three bands in the HSC course.  18 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><b>After evaluation, the next steps to support our students will be:</b>  Continue to provide specialised EAL/D English classes Stages 4 - 6.  Continue to provide targeted team-teaching support and curriculum differentiation across KLAs and seek to expand to other KLAs.  Liaise with staff in the Intensive English Centre to further support students in transition from the IEC to mainstream high school.  Evaluate English EAL/D HSC results and program, identify further areas to enhance teaching and learning and implement recommendations.</p>
<p>Low level adjustment for disability</p> <p>\$696,269.73</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><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of two Learning and Support Officers (LaSTs) to provide targeted assistance to students with disabilities or learning difficulties in the mainstream.</li> <li>• 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.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  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 7 and 8 'Go' classes (learning difficulties classes) were identified as having a particular high need of support. LaSTs were timetabled predominately on targeted classes, 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.  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><b>After evaluation, the next steps to support our students will be:</b>  Employ two additional LaSTs aligned to an increase in funding allocation.</p>

<p>Low level adjustment for disability</p> <p>\$696,269.73</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). 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>\$141,207.76</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><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>• Evidence-based teaching and learning</li> <li>• Explicit and embedded strategies</li> <li>• Data Committee &amp; data use</li> <li>• Professional Learning</li> <li>• Assessment practices</li> <li>• Evidenced-based programming</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>• Professional learning at School Development Days and professional learning for individual staff members aligned to their Performance and Development Plan</li> <li>• Fortnightly one hour professional learning workshops related to the new curriculum for all teaching staff</li> <li>• Executive conference for members of the school executive</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All staff completed professional learning at School Development Days in the areas of mandatory face-to-face and online training, Aboriginal education, assessment, data analysis, wellbeing and faculty planning. Individual staff engaged in professional learning aligned with their professional goals on their Performance and Development Plans. Teaching staff completed an additional twenty hours of professional learning in fortnightly professional learning workshops related to the new curriculum. 24 members of the school executive engaged in professional learning and collaborative planning at the two day executive conference held in Term 2. The executive team engaged in professional learning in the areas of literacy, reading strategies, effective practices for Stage 6 assessment and having difficult conversations. In the People Matter NSW Public Sector Employee Survey 2023, 74% of staff indicated that the school was committed to developing its employees (21% higher than the education sector), and 75% of staff stated that they received the training to do their job well (10% higher than the education sector).</p> <p><b>After evaluation, the next steps to support our students will be:</b> Professional learning to focus on mandatory training, curriculum implementation, assessment, data literacy and programming. The executive conference will focus on developing whole school strategies to achieve improvement measures, Stage 4 and 5 assessment and leading with emotional intelligence.</p>
<p>COVID ILSP</p> <p>\$427,998.06</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 2023.</p> <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 SLSOs to deliver the refugee reading program</li> <li>• employment of SLSOs to provide additional in-class support to targeted students</li> <li>• employment of a speech pathologist 3 days / week</li> </ul>

<p>COVID ILSP \$427,998.06</p>	<p><b>The allocation of this funding has resulted in the following impact:</b> The refugee reading program tailored for refugee students with educational gaps helped bridge disparities by providing essential literacy skills for 34 students, with all students demonstrating improvement in relation to the national literacy learning progressions. SLSOs provided in-class support to targeted students in English and mathematics, with students demonstrating growth. The speech pathologist provided fortnightly individualised support for 19 students in Years 7 - 12 in the areas of articulation of speech sounds, receptive language, expressive language, vocabulary and fluency.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Broaden the scope of the refugee reading program to deliver an intensive reading program for identified students across the school. Continue to employ a speech pathologist to provide individualised support for students identified by the Learning Support Team.</p>
<p>Student Support Officer \$99,516.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Cabramatta High School</p> <p><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>• Explicit and embedded strategies</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other include:</b></p> <ul style="list-style-type: none"> <li>• Improve the wellbeing, resilience, and pro-social behaviours of students by working in partnership with the wellbeing team and the school counselling service to prioritise and deliver individual, small group and whole-school evidence-based programs and strategies.</li> <li>• Identify and establish support networks for students with staff, the school community, and locally based government services and community agencies.</li> <li>• SSO contributed to the implementation of the whole-of school approach to wellbeing with a focus on early intervention.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The SSO conducted individual meetings with students to address emotional, relational, and socioeconomic concerns focusing on problem-solving, building capacity and psycho-education with a caseload of 35 students. The SSO conducted peer mediation with a focus on conflict resolution and improving communication skills, and assisted with girl's empowerment group 'Tasi Le Loto' alongside the Stage 5 deputy principal and program coordinator. The SSO developed referral pathways and referred students and families to external agencies such as Headspace, CORE Community Services, Woodville Alliance, and One Door Mental health, and worked in collaboration with caseworkers from external agencies regarding complex cases. The SSO also created behaviour support plans for students returning from suspension. In collaboration with the IEC counsellor the SSO created and delivered a targeted group program with 4 students to teach skills from Dialectical Behaviour Therapy and assisted with the small group 'Settling In' program.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The SSO will continue to be an integral member of the wellbeing team and work in collaboration with school counsellors to support students. Partnerships with external agencies will be enhanced, and wellbeing programs will continue to be delivered.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	798	759	763	778
Girls	759	682	732	788

