



Education &  
Communities

# CABRAMATTA HIGH SCHOOL Annual School Report 2014



8209

## School context statement

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 (IEC) 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.

The school has been identified by the Australian Curriculum, Assessment and Reporting Authority (ACARA) as demonstrating above average NAPLAN gain compared to schools with similar students. Our school has been recognised as high performing by the NSW Department of Education and Communities. We are enormously proud of this achievement by the students, families and staff. Further details are available at the My School website.

In 2014 the school saw the creation of a new building housing the administration block and classrooms for Human Society and Its Environment (HSIE) faculty. The Intensive English Centre has now moved 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 developmental areas.

**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 2014 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.

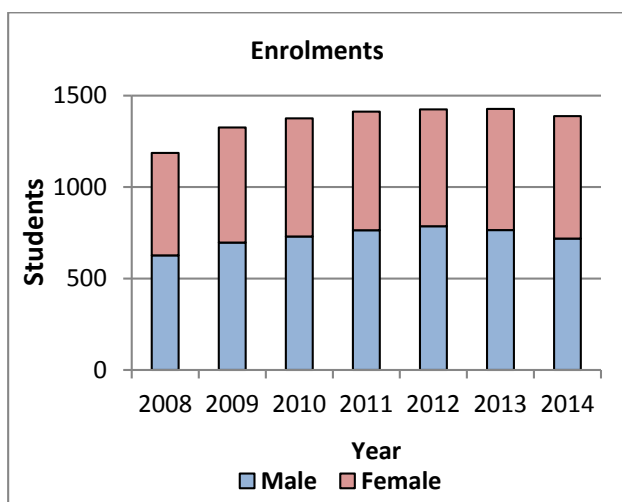
The student leaders enjoyed a combined SRC training day with other secondary schools.

**Timothy Lam, Xena Yangnouvong, Shivam Seth, Lauren Ly Huynh**

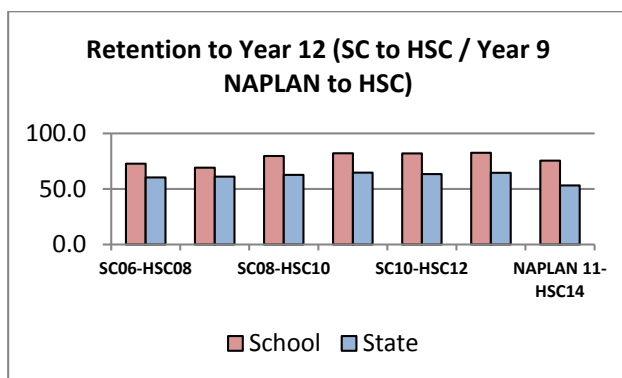
### Student information

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

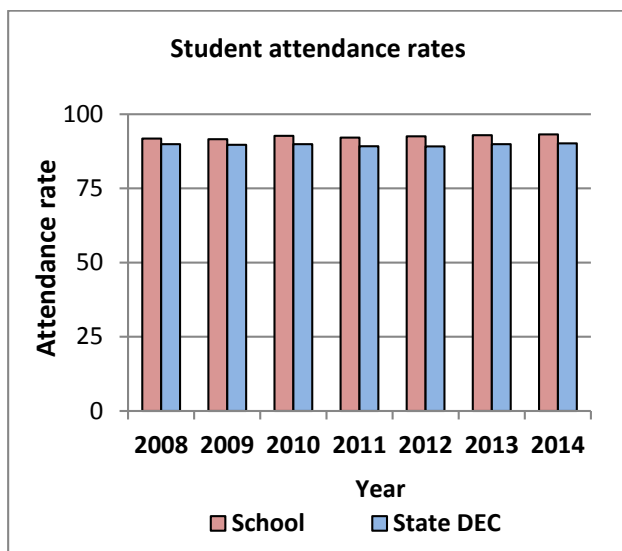
## Student enrolment profile



## Retention to Year 12



## Student attendance profile



## Management of Student Attendance

Cabramatta High School continues to maintain attendance levels above the state Department of Education and Communities.

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 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

Post-school destinations	Year 10 %	Year 11 %	Year 12 %
seeking employment	0	0.4	2.5
employment	0	1.2	4.0
TAFE entry	0	2.0	12.0
university entry	0	0	68.5
other	0	0	13
unknown	0	0	0

## Year 12 students undertaking vocational or trade training

In 2014, 246 candidates studied for the Higher School Certificate (HSC). Four vocational educational education training courses were offered at school: retail services (17) candidates, construction (eight) candidates, hospitality (62) candidates and financial services nine candidates. Thirty seven 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

Of the 246 candidates entered for the 2014 HSC, 94.4% 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 Principal(s)	3.0
Assistant Principal(s)	0
Head Teachers	18.0
Classroom Teacher(s)	95.9
Teacher of Reading Recovery	0
Learning and Support Teacher(s)	2.6
Teacher Librarian	1.4
Teacher of ESL	5.4
School Counsellor	2.0
School Administrative & Support Staff	25.6
Total	172.9

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

There are currently no staff who identify as Aboriginal.

## Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100%
Postgraduate	30%

## Professional learning and teacher accreditation

Thirty-five courses were offered providing both institute endorsed and teacher identified professional learning.

Content addressed included literacy, numeracy, speech pathology 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 Head Teacher Second in Charge (2IC) program and Aspiring Deputy Principal program has resulted in a strengthened leadership and management capacity of staff and executive at Cabramatta High School.

## Beginning Teachers

There were 12 teachers who participated in the beginning teachers induction program. The

participants completed the program by attending five professional learning sessions and an extended afternoon course.

