

Cabramatta High School Annual Report



2015



8209

Introduction

The Annual Report for 2015 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.



Elizabeth Godwin
Principal

School contact details:

Cabramatta High School

Aladore Avenue

Cabramatta, 2166

www.cabramatta-h.schools.nsw.edu.au

cabramatta-h.school@det.nsw.edu.au

9726 2424

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 second 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 gain 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 My School 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 1400 pupils and 187 teaching and non-teaching staff members. The school attracts a high number of international students and retains the majority of students exiting the IEC. Ninety-six percent of our students are from language backgrounds other than English with a high proportion from South East Asian countries. In total there are 43 language groups in the student body. Currently there are 100 students who are identified as coming from a refugee background. There are six 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 45% 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 achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. 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.

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

Learning Domain

Learning Culture: The statement best describing our school for the Learning Culture element was *excelling*.

There is school wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement.

Positive and respectful relationships across the school community underpin a productive learning environment, and support students' development of strong identities as learners.

In schools that excel, school culture demonstrates the building of educational aspiration and ongoing performance development across its community. Students take responsibility for their ongoing learning.

Wellbeing: The statement best describing our school for the Wellbeing element was *sustaining and growing*.

The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.

Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development.

Students care for self and contribute to the wellbeing of others and the wider community.

Curriculum and Learning: The statement best describing our school from the Curriculum and Learning element was *sustaining and growing*.

Curriculum provision is enhanced by learning alliances with other schools and organisations.

The school actively collects and uses information to support students' successful transitions.

Teachers involve students and parents in planning to support students as they progress through the stages of education.

There are systematic policies, programs and processes to identify and address student learning needs.

Assessment and Reporting: The statement best describing our school from the Assessment and Reporting element was *sustaining and growing*.

The school has developed explicit processes to collect, analyse and report internal and external student and school performance data.

Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents.

Students use assessment and reporting processes to reflect on their learning.

The school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels.

Parents have an understanding of what their children are learning and receive regular information to support progression to the next level.

Student performance measures: The statement best describing our school from the Student Performance Measures element was *excelling*.

The school achieves excellent value-added results.

Performance for equity groups within a school is comparable to the performance of all students in the school.

In schools that excel, students consistently perform at high levels on external and internal school performance measures.

Teaching domain

Effective Classroom practice: The statement best describing our school from the Effective Classroom Practice element was *sustaining and growing*.

Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices.

Teachers provide explicit, specific and timely formative feedback to students on how to improve.

Data skills and use: The statement best describing our school from the Data Skills and Use element was *sustaining and growing*.

Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement.

The school leadership team engages the school community in reflecting on student performance data.

Collaborative Practice: The statement best describing our school from the Collaborative Practice element was *excelling*.

Teachers collaborate within and across stages and faculties to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement.

The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.

School-wide and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development of all staff.

In schools that excel, there are explicit systems for collaboration and feedback to sustain quality teaching practice.

Learning and Development: The statement best describing our school from the Learning and Development element was *sustaining and growing*.

Teachers actively share learning from targeted professional development with others.

There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas

Teachers are actively engaged in planning their own professional development to improve their performance.

Professional Standards: The statement best describing our school from the Professional Standards element was *sustaining and growing*.

Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school's goals.

Teachers work beyond their classrooms to contribute to broader school programs.

Leading domain

Leadership: The statement best describing our school from the Leadership element was *sustaining and growing*.

The school solicits and addresses feedback on school performance.

Leadership development is central to school capacity building.

The school has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students.

School Planning, Implementation and Reporting: The statement best describing our school from the School Planning, Implementation and Reporting element was *sustaining and growing*.

There is broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community.

Staff are committed to, and can articulate the purpose of, each strategic direction in the school plan.

Monitoring, evaluation and review processes are embedded and undertaken routinely.

Clear processes, with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan.

School Resources: The statement best describing our school from the School Resources element was *sustaining and growing*.

Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.

Physical learning spaces are used flexibly, and technology is accessible to staff and students.

Management Practices and Processes: The statement best describing our school from the Management Practices and Processes element was *excelling*.

Practices and processes are responsive to school community feedback.

Administrative practices provide explicit information about the school's functioning to promote ongoing improvement.

In schools that excel, management systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members.

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

Strategic Direction 1

Unlocking student potential

Purpose

1. Students engage with a quality, innovative education that equips them to engage critically with concepts.
2. 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

As a school, we identified milestones for Unlocking student potential – Higher Order Thinking

Activities supporting the implementation of Higher Order Thinking were organised under three areas:

Student learning targets utilising Personalised learning plans (PLPs) This area of activity was very successful with over 200 PLPs in evidence across the school. An ongoing focus is the tracking of student report results against their PLP. Year Advisors, Learning Support Team (LST) members and Learning and Support Teachers (LaSTs) were involved in the process which included individual interviews with the students and parents where possible, and the subsequent uploading of the PLP onto a school wide database so that teaching staff could easily access them to assist in their classroom planning. Work will continue in this area in 2016 as we review and evaluate this approach.

Study Skills seminars and programs for all years 7-12 This area of activity was very successful with students from each stage participating in a range of study skills opportunities. Stage 4 and stage 5 students undertook a study skills program designed by our school counsellor which concentrated on stress management for successful study. The sessions incorporated useful techniques such as healthy lifestyle habits and mindfulness so that students could learn to recognise and manage stress as it occurred as a result of study and other life pressures. Stage 6 students had an outside provider Elevate Education who guided them through habits for HSC success and management of self and study pressures. The IEC workshop prepared students for the rigours of study in mainstream high school.

Student directed project teams This area of activity was highly successful with the formation of student teams such as Leos (junior Lions Club), the Red Cross committee, Student Representative Council (SRC), the Legal team, the Environment Committee and Year 12 committees. All programs and endeavours were successful with each team reporting high satisfaction with their achievements. Australian Business and Community Network (ABCN) programs such as TEAMS and GOALS ran successfully with outside mentors drawn from the business world. Student and mentor evaluations showed a high level of satisfaction with the outcomes achieved in these programs.

As a school, we identified milestones for Unlocking student potential – quality engagement and student wellbeing.

Activities supporting the implementation of quality engagement and student wellbeing were organised under two areas:

Curriculum enhancement: The employment of our Literacy Master G Halloran enabled teaching staff the opportunity to receive professional learning in higher order thinking with a literacy focus. The English and ESL faculties further undertook training and program evaluation utilising the experience of the Literacy Master in order to ensure rich tasks and higher order thinking were evident in programs.

Student wellbeing programs: The students' wellbeing levels were monitored via Sentral database utilisation for tracking individuals and their placement into appropriate programs of intervention and support, utilising a range of in-school and outside agency personnel. Data from the Tell Them From Me surveys allowed the school to reference our cohort against State norms.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
80% of students are engaged in learning.	All students are learning. The increased engagement through one-fifth of the student population having a personalized learning plan has been noticeable. In addition, the School Engagement Committee has undertaken action research and delivered professional learning to all staff.	\$45 000
80% of students show growth above state average in a variety of external and internal measures.	The students have shown growth above similar school groups for value added growth for NAPLAN and HSC.	\$45 000

Next steps

Higher Order Thinking

- The next steps are the evaluation of the 2015 strategies and the formation of a team of staff drawn from the LST, led by the Literacy Master (G Halloran) to undertake PLPs with students in a team environment.
- Year 7-12 study skills program will be repeated in 2016 but alterations made to content in light of evaluations from 2015 and coverage of different year groups from 2015.
- Student directed project teams will remain and be enhanced in 2016 by increasing opportunities for student involvement in projects.