## Student attendance profile

School				
Year	2020	2021	2022	2023
7	96.1	94.0	90.4	92.4
8	93.8	92.7	88.5	89.3
9	91.0	92.8	87.3	90.0
10	92.6	91.9	88.5	86.9
11	90.8	89.4	86.6	87.3
12	91.1	88.1	85.5	86.4
All Years	92.5	91.4	87.7	88.4
State DoE				
Year	2020	2021	2022	2023
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11	88.2	83.6	80.0	81.7
12	90.4	87.0	83.9	86.0
All Years	89.6	85.9	81.7	83.9

## Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

## 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	0	2.6	2.9
Employment	0.4	1.3	6.2
TAFE entry	0.4	2.1	6.6
University Entry	0	0	71.4
Other	1.4	1.3	1.7
Unknown	0	0	11.2

## Year 12 students undertaking vocational or trade training

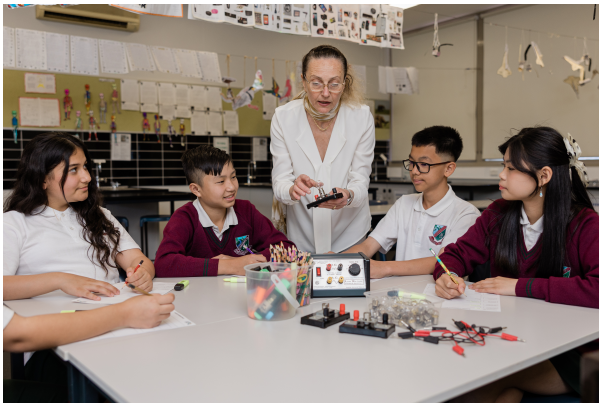
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44.36% of Year 12 students at Cabramatta High School undertook vocational education and training in 2023.

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

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76.3% of all Year 12 students at Cabramatta High School expected to complete Year 12 in 2023 received a Higher School Certificate or equivalent vocational education and training qualification.



# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	17
Classroom Teacher(s)	68.9
Learning and Support Teacher(s)	4
Teacher Librarian	1.4
Teacher EAL/D	6
School Counsellor	2
School Administration and Support Staff	29.57
Other Positions	23.6

\*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 2023, 2.5% 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>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
<b>Opening Balance</b>	3,970,199.00
<b>Revenue</b>	23,987,003.37
Appropriation	22,729,152.07
Sale of Goods and Services	254,673.06
Grants and contributions	299,225.44
Investment income	91,201.55
Other revenue	612,751.25
<b>Expenses</b>	-24,966,914.39
Employee related	-21,097,529.73
Operating expenses	-3,869,384.66
<b>Surplus / deficit for the year</b>	-979,911.02
<b>Closing Balance</b>	2,990,287.98

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.