The main topics covered were new teachers roles and responsibilities, classroom management, communication skills, lesson plans, professional learning plans, students with learning difficulties, English as an Additional Language or Dialect (EAL/D) students, legal issues and ethical decision-making.

All participants assessed the program and the feedback received was very positive.

## 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	30/11/2014
<b>Income</b>	\$
Balance brought forward	2313035.71
Global funds	791443.92
Tied funds	1656846.98
School & community sources	750910.20
Interest	70473.55
Trust receipts	157361.53
Canteen	0.00
Total income	<u>3427036.18</u>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	220853.97
Excursions	60879.49
Extracurricular dissections	199904.11
Library	20425.39
Training & development	0.00
Tied funds	1307416.77
Casual relief teachers	98711.91
Administration & office	278754.10
School-operated canteen	0.00
Utilities	18951720
Maintenance	82369.47
Trust accounts	148838.41
Capital programs	6083777.79
Total expenditure	<u>3216048.61</u>
<b>Balance carried forward</b>	<u>2524023.28</u>

A full copy of the school's 2014 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.

## Academic achievements

### 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.

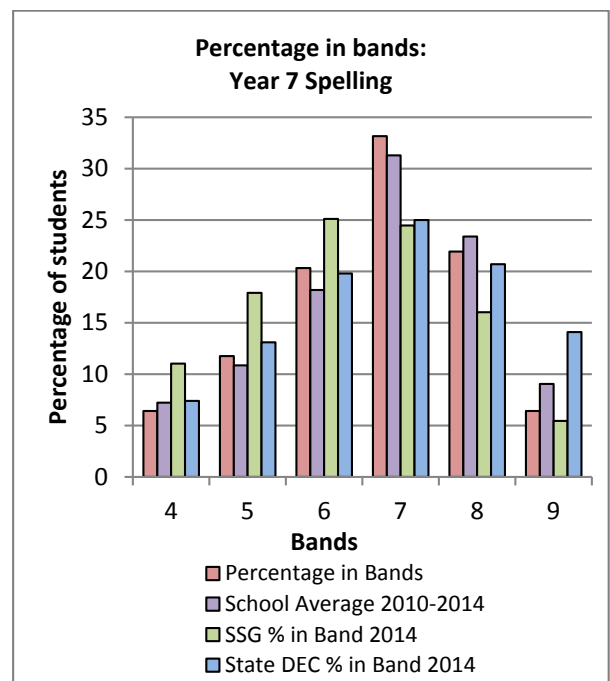
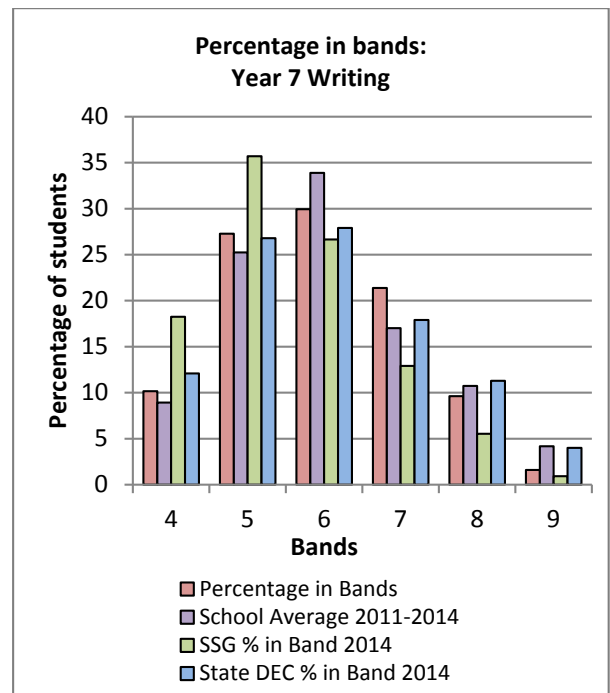
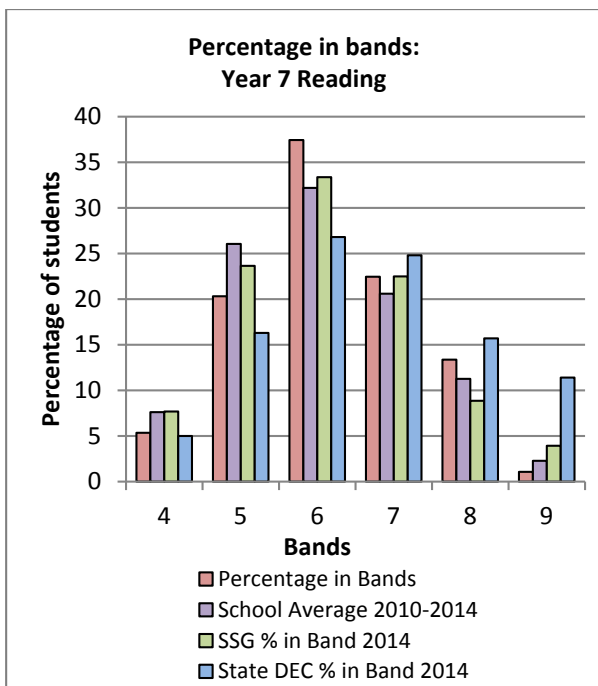
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