Quality engagement and student wellbeing

- The next steps are the evaluation of the 2015 strategies and the review of the English and ESL faculty higher order thinking and rich tasks. Once completed, the strategies will be shared by the Literacy Master working with further faculties to implement the same.
- The student surveys from Tell Them From Me will be analysed for changes to 2015 data, in order to track overall student wellbeing. In addition, a dedicated Welfare database in Sentral will be trialled by use of welfare team members.

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

As a school, we identified milestones for responding to teacher professional learning needs.

Activities supporting the implementation of responding to teacher professional learning needs were organised under four areas:

Continuum of learning: This area of activity continues to grow and develop. In 2015 the committee met each term and was expanded to include regular termly Community of Schools (COS) Senior Executive planning meetings. Faculty Champions identified within each faculty area had the opportunity to meet and create links with primary school personnel.

Differentiation: This area of activity was focused on the identification of students through the PLP process and internal testing data from the Progressive Achievement Tests (PAT) and NAPLAN and school report data. Through professional learning provided to staff around student learning needs identification, more accurate referrals to the speech pathologist and LST were made, and student PLPs developed.

2IC (second in charge) program: This area of activity was very successful in providing targeted professional learning to staff interested in building their leadership capacity. Roles for 2IC have been negotiated and defined, conferences held which match with participants' Performance and Development Plan (PDP) needs.

PDF and Accreditation: This area of activity was highly successful in the first year of implementation. The Performance Development Framework (PDF) provides NSW teachers with a professional planning cycle of goal identification, selection of professional learning to support the achievement of those goals, and an opportunity to review and forward plan for the following yearly cycle. Accreditation professional learning was provided to all staff and the number of staff interested in pursuing Accreditation at higher levels has increased.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
100% of teaching staff have achieved their professional learning goals	In 2015 all staff reported that they had met their professional learning goals.	\$70 970

Classroom practice reflects individual student needs being addressed	Classroom practice reflects greater reliance upon PLPs and differentiation practices in order to meet all students' learning needs.	\$70 970
--	---	----------

Next steps

- **Continuum of Learning:** Next steps for this strategic direction include an ongoing focus on the continuums of learning: literacy and numeracy as a vehicle for authentic collaboration between primary school and high school contexts. The research project for the Community of Schools will centre around these continuums.
- **Differentiation:** The 2016 focus for this part of the strategic direction is for a faculty self-review process focussing on differentiation.
- **2IC program:** the 2016 focus for 2ICs is ongoing refinement of the role in each faculty, and a review of professional learning provided to participants. Participants are undertaking professional learning in Leadership in 2016.
- **Performance Development Framework and Accreditation:** The 2016 focus will be on preparing all pre-2004 staff for accreditation at proficient, as well as a continued focus on more candidates for accreditation at higher levels. These aspects will be reflected in school staff's PDPs.

Strategic Direction 3

Productive and authentic community relationships

Purpose

To enhance transition and promote positive relationships between the school and the community.
To enhance further the standing of the school in the local and wider community.

Overall summary of progress

As a school, we identified milestones for productive and authentic community relationships.

Activities supporting the enhancement of productive and authentic community relationships were organised under four areas:

Enrich school standing in the community – school promotions activities:

This area of activity was very successful in 2015. All aspects of school promotion planned activities were successfully carried out. School signage was improved, interested staff received media training, the school leveraged social media more successfully and was able to review media structures.

Transition projects:

All planned activities were carried out successfully. Student volunteering took place and ran for two terms, Primary Links activities were very well received; and Community of Schools and orientation activities drew high numbers of students and staff to our school.

Community based student activities:

The students continued to engage productively and compassionately with the broader community, both local and international. The SRC from our school and the COS partner schools continued the generous association with the Kenyan sister school – Nyamusi Girls Secondary School; as well as fundraising events and efforts for the Ethiopian prison school by school members. Fundraising also took place for global disaster relief and the Red Shield Appeal. The second Pasifika motivational day took place as well as student representation in the school concert, the Moon Festival and other school performances within the community. The annual Peace Day once again allowed students to both plan for and perform at the event.

Promoting positive relationships between the school and community:

The Tell Them From Me survey for students and parents were successfully administered, though issues arose with the English language requirements for the parent survey. Parent workshops featuring emotional intelligence and study skills were successfully held, as well as an inaugural year 7 parent barbecue. School Report formatting, information and distribution via parent teacher night reorganisation were all successfully carried out and the international students' parents and carers had two successful meetings to share information with staff about how best to support the students. Aboriginal cultural knowledge, incorporating Sorry Day activities were highlighted to both students and staff through professional learning and whole day event celebration.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
Increase in percentage of eligible COS primary student enrolment at CHS to 95%	The percentage of eligible COS student enrolment is at 75% for 2015.	\$41 829
Students articulating and acting upon a wider range of post school choices and opportunities	Student destinations surveys showed 66% of students were pursuing tertiary study, 5% were pursuing TAFE study, 10% were entering further studies within private colleges, while 19 % were entering the world of work.	\$41 829

Next steps

- **Enrich school standing in the community – school promotions activities:** The next steps for this aspect of the strategic direction are to further develop social media amplification and to ensure the school cyber media policy remains current with changing technological policy landscape.
- **Transition projects:** The next steps are to refine the volunteering program to meet emerging needs in the COS primary schools. As these needs become apparent, student and teacher expectations need further clarification.
- **Community based student activities:** In 2016, existing programs will be retained but the global disaster relief aspect will be fluid, in order to respond to emerging needs in a timely manner.
- **Promoting positive relationships between the school and community:** In 2016 Aboriginal knowledge will be further developed among the student and staff body through community and committee links with the Aboriginal Education Consultative Group in the Fairfield area.

Key initiatives and other school focus areas

This section includes:

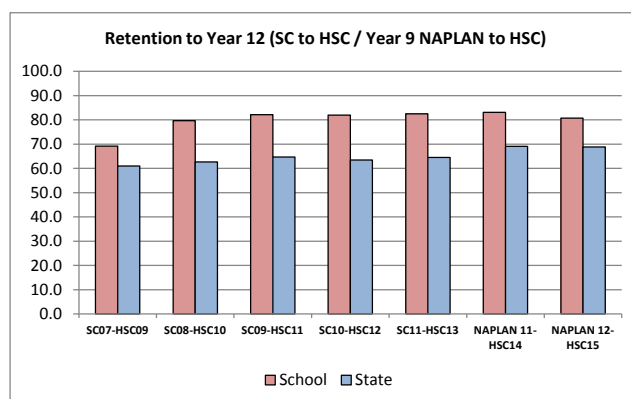
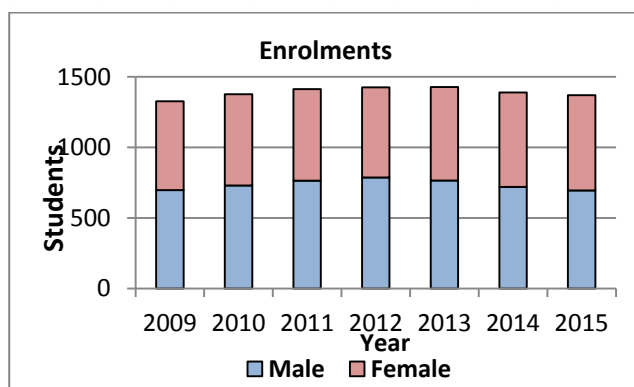
- Key initiatives (from School planning template B).
- Policy requirements such as Aboriginal Education, Multicultural Education and Anti-Racism Education.
- Initiatives and other school focus areas which may not have been included in the school plan such as Early Action for Success, student leadership, partnerships and projects.

