

Cabramatta Public School Annual Report



2017



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Introduction

The Annual Report for 2017 is provided to the community of Cabramatta 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.

Shirley Becker

Relieving Principal

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Message from the Principal

2017 continued to be an exciting and successful year for Cabramatta Public School, where student achievement in all learning areas was a strong focus. We entered the final year of implementing our three-year plan in which we set out to work together as a school community where all children are nurtured in a caring and safe environment. Our goal was to improve teaching and learning – especially in literacy and numeracy – and this has been strongly supported by our involvement in the Early Action for Success initiative.

This school has continued to offer a very special education to all students. Our children are exposed to a diverse range of cultural opportunities as a result of the multicultural nature of our school. Students are given the chance to reach their academic potential and develop skills in the arts, sport and in the use of technology. Individual students and student groups have achieved outstanding results in academic, sporting and cultural pursuits demonstrating their enthusiasm and talent. In addition, we are lucky to have some wonderful teachers and community volunteers who ran many extracurricular activities.

Throughout 2017 the staff have continued to participate in extensive and regular professional learning in the area of writing enhancing their skills to cater for the individual needs of the students across Kindergarten to Year 6. This has strengthened and built teacher capacity in the assessing, planning and teaching of high quality lessons evident in the improved student outcomes in the English strand of writing and representing. Considerable investment has also been given to the key learning areas of numeracy, early learning initiatives and technology with a common focus on collection of data to inform explicit teaching and learning. in the classroom.

In 2018, Cabramatta Public School will continue to evolve as a dynamic, high performing school enabling success for every student through a shared commitment to excellence, building instructional leadership capacity at all levels, provision of a positive learning environment for students and staff in partnership with our wider school community.

Shirley Becker

Relieving Principal

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, two Instructional Leaders have been appointed enabling 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 726 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 31 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 2017 – 2020 we have two Instructional Leaders appointed as part of the Early Action for Success initiative.

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. 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.

The self-assessment process confirmed that across the Learning domain there is demonstrated commitment within the community to strengthen and deliver on school learning priorities. Our school has positive, respectful relationships that promote student wellbeing and ensure learning conditions conducive to student improvement and engagement. The school has systematic policies, programs and processes to identify and monitor student learning needs and growth. This is supported by the effective and efficient collection, analysis and reporting of internal and external student and school performance data. There is evidence of this valuable student information shared and communicated to parents who are informed on what and how well their children are learning and how best to support them at home.

Results of self-assessment in the Teaching domain indicated that teachers regularly use student performance data and student feedback to evaluate the effectiveness of their own teaching practices. Well planned teaching is taking place that encourages student to engage in productive learning across the key learning areas. The Instructional Leaders continued to work with classroom teachers and support staff in K–2 enhancing their skills in assessing and identifying student needs, planning and delivering quality lessons tailored to the specific needs of each student in the areas of literacy and numeracy. PLAN data was regularly collected to better inform teacher judgement and communicated to parents via feedback reports and parent teacher interviews.

The self-assessment indicates that in the Leading domain the leadership team dedicates time and expertise to analysing student progress and achievement data identifying trends to inform key decisions on improving teaching methods in

literacy and numeracy. The accreditation status of all staff is routinely monitored and ongoing opportunities are provided for continual staff improvement. Processes were streamlined to enable efficient implementation of school activities and communication between all stakeholders. Whole school planning has been promoted by succession planning and explicit and targeted evidence-based planning and budgeting.

Our self-assessment process will assist the school to refine the strategic directions in the new 2018–2020 School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

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

- the implementation of a Performance and Development Plan for all staff in line with the National Professional Standards
- promotion of an active parent body
- strengthening the student leadership program
- continuing the implementation of our school learner qualities

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers show evidence of career growth against national professional standards, embedded in the performance and development framework.	\$20 000 Socio-economic Background Funding \$30 634 Beginning Teacher Funding	100% of Performance Development Plans have been completed and reviewed in consultation with peers and supervisor. Staff worked closely across stage groups to develop opportunities for peer observation of best practice teaching strategies. Staff expertise was used to deliver high quality professional learning to meet the individual needs of staff as outlined in performance development plans. All teaching staff prepared for accreditation for 2018.
An increase in parents actively participating in school based educational programs.	\$2 090 Socio-economic Background Funding	Our Parents and Citizens Association continued to be an active parent body with an average attendance of twenty parents at the monthly parent meetings in 2017. The P & C continued to successfully run some popular and well supported fundraising events throughout the year including Christmas Carols evening, Easter Raffle and Community Day stalls.
10% of students take on structured leadership roles within the school.	\$8 000 Socio-economic Background Funding	The student leadership team were involved in a wide range of activities across the school year. Their profile strengthened as they participated in a number of key roles in the school particularly evident in the library monitor program. Senior students joined in the Jump Start Reading program reading with the K-2 readers. School captains and vice captains attended a range of leadership days interacting with student leaders from other schools.
15% of staff participating in formalised leadership development programs.	\$3 000 Socio-economic Background Funding	Two aspiring leaders successfully obtained an Assistant Principal position through merit selection and one aspiring leader successfully obtaining Assistant Principal position through expression of interest. Our principal was successful in obtaining a Director, Educational Leadership position and one of our Deputy Principals was successful in obtaining a Principal position both through a rigorous merit selection process.
An increase in the percentage of	\$4 000 Socio-economic	The school actively encouraged parents to become