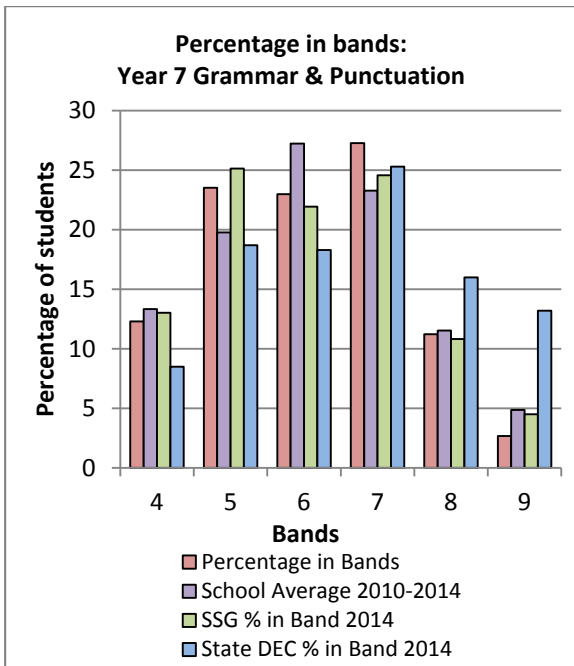
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

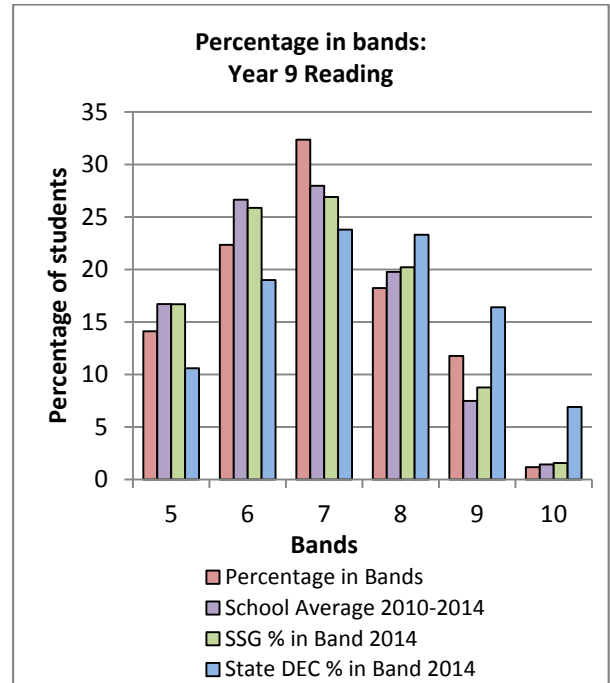
Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO* to access the school data.

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

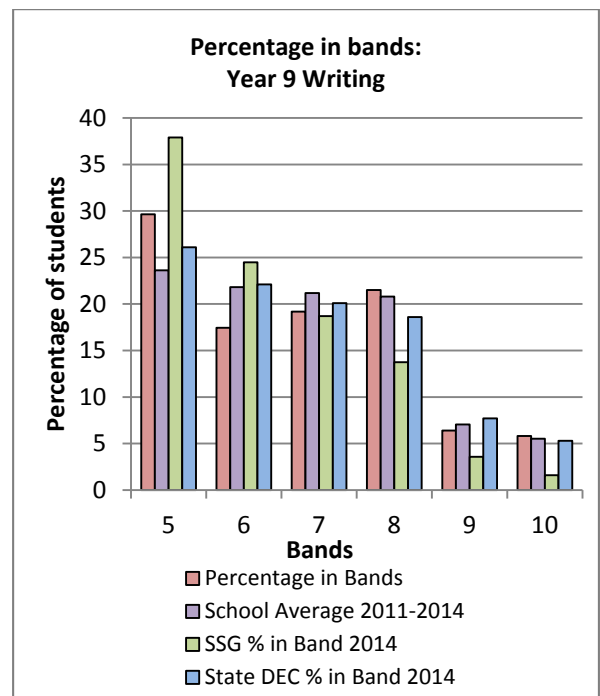
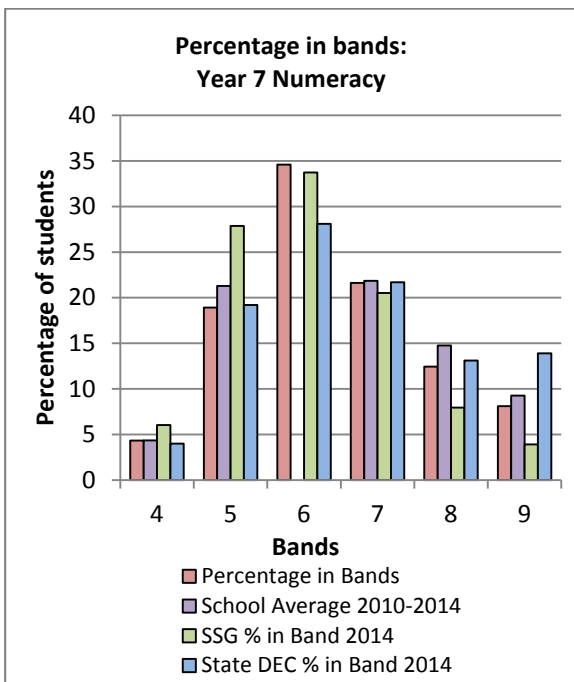