Key initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background funding	The mentoring program and monitoring of student attendance, retention and feedback on achievements was successful in the impact of each senior student achieving university entry.	\$3 658
English language proficiency funding	Programs such as the Helping Hand program and the Pasifika homework centre and the library homework centre have assisted students towards success. Surveys show the students credit these interventions as vital to their success.	\$29 498
Refugee and new arrival	A specialised refugee teacher mentor position was created to assist refugee students in the mainstream. The drumming and Capoeira programs supported student engagement and personal development. The Settling In and Community Engagement programs assisted refugees and new arrivals to adapt and succeed in their new educational environment.	\$141 361
Socio-economic funding	Pasifika teacher specialist/mentor has been engaged; professional learning for staff on engagement, the provision of gifted and talented student programs, the review of program impact on professional learning, parent forums, supporting programs and additional staff engaged all showed positive impacts. Community Liaison Officers were employed to enhance school, parent and community communication and educational outcomes.	\$998 496
Low level adjustment for disability funding	The engagement of a Literacy master, speech pathologist, professional learning around literacy issues and reading intervention and resources such as RedTime were all enabled via this funding.	\$99 632
Support for beginning teachers	Five beginning teachers were granted funds for mentoring, accreditation and induction activities to support them in their early careers.	\$37 768

Other school focus areas	Impact achieved this year	Resources (annual)
Teacher Professional Learning	Teacher access to individual professional learning and PDPs supported through professional learning. Welfare and executive team professional learning was also supported.	\$74 673
Technology	The engagement of a computer coordinator assisted with training programs using interactive whiteboard and the maintenance of school network and computers, including an upgrade of the library technology available.	\$42 873

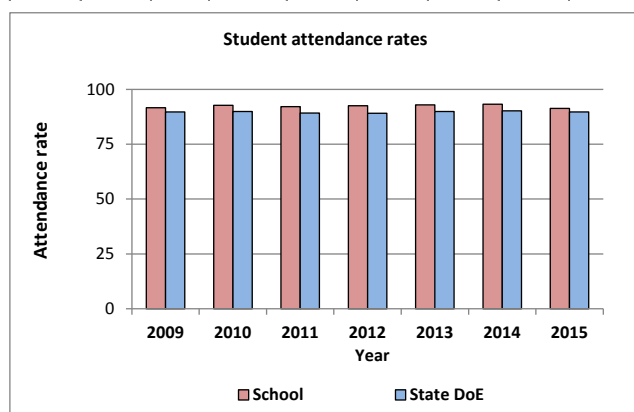
Student enrolment profile

Gender	2009	2010	2011	2012	2013	2014	2015
Male	697	730	764	786	765	719	695
Female	629	646	648	639	662	669	674



Student attendance profile (mandatory)

	Year	Year						
		2009	2010	2011	2012	2013	2014	2015
School	7	95.2	96.0	95.2	94.4	95.6	96.6	94.9
	8	93.2	94.0	93.0	93.8	94.8	95.3	92.7
	9	91.9	92.6	94.2	92.3	91.7	95.0	92.4
	10	89.2	90.2	91.5	93.4	90.7	90.7	89.8
	11	90.2	92.5	89.2	91.4	93.4	89.8	90.1
	12	89.4	91.6	90.7	90.6	92.2	93.1	88.5
	Total	91.6	92.7	92.1	92.5	92.9	93.2	91.3
State DoE	7	92.3	92.6	92.5	92.4	93.2	93.3	92.7
	8	90.0	90.5	90.1	90.1	90.9	91.1	90.6
	9	88.8	89.1	88.8	88.7	89.4	89.7	89.3
	10	88.7	88.3	87.1	87.0	87.7	88.1	87.7
	11	89.4	89.1	87.6	87.6	88.3	88.8	88.2
	12	89.4	89.8	89.2	89.3	90.1	90.3	89.9
	Total	89.7	89.9	89.2	89.1	89.9	90.2	89.7



Retention Year 10 to Year 12

	SC07-HSC09	SC08-HSC10	SC09-HSC11	SC10-HSC12	SC11-HSC13	NAPLAN 11-HSC14	NAPLAN 12-HSC15
School	69.2	79.7	82.1	82.0	82.5	83.1	80.7
State	61.0	62.7	64.7	63.4	64.5	69.1	68.9

Previous Methodology (SC to HSC apparent retention)

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
seeking employment	0	0	0
employment	1	1	2
TAFE entry	0	2	5
university entry	0	0	66
other	1	1	10
unknown	2	4	17

Year 12 students undertaking vocational or trade training

In 2015, 209 candidates studied for the Higher School Certificate (HSC). Three vocational educational training courses were offered: Hospitality (Kitchen Operations & Cookery) – 58 candidates, Sports Coaching – 7 candidates and Retail Services – 1 candidate. 28 percent 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

In 2015, 180 candidates attained their HSC. There were 12 HSC candidates in Year 11 who completed the 2 unit mathematics HSC course as part of the schools' accelerated mathematics program.

Workforce information

Workforce composition

Position	Number
Principal	1.0
Deputy Principal(s)	3.0
Assistant Principal(s)	0
Head Teacher(s)	18
Classroom Teacher(s)	97.0
Teacher of Reading Recovery	0
Learning and Support Teacher(s)	2.3
Teacher Librarian	1.4
Teacher of ESL	5.4
School Counsellor	2.0
School Administrative & Support Staff	25.6
Other positions	1.2
Total	144.9

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

There are no staff members identifying as Aboriginal.

Teacher qualifications

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

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

Professional Learning and Teacher Accreditation

Fifty-three courses were offered providing both institute endorsed and teacher identified professional learning opportunities for staff.

Content encompassed literacy, numeracy, speech pathology, use of technology to enhance teaching and learning, using technology to enhance professional practice, student and staff wellbeing, 8 Aboriginal Ways of Learning, creating and maintaining positive learning environments, differentiation for special needs of students (gifted and talented, ESL learners and students with learning difficulties) and building inferential reading skills.

Beginning and pre-service teachers are supported in their induction into the profession and school with a diversity of targeted professional learning options. Five teachers were successful in gaining and maintaining their accreditation at the proficient level.

The continuation of the Head Teacher Second in Charge (2IC) program and Aspiring Deputy Principal program provides the opportunity for staff and executive to strengthen their leadership and management capacity at Cabramatta High School.

Financial information

Financial summary

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

A full copy of the school's 2015 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.

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	2524023.00
Global funds	770443.00
Tied funds	1512081.00
School & community sources	813214.00
Interest	60246.00
Trust receipts	160280.00
Canteen	0.00
Total income	5840287.00
Expenditure	
Teaching & learning	
Key learning areas	202605.00
Excursions	68092.00
Extracurricular dissections	249165.00
Library	28920.00
Training & development	0.00
Tied funds	1596168.00
Casual relief teachers	91912.00
Administration & office	350102.00
School-operated canteen	0.00
Utilities	188916.00
Maintenance	116731.00
Trust accounts	176257.00
Capital programs	407795.00
Total expenditure	3476663.00
Balance carried forward	2363624.00

School performance

School-based assessment

PAT testing

Progressive Achievement Tests (PAT) are given in semester 1 and repeated in semester 2 to track improvements.

