

Cabramatta West Public School

Annual Report



3980

Introduction

The Annual Report for 2016 is provided to the community of Cabramatta West Public 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.

Lyndall Droscher - Principal

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Message from the Principal

Our 2016 school year was another year of commitment to continuous improvement across our school. We celebrated academic, sporting and creative arts achievement. In academics, student growth was equal to or exceeded state growth in the areas of numeracy, spelling and grammar and punctuation. Sports achievements saw our students become PSSA premiers in newcombeball, basketball and soccer. Stage two proudly had their artwork on display at the Maritime Museum as part of the Koori Art Exhibition.

Our staff is committed to continuous improvement, with student learning always the focus. This year we provided further extensive training for all staff in quality programs including Accelerated Literacy, Focus on Reading, Targeted Early Numeracy and Language Learning and Literacy. Staff also continued training in formative assessment practices to guide instruction. Staff engaged in training around the seven dimensions of community engagement. From this training they coordinated events across the school to strengthen our ties with our families and local community members.

Our staff and students designed flexible learning spaces to support collaboration, promote engagement and accommodate technology. We introduced Positive Behaviour For Learning (PBL) and collaboratively developed our schoolwide expectations that we are safe, respectful, responsible learners.

Our successes are underpinned by our three strategic directions that promote quality teaching and learning and strong partnerships across our community.

School background

School vision statement

At Cabramatta West Public School we empower our learning community to strive towards a culture of excellence.

We aim to develop:

- confident risk takers who approach all learning creatively, collaboratively and critically with a positive awareness of self
- active participants who use their initiative to inspire, strengthen and nurture authentic learning partnerships in a dynamic world
- reflective problem-solving citizens who contribute to and make connections globally.

School context

Cabramatta West Public School is situated in South West Sydney. Currently there are 576 students enrolled, of which 92% of our students are from non-English speaking backgrounds.

As noted in the vision statement, Cabramatta West Public School is a community that shares a commitment to providing a culture of empowering excellence. The school motto, 'Learning Together, Working Together', symbolises the collaborative partnerships and values of the school. This community has a valuable and diverse cultural heritage which is celebrated.

Cabramatta West Public School is a school participating in the Empowering Local Schools National Partnership program.

The school is committed to strengthening inclusivity and actively engaging families and the community. The school has an instructional leader as part of the Early Action for Success initiative and this program builds upon a strong commitment to research-based literacy and numeracy programs.

Features of the school include a support unit, reading recovery, extensive learning and support programs for students from a non-English speaking background and students with additional learning needs, and community language programs in Vietnamese, Chinese, Khmer and Serbian.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of Learning our school is delivering. Our school has a focus on wellbeing and supporting the cognitive, physical, social and emotional development of all students. Individual learning paths are supported by the analysis of data and the collaborative development of a differentiated curriculum to meet needs.

Systems, policies, programs and processes have been introduced to support student needs around academic achievement, attendance, behaviour (PBL), health and culturally diverse backgrounds.

Whole school data collection and analysis has highlighted literacy as a focus area. Professional learning in L3, Focus on Reading, Accelerated Literacy and THRASS have been implemented to support teacher understanding of the literacy progressions K-6. Mentors across each stage support staff in full implementation of the teaching/learning cycle.

Our learning and support team have developed strong procedures and practices that focus on personalised learning,

high quality professional learning, high expectations, collaboration and accountability.

An extended transition program has been implemented to support our culturally and linguistically diverse population.

The results of this process indicated that in the School Excellence Framework domain of Teaching our school is delivering. Our school vision is to have a community that takes shared responsibility for student achievement and that all stakeholders are committed to this goal.

Our school has provided time for teachers to collaborate and work together to understand and implement evidence based teaching practices. Training for staff in evidence based teaching practices that focus on improving literacy and numeracy outcomes have included AL, FoR, L3 and TEN. Mentors have been aligned to each stage to support full implementation of these programs into classrooms and some progress is being made in this area. To further support student growth, formative assessment has been introduced to all staff. Professional learning is multi-faceted and is structured at a school, stage and personal level.

The professional standards underpin supervision, feedback and support for all teachers. Inclusion of the professional standards has given opportunities for staff to be supported at their level of expertise. Supervision of staff has been streamlined to include observations and structured discussions as part of the performance and development process.

Whole school data training, collection and analysis has been coordinated school wide. This has been introduced for two purposes – for teachers to monitor student learning and make adjustments as required, and at a whole school level to ensure continuous improvement.