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
parents participating in school based workshops.	Background Funding	<p>partners in their child's education by providing learning workshops in reading and early maths workshops and running Parents as teachers and Community Helpers (PaTCH) course.</p> <p>The Schools as Community Centres (SaCC) project developed programs in response to family and community needs. In 2017, there was an increase in the number of programs offered with increases in attendance to the literacy and numeracy initiatives Let's count and free home library and English classes.</p>

Next Steps

Our future directions for 2018 will ensure the new 3 year plan focuses on the provision of high quality educational outcomes based on a shared commitment to excellence. In 2018 Cabramatta Public School will:

- introduce a range of innovative leadership opportunities particularly targeting our young student leaders and our aspiring staff leaders
- maintain high quality professional learning driven by the Performance and Development Plans for staff
- embed the learner qualities as a core process for student well being and self-regulation
- explore ways of making a positive mindset part of our school learning culture

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

Cabramatta Public School continued to empower students to become successful learners through:

- teachers drawing on and implementing evidence based research to improve their performance and development capabilities
- students using visible learning strategies, vocabulary and collaborative behaviours to guide and improve their performance in literacy and numeracy with a focus on oral language and writing , and arithmetic strategies respectively
- the use of the literacy and numeracy continuums to enable learners to know where they are at, where they are going and how to get there
- provision of quality learning environments where individual learning goals, learning intentions and success criteria were on display for ongoing referral and understanding of learning outcomes and where to next

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
5% increase of students meeting end of year benchmarks in oral language, writing and Mathematics K–6.	\$450 000 Socio–economic Background Funding \$69 417 Low Level Adjustment for Disability Funding	High quality professional learning supported staff in linking the writing and oral language outcomes of the English K–6 syllabus to the clusters of the literacy continuum and linking the number strand of the Mathematics K–10 syllabus to the numeracy continuum. This supported implementation of teaching programs that reflected best practice together with lesson observations and use of PLAN and school based assessment data.. Initiatives including Literacy Express, provision of additional SLSOs and speech therapy provided high support and early intervention for our students across K–6.
96% of students meet or exceed nationally identified benchmarks in literacy and numeracy assessments.	\$74 000 Socio–economic Background Funding \$50 000 Beginning Teacher Funding	Teachers planned and programmed using NAPLAN marking guide to respond to student learning needs and stage based monitoring of student work samples particularly in the area of writing. 90% of Year 3 students achieving above the national minimum standard for writing and spelling in NAPLAN and 80% achieving proficiency or higher in numeracy. In Year 5 NAPLAN the percentage of students achieving at least minimum proficiency was 83% in writing and 85% in numeracy. Increased teacher confidence was reflected in the weekly one hour targeted professional learning sessions attended by classroom and support teachers K–6.
60% of students achieve expected growth on nationally identified benchmarks in literacy and numeracy assessments.	\$200 000 Socio–economic Background Funding \$10 400 Low Level Adjustment for Disability Funding	There was evidence of student growth from Year 3 to Year 5 and in particular growth from Year 5 to Year 7. NAPLAN results showed 50% of Year 5 students had greater than or expected growth in Reading while growth in Reading from Year 5 to 7 was 56.2 compared with 46.3 State (all students).