Overall, students in each of years 7-10 showed demonstrable improvement over the year. Results were shared with the Learning Support Team, Literacy and Numeracy teams in order to provide appropriate support to students and extension for gifted and talented students.

2015 VALID Science test Data Analysis School vs State Item Performance

VALID is a state wide test for Science students.

Areas where we are 10 points or more above state average including the use of the correct context to define a term; selecting the right type of graph to display data; M2 response (identify and state); and U1 response (identify and relate).

Areas for future focus for improvement include: locating information with the text; controlled variables; various content areas including plant adaptations, chemical compounds, interpreting diagrams, using models to explain matter, energy transformations, earths rotation and lunar cycles, sound as a form of energy; ways to improve accuracy in experiments; and sequence in scientific writing.

Mean and Standard Deviation

Girls are performing more strongly than boys which has further implications to ensure boys are engaged more in their learning of science through greater emphasis on boys' education strategies including developing a positive rapport, games and hands on active learning opportunities.

Our LBOTE students are below state by (-3) whereas non-LBOTE students are above state (+10.1). This means that our LBOTE students require explicit help in developing language and practical laboratory skills in order to improve task performance.

NAPLAN

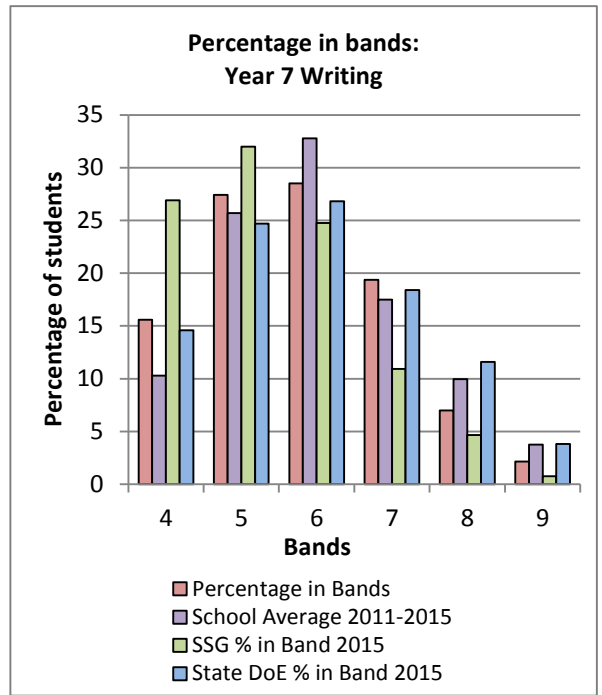
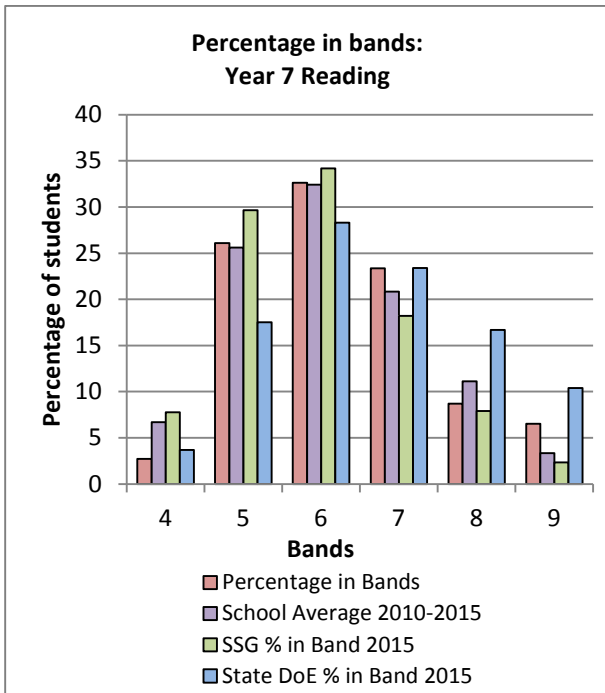
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

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

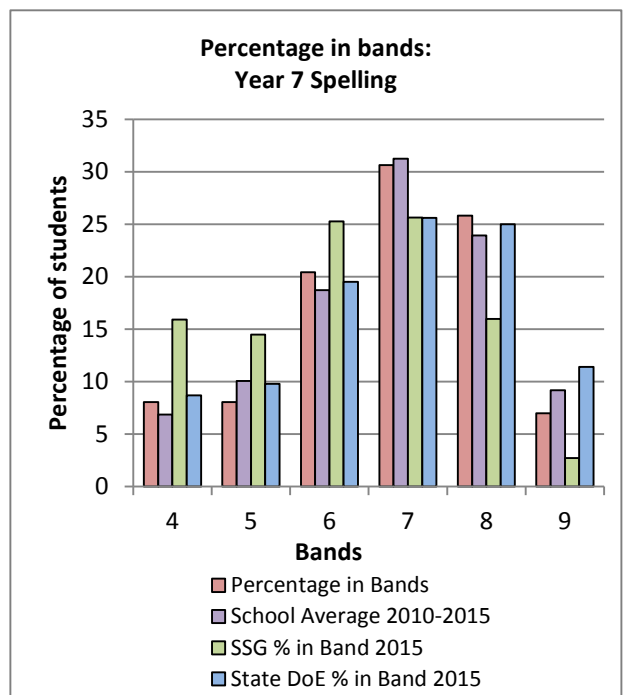
Year 7 NAPLAN Reading

	School	SSG	State DoE			
Average score, 2015	518.4	500.5	538.9			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	5	48	60	43	16	12
Percentage in Bands	2.7	26.1	32.6	23.4	8.7	6.5
School Average 2010-2015	6.7	25.6	32.4	20.8	11.1	3.3
SSG % in Band 2015	7.8	29.6	34.2	18.2	7.9	2.3
State DoE % in Band 2015	3.7	17.5	28.3	23.4	16.7	10.4



Year 7 NAPLAN Spelling

	School	SSG	State DoE			
Average score, 2015	543.9	510.2	547.3			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	15	15	38	57	48	13
Percentage in Bands	8.1	8.1	20.4	30.6	25.8	7.0
School Average 2010-2015	6.9	10.1	18.7	31.2	23.9	9.2
SSG % in Band 2015	15.9	14.5	25.3	25.6	16.0	2.7
State DoE % in Band 2015	8.7	9.8	19.5	25.6	25.0	11.4

