

Cabramatta High School Annual Report



2016



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Introduction

The Annual Report for 2016 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 school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Beth Godwin

Principal

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Message from the Principal

Cabramatta High School is committed to providing educational experiences which meet the learning needs of a diverse student population. The school promotes strong values reflecting community aspirations. It has a heritage of cross cultural understanding with students who are dedicated to achieving their personal best.

For the third consecutive year, the school has been identified by the Australian Curriculum, Assessment and Reporting Authority (ACARA) and the NSW Department of Education High Performance Unit as demonstrating above average NAPLAN and HSC growth compared to other schools with similar students. We are enormously proud of this achievement by the students, families and staff. Further details are available at the MySchool website.

School background

School vision statement

SCHOOL VISION:

Our students are our main concern.

Striving for Excellence. Serving the Community.

The school and its community will provide each student with a quality education, develop the talents and interests of all students, and help them to participate as responsible members of society.

VALUES AND BELIEFS:

We value excellence in all our endeavours – academic, social, cultural and sporting.

We value active and co-operative participation by parents and community in the education programs of the school.

We value a positive, caring school environment for staff, students and parents.

We respect the individual and his/her right to learn and develop as a contributing member of society.

We recognise cultural diversity and value its contributions to the school and the nation.

We believe that the school must offer the opportunity for all students to develop their full potential as individuals.

We believe that the school must be prepared to respond to changes in education and society.

School context

Cabramatta High School is situated in South West Sydney. Our school education network is Fairfield. The school was established in 1958 as a comprehensive, coeducational high school. The Intensive English Centre 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.

Currently the school has over 1480 pupils and 158 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-seven percent of our students are from language backgrounds other than English with a high proportion from South East Asian countries. In total there are 43 language groups in the student body. Currently there are 100 students who are identified as coming from a refugee background. There are seven students of Aboriginal background.

The school is supported through equity funding. This funding provides substantial resources to support student learning, community participation and school accountability.

The community is aspirational and upon completing school, students exit with an average of 50% accessing university and a further 35% studying at TAFE or private colleges. 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 school students are involved in a number of student leadership groups including LEOs, Red Cross, Student Representative Council and the Environment Group committee.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework. 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.

In the domain of **Learning** the school judged that the level achieved was Excelling. Strengths included the positive and respectful relationships across the school community, significant extra-curricular learning opportunities, the use of data to improve student and school performance and high value-added results. In the domain of **Teaching** the school judged that the level achieved was Sustaining and Growing. Strengths included the availability and effective evaluation of professional learning opportunities, the contribution of teachers to broader school programs and the school leadership team promoting and modelling effective evidence based practice. In the domain of **Leading** the school judged that the level achieved was Excelling. Strengths included the effective engagement with the local community, the use of collaborative feedback and reflection to promote and generate learning and innovation, succession planning and the use of evidence-based strategy and innovative thinking.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Unlocking student potential

Purpose

Students engage with a quality, innovative education that equips them to engage critically with concepts.

Students are self aware, build positive relationships and actively contribute to the school, the community and the society in which they live.

Overall summary of progress

Student growth measures and survey data indicate quality teaching and learning. The numeracy and literacy faculty representatives have ensured that resources developed are informed by whole school analysis of data and educational research. Four year groups completed a study skills day to improve their preparation for assessment tasks. All staff received an additional eighteen hours of professional learning over the course of the year above mandatory requirements. The community of schools team further developed transition programs from primary to secondary school, and shared professional expertise and learning.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|--|----------------------------|
| <ul style="list-style-type: none">• 80% of students are engaged in learning• 80% of students show scaled growth scores above state average in a variety of external and internal measures including NAPLAN literacy and numeracy | <ul style="list-style-type: none">• 93% of students exhibit positive behaviour at school, 6% above state average. 72% of students value school outcomes. The level of student intellectual engagement is 4% above state average, and student interest and motivation is 2% above state average. (Source – Tell Them From Me Survey 2016 – 1094 Cabramatta High School students surveyed)• 74.9% of Year 9 students and 72.7% of Year 7 students achieved greater than or equal to expected growth in numeracy. 77.6% of Year 9 students and 59.1% of Year 7 students achieved greater than or equal to expected growth in spelling. (Source – NAPLAN data 2016) | \$357,600 |

Next Steps

Cabramatta High School will continue to provide significant academic, sporting, social, arts, cultural, performance, mentoring, community and leadership opportunities and extra-curricula activities to engage students. In 2017 literacy classes for Year 7 – 10 students will be introduced to further improve student literacy.



Strategic Direction 2

Responding to teacher professional learning needs

Purpose

Invest in sustainable professional learning programs that value building capacity and resilience.

Teachers are aware of and address the needs of identified student groups and individuals with a common purpose towards a culture of inclusivity.

Overall summary of progress

Staff completed an additional 18 hours of professional learning above mandatory requirements. Further professional learning opportunities were also available in other member schools of the Community of Schools and Fairfield district. Professional learning needs were identified through staff surveys. There were significant professional learning sessions in the areas of accreditation, quality teaching and wellbeing. Eighteen 2ICs (second in charge) contributed to the leadership of the school and individual faculties; all achieved identified targets. This program contributed to the increased capacity of leadership and expertise across the school. Numeracy and literacy resources developed by faculty representatives were informed by whole school data analysis and educational research.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|--|----------------------------|
| 100% of teaching staff have achieved their professional learning goals Classroom practice reflects individual student needs being addressed | <ul style="list-style-type: none">Over 90% of staff have achieved all goals set in their individual Performance and Development Plan.Students' intellectual engagement in learning is 4% above state average. Student learning needs were supported with 344 Personalised Learning Plans and 341 Individual Literacy Plans. | \$248,800 |

Next Steps

All teaching staff achieve professional learning goals and ensure that all identified goals are measurable. School processes and structures which provide additional time for professional learning continue. Practices which assist in differentiating the curriculum to meet individual student needs are further enhanced. Individual Literacy Plans continue to be developed to support the tracking of literacy and identify areas of success and further development.



Strategic Direction 3

Productive and authentic community relationships

Purpose

To enhance transition and promote positive relationships between the school and the community.

To further enhance the standing of the school in the local and wider community.