The results of this process indicated that in the School Excellence Framework domain of Leading our school is delivering. The school plan reflects the values, ideas and aspirations of the community and there is an emerging shared commitment to these priorities. Monitoring of achievement toward these priorities is becoming more of a routine across the school as teams of teachers consider the milestones every five weeks.

A focus on shared leadership and building leadership capacity have been a focus in the school plan. Staff are provided with opportunities to lead teams and/or projects.

Community engagement is an area of strength at our school. Although we are at the beginning of our journey in this area, parents and organisations have welcomed the opportunity to work with us. Community engagement has been structured to give parents various entry points into our school. Strategies and initiatives to support communication, parental involvement, learning partnerships and inclusions in the school decision making process have been built into our yearly activities with high numbers of attendance at all events. A community liaison officer and multilingual staff assist in building these partnerships.

Strategic financial management is used to maximise resources available to implement our plans. Accountability practices are tied to school development and include annual reporting through the annual report and annual financial statement.

In completing this validation we identified areas for continual improvement. Across the three domains a common theme in relation to strengthening and deepening engagement with parents and the broader community was identified. High quality teaching and leadership was also acknowledged as an area that would have maximum impact across learning, teaching and leading.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Learners And Leaders

Purpose

To embed an ethos which builds the capabilities of teachers and students, working together, to plan and develop pathways that will ensure their ongoing development as life-long learners and leaders.

Overall summary of progress

Cabramatta West Public School provided opportunities to build our learning community through:

- focus and implementation of the Wellbeing Framework
- implementation of Positive Behaviour For Learning (PBL)
- professional learning for all stakeholders, targeted to support school priorities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase in the number of students achieving improved wellbeing, success in school life, positive relationships and social responsibility as measured by school based data (surveys, LST data, achievement data).	School satisfaction survey indicated that: 94% of our school community thought that CWPS has effective wellbeing programs in place to support students. 94% of our students enjoy coming to school. 92% of students indicated that their teachers made them feel important.	\$50 000
100% of staff demonstrating progress towards their professional learning goals as outlined in their PDP.	100% staff showed evidence of progress towards their professional learning goals.	\$36 756
100% of staff collaboratively planning and implementing IEPs and PLPs.	100% staff engaged in training around developing effective IEPs and PLPs. All staff collaboratively planned, implemented and reviewed IEPs/ PLPs to provide personalised, differentiated experiences.	\$ 2 000
Student leaders improve formal public speaking.	Student leaders attended various events to develop leadership skills. More opportunities across the school gave student leaders the chance to engage in formal speaking events.	\$ 1 000

Next Steps

Cabramatta West will continue to be guided by the Wellbeing Framework. Our community will be introduced to Kids Matter - a mental health and wellbeing framework for primary schools.

Strategic Direction 2

Partnerships That Count

Purpose

To forge partnerships between students, families, schools and the broader community bringing mutual benefits that maximise rich learning, personal wellbeing and active citizenship.

Overall summary of progress

Cabramatta West Public School continued to forge partnerships between students, families, schools and the broader community through:

- regular parent events (multicultural newsletter, parent forum, workshops and information sessions)
- engaging a community liaison officer and Pacifica teacher to complement our multicultural staff
- implementation of the Seven Dimensions of Community Engagement
- strengthening and widening our professional networks
- extended kindergarten transition to promote effective partnerships between home and school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of staff trained in evaluating and implementing the seven dimensions of family and community engagement.	All staff trained in the seven dimensions of engagement. All staff teams identified and implemented opportunities for community to engage with the school. All staff teams noted improved attendance/engagement at structured events.	\$ 5 000
Increase in the number of external agencies supporting teaching and learning and families.	CWPS data indicated that 16 agencies were regularly engaging with the school.	Nil
Cultural groups (including minority groups) are represented in a wider range of school based initiatives.	Parent forum data indicated that our majority cultural groups are well represented at school based initiatives. There has been a slight increase in minority group attendance.	\$ 2 000
Increase in the number of staff connecting with other schools, professional networks and organisations.	54% of staff indicated that they are connecting with others beyond our school to work collegially to improve student outcomes.	Nil

Next Steps

Strengthening and deepening engagement with parents and the broader community will remain an integral part of our school plan including:

- expanding opportunities for parents and community members to engage in a wide range of school-related activities
- deepening productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students.