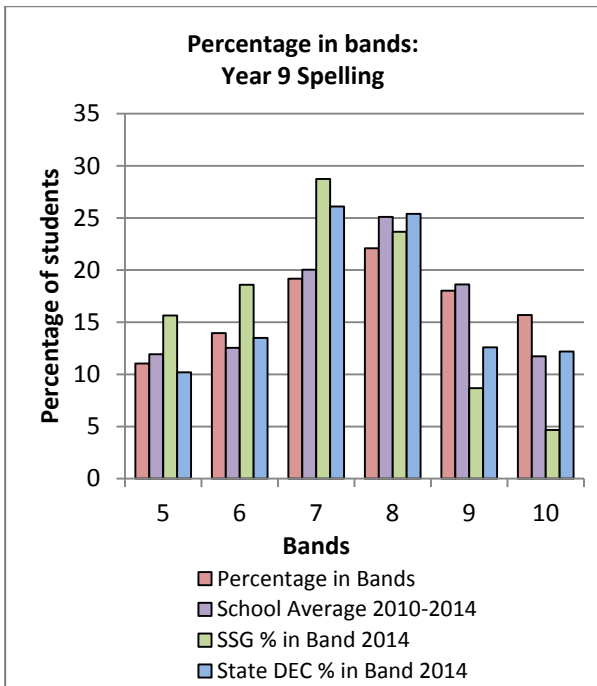
**NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)**



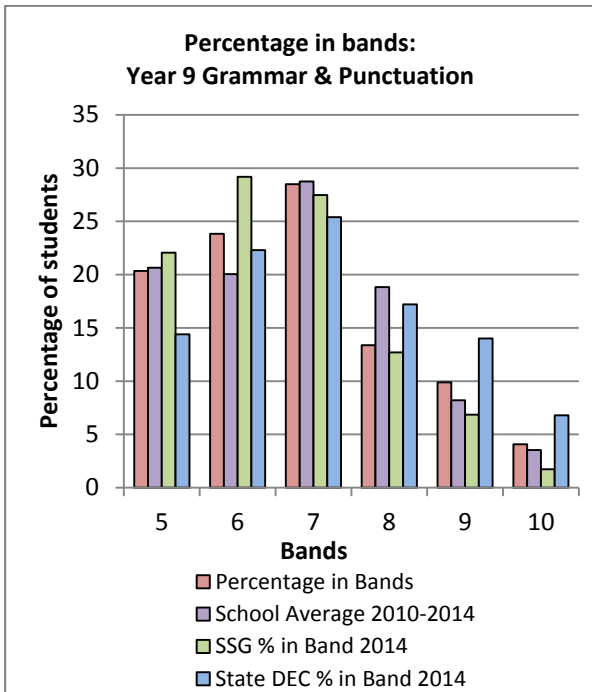
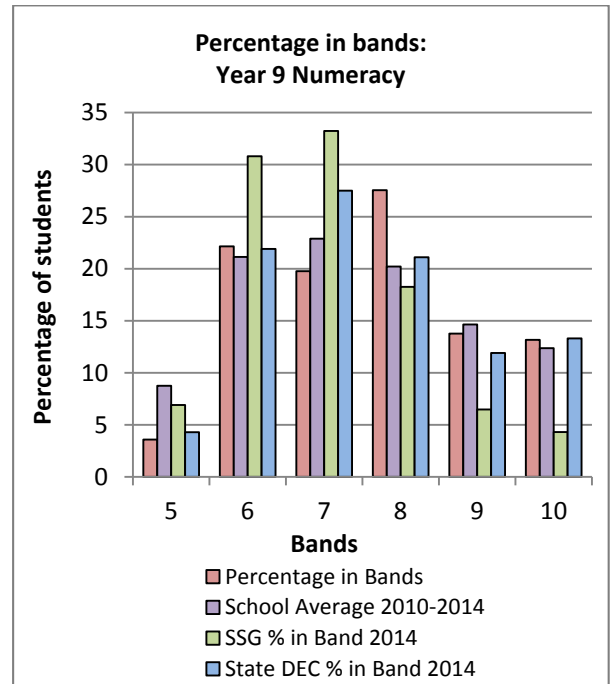
**NAPLAN Year 7 - Numeracy**







**NAPLAN Year 9 - Numeracy**



**Higher School Certificate (HSC)**

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

**Creative and Performing Arts**

Thirty eight students completed the visual arts course in 2014. 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 1.2% growth in overall student scores. Overall 85% of students in visual arts achieved the highest HSC mark and the highest awarded band.

Overall student performance has improved since last year (z-score data supports this).

Body of Work results were 1.45 above state average.

This is the fourth year music 1 has been offered for the HSC. Nine students completed the 2 unit music 1 course in 2014. One hundred per cent of students achieved a Band 3 or 4. A significant improvement was achieved.

**English**

In the HSC students were enrolled in 6 courses in English: English studies, standard English, English (ESL), 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.

In 2014, English standard had a cohort of eighty eight students. Over the last 3 years students' attainment has increased. Student attainment was very close to state average. There was an increase in the number of students achieving a Band 4 and Band 3. In these two bands Cabramatta High School was above state average, which is an improvement on previous years. There was a significant decrease in the number of students attaining a Band 2 and Band 1.

In 2014, English advanced had a cohort of sixty three students. Over the last 3 years student attainment in English advanced has improved. In 2014, 7 students gained a Band 6, a significant improvement on previous years. The percentage of students achieving a Band 6 (11.1%) was just below state average (14.2%). The increased number of Band 4 results, indicating a move from Band 3 was pleasing.

In English extension 1, student attainment has remained consistent over the last three years. The overall achievement of all students was very close to state level. There was an increase in the number of students gaining the highest band, E4 which is above state average.

English extension 2 was also a small cohort of 3 students. Attainment in the HSC over the past 3 years has increased as well as increasing in relation to other faculty HSC results. Results were very close to state average. Two students achieved a Band E3 with the third achieving a Band E2.