Overall summary of progress

A diverse range of activities further enriched the school standing in the local and wider community. Students were able to showcase their talent at the school concert, academic competitions, performances and special days of celebration in the school and community. The community of schools team further enhanced transition planning, staff professional development, marketing and the continuum of learning implementation. A community partnership with ABCN provided over sixty students mentoring and personal development opportunities in the Interact, Goals and Focus programs. The school's ongoing partnership with the Commonwealth Bank of Australia led to programs such as Your Face Your Story and Partner a Class. Students led and assisted charitable endeavours with a global responsibility and citizenship focus including a sister school in Kenya, friendship school in Samoa and disadvantaged people in Ethiopia. A student led initiative also raised funds to purchase additional resources and play equipment for the children's ward at Liverpool Hospital. The Transition Advisors completed transition plans and interviews with senior students. One hundred per cent of participating students agreed that the transition interview and plan helped them to clarify their future direction and goals. Ninety per cent of students stated that the sessions provided them with useful strategies to improve in senior school with eighty per cent feeling more motivated. The university outreach program provided a variety of experiences and programs with the University of New South Wales, University of Sydney, University of Technology Sydney and Western Sydney University.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|--|-------------------------------|
| Increase in percentage of eligible COS primary student enrolment at CHS to 95% Students articulating and acting upon a wider range of post school choices and opportunities | <ul style="list-style-type: none">Over 80% of eligible COS primary students enrolled at CHS. The community of schools team met twice a term to further enhance transition processes between the primary schools and CHS. The school provided opportunities for Year 6 students to engage with the high school including orientation day, primary links program, science day, accelerated mathematics competition and the accelerated mathematics program.Senior students developed transition plans with the transition advisers and 100% of students surveyed agreeing that this helped them to clarify future directions. 80% of students surveyed indicated a greater sense of motivation regarding school as a result of the transition meeting and planning process. | \$153,140 |

Next Steps

The COS team will continue to meet and further develop links regarding professional learning and transition programs. The COS team will also publish a marketing brochure for member schools. Primary students will be provided further opportunities to access advanced learning and accelerated curriculum programs. The senior engagement team will continue transition planning and university outreach programs.



| Key Initiatives | Impact achieved this year | Resources (annual) |
|---|--|--------------------|
| Support for beginning teachers | The support for beginning teachers funding was used to provide release time for mentoring with experienced teachers and head teachers, resource development and additional professional learning. One beginning teacher, in collaboration with a deputy principal, prepared and delivered whole staff professional learning regarding the code of conduct. | \$30,586.00 |
| Targeted student support for refugees and new arrivals | Targeted student support for refugees and new arrivals provided an allocation of time for a refugee support teacher who assisted the transition of refugee students from the Intensive English Centre to the mainstream and ensured ongoing support. A mentoring program, school resources and additional homework support was also provided. | \$18,918.00 |
| Aboriginal background loading | Aboriginal background loading ensured the Aboriginal Learning Committee could provide programs, activities and excursions to indigenous students. These included Koori club, Kari education forum, Indigenous art exhibition and STEM youth development camp. The Individual Student Sponsorship was used to provide tutoring and resources as required. | \$3,109.16 |
| English language proficiency | English language proficiency funding was used to operate a specialised reading program for targeted students and to employ a dyslexia specialist two days per week. The loading also funded the Helping Hand program which assisted students in transition from the Intensive English Centre to mainstream high school. | \$61,212.52 |
| Low level adjustment for disability | The low level adjustment for disability funding was used to support students with additional learning needs in the mainstream including on-site speech pathology and team teaching. The funding was also used to provide professional learning for all staff in regards to catering for the needs of students with a disability and maximising learning outcomes for students with a disability. | \$96,398.00 |
| Socio-economic background | The socio-economic background loading funded programs and initiatives including the after-school study centre, transition advisors, Community Liaison Officers, Second in Charge program, teacher leadership, numeracy teacher, community of schools initiatives and accelerated learning programs. The loading also funded the after-school study centre which is open five days a week to 5pm. A study centre coordinator and tutors were employed to provide tutoring to students in all subject areas. Two days per week additional resources were available for students from Pasifica backgrounds. The formal Second in Charge (2IC) program increased leadership capacity and the effective implementation of faculty initiatives and programs. All executive staff had a 2IC | \$993,937.36 |

| | | |
|----------------------------------|---|--------------|
| Socio-economic background | who was selected through a merit selection process. Annual plans and targets were developed for each 2IC in consultation with senior executive and executive staff. | \$993,937.36 |
|----------------------------------|---|--------------|

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2013 | 2014 | 2015 | 2016 |
| Boys | 766 | 719 | 695 | 732 |
| Girls | 662 | 669 | 674 | 665 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2013 | 2014 | 2015 | 2016 |
| 7 | 95.6 | 96.6 | 94.9 | 94.8 |
| 8 | 94.8 | 95.3 | 92.7 | 94.5 |
| 9 | 91.7 | 95 | 92.4 | 93.3 |
| 10 | 90.7 | 90.7 | 89.8 | 91.9 |
| 11 | 93.4 | 89.8 | 90.1 | 90.5 |
| 12 | 92.2 | 93.1 | 88.5 | 89.4 |
| All Years | 92.9 | 93.2 | 91.3 | 92.2 |
| State DoE | | | | |
| Year | 2013 | 2014 | 2015 | 2016 |
| 7 | 93.2 | 93.3 | 92.7 | 92.8 |
| 8 | 90.9 | 91.1 | 90.6 | 90.5 |
| 9 | 89.4 | 89.7 | 89.3 | 89.1 |
| 10 | 87.7 | 88.1 | 87.7 | 87.6 |
| 11 | 88.3 | 88.8 | 88.2 | 88.2 |
| 12 | 90.1 | 90.3 | 89.9 | 90.1 |
| All Years | 89.9 | 90.2 | 89.7 | 89.7 |

Management of non-attendance

Cabramatta High School attendance rates continue to be above state average. The regular monitoring of non-attendance is undertaken by the Head Teacher Administration, Deputy Principals and office staff. All Department of Education policies and procedures in regards to student non-attendance are followed. An assistant to the deputy principals is employed to ensure effective and regular communication with parents / carers regarding student non-attendance.

Post-school destinations

| Proportion of students moving into post-school education, training or employment | Year 10% | Year 11% | Year 12% |
|--|----------|----------|----------|
| Seeking Employment | 0.4 | 2.5 | 1 |
| Employment | 0.4 | 1.7 | 7.6 |
| TAFE entry | 1.2 | 1.7 | 3.6 |
| University Entry | 0 | 0 | 38.4 |
| Other | 1.2 | 2.9 | 18.8 |
| Unknown | 0 | 0.5 | 30.8 |

The post-school destinations survey indicates that over 56% of graduating students are enrolled in tertiary study at university, private colleges and TAFE. Transition advisers at the school assist students with transition plans, university experiences, scholarship applications, work experience, apprenticeship opportunities, employment preparation and tertiary applications.

Year 12 students undertaking vocational or trade training

In 2016, 44.7% of Year 12 students completed a VET qualification. Qualifications included Certificate II in Construction Pathways, Certificate II in Hospitality (Kitchen Operations), Certificate II in Retail Services and Certificate II in Sport Coaching. In Term 4 the trade training centre was officially opened providing students with further resources in construction and industrial arts.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2016, 187 Year 12 students achieved an HSC qualification and 109 students achieved a VET qualification.

