

Cabramatta High School Annual School Report 2013



School context

Cabramatta High School is a large comprehensive, multicultural school. The school houses a support unit for students with mild and moderate intellectual disabilities. The school also has an Intensive English Centre on site for students who have newly arrived in Australia.

Principal's message

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.

In 2013 the school saw the creation of two new buildings housing a drama studio and classrooms for physical education and music. A lift and connecting walkway was also constructed to enable access to second storey buildings. The major capital investment program will continue in 2014 with the construction of a classroom block and administration building. The Intensive English Centre will move to renovated buildings at the front of the school.

The purpose of this report is to communicate the school's achievements in academic, civic, sporting as well as creative and performing arts fields. Cabramatta High School constantly reviews programs and practices to ensure that student needs are met.

The report communicates the findings of this evaluation process in which students, community and staff engage to enhance school programs. It defines future directions for the school in the form of targets that have been developed through consultation with the school community.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Elizabeth Godwin

School Council message

Parents represent the school council in meetings along with the Student Representative Council

(SRC) who provide consultation and ideas to advance all aspects of school function.

Staff provide full information to all parents regarding updates to learning strategies and programs for improvements to students' learning outcomes.

Issues discussed at school council meetings include the rebuilding program, lockers, seating, uniforms and toilets. Study skills and internet access for exam preparation have also been strong focus areas.

All parents are welcome and their input and ideas are essential and implemented in school planning.

Patricia Fagan - School Council President

Student representative's message

Cabramatta High School's SRC worked to improve student life at the school and to promote the core values of NSW public schools.

During 2013 the SRC focused on fundraising and leadership development. Ongoing activities for the captains and vice captains included speaking to the school council about SRC activities, leadership sessions across the community of schools, hosting of assemblies and being a voice for students about school culture and facilities.

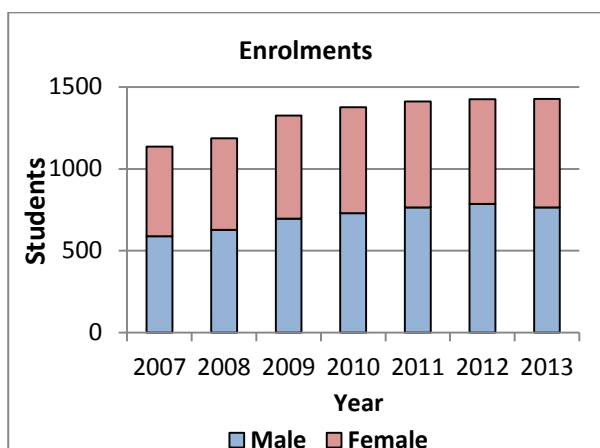
The student leaders enjoyed a combined SRC training day with Canley Vale High School and St Johns Park High School.

Darren Huynh, Shayla Dang, Phil Nguyen, Anja Inic

Student information

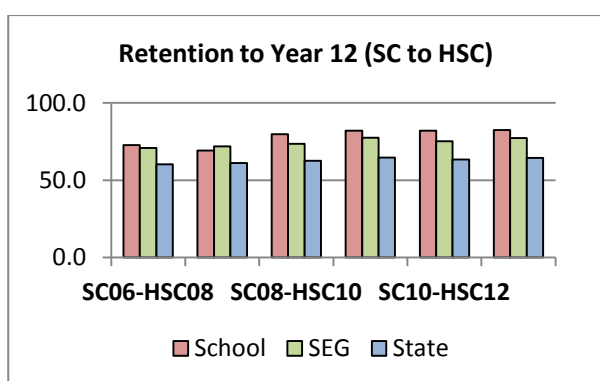
It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

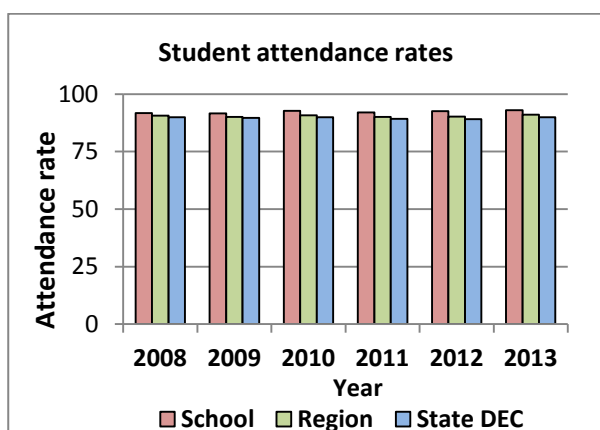


In 2013, Cabramatta High School comprised 783 male and 692 female students, making a total of 1475 students.

Retention to Year 12



Student attendance profile



Management of non-attendance

Student non-attendance at Cabramatta High School was managed by the head teacher administration (students) via correspondence with families, student interviews, home school liaison officer intervention and parent/caregiver meetings.

A senior engagement transition teacher funded by National Partnerships developed individual plans for senior students to encourage retention and attendance at school. The Stage 6 team and learning support team oversaw this process.

Post-school destinations

Eighty five per cent of students surveyed were pursuing further education comprising of 50% of students at university and 35% at TAFE or a private college. Six per cent of students were undertaking apprenticeships, traineeships or working.

Year 12 students undertaking vocational or trade training

In 2013, 234 candidates studied for the Higher School Certificate (HSC). Four vocational education training courses were offered at school: business services (18 candidates), retail services (20 candidates), construction (22 candidates) and hospitality (65 candidates). Forty-five per cent of students undertook at least one vocational or trade training qualification as part of their HSC.

Year 12 students attaining HSC or equivalent Vocational educational qualification

Of the 234 candidates entered for the 2013 HSC, 97% successfully completed the requirements for the certificate.

Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	Number
Principal	1.0
Deputy Principals	3.0
Head Teachers	18.0
Classroom Teachers	72.2
Learning and Support Teachers	4.0
Teacher Librarian	1.0
Teacher of ESL	6.2
School Counsellor	2.0
School Administrative & Support Staff	23.6
Total	131.0

In 2013, no staff member identified as Aboriginal.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	88
Postgraduate	12
NSW Institute of Teachers Accreditation	37

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary	30/11/2013
Income	\$
Balance brought forward	2150847.23
Global funds	782249.13
Tied funds	916613.90
School & community sources	757413.34
Interest	64805.24
Trust receipts	145177.68
Canteen	0.00
Total income	2666259.29
Expenditure	
Teaching & learning	
Key learning areas	242586.09
Excursions	86839.10
Extracurricular dissections	169195.46
Library	23689.12
Training & development	0.00
Tied funds	771606.08
Casual relief teachers	126926.47
Administration & office	311469.35
School-operated canteen	0.00
Utilities	226059.80
Maintenance	70311.32
Trust accounts	126209.88
Capital programs	349178.14
Total expenditure	2504070.81
Balance carried forward	2313035.71

A full copy of the school's 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Arts

THE CREATIVE AND PERFORMING ARTS

Through the Arts our students are given the opportunity to participate and be enriched through creative endeavours whether through song, dance or art making. In 2013 there were many successes in the Arts, a focus on community involvement, collaborative projects and achieving high standards in student performance was the direction embraced by all stake holders in our school community.

"FRESH AIR PROGRAM" 2014-2016 ARTIST IN RESIDENCY GRANT

In 2013 we collaborated with Fairvale and Merrylands High Schools in applying for a three year artist in residency grant through Arts NSW. The grant application was successful and we were awarded \$120 000.00 beginning in 2014. This money will be used to employ three artists who will work across all three schools over the three year period.

The National Art School in Darlinghurst is our partner in the residency, donating the use of their campus and workshop spaces to this program.



In 2014 the artists, Jason Wing, Sarah Fordham and Clarissa Regan will spend 11 weeks in each school and at the end of each rotation there will be an exhibition of the students' work. The best works will be selected by the artist and the art

staff for a combined schools exhibition at the end of the first year. This model will be repeated for the second and third years of the grant.



The main aim of the residency is to have contemporary practicing artists working alongside teachers and the school community, to enrich the teaching and learning programs across the three schools and to engage and extend student learning outcomes in the visual arts.



Sarah Fordham, Jason Wing and Clarissa Regan workshops with the students at the National Art School.