The English (ESL) course results were very pleasing, with one candidate coming ninth in the state. This continues a pattern of high achievement from our students and staff in this course.

Drama was studied at HSC level for the first time since 2011 at Cabramatta High School. There was a small cohort of 9 students. Drama is achieving similar results to many subjects across the school.

### **Home Economics**

In food technology, boys have performed better than the previous year and have achieved over the DEC average but under state average. Over the last three years food technology results have

moved closer to the state average. Overall student's results show that they are above state average in Bands 4 and 6.

In hospitality, there was a higher percentage of students achieving Bands 4, 5 and 6; 45% in 2014 compared to 39.2% in 2013 and 32.5% in 2012. For 44% of students in hospitality, it was their best result in the HSC exam. One student in the 2014 cohort achieved a mark of ninety seven and came third in the state.

In textiles and design, no students achieved a Band one or two. A significant increase in Bands three and five was seen but there was a reduction in Band six when compared to 2013. Band four achievement stayed the same. When compared with the NSW DEC results, both boys and girls achieved above average. One student was chosen to exhibit in the TexStyle exhibition.

Information processes and technology results saw an increase in the number of students achieving Band 3 and Band 4.

In community and family studies, the cohort achieved above state average with one Band six and three Band fives. This resulted in 33% of the students achieving a Band 5 or higher. For 83% of the students, it rated in their top two HSC results.

As a result of the success of the faculty in improving achievement in the top Bands over the last four years the focus for 2015 will be on providing quality feedback in assessment tasks to improve student performance in the lower Bands 1 and 2.

### **Human Society and Its Environment (HSIE)**

In 2014, 191 students completed the HSC program in HSIE with a total of 27% gaining results in Bands 5 and 6.

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

In ancient history, 15% of students gained Bands 5 and 6.

In modern history, 29% gained Band 5 and above.

In business studies, 30% of students gained Band 5 or 6.

In legal studies, 35% of students gained Band 5 or Band 6.



In economics 45% of students gained Band 4 and above.

In society and culture 70% gained Band 4 and above.

In retail services, 2014 result was 0.14 points above state average.

Literacy support, HSC tutorials and student feedback on assessment tasks will help develop student knowledge and skills to improve their HSC results.

### **Industrial Arts**

In the industrial technology course, 46% of students had scoring above 70% and 4% scoring Band 6 in the HSC. There was an eleven point improvement in overall performance.

For 31% of students, industrial technology was their best HSC mark and for 76% of students it was in their top three marks. In multimedia, Tommy Dinh and Lisa Puu were selected by HSC markers as outstanding projects and will be displayed at the annual INTECH display in June 2015.

In engineering studies, four students had this course in their top three results.

In the construction course, 75% obtained a mark above 60%.

In 2014 the faculty adopted senior literacy strategies to assist students in improving their extended responses. As a result the overall HSC results have shown improvement. The quality of practical tasks will continue to improve with the approval of a \$300 000 upgrade to the workshop facilities in 2015.

### **Languages**

In 2014, languages HSC results were very pleasing.

In Chinese Background Speakers, 20% of students achieved Band 6, (above state average 12.91%) and 80% achieved Band 5, (above state average 55.91%). There were no students achieving under Band 5.

In Vietnamese Continuers, 7.89% of students achieved Band 6, (above state average 5.71%) with Lam Ngoc Tuyen Pham coming first, Tony Do third and Hua Thien Tu Le fourth in the state.

In Khmer Continuers, 88% of students achieved Band 5 (increased from 66.66% in 2013 HSC and above state average 72.22%) and 11.11% gained

Band 4. There were no students achieving under Band 4.

In Japanese Beginners, 25% of students achieved Band 5, 55% gained Band 4 (well above state average 26%) and 5% were placed in Band 2.

Curriculum was a faculty highlight in 2014. The languages head teacher, Mrs Nguyen participated in editing and finalising the national curriculum for Stage 4 and Stage 5 Vietnamese.

Stage 5 Korean students were recognised as high performers with Mandy Diec and Siv-Mei Kouch of Year 10 Korean coming fourth in the Korean language performance contest.

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

The languages faculty worked closely with Open High School and Saturday School of Community Languages to provide students with the opportunities to study the languages that are not offered at Cabramatta High School at all levels (Years 7-12).

### **Mathematics**

The HSC mathematics results in 2014 were outstanding. The percentage of students in each of the bands (Bands 5 and 6 29%, Bands 3 and 4 47% and Bands 1 and 2 24%) exceeded results in 2013.

In extension 2, the average mark of 81 increased by 5% compared to 2013. The top mark of 93 was very pleasing.

For extension 1, the average mark of 76 was the third highest achieved by the school. The top mark of 95 was a great achievement.

Advanced students had outstanding results. The top mark of 95 and the average mark of 75 was the highest achieved by the school. For general maths 2, the average mark of 60 was the highest achieved by the school. The top mark of 90 was outstanding.

