

Cabramatta West Public School

Annual Report



2017



3980

Introduction

The Annual Report for 2017 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

School contact details

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Message from the Principal

Our 2017 school year highlighted our ongoing commitment to continuous improvement across the school. We celebrated academic, sporting and creative arts achievements. Our achievements have included:

- student growth being identified as excelling as our students enter high school
- basketball premiership
- representation at state level for athletics
- art exhibitions at the Museum of Applied Arts and Science and Casula Powerhouse
- student writing the centrepiece of the Door to Door Exhibition at Casula Powerhouse
- Dancesport finalists.

Our staff are committed to continuous improvement with student learning always the focus. This year we provided further extensive training for all staff in quality programs including Kidsmatter, Working Memory, Targeted Early Numeracy, Language, Learning and Literacy and the development of collective efficacy across the school.

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

Message from the students

Throughout the year, we have contributed and represented our school in several formal events and ceremonies such as White Ribbon Day, where we participated in the White Ribbon Day walk in Cabramatta to prevent domestic violence against women. On Remembrance Day, our school captains laid the Remembrance Day wreath in our school ANZAC garden to commemorate all of the brave soldiers who fought for our country.

We would like to thank all of the teachers and staff members who have helped and guided us along the journey of becoming amazing school leaders. They were always by our side to help us on our leadership journey.

Many moments have been shared and many memories will be remembered as we pass on our role to the new Student Leadership Team for 2018. Although we will miss representing our school and all of the wonderful opportunities we received as student leaders, we know that the new Student Leadership Team will become fantastic leaders for our school. We hope that they will enjoy taking part in all of the fun activities as much as we did. Congratulations to every one of the new student leaders, we hope that you will continue to lead the school with tremendous pride and honour.

Written by Queenie, Edwina and Kenny (2017 Student Leadership Team).

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 560 students enrolled, of which 92% of our students are from non-English speaking backgrounds.

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.

The school is committed to strengthening inclusivity and actively engaging families and the community. The school has instructional leaders 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 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. 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.

[Insert a narrative of the progress achieved across the domains of Learning, Teaching, and Leading]

Our self-assessment process will assist the school to refine our 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

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:

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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).	\$9094	<p>The school acknowledges and celebrates a wide diversity of achievements; 2017, the first year of PBL award implementation, the Principal's Assembly, each term, awarded 82% of students with a Class Award and 13% with a Deputy Principal Award.</p> <p>All students on individual education programs achieved targeted instructional goals for learning support.</p> <p>Consistent framework of PBL–Positive Behaviour for Learning in practice across the school.</p> <p>Component 1 of the KidsMatter mental health framework achieved. Leaders trained in all 4 components in readiness for future implementation.</p> <p>Wellbeing programs trialled with success, informing future planning.</p> <p>School satisfaction and Tell Them From Me survey data indicated that:</p> <ul style="list-style-type: none">• 79% of students acknowledged the school as a friendly school.• 89% of students enjoyed being part of our school stated that their teachers make them feel important.• Students' positive relationships with peers and staff at school remain stable.• Students highly attributed their engagement in learning to quality instruction, positive teacher and student relationships, positive learning environment and expectations for success. These drivers of student engagement were equal to other NSW schools.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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).		
100% of staff demonstrating progress towards their professional learning goals as outlined in their PDP.	Refer to professional learning (\$92 155)	100% of staff demonstrated evidence of progress towards their professional learning goals, enhancing quality learning instruction and growth in student learning outcomes.
100% of staff collaboratively planning and implementing IEPs an PLPs.	\$30 000	<p>100% of staff engaged collaboratively, twice a term, to reflect, review, plan and implement individual education programs and personalised learning pathways for Aboriginal students, for the 33% of students in need across the school.</p> <p>The learning and support team engaged in professional learning throughout the year to strengthen knowledge and understandings of differentiated practice.</p> <p>Students with high needs were supported through case management, involving expert support from both internal and external personnel.</p>
Student leaders improve formal public speaking.	\$1 660	Student leaders attended various events to develop leadership skills. Multiple opportunities across the school gave student leaders the chance to engage in formal speaking events.