SCHOOLS SPECTACULAR



2013 was the third year that the boys were selected for the state boys hip hop crew. Jason Anh Nguyen, Arya Sutradistra and Hoang Dinh Nguyen attended the boys hip hop workshop early in 2013 which was held at the Sydney Dance Company in Sydney. These were successfully selected to represent the school as part of the state boys hip hop crew which performed at the Schools Spectacular concerts at the Entertainment Centre in November.



**ART EXPRESSIONS EXHIBITION
FAIRFIELD CITY MUSEUM**



Five students from the school were selected and exhibited as part of the regional exhibition of HSC visual arts works. Kelvin Cjung, Huy Dinh Nguyen and Ann-Marie Moeun for 2013 and Yong Feng Wen and Kim Pham from 2012 visual arts had their work on display at Fairfield City Museum. Two of our talented Year 9 music students Gemima and Joanna performed at the opening of the exhibition.



EDUCATION WEEK ART EXHIBITION "FACES OF CABRA"



All students in Year 8 study visual arts and in term 2 learn about painting and portraiture. During the course of this unit each student created a self-portrait which was displayed during education week. Two hundred portraits were displayed in the school hall during the official Education Week as part of "Faces of Cabramatta" exhibition.

Academic achievements

NAPLAN

In the National Assessment Program, Literacy and Numeracy, the results across the Years 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

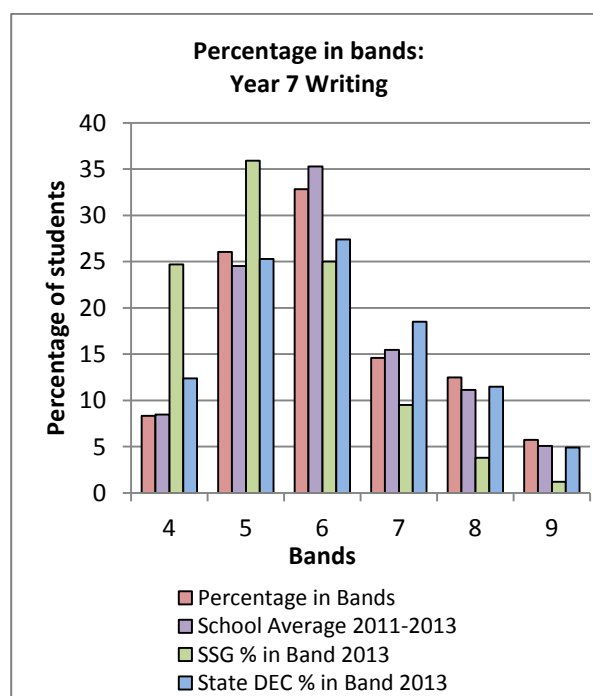
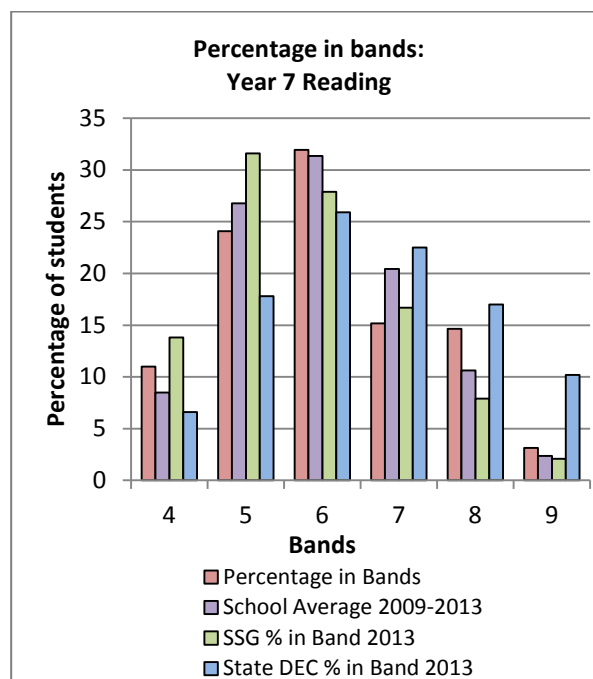
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

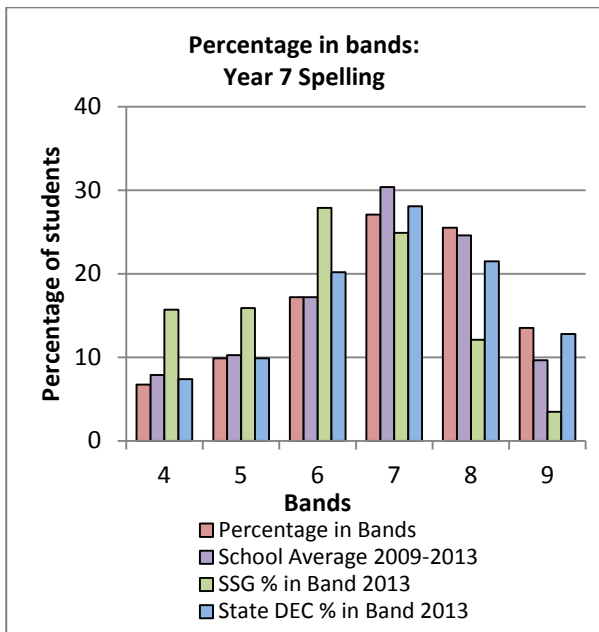
The *My School* website provides detailed information and data for NAPLAN testing.

Click on the link <http://www.myschool.edu.au>

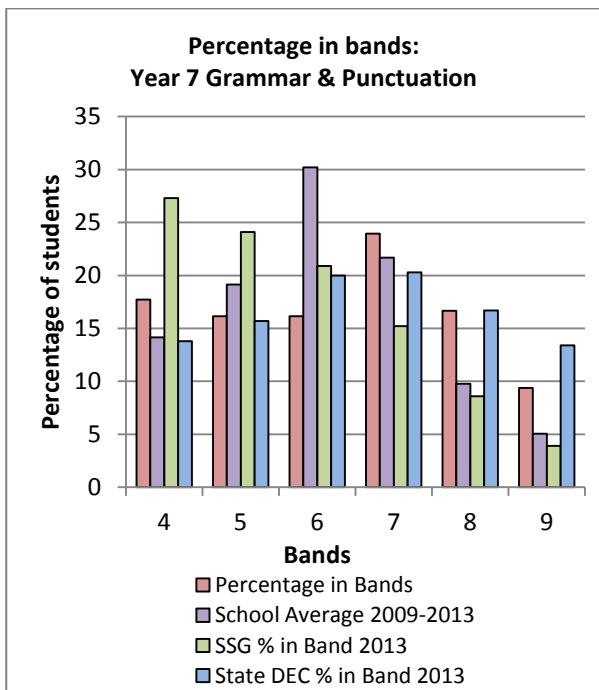
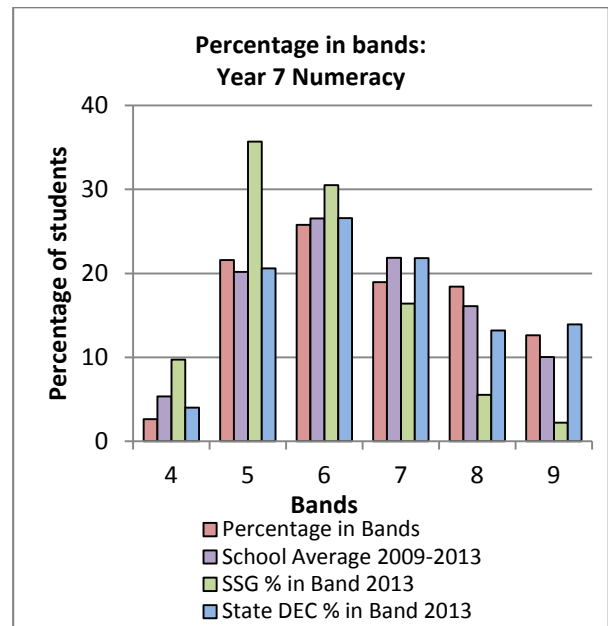
and enter the school name in the *Find a school* and select *GO* to access the school data.