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
60% of students achieve expected growth on nationally identified benchmarks in literacy and numeracy assessments.		54% of Year 5 students had expected growth in Writing; growth from Year 5 to 7 being 60.4. compared with 33.5 State (all students). In Grammar and Punctuation, students in Year 5 achieved an average scaled score of 66.1, compared with 66.6 State (all students).
Increase the proportion of students in the top 2 NAPLAN bands by 8% including a 30% increase for Aboriginal students.	\$3 226 Aboriginal Background Funding	SLSO support for the five identified Aboriginal students 'at risk' across K–6 was provided in form of in –class measures to work with these students in literacy and numeracy. Another intervention was Reading Recovery for the Year 1 students.
10% of parents participate in parent helper program	\$4 000 Socio–economic Background Funding	The PaTCH program continued to be a successful means to foster home school partnerships with two of the parents who completed the course continuing with their studies and obtaining a Certificate in Educational Support. They have gained paid employment as qualified School Learning Support Officers as well as participating in volunteer activities in the school. Parent volunteers also participated in the Jump Start Reading program operating three mornings a week before school, listening to and reading with students.
100% of identified students demonstrate progress on the EALD progression and scales to track and monitor student achievement.	\$9 000 English Language Proficiency Funding	A range of professional learning opportunities from information delivery sessions to off–site workshops and in–class peer teaching supported staff in linking the syllabus content to the EALD learning progressions. There was evidence of students across K–6 moving from developing to consolidating on the EALD learning progressions. The Teaching English Language Learners (TELL) course was completed by 20% of the teaching staff strengthening their ability to identify student growth using the EALD progression and the ESL scales. High quality support was also provided by a speech therapist targeting Kindergarten students, identifying language needs and supporting teachers with appropriate resources and activities on early acquisition language skills.

Next Steps

Our future directions for 2018 will ensure the new 3 year plan focuses on the provision of high quality educational outcomes based on success for every student. In 2018 Cabramatta Public School will:

- target teacher professional learning and development in the focus areas of comprehension and place value to inform teaching and learning programs
- investigate quality differentiated teaching practices in literacy across all stages of learning
- provide dedicated time and support for teachers to engage in reflective practices and be equipped to mentor other teachers in their field of expertise
- continue to refine and review our data collection systems to ensure accuracy and consistency of collection, analysis and interpretation.

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

Cabramatta Public School continued to engage students to fully participate in school life and learning with strong collaborative partnerships with the community by:

- actively participating in quality transition programs covering prior to school to post school settings for our students
- acknowledging and celebrating the rich diversity of the school community through a range of whole school events, activities and functions
- enhancing the accessibility and use of social media for strong communication from school to home
- establishing a consultative process on the school reporting formats with input from all stakeholders

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increased percentage of students attending transition programs.	\$50 107 Socio-economic Background Funding	<p>The Stage 3 team participated in the Continuum of Learning with Stage 4 from Cabramatta High School to ensure continuity for our students. Our transition to school program focused on a series of orientation sessions during term 4 where our youngest learners visited the Kindergarten classrooms and parents attended information meetings about school topics.</p> <p>Additionally, term 4 saw the introduction of the Transition to Kindergarten initiative where children attended one day a week over term 4 participating in an early learning program led by a qualified classroom teacher and supported by an SLSO. Seventy five children participated in this initiative confident and enthusiastic to start Kindergarten in 2018.</p>
100% of parents surveyed recognise the school as excellent and responsive to the needs of the community.	\$40 000 Socio-economic Background Funding	<p>Focus group discussions and interviews with a range of stakeholders demonstrated that parents and families have an increasing positive view of the school and the children's learning which is recognised as meaningful, happy and successful.</p> <p>There has been an increase in the number of community members attending school organised functions including the Meet the Teacher Information Sessions, Community Day celebration, Sports Carnivals, Parent/Teacher interviews and end of year Presentation Day events.</p> <p>The school enjoys strong connections with our school community and this has been effectively catered for by the employment of an additional multilingual School Administration Officer who has assisted in maintaining effective communication links by providing interpreting skills in the Vietnamese and Chinese languages as well as liaising with teachers and the local community.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increase in the opportunities for CCOS initiatives.	\$310 775 Early Action for Success	<p>Participation in the Early Action for Success (EAfS) initiative strengthened teaching across K–2 with a focus on the continuation of quality literacy and numeracy programs. The two Instructional Leaders engaged teachers in developing a deeper knowledge of the Literacy and Numeracy Continuums as well as using the EAfS Writing Analysis Tool as a benchmark for identifying what students can do and where to next. In numeracy, the Instructional Leader trained a large group of Stage 1 teachers in the Targeted Early Numeracy (TEN) program in a reciprocal learning alliance with neighbouring schools.</p> <p>Even though there were many informal network meetings and collegial visits among the staff across the schools in the CCOS group of schools, the number of formal professional learning events was limited this year.</p>
Increase in parental engagement with school social media accounts.	\$5 000 Socio–economic Background Funding \$20 400 English Language Proficiency Funding	<p>The focus on increasing the school's social media presence has been a most effective means of communication with all stakeholders. Each month the school Facebook page reaches over 2000 people on an average which is an increase of 15% from the last two years with people engaged with our posts through likes and comments shared.</p> <p>There has also been a noticeable increase in Twitter followers and the introduction of See–Saw has allowed more communication between teachers, students and parents.</p>

Next Steps

Our future directions for 2018 will ensure the new 3 year plan focuses on the provision of high quality educational outcomes based on empowering partnerships that matter.