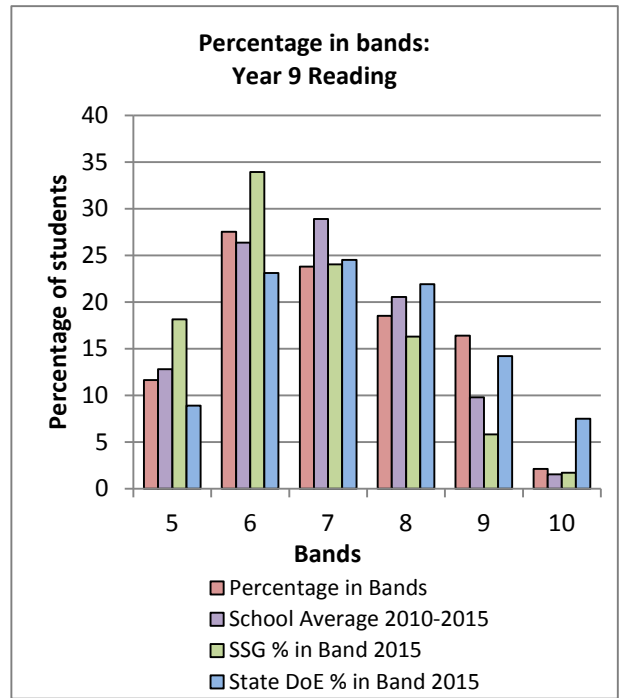
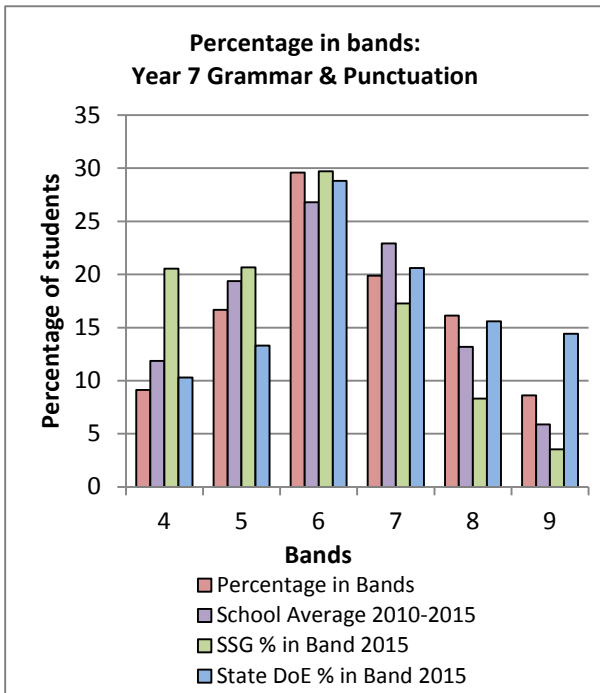


Year 7 NAPLAN Writing

	School	SSG	State DoE			
Average score, 2015	490.9	458.5	497.3			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	29	51	53	36	13	4
Percentage in Bands	15.6	27.4	28.5	19.4	7.0	2.2
School Average 2011-2015	10.3	25.7	32.8	17.5	10.0	3.8
SSG % in Band 2015	26.9	32.0	24.7	10.9	4.7	0.7
State DoE % in Band 2015	14.6	24.7	26.8	18.4	11.6	3.8

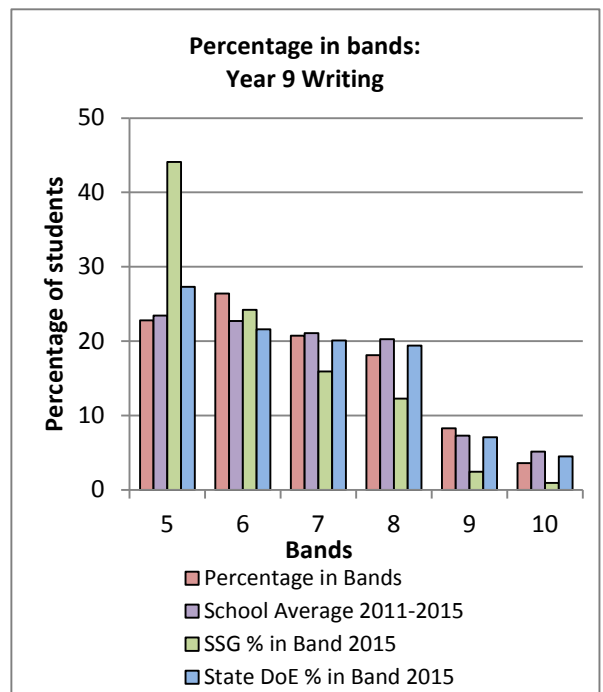
Year 7 NAPLAN Grammar and Punctuation

	School	SSG	State DoE			
Average score, 2015	525.6	488.5	535.0			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	17	31	55	37	30	16
Percentage in Bands	9.1	16.7	29.6	19.9	16.1	8.6
School Average 2010-2015	11.8	19.4	26.8	22.9	13.2	5.9
SSG % in Band 2015	20.5	20.7	29.7	17.3	8.3	3.5
State DoE % in Band 2015	10.3	13.3	28.8	20.6	15.6	14.4



Year 9 NAPLAN Writing

	School	SSG	State DoE			
Average score, 2015	531.3	479.5	526.3			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	44	51	40	35	16	7
Percentage in Bands	22.8	26.4	20.7	18.1	8.3	3.6
School Average 2011-2015	23.5	22.7	21.1	20.3	7.3	5.1
SSG % in Band 2015	44.1	24.2	16.0	12.3	2.5	1.0
State DoE % in Band 2015	27.3	21.6	20.1	19.4	7.1	4.5

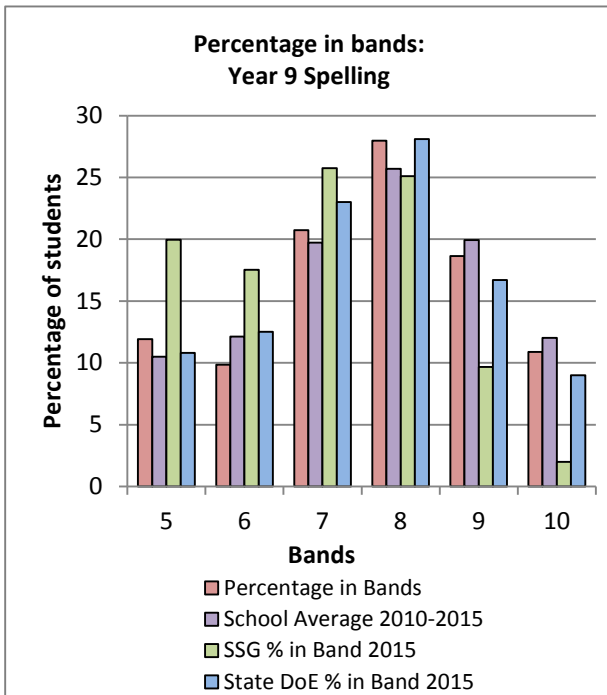


Year 9 NAPLAN Reading

	School	SSG	State DoE			
Average score, 2015	558.0	535.7	573.1			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	22	52	45	35	31	4
Percentage in Bands	11.6	27.5	23.8	18.5	16.4	2.1
School Average 2010-2015	12.8	26.4	28.9	20.5	9.8	1.6
SSG % in Band 2015	18.2	33.9	24.0	16.3	5.8	1.7
State DoE % in Band 2015	8.9	23.1	24.5	21.9	14.2	7.5