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





NAPLAN Year 7 - Numeracy



Minimum Standards data

Percentage of Year 7 students achieving at or above minimum standard (exempt students included)

Reading	81.3
Writing	83.8
Spelling	85.2
Grammar & Punctuation	75.2
Numeracy	88.9

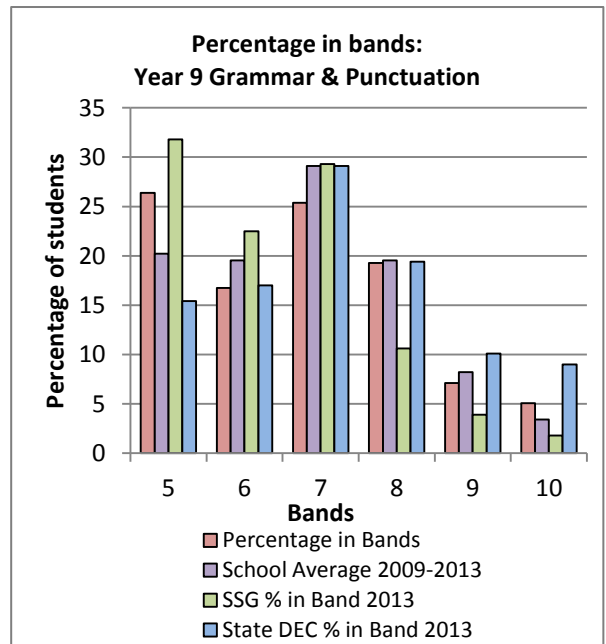
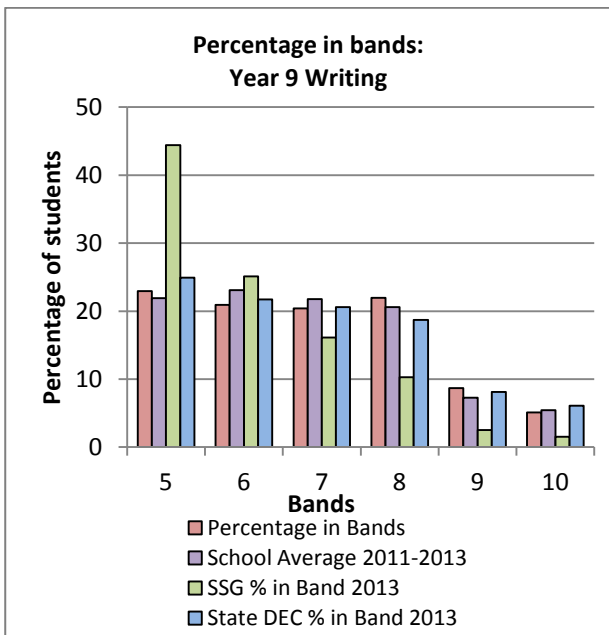
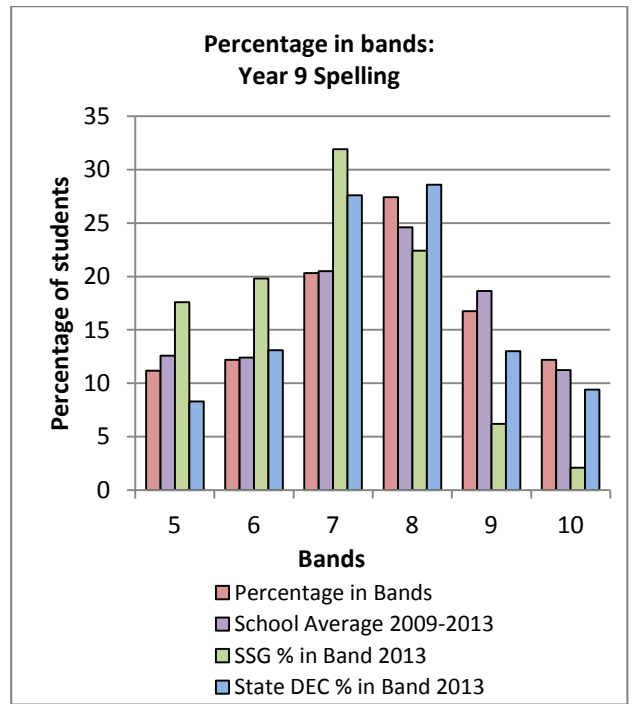
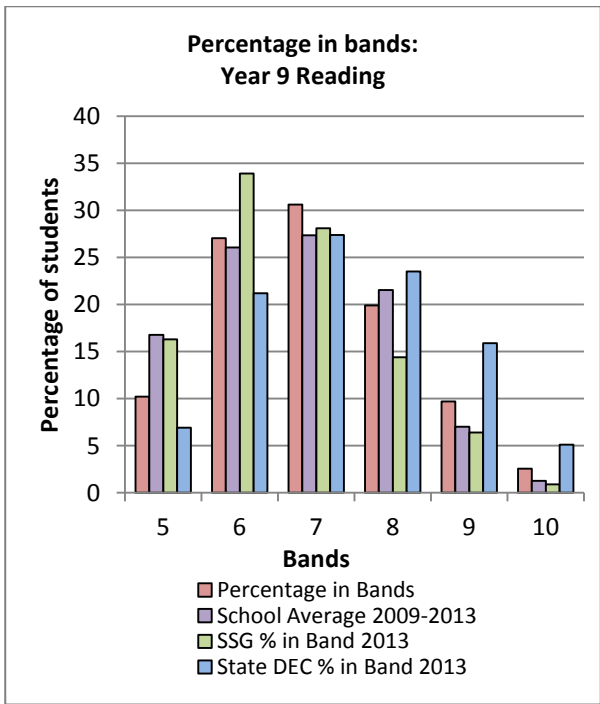
Percentage of Year 7 students achieving at or above minimum standard (exempt students excluded)

Reading	89.0
Writing	91.7
Spelling	93.2
Grammar & Punctuation	82.3
Numeracy	97.4

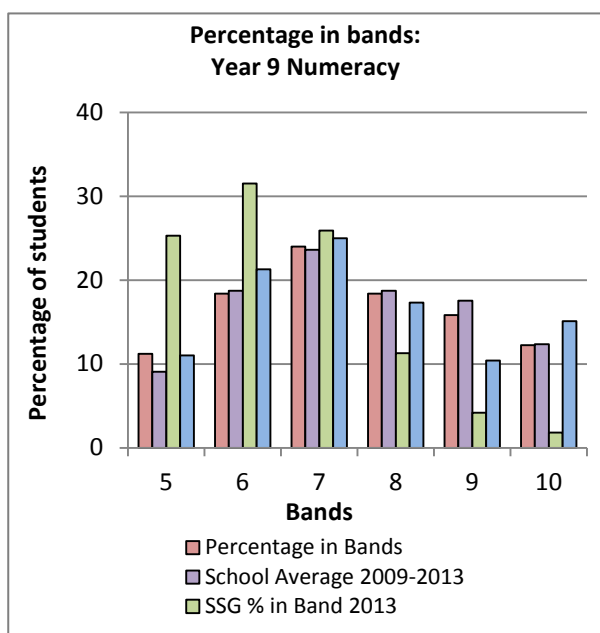
NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Essential Secondary Science Assessment (ESSA) test

Results for the ESSA test have shown an increase in Band 6 achievement from 1.6% in 2012 to 2.5% in 2013. Additionally, we have seen an increase in Band 5 from 11.8% in 2012 to 17.2% in 2013. Overall there has been a positive trend in growth since 2011.



NAPLAN Year 9 - Numeracy



Percentage of Year 9 students achieving at or above minimum standard (exempt students excluded)	
Reading	89.8
Writing	77.0
Spelling	88.8
Grammar & Punctuation	73.6
Numeracy	88.8

Percentage of Year 9 students achieving at or above minimum standard (exempt students included)	
Reading	82.2
Writing	70.6
Spelling	81.4
Grammar & Punctuation	67.4
Numeracy	81.3

Higher School Certificate (HSC)

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

Creative and Performing Arts

Twenty four students completed the visual arts course in 2013. One hundred per cent of students achieved a Band 3 or higher whilst 96% achieved Band 4 or above.