Strategic Direction 3

Quality Curriculum

Purpose

To ensure deep knowledge, understandings, skills, and values that will enable quality student learning across all disciplines.

Overall summary of progress

Cabramatta West Public School supported the development of a quality curriculum through:

- developing explicit processes to collect, analyse and report on internal and external data
- supporting staff to differentiate curriculum delivery to meet the individual needs of students
- providing time for teachers to collaboratively review and revise teaching and learning programs
- utilising the expertise within their staff to develop a professional learning community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
75% of students achieving grade appropriate expectations in Numeracy based on PLAN, NAPLAN and school based data.	61.5% of Year 1 to year 6 students achieving sound or above 64% of Kindy students achieving end of stage expectations. 65.5% of Year 1 students achieving at 'sound' or above. 61.5% of Year 2 students achieving at 'sound' or above. 58% of Year 3 students achieving at 'sound' or above. 67% of Year 4 students achieving at 'sound' or above. 55% of Year 5 students achieving at 'sound' or above. 62% of Year 6 students achieving at 'sound' or above.	\$15 000
65% of students achieving grade appropriate expectations in Literacy based on PLAN, NAPLAN and school based data.	53.8% of Year 1 to year 6 students achieving sound or above 64% of Kindy students achieving end of stage expectations. 54% of Year 1 students achieving 'sound' or above. 47% of Year 2 students achieving 'sound' or above. 59% of Year 3 students achieving 'sound' or above. 61% of Year 4 students achieving 'sound' or above. 45% of Year 5 students achieving 'sound' or above. 57% of Year 6 students achieving 'sound' or above.	\$35 000
100% of staff actively engaged in PL and effectively reflecting on	All staff have engaged in professional learning linked to supporting our strategic directions. All staff	\$36 756

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
their practice.	have reflected on their professional practice and set goals for 2017.	\$36 756

Next Steps

Cabramatta West Public School will:

- maintain our focus on early intervention
- extra curricular activities aligned to priorities and school vision
- work collectively to improve student learning through building collaborative expertise.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>100% of Aboriginal students have personalised learning pathways which have been developed through partnerships with families and local organisations.</p> <p>Accelerated Literacy maintained.</p> <p>Whole school engagement in Songlines project.</p>	\$3 615
English language proficiency	<p>100% of identified EAL/D students receiving targeted support.</p> <p>Improved teacher understandings of EAL/D pedagogy.</p> <p>Teachers differentiating programs to meet student needs.</p> <p>Transition processes strengthened to support students as they move from year to year.</p>	<p>\$265 254 Staffing</p> <p>\$ 31 192</p>
Low level adjustment for disability	<p>Processes for monitoring, evaluating and reviewing progress have been refined and resources are allocated according to need.</p> <p>100% of families involved in collaborative processes to develop individual education plans.</p> <p>School learning and support officers engaged to support students in achieving set goals.</p>	<p>\$163 233 Staffing</p> <p>\$ 79 167</p>
Socio-economic background	<p>All students referred to LST have been supported in their targeted area.</p> <p>An extensive transition program in place which has resulted in a settled start to kindergarten 2017.</p> <p>All staff accessing speech pathologist. Class, group and individual speech pathologist support has met specific needs of students.</p> <p>Over one third of the school has implemented flexible learning spaces which has supported collaboration and the use of technology.</p>	\$892 606
Support for beginning teachers	Developed teacher capacity in preparing lessons, assessing and reporting.	\$4081
Targeted student support for refugees and new arrivals	A coordinated response to supporting refugee students in the areas of educational, physical, social and emotional needs.	\$21 750

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	320	314	302	287
Girls	287	280	261	260

Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.7	94.2	92.5	91.8
1	95.8	92.8	92.8	92.7
2	95.5	95.6	93	93.7
3	95.5	95.4	92.6	93.4
4	96.7	95.5	94.1	91.6
5	96.5	95.4	94.9	94.8
6	97.3	96.9	95.4	94.6
All Years	95.7	95.1	93.5	93.2
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
K DIAMOND	21
K/1S	23
K RUBY	19
K EMERALD	20
1L	21
1S	20
1R	21
2SL	23
2H	21
2W	24
3S	27
3M	29
3C	27
4B	26
4N	26
4L	24
5S	28
5N	28
5T	26
6R	24
6H	25
6A	24

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	24.28
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
Teacher of ESL	2.6
School Counsellor	1
School Administration & Support Staff	6.96
Other Positions	0.9