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

### **Personal Development, Health and Physical Education (PDHPE)**

In 2014 HSC results in the PDHPE course, 4.9% of students gained Band 5 and 39% gained Band 4. The school has increased the percentage of students in the higher bands and decreased the

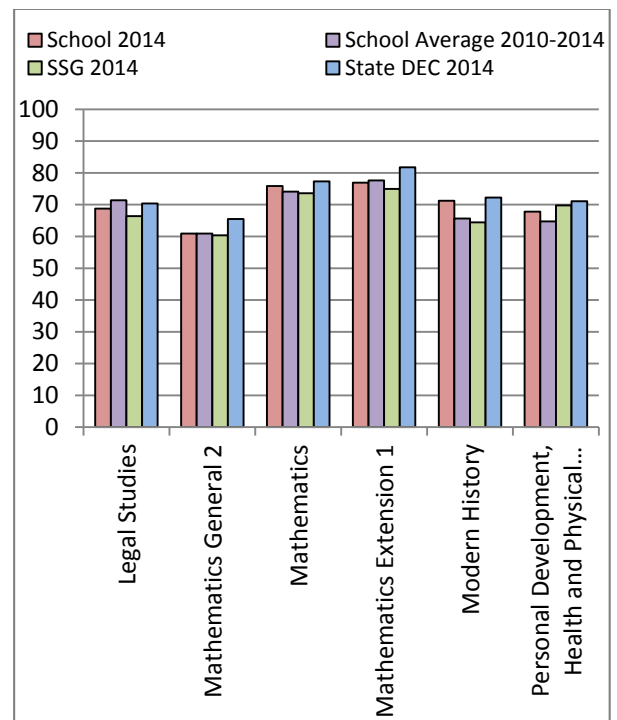
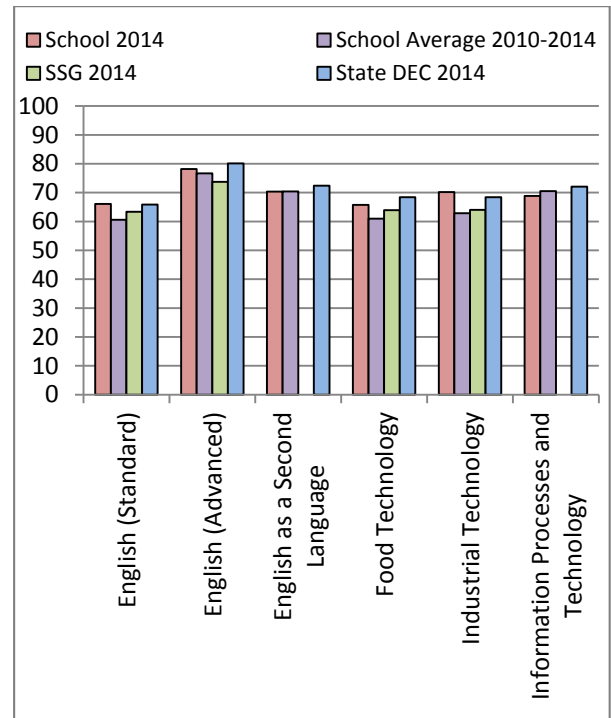
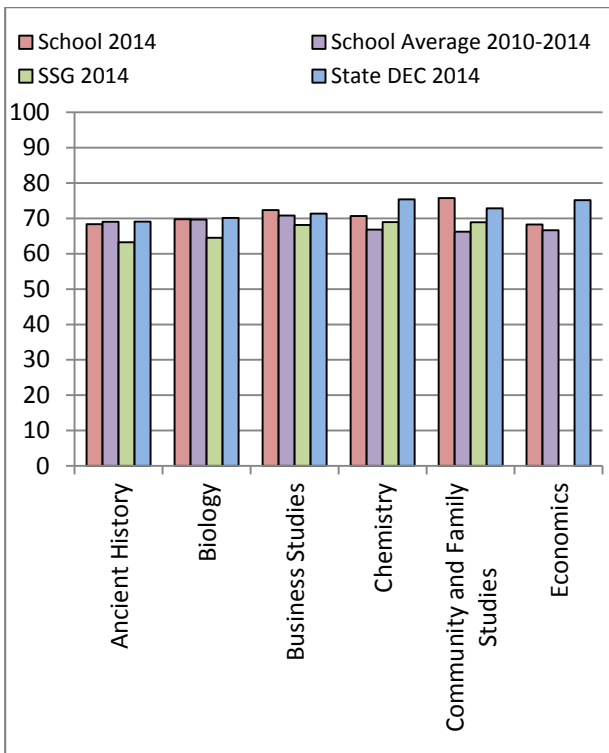
percentage of students in the lower bands in PDHPE.