The value added data showed a 1.64% growth in overall student scores, an 11% growth in value added data of boys' scores and a 3.17% growth in value added data of the girls' scores.

This is the third year that music 1 has been offered for the HSC. Nine students completed the two unit music 1 course in 2013. Ninety per cent of students achieved a Band 4 or 5 and 10% achieved a Band 1.

English

2013 was a year of transition for the English department with the appointment of a new head teacher, Mr Simpson. The English faculty were also busy planning and programming for the New South Wales English syllabus which has been developed to meet the requirements of the Australian Curriculum. The new programs will be implemented in stages: 2014 for Years 7 and 9 and 2015 for Years 8 and 10. The embedding of SRA reading, spelling, grammar and punctuation into teaching have been a factor in improving students' skills in these areas resulting in a continued improvement in NAPLAN results in Year 7 and Year 9.

In the Higher School Certificate (HSC) students were enrolled in five courses: English studies, standard English, advanced English, English extension 1 and English extension 2. Students enrolled in English studies are not eligible for an Australian Tertiary Admission Rank and do not sit for a HSC external exam.

There were 86 students enrolled in standard English in 2013. Over the last three years student attainment in the HSC increased while in relation to other faculty HSC results it has remained consistent. The majority of Cabramatta High School students in standard English attain either a Band 2 or Band 3 which are the middle bands in the course and 3.48% of students attained a Band 5.

Fifty four students were enrolled in the more challenging advanced English course in 2013. Over the last three years student attainment in the HSC has remained consistent.

In English extension 1 the small cohort of 11 students makes it difficult to accurately make comparisons, however students are achieving at state average levels. It should be noted that there were no boys enrolled in this course. All students in this course were in the top two bands E3 and E4. 2013 was the first time since 2010 that a student achieved the highest Band E4.

English extension 2 also had a small cohort of ten students. The number of students achieving Band E3 increased since 2011. Cabramatta was above the state average in this band.

The HSC results highlight the importance of students selecting the correct course in English to suit their abilities. The English faculty is currently developing new selection criteria to help students make suitable selections and to set a high standard for those students enrolled in the advanced and extension English courses. It is also proposed that all English teachers at Cabramatta High School are exposed to the higher courses (advanced and extension) in order to raise standards and expectations in Stage 5 in preparation for Stage 6. Teachers will also be preparing for the new HSC prescriptions for the 2015 HSC through professional learning and the involvement of two teachers in an inter-school HSC writing project during 2014.

Home Economics

In food technology the majority of boys formed the bottom two bands whilst more than half the girls ranked in the top two bands.

The following recommendations have come from faculty analysis of 2013 HSC results that faculty professional learning be focused on boys' education and lifting all students' exam performance.

Professional development of staff on boys' education and students experiencing difficulties, HSC tutorials and a review of teaching resources and strategies such as modeling should improve student performance in exam settings.

In hospitality, a higher percentage of students achieved Bands 4, 5 and 6; 39.2% in 2013 compared to 32.5% in 2012. For 46% of students in hospitality, it was their best result in the HSC exam. For 76% of students in hospitality it was their best or second best result in the HSC exam.

Ongoing faculty professional learning, classroom observations and feedback are recommended from the faculty HSC analysis.

Results for textiles and design in the last three years in the HSC have moved significantly closer to the state average. There was however, a slight decrease in 2013. Student performance in the practical component of the course has significantly increased to align with the state average. This result is due to the offering of tutorials and the allocation of one lesson per cycle to folio preparation.

The faculty analysis recommends more HSC tutorials, more emphasis on exam practice throughout the course and that tutorials be offered that are dedicated to exam preparation and revision.

Information processes and technology results saw boys achieving better results than girls. While student achievement is above state average, over the past three years there has been a slight decrease in results.

The faculty analysis recommended faculty professional learning to assist in developing new strategies that will lead to further improvement in student achievement.

Human Society and Its Environment (HSIE)

In 2013, 205 students completed the HSC program in HSIE with a total of 19.5% of students gaining results in the higher bands.

The HSIE faculty offered ancient history, modern history, business services, business studies, economics, legal studies, retail services and society and culture. Two hundred and five students were enrolled in the various HSIE subjects.

In ancient history, 30.2% of students gained Bands 5 and 6.

In modern history, 22% gained Band 4, which is the upper middle band.

In business services 16.6% of students gained Bands 4 and 5.

In business studies, 27% of students gained Band 5 or 6.

In legal studies, 77% of students gained Band 5.

In economics, 50% of students gained Band 4 and 5.

In society and culture, 62.5% gained Band 4.

More detailed feedback from assessments will assist students in understanding the improvements needed to answer exam style questions and HSC tutorials will give students the time required to prepare for the HSC exam.

Languages

In 2013 languages HSC results were very pleasing and some students attained excellence.

In Chinese Background Speakers, 57.14% of students achieved Band 5 (increased from 36% in 2012 HSC) and 42.86% gained Band 4 (increased from 27.3% in 2012 HSC) These results were well above state average. There were no students achieving under Band 4.

In Khmer continuers 66.66% of students achieved Band 5 (increased from 50% in 2012 HSC), well above state average (57.14%).

In Vietnamese continuers 11.11% of students achieved Band 6 (well above state average) with Duyen Nguyen coming first, Minh Nguyen second, Thuy Tien Nguyen third and Hoai Manh Tat fourth in the state. Twenty two per cent achieved Band 5 (increase from 16% in 2012 HSC), 41.67% gained Band 4 and 25% in Band 3. These results were well above state average.

Curriculum contribution was the faculty highlight this year. The languages head teacher, Ms Nguyen participated in writing the Australian curriculum for Stage 4 and Stage 5 Vietnamese (Foundation 10). The languages faculty also hosted local schools for a languages workshop to discuss the draft languages Australian curriculum. The presentation by Ms Nguyen was highly regarded by colleagues.

Stage 5 Korean students achieved highly this year. Fonda Lam of Year 10 Korean was awarded first prize in the Korean Book Review competition organised by the Korean Cultural and Education Centre. Year 9 and Year 10 Korean students participated in the Korean language contest and their performance was recognised as one of the most impressive.

Language students also enthusiastically performed for Peace Day and Cooperation Day.

The languages faculty was involved in the Primary Links Program, working with students from Cabramatta West and Cabramatta Public Schools. Positive feedback on languages activities was received from participating primary students.

Mathematics

The HSC mathematics results in 2013 were excellent. The percentage of students in each of the Bands 5 and 6 - 23% Bands 3 and 4 - 44% and Bands 1 and 2 - 33%, matches the outstanding results in 2012.

In extension 2, the average mark of 76 was below expectations but the top mark of 90% was very pleasing.

For extension 1 students, the average mark of 76% was the third highest achieved by the school. The top mark of 92% was a great achievement.

Advanced students had outstanding results. The top mark of 95% and the average mark of 73% were the second highest achieved by the school.

For general maths the average mark (56%) was a pleasing result. The top mark of 95% was outstanding and the highest the school has ever achieved in general maths.

Overall, the mathematics results were excellent and maintain the high level achieved in previous years.

Industrial arts

In the industrial technology course, 3.5% of students achieved over 90% with a highest mark of 96%.

For 46% of students, industrial technology was one of their best two marks and for 26% of students it was their highest scoring course. In the multimedia focus area, 77.8% of students scored above 50% with 22% of students scored a mark above 80%.

Hiep Nguyen's multimedia and Jingtian Xue's graphics project were classed as 'extraordinary' by Board of Studies (BOS) markers and will be displayed at the annual timber and woodworking show in 2014.

In engineering studies, 92% of students scored above 50% with the highest mark of 79% and 25% of students scoring above Band 3.

In construction, 78% of students scored more than 50% with the highest mark being 80%.

Future directions for the faculty include:

- Securing a trade training centre funding for upgrade of facilities and an outdoor covered area worth \$300 000.

- Teaching guided by data (NAPLAN and PAT testing).

Answering questions in examination conditions has been one of the major concerns in achieving higher bands. In 2014, the industrial arts teachers will focus on improving literacy amongst students by practicing HSC questions with an emphasis on extended response questions.