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

	2016 Actual (\$)
Opening Balance	979 842
Revenue	6 778 870
(2a) Appropriation	6 438 402
(2b) Sale of Goods and Services	85 390
(2c) Grants and Contributions	241 163
(2e) Gain and Loss	0
(2f) Other Revenue	0
(2d) Investment Income	13 914
Expenses	-6 694 119
Recurrent Expenses	-6 694 119
(3a) Employee Related	-5 758 920
(3b) Operating Expenses	-935 198
Capital Expenses	0
(3c) Employee Related	0
(3d) Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	84 751
Balance Carried Forward	1 064 593

	2016 Actual (\$)
Base Total	3 506 461
Base Per Capita	31 160
Base Location	0
Other Base	3 475 301
Equity Total	1 435 067
Equity Aboriginal	3 614
Equity Socio economic	892 605
Equity Language	296 446
Equity Disability	242 400
Targeted Total	606 523
Other Total	518 569
Grand Total	6 066 621

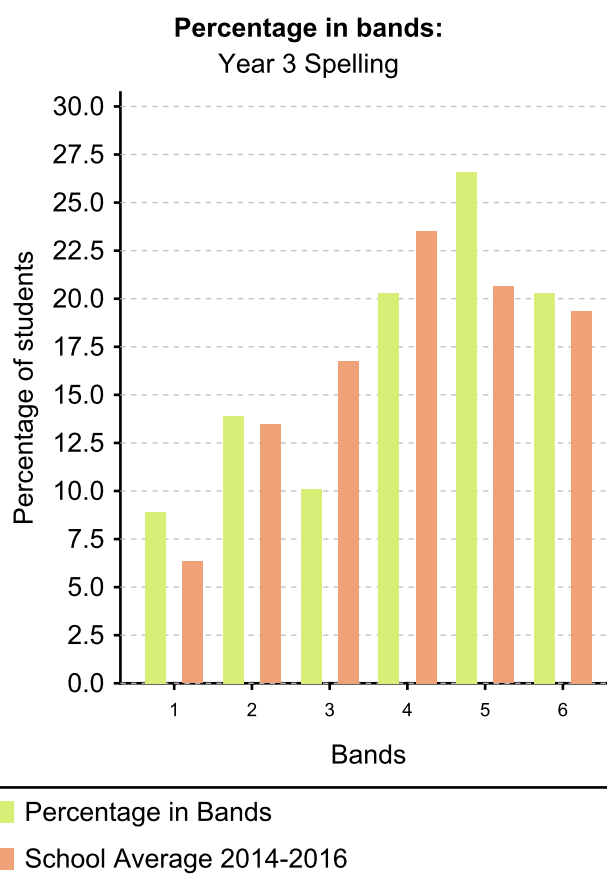
School performance

NAPLAN

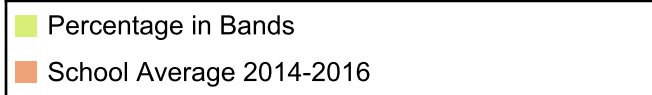
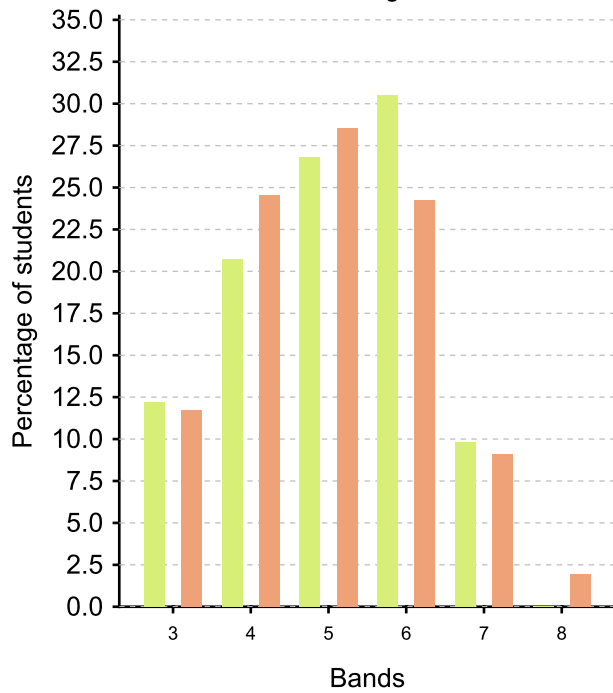
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3 students demonstrated that 47% of our cohort are performing in the top two bands for spelling.