Cabramatta Public School will:

- develop avenues for participation in school based and external working groups and experiences for students, staff and parents
- broaden our transition to Kindergarten program and establish links with early learning agencies
- connect with local community groups to further support inclusive cultural activities such as Lunar New Year, Community Day and to support collaboration through Breakfast Club, Parent Café, PaTCH and Community Connections project
- utilise Seesaw as a key digital communication tool for all students across K–6 to share their learning with parents and gain feedback from teachers

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$3 226	Five students were identified and had a Personalised Learning Plan (PLP). Funding was used to support high quality support programs in literacy and numeracy and to foster high student engagement and participation in all Key Learning Areas.
English language proficiency	\$29 400 TELL course Professional learning	<p>All school data was reviewed and updated; identification of language needs for new enrolments especially new arrivals and refugee students, was addressed in a timely manner so students were provided with appropriate support as soon as possible to entry to the school. Identified students across K–6 had regular support from EAL/D teachers through small group lessons and in–class assistance, with a focus on oral language, writing and understanding of mathematical language.</p> <p>Ten staff members participated in and completed the TELL course with twenty four accredited hours of professional learning allowing the participants to trial and strengthen strategies from workshops to their classrooms in supporting the language needs of their EAL/D students.</p> <p>The 2017 EAL/D survey return highlighted the positive difference this additional funding provided for EAL/D students and their progress in English language proficiency.</p>
Low level adjustment for disability	\$79 817 Additional School Learning Support Officers	<p>Teachers personalised the learning for identified students, and early intervention programs put into place and school resources were allocated to ensure equitable access to the curriculum under the overarching coordination by the Learning and Support team.</p> <p>The new needs based model of support to classes K–6 has been most effective with identified students benefitting from appropriate support time and personnel given. This support model also encompassed the School Learning Support Officers (SLSO) across K–6 classes.</p>
Socio–economic background	\$860197 Speech pathologist two days a week Professional Learning courses IT support, hardware and resources	<p>Staff participated in extensive professional learning within the school and across schools to ensure that quality teaching is implemented in all classrooms with particular emphasis on oral language and writing in literacy and early arithmetic strategies in numeracy.</p> <p>Speech pathology was provided to students in Kindergarten. This was effective in early identification and intervention of student language needs. Parents of identified students were informed of expressive and receptive language assessments with recommendations on how to proceed with further support at home and available services. Staff also received training while</p>

<p>Socio-economic background</p>	<p>\$860197</p> <p>Speech pathologist two days a week</p> <p>Professional Learning courses</p> <p>IT support, hardware and resources</p>	<p>observing and participating in weekly sessions in term 3 led by the speech pathologist.</p> <p>SLSOs were employed to support identified students across K–6 classes. As well as in the classroom, the SLSOs supported targeted students in the playground, assisting them with social skills and safe play. They linked directly with the grade teams and the Learning Support team.</p>
<p>Support for beginning teachers</p>	<p>\$80 634</p> <p>Beginning Teacher program</p>	<p>All beginning teachers received additional support in the first three years of their career. Eight beginning teachers were supported with 2 hours per week/accumulated days alongside support time allocated with their supervisor/mentor. Teachers had access to various professional learning courses within school and offsite which had been identified in their Performance and Development Plans.</p> <p>Accreditation meetings were held regularly at school for teachers to meet NES requirements for maintenance of accreditation and achievement of proficient status. In 2017, six staff members gained accreditation at proficient level.</p>
<p>Early Action for Success</p>	<p>\$310 775</p> <p>Two Instructional Leaders</p>	<p>The two Instructional Leaders supported K–2 staff in leading professional learning sessions on enhancing teaching practices to bring about change in student outcomes particularly in the areas of reading, writing and early number skills.</p> <p>In literacy in response to the data, there was a deeper focus on writing. To achieve consistency in teacher judgment, teachers met to analyse writing samples and plan modelled, guided and independent lessons specific to the needs of their students. This led to improved PLAN data with 72% of Kindergarten students at or above expected standards in writing at the end of the year.</p> <p>A staff member took part in the TEN trainer course. Release was provided for K–2 staff to attend training, have demonstration lessons and coaching in their classrooms. In numeracy in response to the data, 90% of Kindergarten students, 78% of Year 1 students and 84% of Year 2 students met or exceeded end of year benchmarks in the early arithmetic number strand.</p> <p>Weekly meetings with K–6 executive built capacity, working collaboratively on consistency and analysis of data to inform teaching and learning.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	360	377	377	366
Girls	388	357	350	359

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.6	93.4	93.2	94.3
1	94.4	95.7	93.8	93
2	95.6	94.1	95.2	95
3	96.5	95.3	93.7	95.6
4	96.2	95.2	94.9	94.6
5	95.9	95.9	95.6	95.9
6	97	97	96.2	95.9
All Years	95.8	95.2	94.7	94.9
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Overall the results are pleasing with student attendance rates remaining above state average levels. Our school takes a proactive approach to supporting regular attendance for all students as we recognise the positive impact regular school attendance has on achievement of student outcomes. Parents are contacted after an absence of two consecutive days without explanation. Letters are sent home to parents for absences without an explanation after a seven day period. Ongoing concerns are monitored and referred to the Deputy Principal who follows attendance guidelines in consultation with the Home School Liaison Officer.