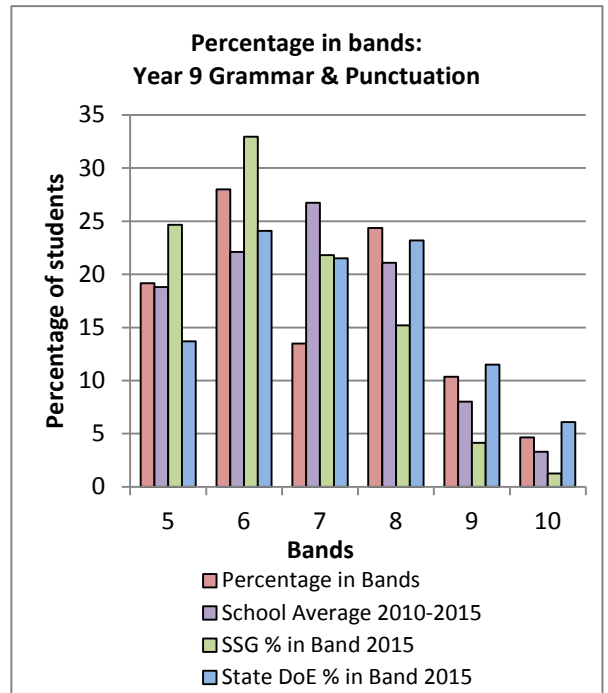
Year 9 NAPLAN Spelling

	School	SSG	State DoE			
Average score, 2015	590.6	546.3	583.6			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	23	19	40	54	36	21
Percentage in Bands	11.9	9.8	20.7	28.0	18.7	10.9
School Average 2010-2015	10.5	12.1	19.7	25.7	19.9	12.0
SSG % in Band 2015	20.0	17.5	25.7	25.1	9.7	2.0
State DoE % in Band 2015	10.8	12.5	23.0	28.1	16.7	9.0



Year 9 NAPLAN Grammar and Punctuation

	School	SSG	State DoE			
Average score, 2015	545.9	520.2	561.5			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	37	54	26	47	20	9
Percentage in Bands	19.2	28.0	13.5	24.4	10.4	4.7
School Average 2010-2015	18.8	22.1	26.7	21.1	8.0	3.3
SSG % in Band 2015	24.7	33.0	21.8	15.2	4.1	1.3
State DoE % in Band 2015	13.7	24.1	21.5	23.2	11.5	6.1

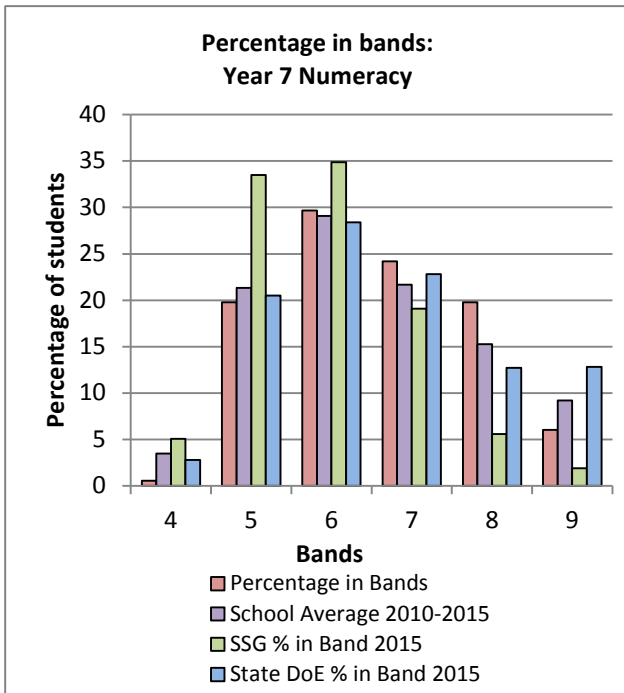


As a school, each faculty has a literacy representative who audits programs and provides resources in the areas of inferential reading and extended writing, where our students require the most development.

NAPLAN - Numeracy

Year 7 NAPLAN Numeracy

	School	SSG	State DoE			
Average score, 2015	535.2	499.3	540.4			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	1	36	54	44	36	11
Percentage in Bands	0.5	19.8	29.7	24.2	19.8	6.0
School Average 2010-2015	3.5	21.3	29.1	21.7	15.3	9.2
SSG % in Band 2015	5.0	33.5	34.9	19.1	5.6	1.9
State DoE % in Band 2015	2.8	20.5	28.4	22.8	12.7	12.8



Higher School Certificate (HSC)

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

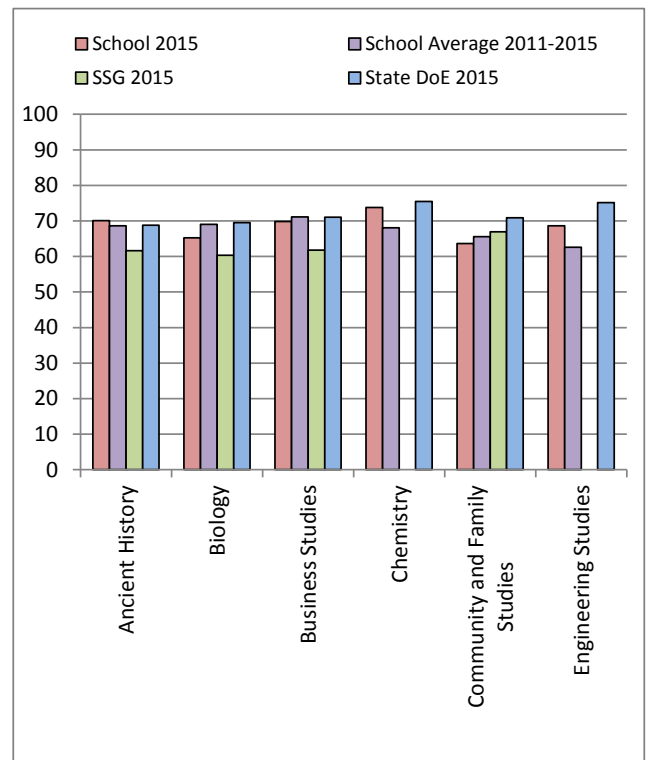
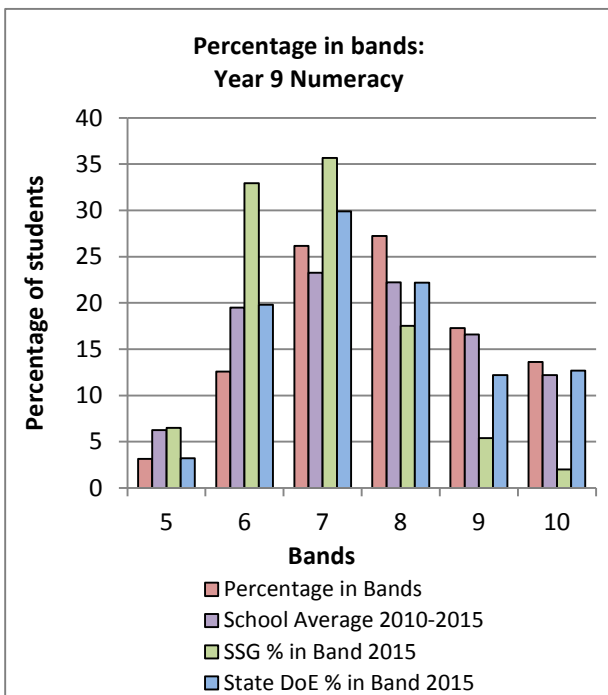
HSC: Course Summary Table

Course	School 2015	School Average 2011-2015	SSG 2015	State DoE 2015
Ancient History	70.1	68.6	61.6	68.8
Biology	65.2	69.0	60.3	69.5
Business Studies	69.8	71.1	61.8	71.1
Chemistry	73.8	68.1	-	75.5
Community and Family Studies	63.6	65.6	66.9	70.9
Engineering Studies	68.6	62.6	-	75.2
English (Standard)	61.6	62.1	62.0	65.7
English (Advanced)	75.5	76.6	73.3	80.1
English as a Second Language	67.9	69.7	66.9	70.3
Food Technology	60.1	61.8	-	68.4
Industrial Technology	68.5	63.9	59.4	67.7
Legal Studies	67.9	70.4	64.2	72.3
Mathematics General 2	58.0	59.6	57.4	65.4
Mathematics	74.6	74.3	62.4	77.1
Mathematics Extension 1	79.7	78.0	-	82.3
Modern History	66.0	65.7	64.1	72.5
Music 1	69.5	68.3	-	79.0
Personal Development, Health and Physical Education	65.7	65.6	64.2	71.3
Physics	63.9	64.8	-	72.1
Society and Culture	77.0	71.9	67.2	76.8
Textiles and Design	62.6	69.8	-	75.7
Visual Arts	77.9	76.9	72.5	77.6
Japanese Beginners	68.4	73.7	-	72.3
Vietnamese Continuers	75.7	73.7	-	77.5
Hospitality Examination (Kitchen Operations and Cookery)	70.6	70.6	-	73.6