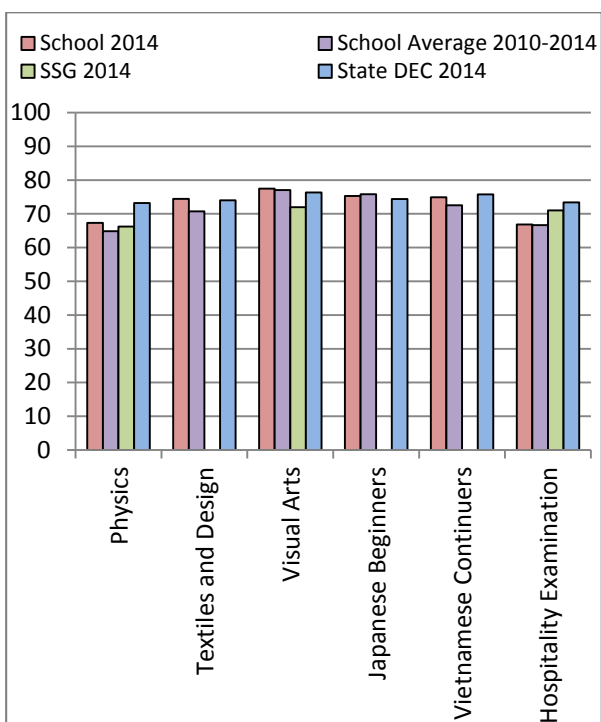
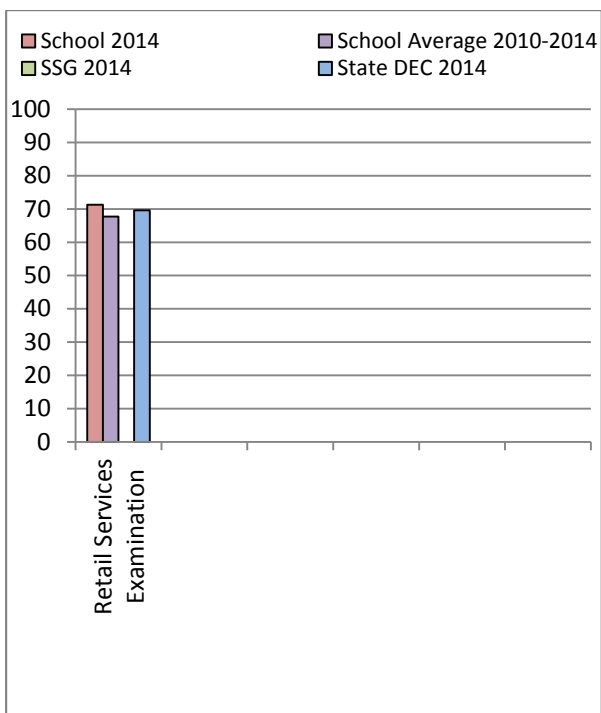
### Science

In 2014, results for biology were outstanding as the state achievement for Band 6 is 5.8% with the school result of 8.11%. This shows the school to be 2.3% above state average for the achievement of Band 6.

There was a clear improvement in chemistry with the school approaching the state mean. In 2013, the percentage for school achievement in Band 6 was 2.63%. In 2014, this improved by 5.7% to 8.3%.

There was a clear improvement in physics in the past year. Physics has shown growth particularly in the achievement of Band 5 from 0.00% in 2013 to 18.92% in 2014. This is a huge improvement, though there is still a need to grow toward overall state mean results. There was improvement from 15.38% of students in 2013 receiving a Band 1 to 10.81% of students in 2014. This means a decrease of 4.57% for achievement in the lower band.





## Other achievements

### Sport

2014 has been a successful year for sport at Cabramatta High School. Petimara Malakai, a Year 7 student was the youngest and one of the most accomplished athletes who competed in the Combined High School's Athletics Carnival. She was second in the Regional Athletics Carnival. Stefan Dukic, a Year 8 student also completed in long jump in the CHS Athletics Carnival. Asofa Aj

Faolua was a Sydney South West rugby league player and Lose Felila was a Sydney South West rugby union representative. Malia Levao, Easter Leauma and Judith Taulia qualified for the Sydney South West Rugby League team.

The open girls volleyball team was the Sydney South West champion and came third in the NSW Volleyball Championship. Cabramatta High School grade sport results for 2014 were very impressive. Fourteen teams were premiers in the summer and winter sports competitions in the Bernera Zone. Year 7 and Year 8 students performed very well in the Gala Day competitions.

### Competitions

In Year 10, thirty eight students participated in the International Brain Bee competition, a neuroscience competition. Students were placed second in the state finals against sixteen other schools which included selective high schools.

### Excursions

Year 7 visited Featherdale Wildlife Park as to learn firsthand about Australian ecosystems in science.

Year 8 attended an incursion with Ruben Meerman from Catalyst for Science.

### 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.

Six students with mild intellectual disabilities and two students with moderate intellectual disabilities achieved their HSC with a combination of mainstream and life skills courses.

As a result of individual transition planning meetings and work experience programs all 2014 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.

One student with mild intellectual disabilities gained fulltime employment, one enrolled in

TAFE and is undertaking an apprenticeship whilst four are undertaking training for fulltime employment through Catholic Care and NOVA Employment.

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

Twenty two Year 7 to Year 12 students with moderate and mild intellectual disabilities participated in life skills based activities at Berry Sport and Recreation Centre camp for three days.

### **Aboriginal education**

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, both whole day and part day.

The 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 Amy Bogg of Year 11.

Aboriginal and Torres Strait Islander (ATSI) students have doubled their attendance at events such as Indigenous literacy days at Jumbunna Indigenous House and summer school 2014 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.

Personalised Learning Plans (PLPs) were developed for all Aboriginal students in 2014.

### **Multicultural education and anti-racism**

Various programs in 2014 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 Australian Business and Community Network (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 2014, all IEC students participated in a community links program where they visited local multicultural service agencies which support families in transition with resettlement needs.

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, Julian Burnside. Key performances on the day were representative of the cultural diversity of the school.

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.

## **Other significant initiatives**

### **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, the program 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.

Cabramatta Community Centre 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 The Links to Learning 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 (PIP) 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.



2014 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 barbeque 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.

## **Significant programs and initiatives – Policy and equity funding**

### **Aboriginal background**

As described in the section Aboriginal education, school staff have been working together with students who identify as Aboriginal and their families.

Through the Personalised Learning Plans process, each student has had the opportunity to sit with school staff and family representatives to set goals and review achievements in the areas of academic results, attendance and future pathways. Aboriginal students have enjoyed increased leadership opportunities within the school, especially for commemorative events. Mentorship from local elders has also had a significant impact in 2014.

### **Socio-economic background**

A significant proportion of the school community comes from a low socio-economic background. The school receives funding to incorporate appropriate programs to assist all students. Through the school Learning Support Team, resources and personnel are targeted to best effect positive support for students requiring assistance in such areas as literacy, numeracy,

speech pathology, senior engagement and motivation.