Class sizes

Class	Total
KW	19
KV	19
KT	20
KK	19
KD	18
1/2F	24
1S	23
1C	23
1B	24
2H	23
2S	24
2Q	22
2K	23
3N	29
3G	26
3Z	29
3S	27
4D	25
4A	26
4W	27
4M	27
5G	26
5E	28
5_6N	29
5S	28
6S	28
6J	28
6A	28

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	5
Head Teacher(s)	0
Classroom Teacher(s)	29.18
Teacher of Reading Recovery	1.05
Learning & Support Teacher(s)	2.2
Teacher Librarian	1.2
Teacher of ESL	4
School Counsellor	1
School Administration & Support Staff	7.47
Other Positions	4.6

*Full Time Equivalent

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	70
Postgraduate degree	30

Professional learning and teacher accreditation

Teaching and administrative staff participated in a range of professional learning opportunities in 2017, with professional learning explicitly linked to the 2015–2017 School Plan. Classroom, support, specialist and community language teachers participated in professional learning sessions on school development days as well as weekly one hour grade based learning sessions. Additionally, staff were also provided with opportunities to attend and actively participate in specific professional learning courses and projects during the year.

All staff participated and completed the mandatory professional learning in CPR, Anaphylaxis and Child Protection training. Across the year K–2 teachers participated in TEN training and using the Writing tool to effectively assess, plan and teach the writing outcomes of the English syllabus. Teachers on grades 3–6 undertook professional learning in writing exploring the teaching and learning continuum cycle and in place

value for solving maths problems. Staff worked collaboratively to refine teaching practices, provide feedback, and share ideas and resources.

Teacher accreditation has been addressed with six teachers achieving accreditation at Proficiency level and another two teachers successfully maintaining the proficiency accreditation level.

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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	890,702
Revenue	8,772,100
Appropriation	8,414,757
Sale of Goods and Services	91,027
Grants and Contributions	227,636
Gain and Loss	0
Other Revenue	30,079
Investment Income	8,601
Expenses	-8,923,836
Recurrent Expenses	-8,785,422
Employee Related	-7,795,759
Operating Expenses	-989,663
Capital Expenses	-138,414
Employee Related	0
Operating Expenses	-138,414
SURPLUS / DEFICIT FOR THE YEAR	-151,736
Balance Carried Forward	738,966

The information provided in the financial summary includes reporting from 1 December 2016 to 31 December 2017.

It consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The deficit is due to funds that were already allocated for the upcoming projects: the automated sliding door (\$27,173); Colour bond shed (\$26,420); Hall and stage extensions (\$50,300); Hall pin board lining (\$10,819) and two new photocopiers (\$24,950).

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.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	4,526,302
Base Per Capita	114,785
Base Location	0
Other Base	4,411,517
Equity Total	1,923,807
Equity Aboriginal	3,226
Equity Socio economic	1,199,601
Equity Language	420,246
Equity Disability	300,734
Targeted Total	576,529
Other Total	1,172,879
Grand Total	8,199,517

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

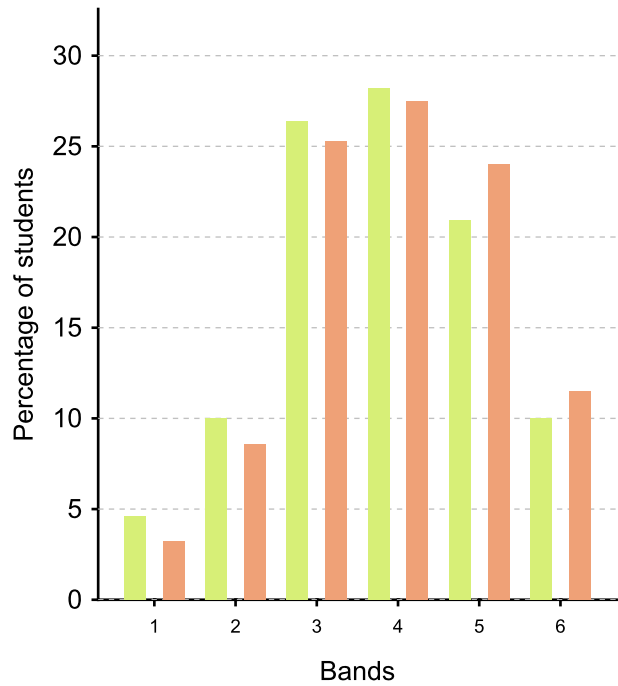
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

The NAPLAN literacy assessments were conducted in May with 110 Year 3 students and 94 Year 5 completing the assessments.