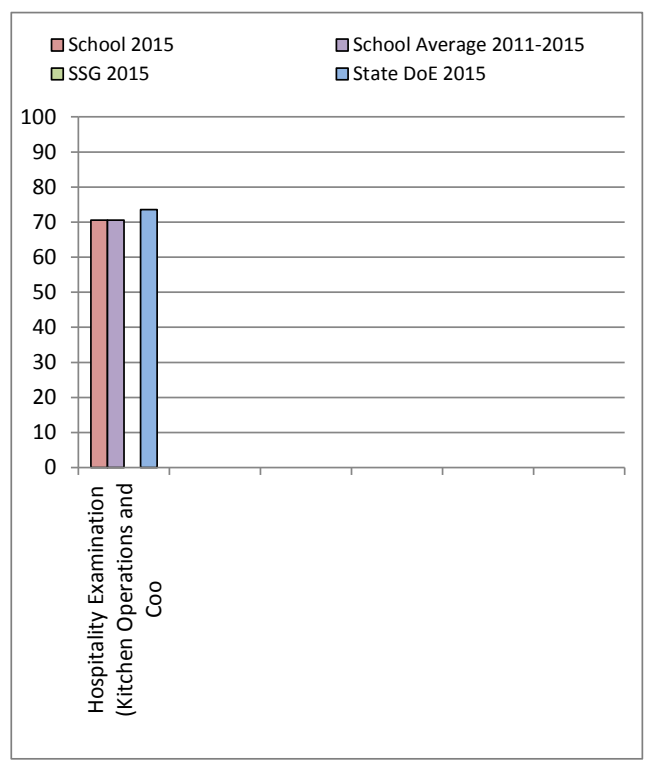
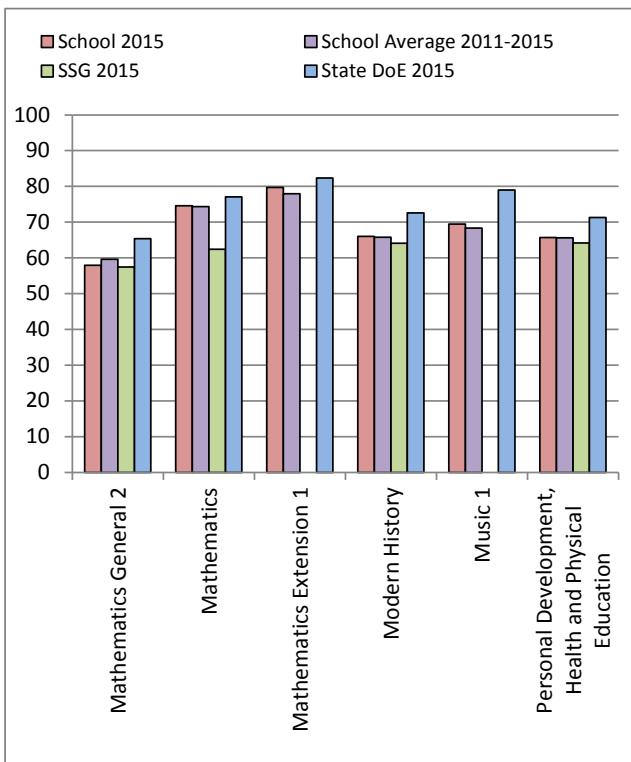
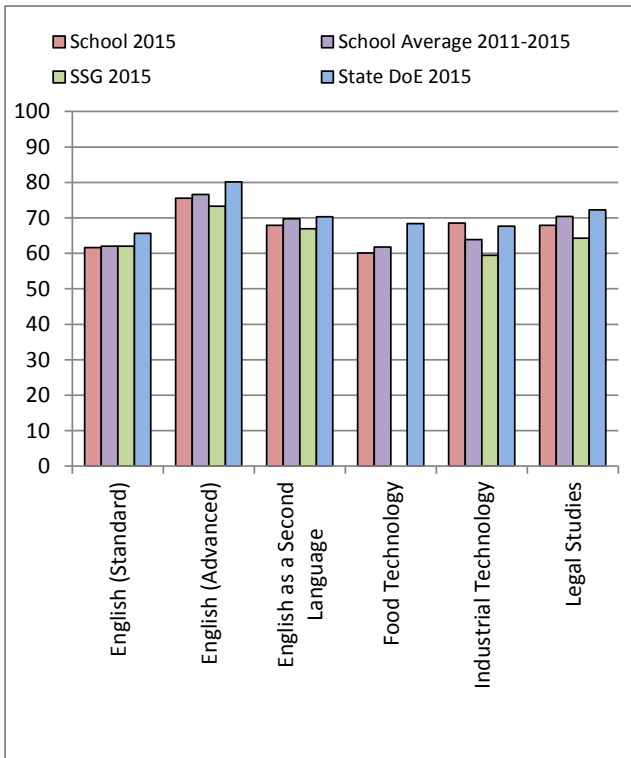
Year 9 NAPLAN Numeracy

Average score, 2015	School	SSG	State DoE
	602.8	549.3	590.6

Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	6	24	50	52	33	26
Percentage in Bands	3.1	12.6	26.2	27.2	17.3	13.6
School Average 2010-2015	6.3	19.5	23.3	22.2	16.6	12.2
SSG % in Band 2015	6.5	32.9	35.7	17.5	5.4	2.0
State DoE % in Band 2015	3.2	19.8	29.9	22.2	12.2	12.7



As a school, numeracy is addressed across all faculties and NAPLAN preparation is undertaken utilizing structures and personnel within the school.



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

English Faculty: The courses presented are 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.

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.

ESL Faculty: The course presented is 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 are mathematics general 2, mathematics advanced, mathematics extension 1 and mathematics extension 2.

Areas of strength noted included the strong performance of female students. Pleasing results were noted overall.

Areas for improvement noted included a focus on under-performing students and revision from feedback.

Human Society and Its Environment Faculty (HSIE):

The courses presented are ancient history, business studies, legal studies, modern history, society and culture and economics.

Areas of strength noted included the boost in marks experienced by students who attended the University of Sydney study days and those who utilized literacy scaffolds to improve their writing.

Areas for improvement noted included a continued emphasis on improving students' writing skills and literacy in both extended writing and inferential reading.

Science faculty: The courses presented are biology, chemistry and physics.

Areas of strength noted included the strong performance of female students overall and the improvement in physics results.

Areas for improvement noted included a need to address male student performance and explicit teaching towards achievement of top band results.

Personal Development, Health and Physical Exercise (PDHPE): The course presented is the PDHPE HSC course.

Areas of strength noted included an increase in students accessing the middle bands and a correlating decrease in the lower bands.

Areas for improvement noted included a better correlation between HSC assessment marks and examination marks, with strategies to achieve this.