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|-------|
| Principal | 1 |
| Deputy Principal(s) | 3 |
| Head Teacher(s) | 15 |
| Classroom Teacher(s) | 76.2 |
| Learning and Support Teacher(s) | 2.3 |
| Teacher Librarian | 1.4 |
| Teacher of ESL | 5.4 |
| School Counsellor | 2 |
| School Administration & Support Staff | 23.17 |
| Other Positions | 6.8 |

*Full Time Equivalent

Cabramatta High School has a diverse workforce with significant experience and expertise. There are currently no staff who identify as being of Aboriginal or Torres Strait Islander background.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

| Qualifications | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 100 |
| Postgraduate degree | 30 |

Professional learning and teacher accreditation

All teaching staff completed an additional eighteen hours of professional learning above mandatory requirements. Staff development day professional learning included sessions on child protection, work health and safety, Department of Education reforms, teamwork, CPR, first aid, anaphylaxis, code of conduct, data analysis, literacy continuum, numeracy, anti-bullying, the adolescent mind, student and teacher wellbeing and change management. In addition, twilight and "Super Saturday" professional learning sessions were offered with 38 different workshops available. Professional learning workshops were undertaken fortnightly by all teaching staff with 29 different workshops available in the first three terms, and in term four teaching staff completed faculty based

professional learning.

There were three early career staff members who achieved proficient status. Professional learning was developed and presented regarding accreditation at higher levels.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

| Income | \$ |
|--------------------------------|---------------------|
| Balance brought forward | 2 363 625.55 |
| Global funds | 855 066.96 |
| Tied funds | 1 773 971.89 |
| School & community sources | 903 638.85 |
| Interest | 49 222.65 |
| Trust receipts | 142 205.26 |
| Canteen | 0.00 |
| Total income | 6 087 731.16 |
| Expenditure | |
| Teaching & learning | |
| Key learning areas | 232 763.84 |
| Excursions | 94 317.98 |
| Extracurricular dissections | 227 255.33 |
| Library | 21 678.53 |
| Training & development | 0.00 |
| Tied funds | 1 932 148.58 |
| Short term relief | 131 560.70 |
| Administration & office | 326 409.58 |
| School-operated canteen | 0.00 |
| Utilities | 199 388.44 |
| Maintenance | 108 817.63 |
| Trust accounts | 180 398.19 |
| Capital programs | 227 195.06 |
| Total expenditure | 3 454 738.80 |
| Balance carried forward | 2 632 992.36 |

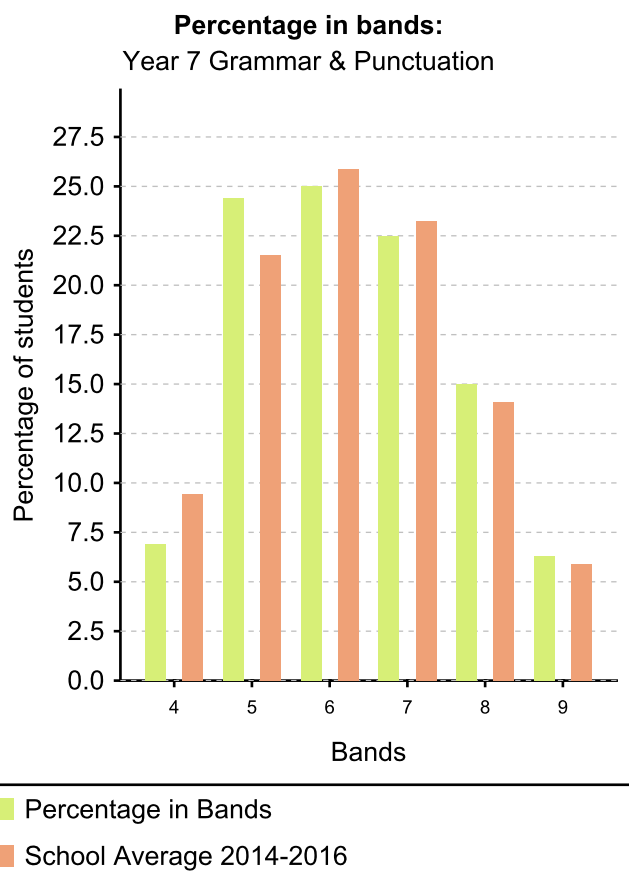
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

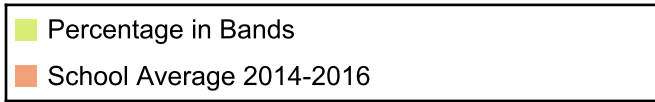
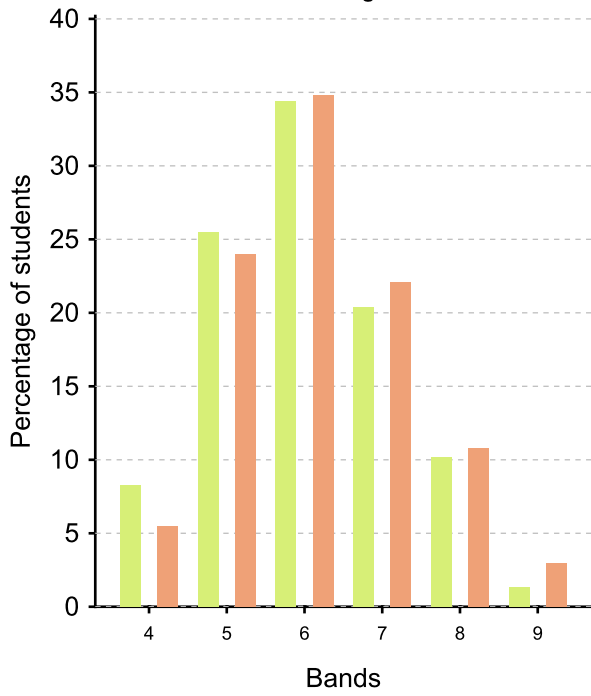
NAPLAN

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 understanding demonstrated in these assessments.