Personal Development, Health and Physical Education (PDHPE)

In 2013, 5.5% of students gained Band 5 and 32% of students gained Band 4. The school has increased the percentage of students in the higher bands and decreased the percentage of students in the lower bands in PDHPE.

The PDHPE teachers' aim is to better prepare students for their HSC examination with more revision and tutorials in the lead up to the trial HSC and the HSC examinations.

Science

In 2013, results for biology increased positively in Band 6 from 2% in 2012 to 3.3% in 2013. There has also been an improvement in students attaining Band 5 from 22.4% in 2012 to 26.7% in 2013. The school has a trend of 72.2 compared with the state trend of 72.8. We are now very close to state average. There has been a positive trend in data overall in biology over the last three years.

In 2013, Band 6 results for chemistry increased positively from 2.1% in 2012 to 2.6% in 2013.

In 2013, results for physics have declined in the upper bands and risen in the lower bands compared to 2012. In particular no student achieved Band 5 in 2013 compared with 12.1% in 2012. The lower band increase was mirrored in other faculties for the same students in academically rigorous courses.

Senior science appears to have a significant increase in the school trend from 55% average scores in 2010, to 68.9% in 2013. In 2013, there were no students represented in Band 1 and there was an increase in Band 5 (14.3%) and Band 6 (14.3%) compared with 2010.

Vocational Education and Training (VET)

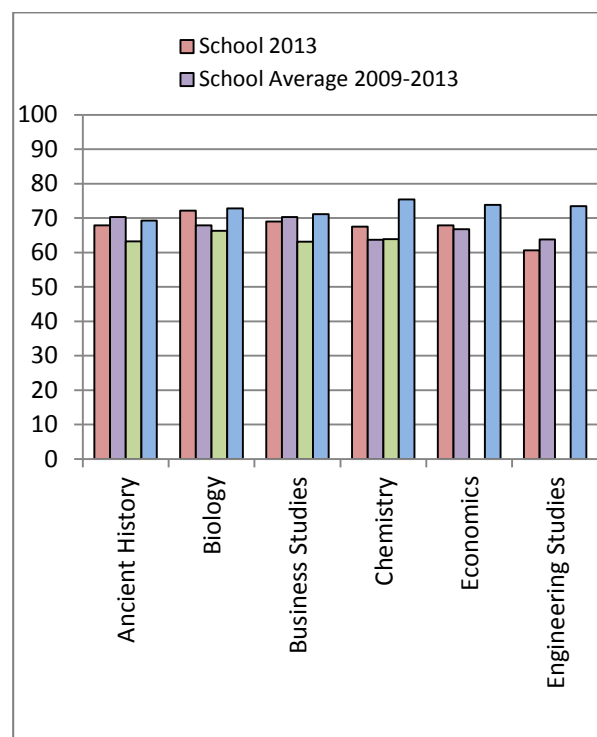
VET continued to be a popular option for students. The school offered construction, hospitality, retail services, sports coaching and TVET financial services in Year 11, and business services, construction, hospitality, retail operations and sports coaching in Year 12.

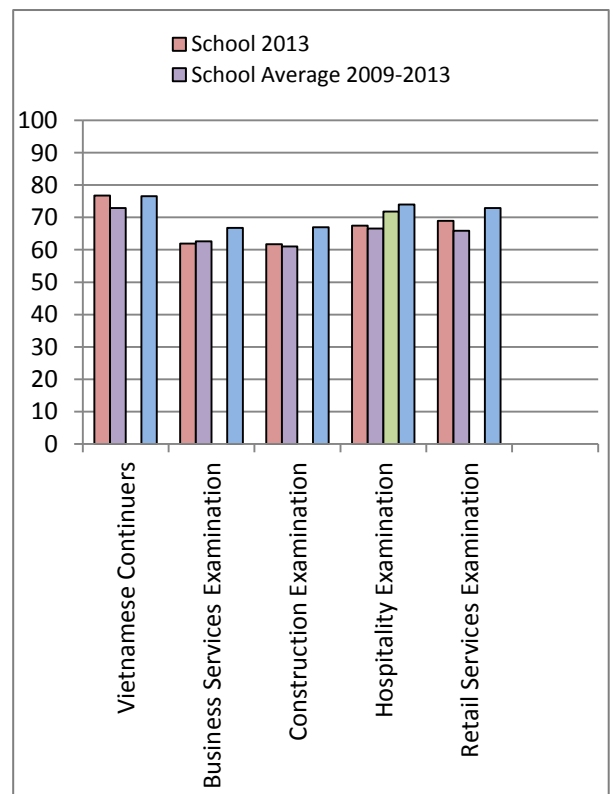
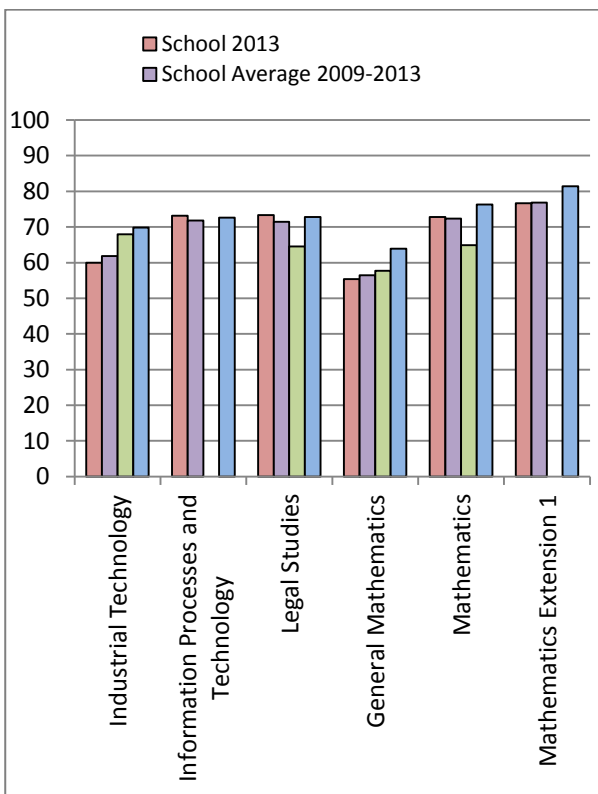
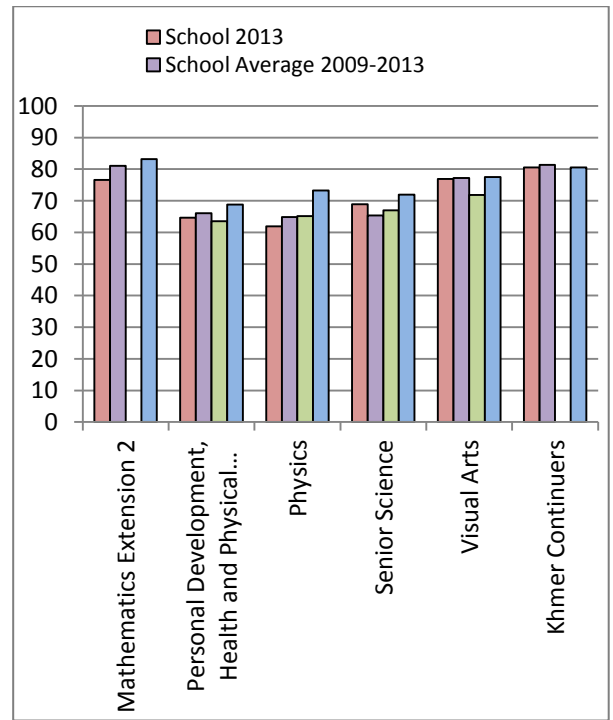
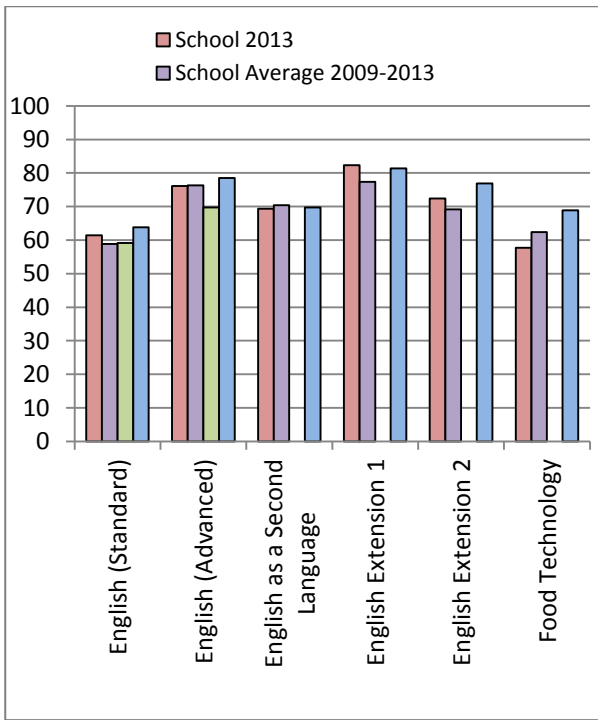
In hospitality, 14.5% of students gained Band 5 and 6.