Languages Other Than English (LOTE): The courses presented are Chinese background speakers, Japanese beginners and Vietnamese continuers.

Areas of strength noted included student strengths in oral tasks in all three languages.

Areas for development noted included an increased focus on inferential reading, exam technique and extended writing.

A student achieved the position of second in state in the course Arabic continuers 2 unit studied at Open High School.

Creative and Performing Arts (CAPA): Courses presented are music 1 and visual arts.

Areas of strength noted included an increase in attainment over the last three years in both courses.

Areas for development noted included continued professional development in areas of HSC marking and corporate marking with staff from other schools.

Support Faculty: The course presented is HSC Life Skills.

Areas of strength noted included the fact that all students achieved their HSC and all students had the opportunity to attempt and achieve all outcomes, either with support or independently.

Areas for development noted included a need for more classroom observations, team teaching and feedback in order to continually improve teaching.

Intensive English Centre: While the IEC does not present a course for the HSC, it does track achievement of exiting students in the HSC.

Areas of strength noted included high achievement of ex-IEC students, especially international students.

Areas for development noted included a refinement of study skills and collaboration with English and ESL faculties.

Industrial Arts: Courses presented are engineering studies and industrial technology.

Areas of strength noted included the innovation of having students create their own notes.

Areas for development noted included a collaborative approach to problem solving and ensuring student utilization of HSC tutorials.

Home Economics: Courses presented are Hospitality, Textiles and Design and Community and Family Studies.

Areas of strength noted included were that many students achieved their best HSC result in one of these courses.

Areas for development noted included HSC exam response scaffolding and practice, along with accessing ESL staff's assistance with students from a language background other than English.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

Our school utilized the Tell Them From Me survey to seek responses from each group.

Parent/Caregivers were surveyed again using interpreters to gain extra information.

Parents indicated highest satisfaction with the teachers' and school's encouragement of their child's learning. Some responses indicated a desire to know more about teaching methods, assessment and homework expectations.

Staff surveys indicated high satisfaction with current practice and many suggestions for further consultations. Some responses indicated ideas for further professional learning required.

Student surveys indicated above State average wellbeing and connectedness with school. Some areas were lower scoring, for example, involvement with sporting or other community activities outside school.

Policy requirements

Aboriginal education

In 2015, the school saw a growth in participation across a range of Aboriginal programs. The membership of the staff committee doubled. Following committee professional learning, a very successful Staff Development Day on Aboriginal culture supported 130 teachers in incorporating cross-curricular priorities into programs and teaching practice.

Student excursions to Bangarra Dance Company and Sydney Theatre Company were augmented by in-school celebrations of Sorry Day and NAIDOC week. A total of 400 students benefited from the interactive, Aboriginal cultural and historical experience and student engagement was high.

All Aboriginal students participated in the creation of personalized learning pathway plans for their education. The Koori Club remains a central component of the school's Aboriginal students'

information sharing and meeting centre. All parents received Koori Newsletters.

One of our year 12 students gained entry to the University of Technology Sydney to study a Bachelor of Arts in Communication and Political Science, receiving a prestigious scholarship.

In 2015 the highest attendance rate for senior Aboriginal students was 90.3% and the highest attendance rate for junior years was 89%. The overall mean for 2015 was 79.7%, an increase in attendance of 5.34% on previous year.

Multicultural Education and Anti-racism

In 2015, 45 (IEC and HS) 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 13 special events, the highlight being the overnight trip to Canberra to perform at the 'Power of Many Conference' and the Canberra IEC.

For the 7th 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 IEC students were involved in the program and all attended the annual Youth Encounter where Capoeira students from other schools have a chance to meet.

Every student who entered the IEC in 2015 was involved in a 'Settling In' and 'Community Links' program, run 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.

Cabramatta HS IEC hosted the Intensive English Programs Oratory Showcase where student representatives from 14 IEC sites across Sydney presented speeches on a range of topics. Newly arrived students were given the opportunity to gain confidence in speaking English and interact with peers from other IECs.

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. Forty-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. In 2015, all IEC students participated in a community links program where they visited local multicultural service agencies, which support families in transition with resettlement needs.

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 ended with an inter-IEC Gala Day that promoted harmony and cultural respect within sports.

In 2015, the school hosted the winner of the Sydney Peace Prize, George Gittoes. 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.

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 enables students to access key personal, as well as understand high school procedures.

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.

As part of making 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 50 people attended these meetings.

Other school programs

Debating 2015

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 nearby 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 them to be deep thinkers. The knowledge and skills that the students attain from debating can also be applied across a variety of their subject areas which they find very rewarding.

The Year 7 and 8 Debating Team were the Champions of the South Western Sydney Region. The Year 10 Debating Team made it to the top eight out of 64 teams.

Music activities in 2015 included:

Year 7 GAT Band; Year 8 Band; Year 9 Band; Ukulele Club; Guitar Group; Sound and Light Crew; Vocal Tutoring Program; School Concert Rehearsals; Peace Day Performances; Education Week Performances at Cabramatta High School and at two partner primary schools; Community Day Performances; School Spectacular auditions; Moon Festival and Harmony Day performances.

LANGUAGES Opportunities Programs for Students

Peace Day – Cooperation Day performances helped students develop team work, self-discipline, leadership skills, dancing and movement skills, confidence in performance and cultural awareness.

Saturday School of Community Languages provides students with opportunities to learn languages that are not offered at Cabramatta High School. Senior HSC results have been strong in the past (for Khmer & Serbian Continuers, Arabic Continuers & Extension). A student achieved second place in the state in Arabic continuers 2 unit.

Open High School provides students with distance learning opportunities to learn languages that are not offered at CHS. Senior HSC results have been strong in the past (for Korean Continuers)

Japanese essay competition (run by Japanese General Consulate) helps consolidate students' Japanese writing skills

Chinese Links program helps broaden students' cultural experiences and improve their language skills through hosting students and teachers from China.

Other programs and initiatives

Environmental Club

The Environmental club consists of two teachers and 50 students. The main two goals of the club are to make positive change within the community and raise awareness as to the importance of environmental challenges and empowering the younger generation. Weekly meetings are held where contemporary issues and future plans are discussed.

ASX Share Market Competition

The ASX Share market game provides students with an online real life experience of share trading on the Australian Securities Exchange. There were over fifty participating students registered in groups, and each group bought and sold registered public company stocks in real time. Students then tracked their progress over a month as well as monitoring the value of stocks.

Police Links is an annual program for all Year 7

students. Police liaison officers from Cabramatta Police and Parramatta Legal Aid centre presented information to students about cyber safety and the Young Offenders act.

University Links

The school has formed links with a number of universities to provide further opportunities for students.

Representatives from different universities (University of Sydney(USYD), University of NSW(UNSW), University of Technology, Sydney(UTS) and Western Sydney University(WSU) were invited to the school to speak to students and inform them about their options for further study at university. Over 300 students attended these presentations and gained knowledge about courses, scholarships and alternate pathways.

Over 130 students from years 10, 11 and 12 participated in university programs such as U@UNSW, U@UTS Summer School and the Steps program at Western Sydney University.

Participation in these programs has enabled students to experience university life, attend free study skills workshops and has raised awareness of university study as an option for a greater number of students.

The school was successful in its application to be a member of the University of Sydney STEM Teacher Enrichment Academy. Six teachers from four faculties completed a three day residential program at the University of Sydney and have designed and developed a STEM initiative to be implemented in 2016.