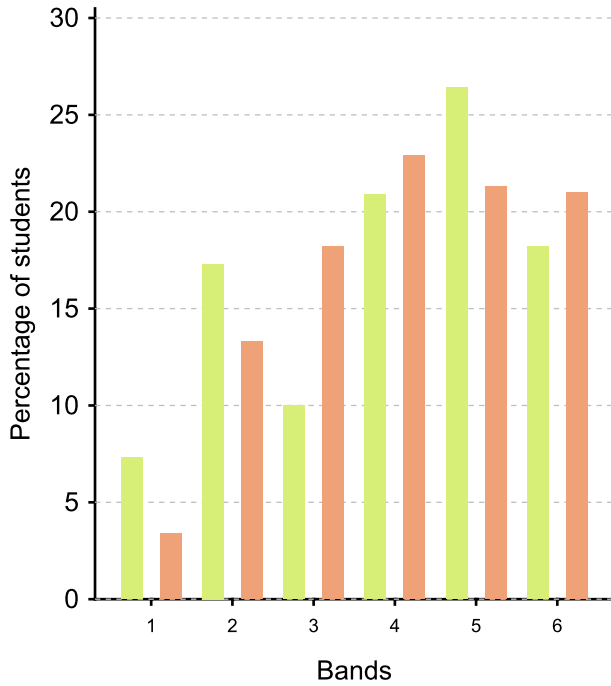
In 2017, 53% of Year 3 students achieved results in the top 2 bands for Spelling.

In 2017, 45% of Year 3 students achieved results in the top 2 bands for Grammar and Punctuation.

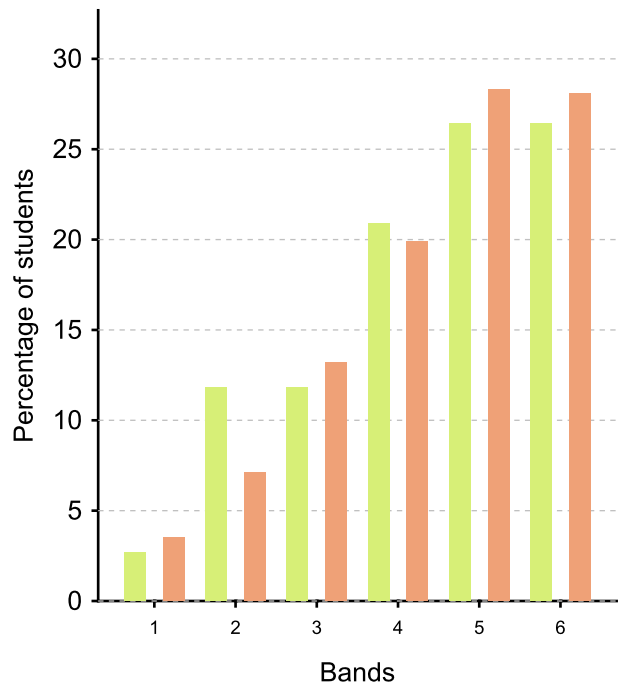
**Percentage in bands:
Year 3 Reading**



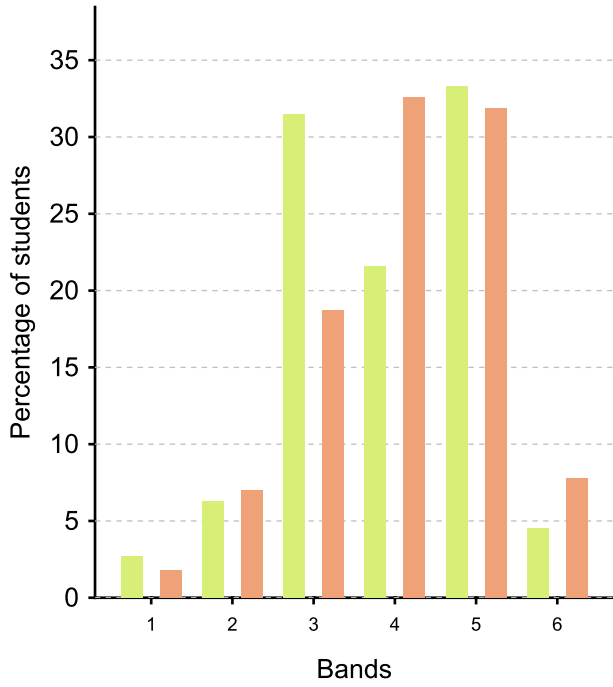
**Percentage in bands:
Year 3 Grammar & Punctuation**