In business services, 16.6% of students gained Band 5.

In construction, 27.6% of students gained Band 4 and 5.

In retail services, 72% of students gained Band 4 and 5.





Other achievements

Sport

2013 has been a successful year for sport at Cabramatta High School. Stefan Pupovac, a Year 9 student was named Junior Sports Person of the Year in the Fairfield district. Stefan competed in the state Cross Country Carnival, Metropolitan South West Region Athletics, NSW School Basketball, Open Boys knock-out Soccer and the Bill Turner Cup. Stefan Pupovac and Kirisimasi Panapa were targeted and trained in the 2013 development squad with the Greater Western Sydney Australian Football League club. Kirisimasi represented the 2013 under-16 Samoan Rugby League team.

Cabramatta High School grade sport results for 2013 were impressive. Twelve teams were premiers in summer and winter sports and five teams were runners up in the Bernera Zone. Year 7 and Year 8 students performed well in the Gala Day competitions.

Significant programs and initiatives

Cabramatta High School places a strong emphasis on literacy, numeracy, student engagement and retention and on producing lifelong learners. These priorities are linked to the state and regional targets.

Students at Cabramatta High School are involved in a broad range of community and global activities. The students participate in Red Cross and Leos clubs, community fundraising and civic events. In 2013 the school supported a sister school in Kenya, raised funds for disadvantaged people in Ethiopia and to assist schools in Samoa.

Students have had access to a range of mentoring programs and experiences through the Australian Business Community Network (ABCN), Max Potential and local service clubs. Highlights included Year 10 participating in the Young Endeavour program, Your Face Your Story literacy and art program and the ABCN GOALS program for Year 9 students.

Twenty Year 10 students participated in the ABCN Technology TEAM Leadership program. The students were mentored by Ernst and Young staff developing techniques, skills in project management and presentation thus linking application of school subjects to real world issues.

In the Australian Stock Exchange Schools Share Market Game, over 25 students participated in this online game which developed student skills in research and numeracy as students make trading decisions.

In the Commonwealth Bank of Australia (CBA) Partner a Class program, 24 Year 11 business studies students and 22 Year 12 students participated during 2013. This program provided opportunities for students to be mentored by CBA managers.

Four teams of five students each from Year 7 and Year 8 participated in the History Mastermind competition. The main aim was to develop their high order thinking and leadership skills using history as a common medium. Each student received a certificate of participation.

In the NSW Premier's Student Volunteer Award Program, over 60 Year 9 and Year 10 students received awards ranging from bronze (20 hours of volunteering) to opal (100 hours of volunteering).

Nineteen Year 11 and Year 12 students participated in the University of NSW Business Studies and Economics Competition.

Fifty students from Year 9 and Year 10 commerce participated in the Start Smart Workshop 2013. This workshop was run in conjunction with the CBA. The main focus was financial literacy, numeracy and the everyday use of money. The students gained skills and understanding in the use of money, saving techniques, investing and the advantages and disadvantages of borrowing.

Two teams of students from Year 7 to Year 10 successfully participated in the Tournament of the Minds. Each team consisted of seven members. The development of students' higher order cognitive skills was central to the problem based component of the Tournament of the Minds. Both teams received certificates of participation.

Twenty students from Year 7 to Year 12 participated in the Australian Geography competition in 2013. The main aim was to develop students' geography literacy and an interest in advanced level of geography. One student was awarded high distinction, two distinctions and three were awarded credits.

Forty five students from Year 9 participated in the Year 9 Commerce Challenge. The challenge aimed

at applying the principles of organising and running a business.

Two teams of six students from Year 8 participated and competed against 40 other schools. The gain enabled students to use geography as a basis for developing students' analytic and evaluative skills.

Twenty five students from Year 10 commerce participated in the Virtual Enterprise Australia, a program organised by McDonalds. The students created a virtual business and traded with other schools across Australia.

Excursions

HSIE students had the opportunity to extend their learning through field studies.

Legal studies students visited the Downing Centre Courts and State Parliament. Year 11 economic students visited the Reserve Bank of Australia and Westfield Plaza and Year 11 ancient history students participated in archaeological investigations at Nicholson museum.

Over 100 senior students from business studies, history and legal studies attended a variety of study skills days organised by UNSW, Metropolitan East Social Science Teachers' Association, Leading Edge, NSW History Association and Economic Literacy Centre.

Stages 4 and 5 geography students conducted field studies at Windang and Warilla beaches.

Year 9 commerce students attended a business lecture at Luna Park, while Year 10 commerce and Year 11 business studies students attended a business workshop at Holy Basil restaurant.

There has also been a focus on student engagement in English through a variety of educational experiences.

Year 9 and Year 10 experienced the Shakespeare on Trial performance and drama workshop.

Year 8 had a cinema excursion to see 'Oz The Great and Powerful' and attended an excursion to the Jewish Museum.

Year 11 attended a performance and workshop for the drama 'King Hit'.

Year 12 had a cinema excursion to see 'The Great Gatsby' and Year 12 Advanced students attended an excursion to see the play 'The Crucible'.

Debating and Public Speaking

Three students represented the school at the Australian Public Speaking competition set up by the Australians for Constitutional Monarchy, honouring the first Indigenous Senator, Neville Bonner AO. One student won the Neville Bonner Memorial Prize, the school shield, a medallion and \$250.

Three students participated in Model United Nations Assembly (MUNA) competition organised by the Rotary Club at Penrith High School campus. Over 25 schools participated in the event, which required students to engage in debate and voting on resolutions as delegates to the United Nations.

Cultural Exchange Program

The HSIE faculty hosted intercultural exchange visits with Picton High School and Tumbi Umbi College. Cabramatta High School students also visited Picton High School. The students engaged in learning of the unique features of different Australian communities including multicultural communities and rural communities.

Aboriginal education

In NAPLAN, the performance of Aboriginal students in Year 7 is reported in performance bands ranging from performance Band 4 (lowest) to performance Band 7 (highest). In Year 9 the performance of Aboriginal students is reported in performance Band 5 (lowest) and performance Band 9 as the highest.

A notable student success was Emma Tracey who achieved a solid Band 6 in Senior Science.

In the HSC cohort, one Aboriginal student was eligible to apply for a scholarship. The student was awarded a Kari scholarship and another scholarship from the University of Western Sydney. She is undertaking studies at the University of Technology Sydney (UTS).

All Aboriginal students participated in a school attendance strategy program. The program included special rewards for school attendance. One hundred per cent of students improved attendance and the truancy amongst the group decreased.

Aboriginal Education and Communities Policy is implemented at Cabramatta High School in the following ways:

National Aboriginal and Islander Day Observance Committee (NAIDOC) celebration including a focus day for all Year 7 students.

Year 7, under the leadership of HSIE and with assistance from the PDHPE faculty spent the day focusing on Indigenous culture and experiences. The program was convened by Aboriginal groups and special guests.

Teaching staff completed professional learning in the culturally approved pedagogy 8 Aboriginal Ways of Learning.

The inaugural award for Aboriginal students, called the Aunty Mae Robinson Koori Award was presented to Emma Tracey of Year 12.

Ninety percent of Aboriginal and Torres Strait Islander (ATSI) students participated in the 2013 Peace Day. This is an increase from 50% in 2012. ATSI students have doubled their attendance at events such as Indigenous literacy days at Jumbunna Indigenous House and summer school 2013 at UTS Sydney.