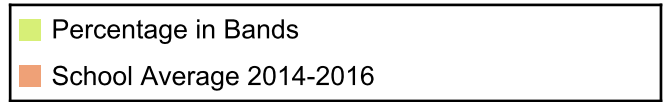
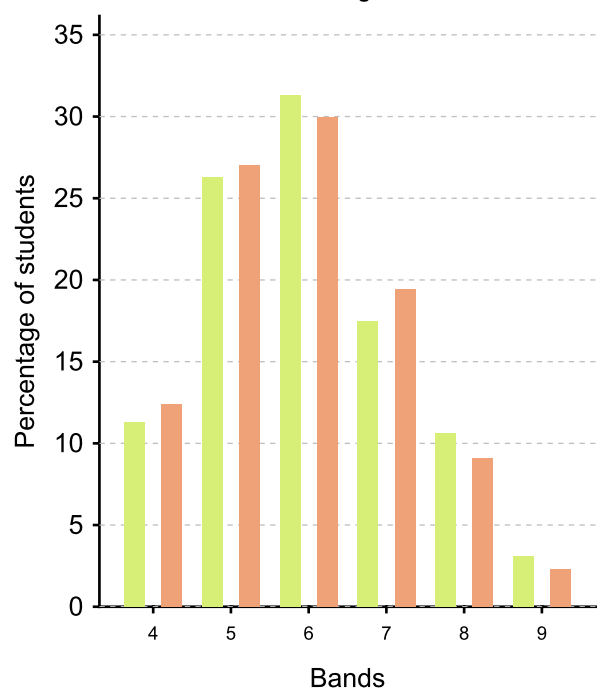
In NAPLAN literacy, more Year 7 students achieved results in the highest band in writing and spelling. Year 7 students of a language background other than English also improved their results across all categories of literacy. In Year 9, NAPLAN students achieved above state average scaled score growth in reading, spelling and grammar and punctuation.



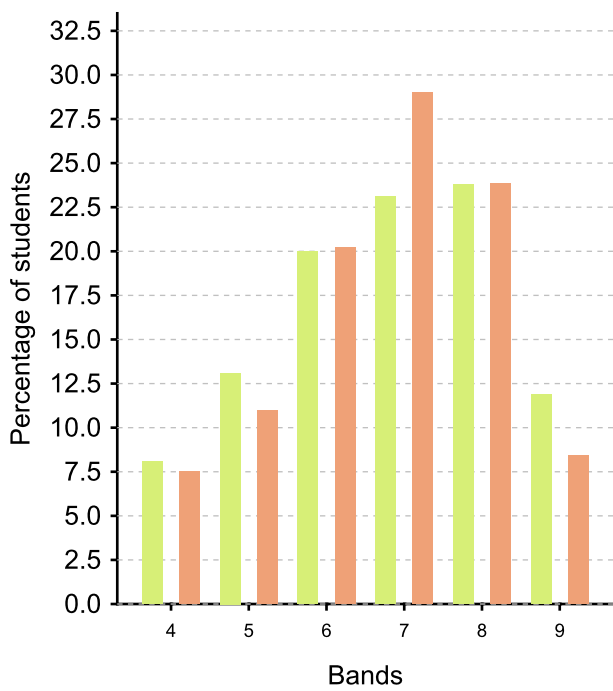
Percentage in bands:
Year 7 Reading



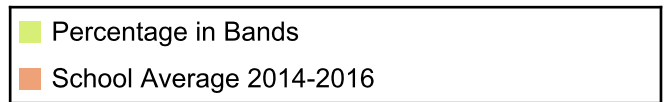
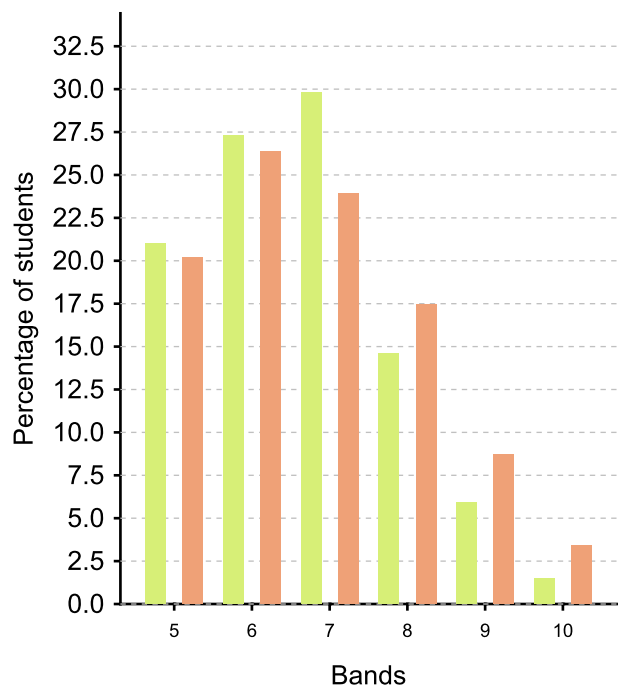
Percentage in bands:
Year 7 Writing



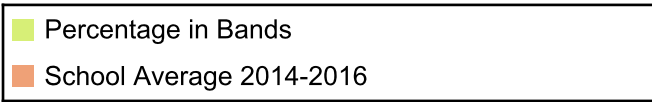
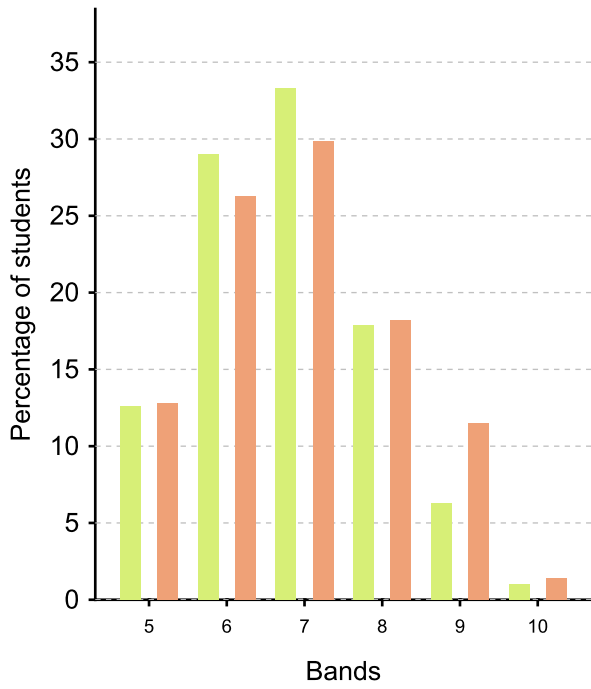
Percentage in bands:
Year 7 Spelling



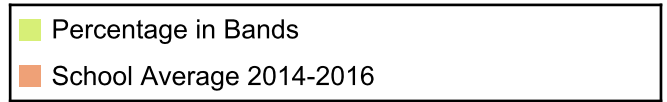
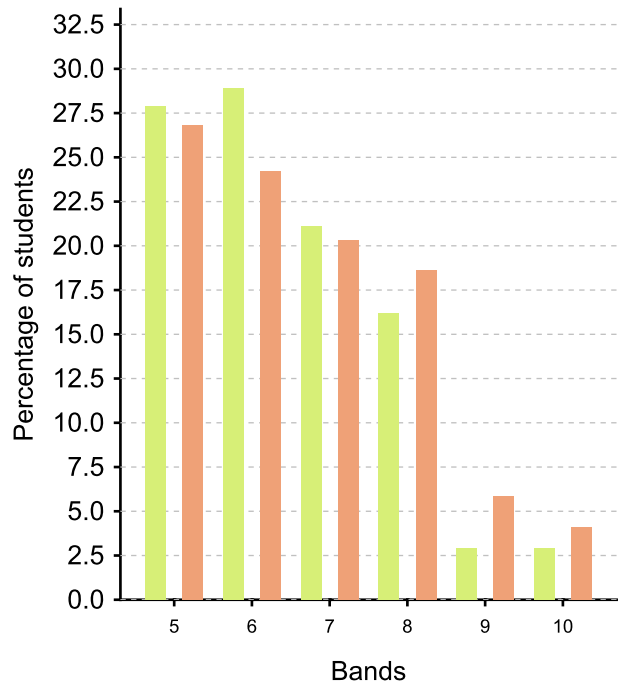
Percentage in bands:
Year 9 Grammar & Punctuation