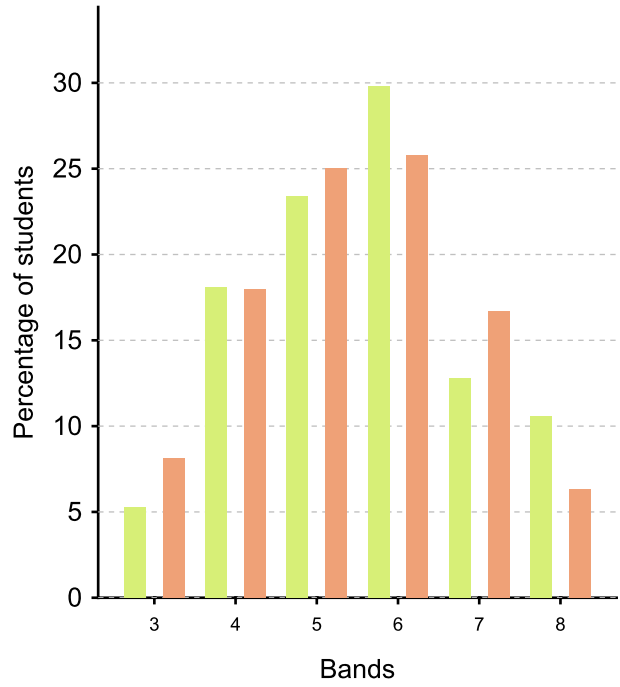
**Percentage in bands:
Year 3 Spelling**