Sorry Day celebrations included an implementation of the 8 Aboriginal Ways of Learning model into the activities. Year 8 students, under the leadership of the HSIE faculty engaged in cross-curricular activities designed by HSIE, creative and performing arts (CAPA), science and English faculties. Sorry Day celebrations extended an invitation to the Betty Clan Dance Troupe and Koomurri Management Aboriginal Culture Connection.

ATSI students attended a mentoring lunch fortnightly to promote connectedness and enjoyment of school life.

Parents of Aboriginal students are informed of Aboriginal initiatives via a Koori newsletter and parent attendance at school meetings and events.

Individual learning plans were developed for all Aboriginal students in 2013

Multicultural education

Various programs in 2013 enhanced understanding and cross cultural communication for students and staff and supported the underlying principles of Multicultural Education. Programs also included the joint participation of mainstream and IEC students which fostered a supportive environment for newly arrived

Language Background Other Than English (LBOTE) students.

Year 11 society and culture students hosted Year 9 students from Tumby Umbi High School on the Central Coast. Through these forums, students exchanged cultural knowledge and fostered an atmosphere that breaks down cultural stereotypes.

Twenty Year 9 ESL students participated in the InterAct program hosted by the ABCN. Students were mentored by employees from Ernst and Young and studied keys to success in the community. Ten refugee background students were also involved in the Ready, Arrive, Work (RAW) program. Students were mentored and prepared for success in the workforce.

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

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. Forty 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. In 2013, all IEC students participated in a community links program where they visited local multicultural service agencies which support families in transition with resettlement needs.

Ten IEC and 15 high school students participated in the Capoeira Angola Program which aims to develop cooperation, leadership skills and awareness of other cultures. Capoeira incorporates forms of martial arts and dance accompanied by singing and instruments.

One Year 12 student was selected to travel to the home of Capoeira in Brazil to participate in an international cultural exchange. The students learning Capoeira also demonstrated their skills at various functions including Cooperation Day and at an inter school festival.

Six students from Year 9 and Year 10 participated in the Premier's Volunteer Program assisting students in five IEC classrooms, across KLAs in literacy activities throughout the year. All students benefited from building cultural awareness and nurturing a sense of community.

In 2013, the school hosted the winner of the Sydney Peace Prize, Dr Cynthia Maung. Key performances on the day were representative of the cultural diversity of the school. These included the Cabramatta High School Lion dancers and the school African dance and drum group Oz Afrique, comprising 20 dancers and drummers. Oz Afrique were invited to perform on many other occasions throughout the year in the Fairfield local government area at various multicultural days and Refugee Week celebrations. These included performances at Cabramatta Primary School's multicultural day and at Cabramatta West Primary School for students in Stage 1 learning about Morocco.

Oz Afrique also travelled to Taree in country NSW where they performed in a refugee Week African Festival. The students were billeted with local families and attended an inter-faith church service. Other performances included World Women's Day at Macquarie University, the Law Scholarship dinner at Canley Vale and the fundraising dinner for Samoan schools. Through these activities, the group promoted cultural harmony and acceptance.

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. Sixteen high school and IEC boys, as a soccer team, participated in the White Ribbon Day Cup held at Fairfield High School. The cup was hosted by Fairfield City Council and aimed to raise awareness of the need to decrease domestic violence.

Six IEC students participated in a Refugee Week talent quest at Westpoint Blacktown sponsored by St Anthony's Care. In addition, three students presented speeches at an Inter-IEC Speaking Showcase. These students showcased their talent to their peers from IECs across the Sydney region.

The school actively celebrated multiculturalism which in turn promotes an acceptance of diversity and social justice by the importance

placed on such events as Peace Day, Cooperation Day and the Your Face, Your Story project.

Special Education

The support unit catered for 54 students with mild and moderate intellectual disabilities. There was 100% retention of students in Year 7 to Year 12 in the unit. Year 9 to Year 12 students with mild intellectual disabilities were integrated successfully to access elective courses. Year 7 and Year 8 students were also integrated for music, art, PDHPE, sports and design and technology.

Three students with mild intellectual disabilities and four students with moderate intellectual disabilities achieved their HSC with a mixture of mainstream and life skills courses.

As a result of individual transition planning meetings and work experience programs all Year 12 students with moderate intellectual disabilities are currently undertaking training for fulltime employment through Job Support, Break Through, Catholic Care, NOVA Employment and supported employment.

Three students with mild intellectual disabilities gained fulltime jobs, two enrolled in TAFE and are undertaking apprenticeships whilst two are undertaking training for fulltime jobs through Catholic Care

The Community Access Program supported 10 Year 7 to Year 10 students with moderate intellectual disabilities to improve their living skills including travel training.

Welfare

Welfare at Cabramatta High School caters for the social and emotional needs of students. The year advisors are dedicated to knowing their students and ensuring that each student's physical and emotional wellbeing is a priority and that welfare itself provides a strong basis for a learning environment.

The Welfare team model and teach strong conflict resolution strategies so that students learn how to deal with conflict. Circle Time and Peer Mediation are current strategies that have been very effective. The school is training students and promoting peer mediation so that all students will take responsibility for resolving problems. In 2013, 243 students were involved in these programs either as participants or mediators in a total of 59 sessions of peer mediation. Circle Time was a feature of Year 7

and occurred weekly for small groups. This enabled students to transition successfully to high school as well as make strong connections with other students and their year advisor.

Each year, Police Links provides Year 7 students with information about the law, bullying, cyber bullying, drug issues, juvenile crime and its consequences. The students are also informed about the importance of reporting crime within their community.

Links and programs involving the outside community allow students to meet and develop relationships with adults that help them develop life skills. The GOALS program allows students in Year 9 to look at goals, communication and problem solving. It also broadens the experience of the students by allowing them access to the world of business.

Programs involving community agencies assisting students at risk of not completing school are Youth Connections, Reconnect and Girl's Group. These groups allow students to speak to a trained facilitator who can assist with clarifying goals, peer relationships and study skills. 2013 saw the expansion of the Ignite program run by youth workers from Cabramatta Community Centre. Over 50 boys completed this program during 2013.

Cabramatta Community Centre also increased the number of programs they provided for Stage 4 students. Bounce, Skip and the Girl's Group provided important transitioning elements as well as proactive education about high-risk behaviours. Sixty-eight students participated in these programs.

Cabramatta High School students also participated in Café Horizon programs which enable students to experience working life and gain a Certificate II in hospitality. Twelve students were referred to these programs.

Specialist teachers offer programs such as the Pacific Islander program, and the Rock and Water program. Rock and Water teaches students about internal strengths and self control where as PIP consolidates cultural identity for selected students.

The school offers special programs to help students develop friendships and links to older students as role models. Programs concentrate on social skills, racism and bullying. This allows students to contribute to the community in a

positive way and advocate for change amongst the student body. Students can experience success as student advocates, leaders and role models for younger students.

The school's strong multicultural focus enables students to have a broad understanding of difference amongst people and cultures. This is reflected in the acceptance of diversity amongst the student population. The school actively promotes an acceptance of diversity and social justice by the importance placed on such events as Peace Day, Cooperation Day and Your Face Your Story project.

2013 saw continuation of a large event for White Ribbon Day reminding everyone that violence against women is unacceptable. On the actual day, the entire school was treated to a barbecue cooked by volunteers from the Men's Shed. Many community agencies had stalls in the playground to inform students and staff of the community work in which they are engaged.

Leadership opportunities are also provided to students through leadership groups organised by year advisors.

Students take up leadership roles and organise awards assemblies and fundraising, taking responsibility for rehearsals, lighting, sound, performance coordination and other related activities.

Japanese Anime Manga (JAM) is a new group in Year 10 that students organise and run themselves. Club 12 is also a leadership opportunity that has run since Year 8, providing ways for students to have a voice in the running of their year group.

National partnerships and significant Commonwealth initiatives

In 2013 Cabramatta High School received the final year of National Partnership funding for Low Socio-Economic Status School Communities. The funds addressed school needs in the areas of student retention and attendance, stages of transition, teacher professional learning, literacy and numeracy, technology and staff leadership and capacity building. The school developed strategies to sustain the programs and embed them in school practice. Alternative funding was sought for the continuation of the homework centre and student mentoring programs. The funding has had a positive impact on student

learning and is detailed in the evaluation and targets sections of this report.

