

# Cabramatta Public School

## Annual Report



2016



1472

# Introduction

## School contact details

Cabramatta Public School

Levuka St

Cabramatta, 2166

[www.cabramatta-p.schools.nsw.edu.au](http://www.cabramatta-p.schools.nsw.edu.au)

[cabramatta-p.School@det.nsw.edu.au](mailto:cabramatta-p.School@det.nsw.edu.au)

9724 1534

## School background

### School vision statement

Cabramatta Public School is a dynamic, high performing school that provides a quality education for all.

We have:

- Students who are self-aware, curious and determined to be successful 21st century learners. They are willing to take risks, are creative in their thought processes and participate in a collaborative learning environment
- Staff who are passionate, life-long learners who use research to drive evidence based practice enabling and promoting student achievement whilst maintaining a respectful, caring and fun learning environment.
- A community who work in a supportive partnership with the school. They are inclusive, well-informed and feel empowered to fully participate in their child's education
- As an Early Action for Success (EAfS) school, an Instructional Leader has been appointed and additional resources have been allocated that enable the school to provide tiered interventions that focus on literacy and numeracy outcomes for all students in Kindergarten to Year 2.

### School context

Cabramatta Public School is a government primary school in a bustling suburb of south western Sydney. The large suburb of Cabramatta is part of the local government area of Fairfield City Council. Our school has a strong focus on academic achievement and prides itself on catering for students and parents from non-English speaking backgrounds. There is a positive and mutually respectful relationship between students, staff and families. Currently, there are 760 students including 96% of students from a non-English speaking background representing over 40 cultural groups. The majority of the students are born in Australia and are of South East Asian background. We have 30 mainstream classes and 3 Support classes. Cabramatta Public School has a School as Community Centre working in close partnership with the community. As a school community we are proud of our cultural diversity which is reflected in all aspects of school organisation, planning and programming. A unique feature of the school organisation is the community languages program. In 2015-16 we have an Instructional Leader appointed as part of the Early Action for Success initiative.

## Strategic Direction 1

Developing Self and Others to Create Sustainable Leadership

### Purpose

To empower staff, students and community members to lead and inspire learning.

### Overall summary of progress

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teachers show evidence of career growth against national professional standards, embedded in the performance and development framework.		
20% of parents actively participate in school based educational programs.		
30% of students take on leadership roles within the school.		
20% of staff participating in formalised leadership development programs.		

### Next Steps

## Strategic Direction 2

Creating a Dynamic High Performing School

### Purpose

To empower students to become successful learners who are confident and creative global citizens.

### Overall summary of progress

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
85% of students demonstrate at least 1 year's growth in literacy against school based benchmark.		
85% of students demonstrate at least 1 year's growth in numeracy assessments against school based benchmark.		
96% of students meet or exceed nationally identified benchmarks in literacy and numeracy assessments.		
100% of staff attend professional learning and keep accurate and detailed Performance Development Plans.		
100% of staff set consistent clear learning intentions and success criteria with some form of Formative assessment		
10% of parents participate in parent helper program		
80% of students achieving at stage expected cluster level.		
100% of identified students demonstrate progress on the EALD progression.		

### Next Steps

## Strategic Direction 3

### Engaging the Community to Develop Authentic Partnerships

#### Purpose

To develop community trust in an inclusive learning environment to ensure our students become successful, confident learners.

#### Overall summary of progress

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
10% of parents participate in school based workshops.		
The school has formal and informal structures to support families to hold conversations with school leaders.		
100% of students attend transition programs.		
100% of parents surveyed recognize the school as excellent and responsive to the needs of the community.		
A 20% increase in the opportunities for CCOS initiatives		
Increase in parental engagement with school social media accounts.		

#### Next Steps

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>		
<b>English language proficiency</b>		
<b>Low level adjustment for disability</b>	PLAN Individual assessments	
<b>Socio-economic background</b>	PLAN	
<b>Support for beginning teachers</b>		

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	348	360	377	377
Girls	403	388	357	350

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	94	95.6	93.4	93.2
1	94.2	94.4	95.7	93.8
2	94.8	95.6	94.1	95.2
3	94.7	96.5	95.3	93.7
4	96.3	96.2	95.2	94.9
5	97.1	95.9	95.9	95.6
6	97.3	97	97	96.2
All Years	95.5	95.7	95	94.6
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	92.6	92.9	92.2	92.2

## Class sizes

Class	Total
KS	22
KH	21
KA	21
KT	20
1C	20
1Z	21
1R	21
1O	21
1G	21
2S	22
2Q	23
2M	24
2K	22
2F	24
3S	28
3H	27
3D	27
3A	27
4W	26
4V	24
4L	22
4D	25
5/6N	29
5H	27
5G	26
5E	27
6J	27
6S	27
6M	27

## Workforce information



## Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	5
Classroom Teacher(s)	32.51
Teacher of Reading Recovery	1.05
Learning and Support Teacher(s)	2.2
Teacher Librarian	1.2
Teacher of ESL	4
School Counsellor	0
School Administration & Support Staff	7.47
Other Positions	1.9

## Financial information (for schools using both OASIS and SAP/SALM)

## Financial information (for schools fully deployed to SAP/SALM)

## School performance