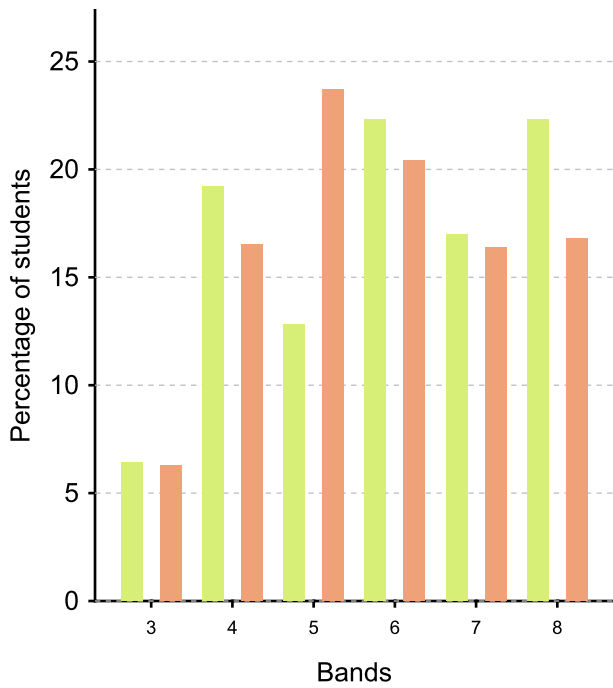
Percentage in bands:
Year 3 Writing



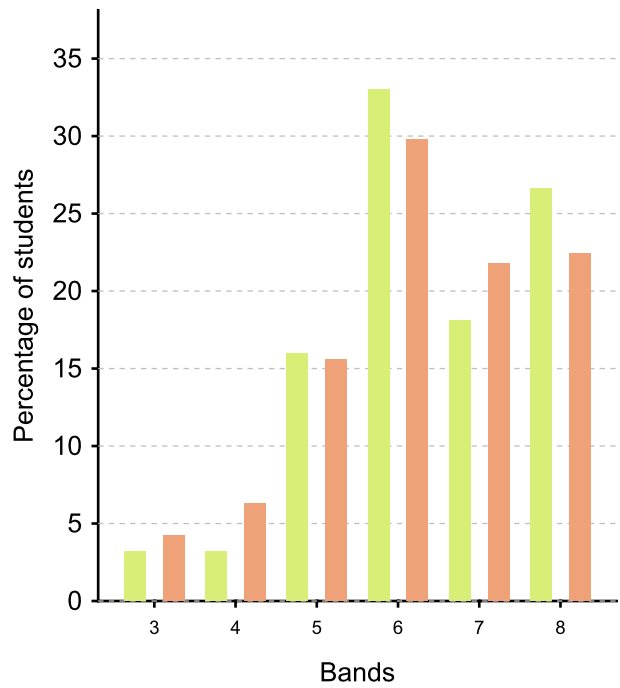
Percentage in bands:
Year 5 Reading



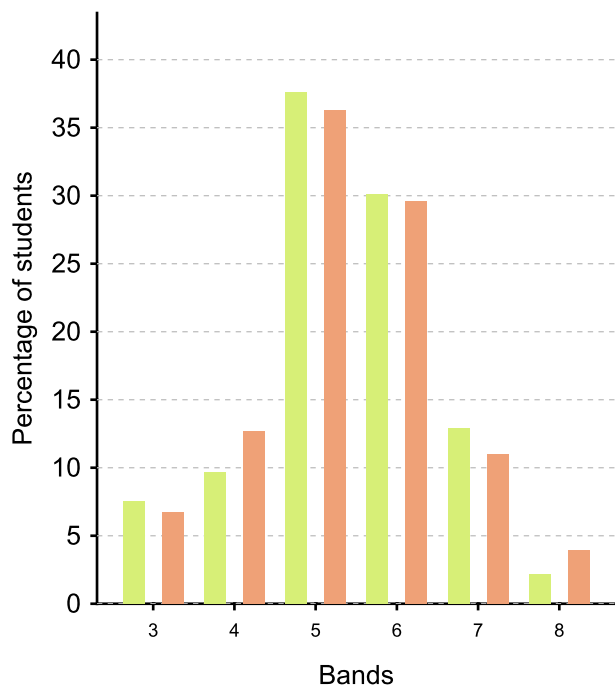
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling



Percentage in bands: Year 5 Writing



Percentage in Bands
School Average 2015-2017

The NAPLAN Numeracy assessments were conducted in May with 110 Year 3 students and 94 Year 5 completing the assessments.

In 2017, 35% of Year 3 students were placed in the top 2 bands for Numeracy

Male students performed better than female students compared to state average results.

In 2017, 25% of Year 5 students achieved results in the top 2 bands for Numeracy.

There was no significant difference in performance when comparing Data, Measurement, and Space and Geometry to that of Number, Patterns and Algebra.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

There has been a steady improvement for Year 5 achievement in NAPLAN for the three years 2015 – 2017 in literacy and numeracy in accordance with the Premiers Priorities: improving education results. Similar gains for Year 3 have occurred in Numeracy.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In

2017 our school conducted a survey to know the opinions of parents, students and teachers about the school.

All stakeholders believe that Cabramatta Public School provides a high quality learning environment.

Below is a summary of the comments that were made:

- Parents indicated a strong confidence in and positive relationship with the school, being pleased to have their child attend Cabramatta Public school.
- There were channels of communication such as the P&C, Parent Café and meet the teacher afternoons where parents were invited and could express their views at school. The school was willing to listen to these views of parents on issues presented.
- Parents indicated that the school kept them informed of school affairs and developments and their child liked to participate in school activities.
- Staff commented that professional learning provided in 2017 was effective in teams working collaboratively to enhance their teaching practices and implement evidence based strategies to support student improvement and achievement particularly in the focus areas of writing and oral language.
- Staff indicated that the school has a clear vision of what it wants to achieve in terms of key goals of developing self and other, of empowering students to become successful learners and of engaging the community to work together to provide the best opportunities for all students.
- Students identify Cabramatta Public School as a great place to be and keen to contribute to their own learning and their part in the school.
- There was a strong response to students indicating their teacher cared about them, talked to them about what they needed to learn and had high expectations
- Students commented favourably that they know what they needed to get better at in reading, writing and in mathematics.

Policy requirements

Aboriginal education

Cabramatta Public School received Aboriginal funding in 2017 which was utilised to provide high quality Aboriginal education. The funds supported:

- Personalised Learning Plans written for the identified Indigenous students with targeted support provided where needed
- provision of learning opportunities for students to integrate their cultural background and knowledge with contemporary Australian culture
- organisation of activities and celebration for NAIDOC Week
- respecting the significance of Aboriginal culture through Acknowledgement of Country at whole school events.

Multicultural and anti-racism education

Our school has 96% of students from Non–English speaking backgrounds. Multicultural education is explicitly supported and promoted throughout teaching and learning programs and activities across the K–6 setting by:

- provision of learning opportunities for students to integrate their cultural background and knowledge with contemporary Australian culture as well as understand and appreciate the similarities and differences among the different cultures.
- a comprehensive EAL/D (English as Another Language or Dialect) program supporting students and teachers with effective language and literacy based teaching strategies in the classroom , including additional resources and personnel for new arrival students.
- dedicated weekly 2 hour Community Language program which receives strong community support, and provided opportunity for our students to develop their skills and confidence in their home language
- celebration of respect and understanding for all cultures within our school highlighted by such events as Community Day

Cabramatta Public School has an Anti–Racism Officer (ARCO) who is the contact between staff, students, parents and community members who wish to make a complaint regarding racism. We promote a school environment that is inclusive, where all students feel supported and show respect to one another.