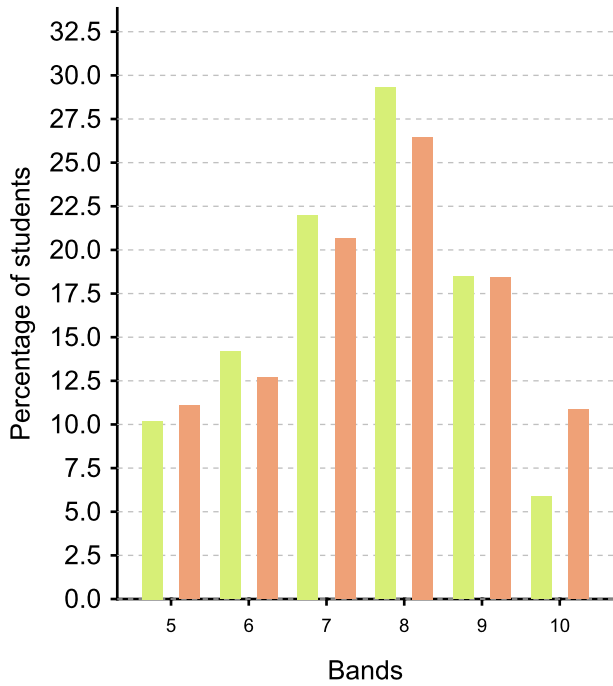
Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Writing

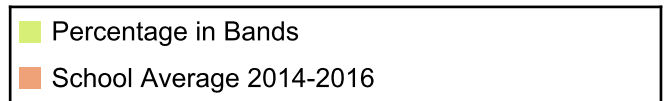
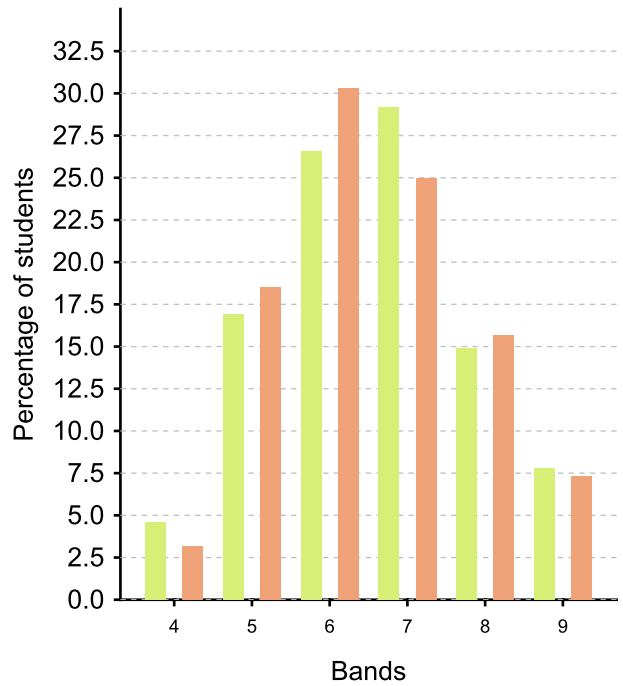


Percentage in bands:
Year 9 Spelling

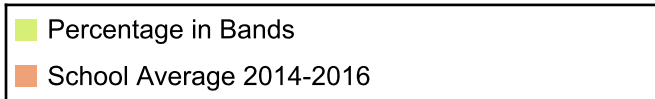
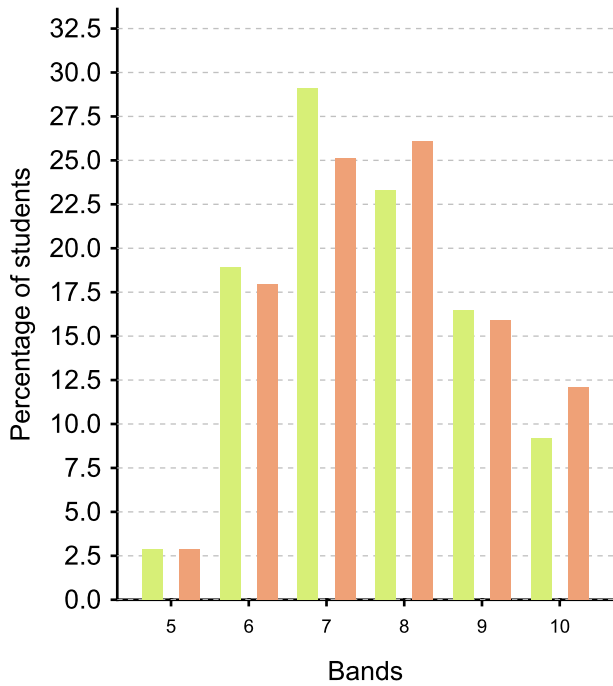


In NAPLAN numeracy, the Year 7 overall result was higher than the previous two years, with an increased number of students achieving the highest band. In Year 9 numeracy, the average scaled score growth was significantly higher than the state average.

Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Numeracy

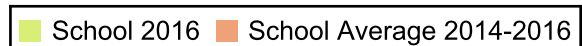
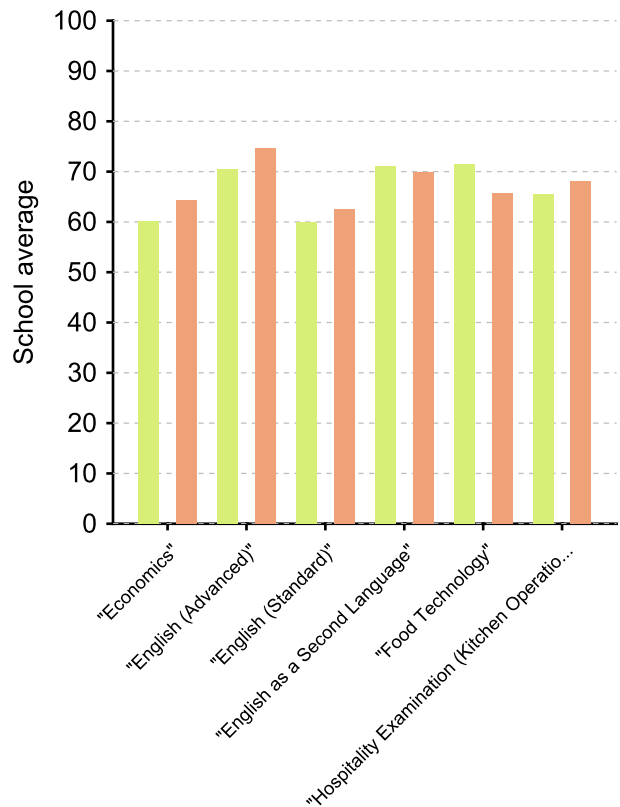
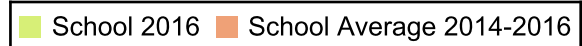
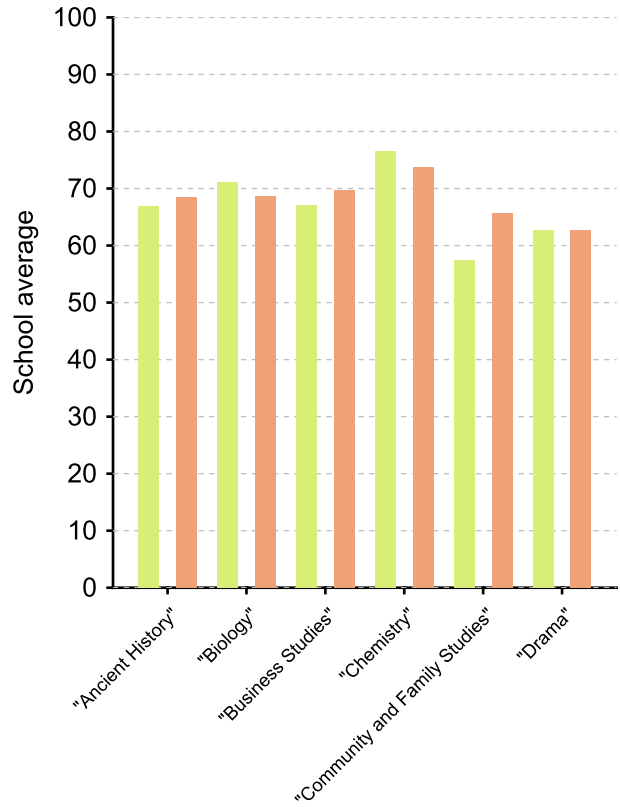


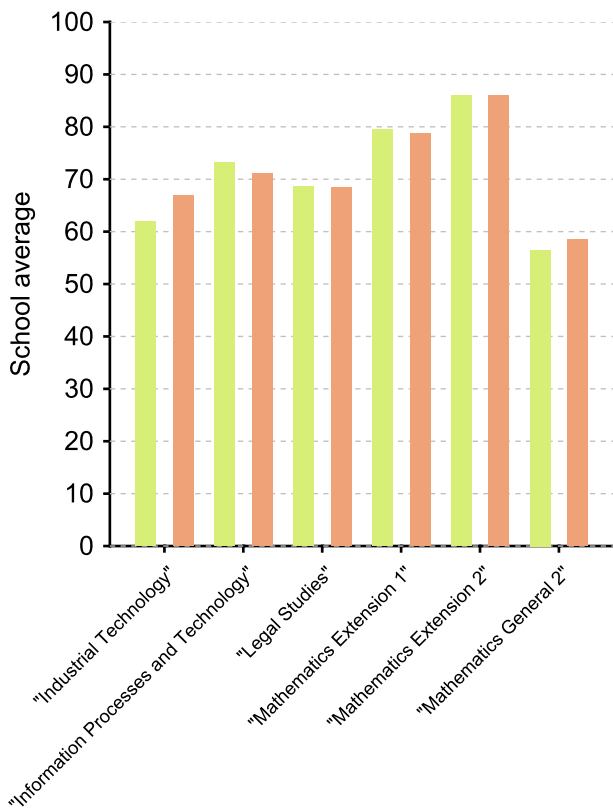
The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert Cabramatta High School in the Find a school and select GO to access the school data.

In Year 7 NAPLAN there was an increase in the number of students achieving a band 8 for reading and a band 9 for numeracy. In Year 9 NAPLAN there was a decrease in the number of students achieving the top two bands in reading and numeracy. However, the Year 9 cohort in 2015 achieved very good results including above state average results in numeracy.

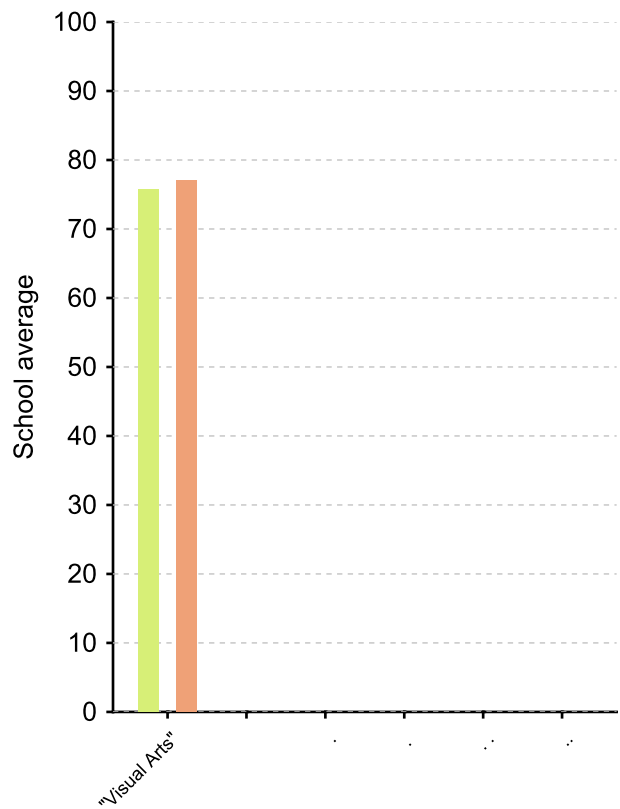
Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