For more specific outcomes see the school planning section of this report.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Community and parent consultations.
- Student and staff surveys.
- Data analysis.

School planning 2012—2014: progress in 2013

School priority 1 - Literacy and Numeracy

Outcome for 2012-2014

Increased levels of literacy and numeracy achievement for every student consistent with national, state and regional directions.

2013 Targets to achieve this outcome include:

- In NAPLAN literacy growth in reading, writing, spelling, grammar and punctuation for Year 7 2013 will be 7% above the growth demonstrated for Year 7 state wide.
- In NAPLAN literacy growth in reading, writing, spelling, grammar and punctuation in 2013 for Year 9 will be 12% above the growth demonstrated for Year 9 state wide.
- In spelling, students in Years 7, 8, 9, 10 and 11 will show an improvement of 10% on the PAT testing measure, from semester 1 to semester 2 in 2013.
- In reading students in Years 7, 8, 9, 10 and 11 will demonstrate an improvement of 10% on the PAT testing measure from semester 1 to semester 2 in 2013.

- In NAPLAN numeracy growth, Year 7 to equal state average in 2013.
- In NAPLAN numeracy growth, Year 9 to be 7% above state average in 2013.

Evidence of progress towards outcomes in 2013:

- In Year 7 NAPLAN, growth in reading was particularly pleasing, we exceeded state growth by 17.4 scaled scores. In all domains of literacy and numeracy, the majority of Year 7 achieved greater or equal to expected growth.
- In Year 9 NAPLAN, in all domains of literacy and numeracy, students achieved up to 30 scaled scores above expected growth, exceeding the state in all areas.
- In PAT testing for Year 7 and Year 8, students achieved consistently positive growth from semester one to semester two: comprehension 14%, vocabulary 22%, grammar and punctuation 8% and numeracy 5%.

Strategies to achieve these outcomes in 2014

- Data driven programs via PAT testing - teaching and learning.
- Literacy and numeracy coaches working with faculties and individual teachers to improve student outcomes.
- Professional learning model from literacy committee to develop staff skills in specific areas.

School priority 2 - Student Engagement and Attainment

Outcomes for 2012–2014

Students experience challenging, flexible, personalised and safe learning environments.

2013 Targets to achieve this outcome include:

- Increase student attendance, both whole day and part day, from 94.1% in 2012 to 95.5% in 2013.
- To increase senior student retention from 92.9% in 2012 to 93.9% in 2013.
- To increase the number of students participating in leadership programs from

100 students in 2012 to 150 students in 2013.

- To increase the staff and student based transition programs with partner primary schools from 6 identified programs in 2012 to 8 identified programs in 2013.

Evidence of progress towards outcomes in 2013:

- Student attendance, both whole and part day, remained quite consistent at 94%.
- Senior student retention.
- Two hundred students were participating in leadership programs, which exceeded the target.
- Staff and student based transition programs exceeded the target with twelve identified programs in 2013.

Strategies to achieve these outcomes in 2014:

- Home-School communication strategies and parent meetings.
- Stage 6 individualised learning plans and transition programs.
- Cabramatta Community of Schools combined professional learning and inter-school programs further developed.

School priority 3 - Aboriginal Education

Aboriginal student learning outcomes will match or better the outcomes of the broader student population.

Outcomes for 2012–2014

- An increase in the number of staff trained in the 8 Aboriginal Ways of Learning from 70 staff in 2012 to 90 staff in 2013.

Evidence of progress towards outcomes in 2013:

- All staff not previously trained in 8 Aboriginal Ways of Learning participated in this training during 2013.
- All Aboriginal students had a personalised learning plan.
- The Aboriginal education committee membership was expanded to include two extra staff by the end of 2013.

Strategies to achieve these outcomes in 2014:

- Professional learning cycle includes the 8 Aboriginal Ways of Learning.

- Enhancement of personalised learning plans for all Aboriginal students.
- Expansion of Aboriginal Education Committee membership.

School priority 4 - Leadership and Management

Outcomes for 2012-2014

Strengthened leadership and management capacity of school staff, executive and principal to drive school improvement.

- To increase the number of registered professional learning programs in which staff participate from 300 in 2012 to 350 in 2013.
- To increase the number of non-executive staff trained in leadership from 25 in 2012 to 30 in 2013.

Evidence of progress towards outcomes in 2013:

- The number of registered professional learning programs in which staff participated increased to over 350.
- The number of non executive staff trained in leadership was 30. This target was achieved.

Strategies to achieve these outcomes in 2014:

- Executive undertake training and deliver professional development to staff using feedback and coaching model.
- Second in Charge (2IC) program in faculties and aspiring Deputy Principal' program will continue, increasing capacity of staff.

School priority 5 - Curriculum and Assessment

Outcomes for 2012-2014

The implementation of a broad, inclusive and relevant curriculum.

2013 Targets to achieve this outcome include:

- To develop individual transition plans for 20% of the Year 7 students in 2013.
- To increase the number of students with an individualised transition plan in the

senior school from 109 students in 2012 to 150 students in 2013.

Evidence of progress towards outcomes in 2013:

- Individual Transition plans were developed for 20% of the Year 7 students in 2013. This target was achieved.
- The number of students with an individualised transition plans in the senior school increased to 200 students.

Strategies to achieve these outcomes in 2014:

- Stage 4 and Stage 6 teams to develop individualised transition plans for selected students.
- Stage 6 team and VET coordinator to match HSC students to appropriate VET courses.

Professional learning

Cabramatta High School was awarded the Director's Choice Award for its innovative teacher professional learning program. Thirty-five courses were offered providing both institute endorsed and teacher identified professional learning. Content addressed included literacy, numeracy and authentic use of information technology, 8 Aboriginal Ways of Learning, data analysis, staff and student welfare and the differentiation for special needs of students (gifted and talented students, ESL learners, refugees and learning difficulty). Career development and succession planning is fostered in the diversity of leadership programs offered by the school. The 2IC program and Aspiring Deputy Principal program has resulted in a strengthened leadership and management capacity of staff and executive at Cabramatta High School.

Teacher Practicum

Teacher practicum at Cabramatta High School continued to focus on increasing numbers of placements during 2013. This provided an increase of pre-service teacher placements from local universities and expansion of placement offers to regional and other state universities. The school supervised 15 pre-service teachers in 2013.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

In addition to general satisfaction rates, which were high, parents were surveyed about Parent Teacher Night and while a majority of parents approved of current arrangements a significant number felt Parent Teacher Nights were too crowded.

Teachers were surveyed through evaluation processes on Parent Teacher Night as well as general satisfaction rates. The staff value the trusting relationship between parents and teachers at our school. Staff echoed concerns about congestion at Parent Teacher Night.

Students were surveyed through a mixture of interview and evaluation processes. Students value the support given by their teachers.

Future directions

The Assessment and Reporting Committee is altering the layout of Parent Teacher Night to reduce congestion in 2014.

Program evaluations

Background

The process for Faculty Reviews was felt to be cumbersome and also less efficient than it could be. Executive were polled and a new approach developed and ratified at Executive conference, 2013.

Findings and conclusions

The executive decided to trial a new process where faculty reviews are embedded within the supervisory process. Aspects reviewed include team processes; student feedback; differentiation and teacher feedback.

Future directions

In 2014, all faculties will participate in the new streamlined review process. Professional learning for staff has been tailored to facilitate these outcomes.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

E Godwin, Principal
J Gooden, Deputy Principal
D McEwan, Deputy Principal
L Erskine, Deputy Principal
S van Dyk, Head Teacher Secondary Studies
M Avery, Head Teacher Staff Administration
C Walton, Head Teacher Student Administration
M King, Head Teacher Welfare
L Nguyen, Head Teacher Languages
S Prasad, Head Teacher Special Education
A Sentic, Head Teacher Intensive English Centre
L Nguyen, Head Teacher ESL
D Sepulveda, Head Teacher Teaching and Learning
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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

<http://www.schools.nsw.edu.au/asr>