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	97,935
<b>Equity Total</b>	2,725,556
Equity - Aboriginal	8,291
Equity - Socio-economic	1,300,000
Equity - Language	720,996
Equity - Disability	696,270
<b>Base Total</b>	13,784,380
Base - Per Capita	399,593
Base - Location	0
Base - Other	13,384,787
<b>Other Total</b>	4,696,189
<b>Grand Total</b>	21,304,060

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

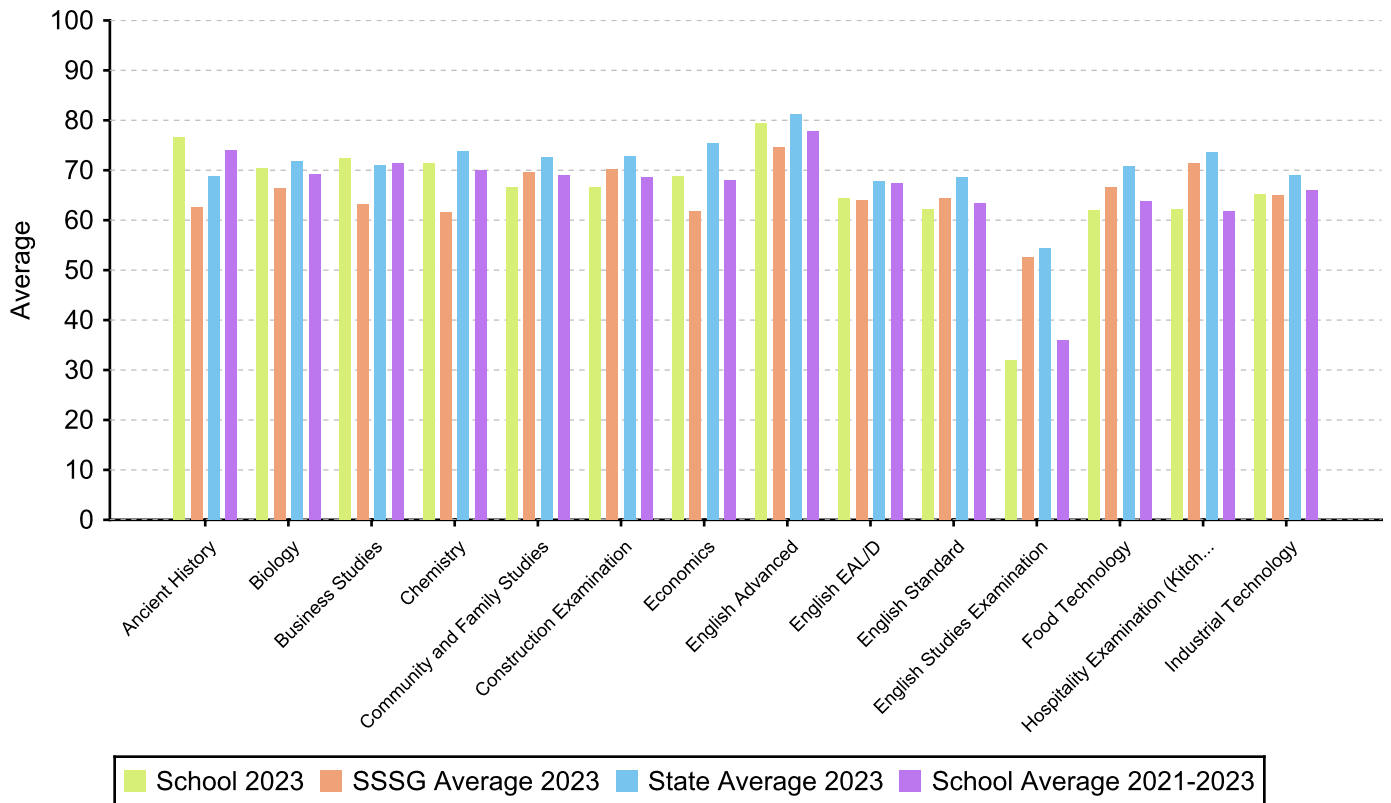
The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.