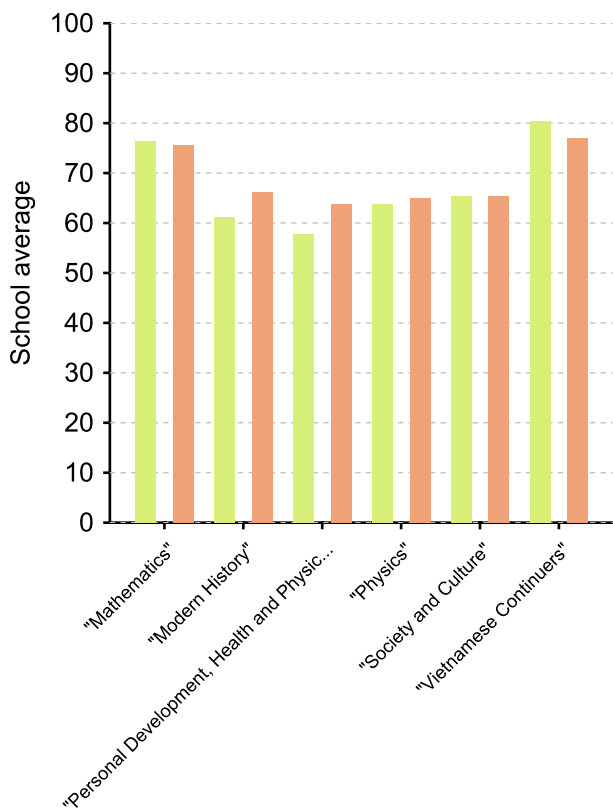




■ School 2016 ■ School Average 2014-2016



■ School 2016 ■ School Average 2014-2016



■ School 2016 ■ School Average 2014-2016

Each faculty has examined their HSC data to identify areas of strength and areas of improvement for the future.

English faculty –The courses presented were English Standard, English Studies (non-ATAR), English Advanced, English Extension 1 and English Extension 2. Areas of strength noted included experienced staff and good candidate selection for the more difficult courses, in most cases. Areas for development noted included a review of the pattern of study and texts presented to make the Standard and English Studies courses more engaging. There was also identified a need to ensure that all students are choosing the course most appropriate to their needs and abilities.

ESL faculty –The course presented was the English (ESL) course. Areas of strength noted included the benefits of the HSC Trial feedback program to students. Areas for improvement noted included a need to move students in the middle bands of achievement up into higher bands by utilizing school resources such as the senior engagement teacher and the homework centre.

Mathematics faculty – The courses presented were mathematics general 2, mathematics, mathematics extension 1 and mathematics extension 2. Outstanding results were achieved in mathematics extension 2, mathematics extension 1 and mathematics. There was a significant increase in the average mark for these courses. This was highlighted by the school achieving 27 band 6's in Mathematics. The dux of the school achieved 100% in extension 1 and 96% in extension 2. An area of concern identified is the mathematics general 2 course. The school will focus on increasing the number of band 5 and 6's in this course.

Human Society and its Environment (HSIE) faculty – The courses offered were ancient history, business studies, economics, legal studies, modern history and society and culture. VET courses were also offered in this faculty as students were able to undertake pathways studies in retail services. Areas of strength noted included the boost in marks achieved by students who attended the University of Sydney study days or similar study day lectures. Also students who utilised literacy scaffolds and after-school study centre tutoring demonstrated an improvement and increase in marks. Areas for further improvement included students' writing skills and literacy in both extended writing and inferential reading.

Science faculty – The courses presented were biology, chemistry and physics. Areas of strength included the strong improvement in all science courses. Chemistry results have shown the most improvement and are now above state mean. Areas for future improvement noted included a need to support the movement of students from lower bands into higher bands in physics and biology.

Personal Development, Health and Physical Education (PDHPE) faculty – The course presented was the PDHPE course. Areas of strength included an increase in students achieving marks in the middle bands and a correlating decrease in lower bands. Areas for improvement noted included a need to align the correlation between HSC assessment marks and examination marks, with various strategies to be implemented to achieve this.

Languages other than English (LOTE) faculty – The courses presented were Chinese background speakers, heritage Chinese, Japanese beginners and Vietnamese continuers. Areas of strength noted included students' strong performance in most areas in all languages and a significant increase of band 5–6 results. One student achieved the position of fourth in state in the course Vietnamese continuers 2 unit. Areas for development include a need to focus on inferential reading, extended writing and exam technique.

Creative and Performing Arts (CAPA) faculty – Courses presented were music 1, visual arts and visual design. Areas of strength noted include a significant increase in attainment over the last two years in music and visual arts. 88% of HSC candidates in music and visual arts achieved their best overall results in these subjects. Continued professional development in areas of HSC marking and corporate marking with staff from within the region will further assist teaching and learning.

Intensive English Centre (IEC) – While the IEC does not present a course for the HSC, it does track the achievement of exiting students in the HSC. Areas of strength noted included the high achievement of ex-IEC students, especially international students. A joint IEC and high school study skills program focused on students fifteen years and over in order to prepare them for the demands of senior study. Areas of development included further refinement of study skills programs in collaboration with the English and ESL faculties.

were engineering studies, industrial technology and construction pathways. Areas of strength included increasing access to industry standard technologies including machinery and digital technologies in supporting an inquiry-based learning environment. Two students were nominated for outstanding HSC major projects. Areas for development noted the early completion of HSC major projects and utilizing HSC tutorials to support literacy and numeracy development.

Home Economics / Computing faculty – Courses delivered were community and family studies, food technology, hospitality kitchen operations and information processes and technology. Areas of strength noted were that many students achieved their best HSC result in one of these courses. Information processes and technology results were above state average and food technology results were 0.1 below state average. Areas for development included regular HSC practice, explicit teaching of syllabus dot points and the use of Edmodo quizzes to test content, understanding and deliver immediate feedback to students.

Parent/caregiver, student, teacher satisfaction

Our school utilised the Tell Them From Me survey to seek data on levels of satisfaction.

Parent/Caregivers were surveyed again using interpreters to ensure effective understanding and communication. Parents indicated the highest level of satisfaction with the teachers' and school's encouragement of their child's learning. Parent surveys indicate that their identified priority for learning is literacy. The school council was integral to the design of new literacy lessons implemented in 2017 and the restructuring of the school timetable.

The "Focus on Learning" Teacher Survey Report rated school leadership, collaboration, learning culture, teaching strategies and the inclusive nature of the school as eight out of ten. Technology and parent involvement were the areas identified by staff for further development.

One thousand and ninety four students completed the Tell Them From Me survey. Cabramatta High School students indicated a high level of involvement with school, with participation in sports 12% above state average and extra-curricular activities 5% above state average. Ninety three per cent of students exhibited positive behaviour at school, with 61% having a strong sense of belonging and 71% valuing schooling outcomes.

Policy requirements

Aboriginal education

In 2016, the school saw a growth in participation across a range of aboriginal programs. The membership of the staff committee has remained stable and active. Student excursions to Bangarra Dance Company and

Sydney Theatre Company were augmented by in school celebrations of Sorry Day and NAIDOC week. Over four hundred students benefited from the experiences and student engagement was high. All Aboriginal students participated in the creation of personalised learning plans. The Koori club remains a central component of Aboriginal students' information sharing and provides a meeting centre. All parents received Koori Newsletters. In 2016 the highest attendance rate for a senior Aboriginal student was 98% and the highest attendance rate for a junior student was 95%.