### **English language proficiency**

English as an Additional Language or Dialect (EAL/D) programs including Student Support and New Arrivals Program, have benefited those students who have English proficiency needs. The International students have been supported through a staff team dedicated to their needs. Refugee students have likewise been supported by a dedicated staff member and the Learning Support Team.

The English as a Second Language (ESL) staff have provided appropriate language acquisition and learning to meet the needs of students and families from culturally and linguistically diverse backgrounds

## **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:

- Faculty analysis of HSC data.
- Surveys of students, staff, parents and caregivers.
- School wide analysis of internal and external testing measures.

### **School planning 2012-2014:**

#### **School priority 1 - Literacy and Numeracy**

##### **Outcomes from 2012–2014**

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

##### **Evidence of achievement of outcomes in 2014:**

- NAPLAN literacy growth for Year 7 2014 was in reading. 18.6 scaled score points above state.
- NAPLAN numeracy growth for Year 7 2014 was 16.8 scaled score points above state.



- NAPLAN literacy growth for Year 9 2014 in reading was 29.4 scaled score points above state.
- NAPLAN numeracy growth for Year 9 2014 was 18.3 scaled score points above state.

#### **Strategies to achieve these outcomes in 2014:**

- Data driven programs via PAT testing - teaching and learning.
- Literacy representatives in each faculty working to improve student outcomes.
- Ongoing professional learning to develop staff skills in specific areas.

### **School priority 2 - Student Engagement and Attainment**

#### **Outcomes from 2012–2014**

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

#### **Evidence of achievement of outcomes in 2014:**

- Student attendance, both whole and part day, remains above state level.
- Senior student retention remains above state level.
- Staff and student based leadership and transition programs expanded.

#### **Strategies to achieve these outcomes in 2015:**

- Home-School communication strategies and parent outreach.
- Stage 6 individualised learning plans and transition programs.
- Cabramatta Community of Schools undertake combined staff development.

### **School priority 3 - Aboriginal Education**

#### **Outcomes from 2012–2014**

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

#### **Evidence of achievement of outcomes in 2014:**

- All new staff participated in the training for 8 Aboriginal Ways of Learning.
- All Aboriginal students participated in a Personalised Learning Plan (PLP).

- The Aboriginal education Committee included 4 new members and farwelled 2 members.

#### **Strategies to achieve these outcomes in 2015:**

- Professional learning of staff through 8 Aboriginal Ways of Learning and guest speakers.
- Enhancement of Personalised Learning Pathway (PLP) plans for each aboriginal student.
- Renewal 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.

#### **Evidence of achievement of outcomes in 2014:**

- School executive undertook training and, using feedback and coaching model, delivered professional learning to all staff.
- With renewal of the Aspiring Deputy Principal and Second in Charge (2IC) programs for faculties, a further 10 staff received leadership capacity development.

#### **Strategies to achieve these outcomes in 2015:**

- 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's program will continue, increasing the leadership capacity of staff.

### **School priority 5 - Curriculum and Assessment**

#### **Outcomes from 2012-2014**

The implementation of a broad, inclusive and relevant curriculum.

- Stage 4 and Stage 6 teams developed a mixture of PLPs and Individualised Transition Plans (ITPs) for selected students.

- Stage 6 team and VET coordinator matched HSC students to appropriate VET courses through an enhanced interview process.

#### **Strategies to achieve these outcomes in 2015:**

- Individualised Transition Plans for selected students enhanced through the use of Sentral educational software.
- School executive involvement in senior student interview process, building on a successful pilot trial.

### **Parent/caregiver, student, and teacher satisfaction**

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

General satisfaction rates for surveyed parents remain high. In 2014, increased engagement initiatives occurred with the formation of a staff and parent committee for this purpose.

Following parent concerns about congestion at Parent Teacher Nights in 2013, a number of changes were made to the organisation of these events in 2014. Alterations to the layout of reports to facilitate pickup were made, utilising the new layout of the hall covered verandas.

Staff evaluated the changes and provided suggestions for further improvements in future, better utilising the new facilities and lighted areas.

In response to a desire to raise funds for worthy causes, profits from donated and parent-prepared foods on Parent Teacher Nights 2014 were given to the Serbian Flood Appeal.

Students in Year 7 2014 were surveyed about transition processes and computer access, with valuable information received and shared with the partner primary schools.

### **Future Directions**

#### **2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

The results of the surveys are being used in an ongoing fashion to facilitate improved Parent

Teacher Nights and streamline transition processes in the areas of social adjustment and continuum of learning.

School Planning Processes included surveys of staff and parents which were then discussed and ratified by school executive at their annual conference.

The school community has set three Strategic Directions for the 2015-2017 School Plan:

Strategic Direction 1: Unlocking Student Potential

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

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

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 with a common purpose towards a culture of inclusivity.

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.

### **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

I Pacho, Deputy Principal (Relieving)

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  
T Robinson, Head Teacher Teaching and Learning  
M West, Head Teacher Home Economics  
R Pillay, Head Teacher Industrial Arts  
A Simpson, Head Teacher English  
J Piesse, Head Teacher Science  
S Matic, Head Teacher Creative and Performing Arts  
C Paras, Head Teacher Creative and Performing Arts (Relieving)  
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A Nath, Head Teacher HSIE (Relieving)  
I Shchupak, Teacher Student Engagement and Transition  
P Fagan, School Council President  
T Lam, Captain  
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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/learning/emsad/asr/index.php>