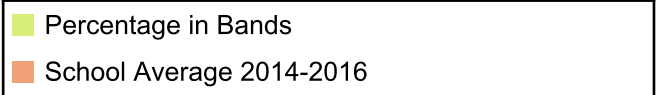
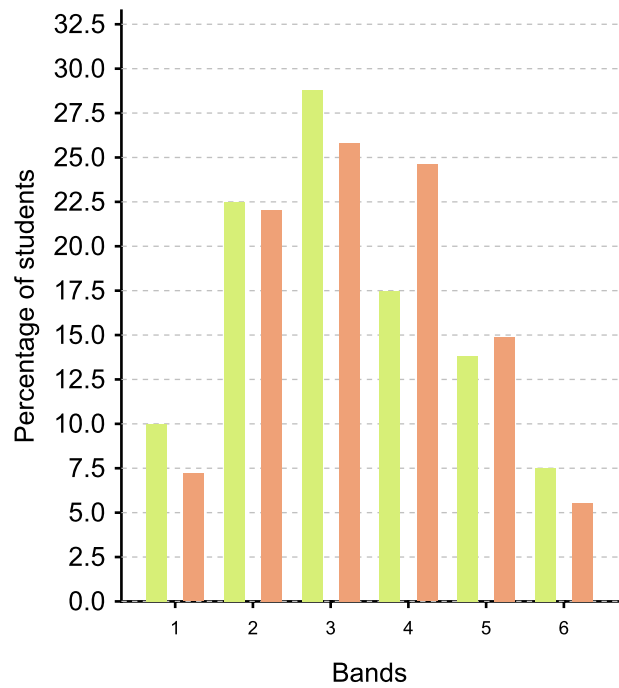
Year 5 students demonstrated an increase in the top two bands for reading.



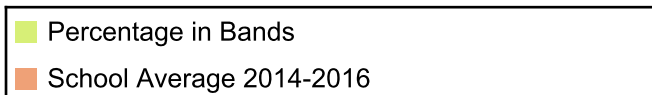
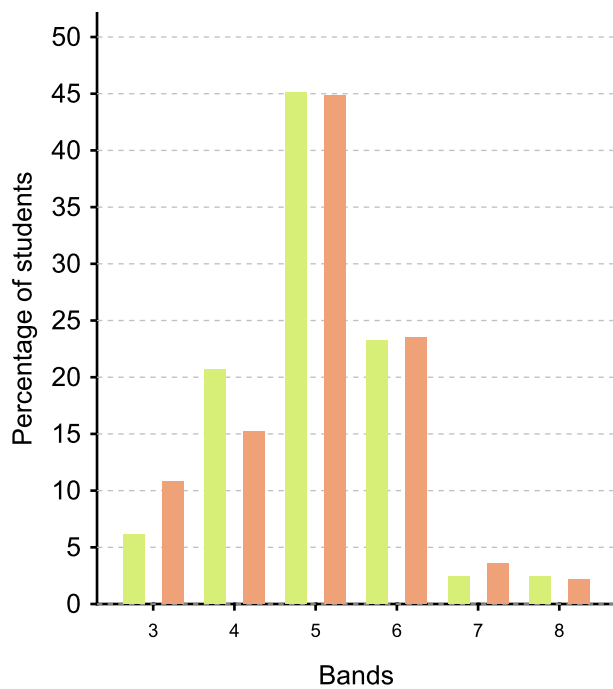
Percentage in bands:
Year 5 Reading



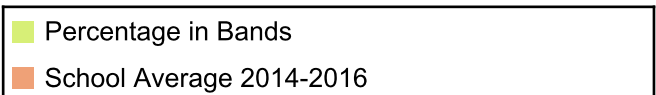
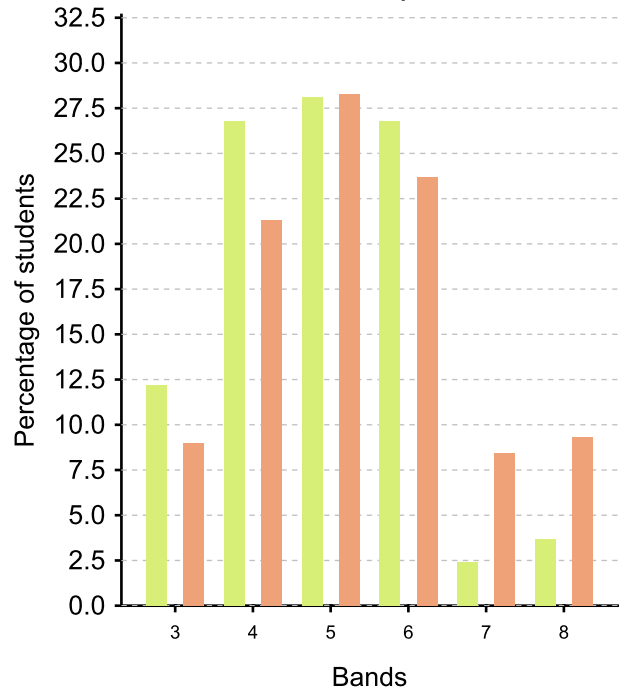
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