# 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.



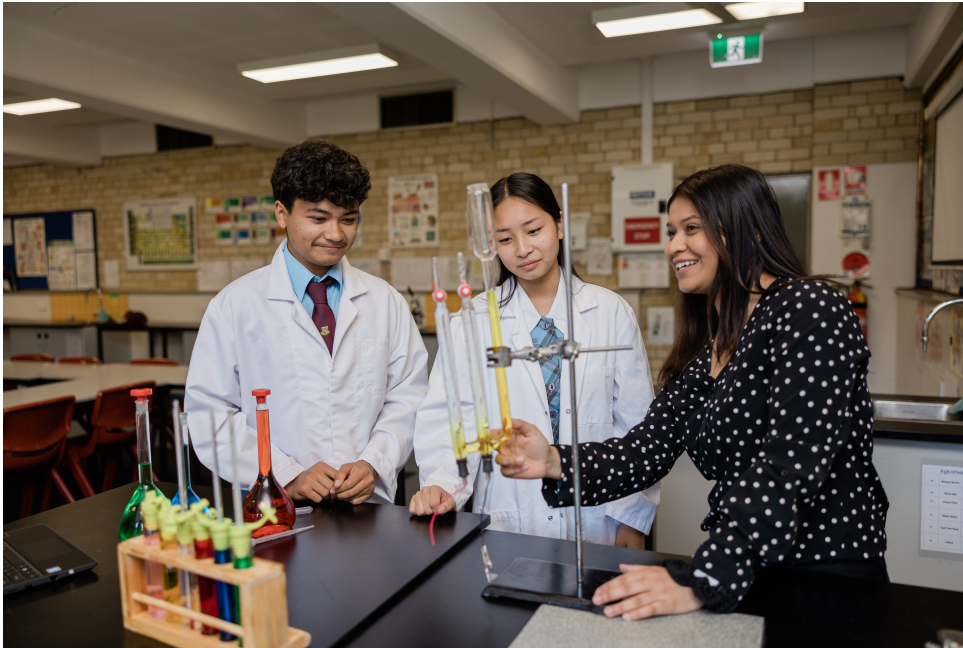
<b>Subject</b>	<b>School 2023</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2021-2023</b>
Ancient History	76.5	62.5	68.7	73.9
Biology	70.4	66.5	71.8	69.3
Business Studies	72.3	63.2	70.9	71.4
Chemistry	71.3	61.5	73.7	69.9
Community and Family Studies	66.6	69.6	72.7	69.0
Construction Examination	66.6	70.3	72.8	68.6
Economics	68.7	61.7	75.5	68.0
English Advanced	79.3	74.5	81.2	77.8
English EAL/D	64.4	63.9	67.8	67.3
English Standard	62.1	64.5	68.5	63.4
English Studies Examination	32.0	52.6	54.4	36.0
Food Technology	62.0	66.6	70.8	63.7
Hospitality Examination (Kitchen Operations and Cookery)	62.1	71.3	73.7	61.8
Industrial Technology	65.1	65.0	69.1	65.9
Investigating Science	76.5	70.7	73.4	77.4
Japanese Beginners	71.1	52.4	69.5	68.2
Legal Studies	70.5	66.1	72.9	67.1
Mathematics Advanced	70.2	66.2	77.0	73.7
Mathematics Extension 1	66.4	59.7	78.7	68.9
Mathematics Standard 2	56.3	62.7	68.7	55.2
Modern History	69.6	62.8	69.6	68.7
Music 1	71.3	77.9	80.0	74.7
Personal Development, Health and Physical Education	64.6	66.1	71.0	64.3
Physics	76.9	64.9	74.4	68.1
Retail Services Examination	66.5	68.5	68.9	64.0
Society and Culture	70.9	68.6	76.3	67.9
Vietnamese Continuers	75.9	0.0	75.3	77.8
Visual Arts	75.2	76.3	79.8	74.4

## Parent/caregiver, student, teacher satisfaction

Parents and carers were surveyed online regarding the school. The areas of inclusivity, school support of learning and school support of positive behaviour were the areas where the school performed best. The area of parental support of learning at home was identified as an area for further development. Parents indicated high aspirations for their child, with 100% of parents expecting their child to complete their HSC and 96% of parents expecting their child to attend university.

Students surveyed indicated a positive attitude and approach to school, with positive behaviour at school 6% above the state government mean, with interest and motivation 4% above the state government mean. The drivers of student outcomes of quality instruction, positive teacher-student relations, positive learning climate and expectations for success were all above government norms.

Teachers rated the school highly in the inclusivity, teaching strategies, learning culture and data informed practice. Teachers indicated that they highly value the use of quality feedback, clear expectations for classroom behaviour and high expectations for student learning. 97% of teachers indicated that the school is a welcoming place for all students with 98% of teachers indicating that the school is a culturally safe place for all students.



# 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.

## 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.