Multicultural and anti-racism education

In 2016, sixty IEC and high school students participated in a 'Healing Through Evan Yako's drumming program, designed to assist the recovery of students from a refugee background. The drummers performed at nine special events, the highlight being the performance at NSW Parliament House and meeting the Premier.

For the eighth year a Capoeira program, funded by STARTTS, was conducted to aid the recovery of students who have experienced refugee or other traumas. Capoeira uses non-combative martial arts, dance and music to promote physical and emotional wellbeing. Thirty-eight IEC and nine high school students were involved in the program and all attended the annual youth encounter where Capoeira students from other schools had a chance to meet. STARTTS also funded a dance program for girls of Middle Eastern background to learn traditional dances and Bollywood inspired pieces.

Every student who entered the IEC in 2016 was involved in a 'Settling In' and 'Community Links' program, facilitated by the counsellor. These programs are psycho-educational in nature and designed to promote successful resettlement and develop knowledge and awareness of assistance for new arrivals within the school and wider community. 'Community Links' also fosters collaboration with the local support services and the school. This year all IEC students visited local multicultural service agencies, which support families in transition with resettlement needs.

Fourteen students from Year 9 participated in a Peer Reading Program where they assisted IEC students during daily reading time. IEC students were supported in improving their reading skills. All students benefited from building cultural awareness and nurturing a sense of community.

Forty students participated in a joint high school and IEC fitness club and breakfast club program. The fitness club program included a successful camp, which consolidated its health, and fitness aims while promoting cross-cultural understanding, team building and leadership skills. Fifty-five per cent of the IEC cohort attended a homework program (one and a half hours per week) where they received teacher assistance as well as bilingual support in literacy and numeracy.

A number of sports programs with a multicultural focus were offered to students. One hundred and forty IEC students participated in programs run by the NSW Australian Football League Association and NSW Rugby League Program that concluded with an inter-IEC Gala Day that promoted harmony and cultural respect within sports.

In 2016, the school hosted the winner of the Sydney Peace Prize, Naomi Klein. Key performances on the day were representative of the cultural diversity of the school and foster a sense of acceptance and an awareness of social justice.

Harmony Day was observed with specialised programs in Years 7, 8 and the IEC. Students were actively engaged in discussion and poster making as well as wearing badges, wristbands and bandanas to celebrate and promote the principles of this federal government initiative. A special school assembly was also held to celebrate the day.

Every student transitioning into high school from the IEC attends the high school orientation program, Helping Hand. It is jointly presented by an IEC teacher and EAL/D teacher and enabled students to access key personal, as well as understand high school procedures.

Students also participated in programs with various Australian businesses. In the *YourFace, Your Story* joint school and CBA mentoring program, forty IEC and Year 9 students were encouraged to explore their cultural origins and express them through art and storytelling. The program ended with an exhibition of the artworks and the stories were published in book form. As part of the ABCN school's program, 20 Year 9 EAL/D students participated in the Ernst and Young Mentoring program, *Interact*. This program focuses on goal setting, skills and confidence building.

In an initiative to make stronger connections with the Local Area Command, an international student advisory group was set up with ten Year 11 international students. These students attended the Cabramatta Police Station and spoke to the Area Commander about issues they face as international students. Thirty international students attended a sports day at the local PCYC hosted by the police. Parent/guardian meetings were held for both refugee background parents and international student guardians. The meetings allowed the school to build stronger ties with these parent groups and disseminate information relevant to each. Over fifty people attended these meetings.

Other school programs

Debating –The Premier's Debating Challenge is open to government schools throughout New South Wales. Teams entering the challenge compete in a round-robin series of debates against local schools, with the winners going on to compete at regional and state level to determine the eventual state champion. Debating provides students with the opportunity to deeply engage in relevant learning by encouraging participants to be deep thinkers. The knowledge and

students attain from debating can also be applied across a variety of their subject areas which they find very rewarding. The Cabramatta High School stage 4 Debating Team was successful in reaching the semi-finals. The stage 6 Debating Team placed in the top eight out of 64 teams.

Environmental Club – The Environmental Club consists of two teachers and 50 students with a growing student membership every year. The main two goals of the club are to make a positive change within the school through programs such as Earth Hour and Clean Up Australia Day and to also raise awareness of the importance of environmental challenges and empower the younger generation. Weekly meetings are held where contemporary issues, future plans and initiatives are discussed.

Commonwealth Bank of Australia Partner a Class program – Year 11 and 12 Business Studies students had a unique opportunity to take part in a CBA partner a class program. This program begins in Year 11 and is continued in Year 12. Through this program students are mentored by industry professionals in the Banking and Finance sector. They had the opportunity to learn to present in groups and develop a product for the bank. Through this experience students developed communication, teamwork and interview skills.

ASX Share market competition – The ASX share market game provided students with virtual real life experiences of share trading on the Australian Securities Exchange. There were over fifty students registered in groups, and each group bought and sold registered public company stocks in real time. Students were then able to track their progress over a month as their stocks increased and decreased in value.

Mock Trial and Mock Mediation – Year 10 and 11 students from commerce and legal studies were able to take part in mock legal proceedings through participation in mock trial and mock mediation. This involved legal professionals coaching students to understand legal processes in a court. Students developed skills in communication, teamwork, conflict-resolution and problem solving. This allowed students to have an experience of the legal industry and understand the types of skills which are required to be able to pursue a legal career.

Gifted and Talented programs – There are accelerated mathematics programs for all year groups and a program for stage 3 students from local primary schools. Students in the Year 11 mathematics accelerated class completed the 2 unit mathematics HSC exam. In Year 7, there is an advanced learning needs which provides specialised learning opportunities. Other programs include Brain Bee, History Mastermind, Tournament of the Minds and Battle of the Minds.

Music – There were a range of extra-curricular musical opportunities for students including Year 7 band, Year 8 band, Year 9 band, Year 10 band, guitar group, ukulele club, sound and lighting crew, vocal tutoring program, school concert, education week performances, primary school partnerships, harmony day performances,

school spectacular auditions, peace day performances and rehearsals.

University Links – The school has strong links with the major universities to provide opportunities for students and to increase their confidence and motivation to pursue university studies after completing Year 12. In 2016 over 250 students from Years 9 to 12 participated in university programs. Fifty one Year 9 students and 52 Year 10 students participated in the STEPS program with Western Sydney University. Another seventy Year 11 students attended a university experience day at Western Sydney University. Students were also involved in various other programs, such as U@UNSW (UNSW), U@UTS Summer School (UTS) and E12 (Sydney University). Participation in these programs has enabled students to experience university life, attend free study skills workshop and receive access to free online tutoring. A greater number of students perceive university study as a post-school option. Over four hundred and fifty students from Years 10, 11 and 12 attended presentations delivered by representatives from University of Sydney, UNSW, UTS and Western Sydney University. These students gained important information about their options for further study at university, including courses, scholarships and alternative pathways and are better prepared for their transition to post-school life.