Year 3 students demonstrated that 21% of our cohort are performing in the top two bands for numeracy.

Year 5 students demonstrated that 6% of our cohort are performing in the top two bands for numeracy. An upward shift of student achievement in the middle bands was demonstrated.

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

Percentage Of Year 3 Students Achieving At Or Above Minimum Standards

Reading - 88%

Writing - 91%

Spelling - 86%

Grammar and Punctuation 87%

Numeracy 85%

Percentage Of Year 5 Students Achieving At Or Above Minimum Standards

Reading - 85%

Writing - 91%

Spelling - 89%

Grammar and Punctuation 87%

Numeracy 86%

Parent/caregiver, student, teacher satisfaction

Each year schools are asked to seek the opinions of parents, students and teachers about the school. The responses are shown in the following table.

Data indicates that for 2017 we will focus on the integration of technology across the school. Our core values will be addressed through the implementation of Positive Behaviour For Learning which promotes positive social expectations for all students.

Further analysis of data indicated that our students, staff and parents enjoy being part of the school community. The community also identified substantial positive growth in the extracurricular activities offered, fair discipline, challenging programs and communication between home and school.

2016	Students	Staff	Parents	TOTAL
1. I enjoy being part of the Cabramatta West Public School community.	95%	100%	95%	97%
2. Cabramatta West Public School is an attractive and well-resourced school.	88%	97%	93%	93%
3. The students enjoy coming to school.	94%	100%	93%	96%
4. Our school is welcoming.	87%	100%	97%	95%
5. Parents are encouraged to contact the school to discuss concerns relating to their child.	62%	97%	97%	85%
6. The school is a friendly school that is tolerant and accepting of all students.	85%	100%	92%	92%
7. The students are the schools main concern.	92%	100%	95%	96%
8. The school has supportive student wellbeing programs.	94%	100%	87%	94%
9. The school offers challenging programs for its students.	88%	97%	75%	87%
10. The school maintains a focus on literacy and numeracy.	93%	100%	92%	95%
11. The school teaches and promotes core values.	65%	97%	85%	82%
12. Cabramatta West Public School has competent teachers who set high standards of achievement.	95%	97%	88%	93%
13. A wide range of extracurricular programs (e.g.; sport, debating, public speaking) are offered.	89%	100%	92%	94%
14. Technology integration occurs across the school.	81%	94%	85%	87%
15. Fair discipline exists within the school.	82%	100%	75%	86%
16. There are good lines of communication between the school and parents.	NA	97%	87%	92%
17. Cabramatta West Public School has a focus on developing innovative learning environments to meet student needs.	NA	97%	87%	92%

Policy requirements

Aboriginal education

The implementation of the Aboriginal Education and Training Policy has included:

- professional learning for all staff to build competencies in Aboriginal Cultures
- a commitment to improving educational outcomes and wellbeing for all Aboriginal and Torres Strait Islander students through personalised learning pathways
- providing opportunities for our students to participate in events (eg; NAIDOC celebrations, Koori Art Expressions) to increase their knowledge and understandings of histories, cultures and experiences
- a commitment to collaborative practice and decision making as active members of the Fairfield AECG.

Multicultural and anti-racism education

The implementation of the Multicultural Education and Anti-racism Policies have included:

- classrooms that promote intercultural understandings and respect for diversity
- providing programs and support for students to develop their English and literacy skills
- delivering a differentiated curriculum to address the specific learning needs of students including newly arrived and refugee students
- employing additional staff to support newly arrived and refugee students
- initiatives which enhance communication with parents including interpreting services, translation services, an ethnic aide, bilingual staff and regular parent forums.