Next Steps

Cabramatta West will continue to explicitly and consistently strengthen expectations and practice of positive behaviour for learning and promote a whole school approach to wellbeing, ensuring optimum conditions for learning across the school;

- PBL school signage and associated documents will be published. Tier 2 and 3 interventions for PBL will be developed and implemented
- consistent evidenced based social and emotional learning practices will be implemented across the school with the support of stage based wellbeing programs and the continued implementation of KidsMatter– Mental Health Initiative
- the school community will be consistently informed about positive mental health.
- Anti–Bullying school procedures and practices will be developed in consultation with community and in accordance to Department of Education policy.

Teachers supported with professional learning and collaborative instruction to evidence adjusted learning in programs, ensuring high challenge and improved learning that is aligned to student need.

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
- introduction of parent focus groups
- inclusion of students and parent body at school meetings
- widening our professional networks.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff trained in evaluating and implementing the seven dimensions of family and community engagement.	\$0	Consultative decision making was the focus for 2017 with opportunities for parents and community members to engage in various activities including surveys, selection panels, parent forums, evaluation meetings and parent focus groups.
Increase in the number of external agencies supporting teaching and learning and families.	\$2 000	CWPS data indicated an increase in the number of agencies regularly engaging with the school (29 agencies) to support learning and families.
Cultural groups (including minority groups) are represented in a wider range of school based initiatives.	\$1 000	Data has shown a slight increase in minority groups being represented in some school based initiatives.
Increase in the number of staff connecting with other schools, professional networks and organisations.	\$2 000	67% of staff indicated that they are connecting with others beyond our school to work collegially to improve student outcomes.

Next Steps

Our school will continue to focus on developing a culture of high expectations and community engagement through:

- providing parents and community members with the opportunity to engage in a range of school-related activities which help build the school as a cohesive educational community.
- having teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes.
- building upon the development of whole school and inter-school relationships to ensure quality teaching practice that best meets the needs of our 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)	Funds Expended (Resources)	Progress achieved this year
75% of students achieving grade appropriate expectations in Numeracy based on PLAN, NAPLAN and school based data.		66.9% of Kindy to Year 6 students achieving grade appropriate expectations. 92.5% of Kindy students achieving end of stage expectations. 79% of Year 1 students achieving end of stage expectations. 63.3% of Year 2 students achieving end of stage expectations. 57.6% of Year 3 students achieving end of stage expectations. 74% of Year 4 students achieving end of stage expectations. 49.2% of Year 5 students achieving end of stage expectations. 53% of Year 6 students achieving end of stage expectations.
65% of students achieving grade appropriate expectations in Literacy based on PLAN, NAPLAN and school based data.		55.2% of Kindy to Year 6 students achieving grade appropriate expectations. 55.4% of Kindy students achieving end of stage expectations. 51.2% of Year 1 students achieving end of stage expectations. 58.8% of Year 2 students achieving end of stage expectations. 55.2% of Year 3 students achieving end of stage expectations. 64.7% of Year 4 students achieving end of stage expectations.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
65% of students achieving grade appropriate expectations in Literacy based on PLAN, NAPLAN and school based data.		<p>48.6% of Year 5 students achieving end of stage expectations.</p> <p>52.4% of Year 6 students achieving end of stage expectations.</p>
100% of staff actively engaged in PL and effectively reflecting on their practice.	Refer to professional learning (\$92 155)	<p>All staff have engaged in professional learning linked to supporting our strategic directions. All staff have reflected on their professional practice and set goals for 2017</p> <p>The Early Action for Success initiative continued to drive a sharp focus on the collection, analysis and use of specific data. 100% of classroom teachers tracked literacy and numeracy data through PLAN.</p> <p>100% of classroom and Learning Support teachers actively engaged in the Learning Sprints process to ensure the development, implementation and evaluation of effective action plans and teaching and learning programs through a 5-weekly cycles of data reflection and professional learning.</p>

Next Steps

Cabramatta West Public School will:

- maintain our focus on early intervention
- ensure a whole school approach to identify and systematically promote and implement the most effective Literacy and Numeracy strategies to improve teaching and learning
- ensure all teachers use a full range of assessment strategies, with a focus on effective feedback where teachers routinely review learning with each student, ensuring all students have a clear understanding of how to improve
- develop school-wide systems to assist in the collation and analysis of data to judge a year's worth of progress in literacy and numeracy
- embed explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers
- promote and support the attainment of higher level accreditation
- work collectively with staff to share their expertise within the school and with other schools through building collaborative expertise.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$3 948	<p>100% of Aboriginal students have personalised learning pathways which have been developed through partnerships with families.</p> <p>Accelerated Literacy practices maintained to support the improvement of literacy outcomes.</p>
English language proficiency	\$344 553	<p>100% of identified EAL/D students receiving targeted support for learning, through team teaching, group teaching and withdrawal modes of delivery.</p> <p>Intensive targeted withdrawal and in class support provided to newly arrived students; inclusive of an increase in refugee students, improving wellbeing and academic success.</p> <p>Teachers supported with expert EAL/D knowledge to ensure appropriate differentiated instruction is planned and implemented.</p> <p>Consistent professional learning for EAL/D teachers, ensuring improved understandings and embedded quality of EAL/D practice.</p>
Low level adjustment for disability	\$252 328	<p>An increase in the employment of Student Learning and Support Officers targeting students with high support needs to achieve IEP goals.</p> <p>An increase in staff engaged in online tutor led professional learning for understanding Autism Spectrum Disorders and Managing Student Behaviours.</p>
Socio-economic background	\$876 718	<p>Additional staff employed to provide targeted support to students.</p> <p>Playgroup strengthened through the employment of a teacher to support a successful transition to school.</p> <p>Strategic learning and support referral practices consistently operating to collectively address students' needs.</p> <p>Consistent in class support and targeted professional learning provided by a speech pathologist for all students with speech and language development needs.</p>
Support for beginning teachers	\$97 150	<p>All beginning teachers provided with a high quality induction to support their entry into the teaching profession.</p> <p>All beginning teachers provided with time, support and individualised professional learning to enhance their teaching skills.</p>
Targeted student support for refugees and new arrivals	\$4 700	<p>Continued professional learning with external networks, strengthened knowledge, understandings and quality EAL/D practice within the learning and support team for</p>

Targeted student support for refugees and new arrivals	\$4 700	refugees and new arrivals. Refugees and new arrival support is continually coordinated to address both student and teacher needs.
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Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	314	302	287	296
Girls	280	261	260	279

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.2	92.5	91.8	92.5
1	92.8	92.8	92.7	90
2	95.6	93	93.7	93.2
3	95.4	92.6	93.4	93
4	95.5	94.1	91.6	92.4
5	95.4	94.9	94.8	93.5
6	96.9	95.4	94.6	95.1
All Years	95.1	93.6	93.2	92.9
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

School procedures are consistently in place to support the improvement of non attendance;

- attendance procedure information is provided to all staff at the beginning of the year
- classroom teachers contact parents or carers after 2 days of unexplained absence
- letters are sent home if absences are unexplained
- stage supervisors support the review of attendance data and investigation of inconsistent attendance
- all contact had with parents and carers about attendance is documented
- Department of Education resources are explained and given to parents or carers on enrolment and

periodically, providing information about compulsory school attendance

- weekly contact is had with the Deputy Principal and the Home School Liaison Officer to review school attendance concerns and engage in those needing further investigation
- face to face meetings are had with parents and carers, where necessary, to develop attendance improvement plans.

Class sizes

Class	Total
K SAPPHIRE	20
K RUBY	20
K EMERALD	20
K DIAMOND	21
1/2W	20
1V	20
1K	19
1G	19
2N	23
2S	23
2R	23
3S	25
3H	25
3C	26
4P	26
4C	28
4B	28
5A	28
5L	28
5H	28
6R	27
6I	28
6D	27

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Head Teacher(s)	0
Classroom Teacher(s)	22.41
Teacher of Reading Recovery	0.84
Learning & Support Teacher(s)	1.6
Teacher Librarian	1
Teacher of ESL	3.2
School Counsellor	1
School Administration & Support Staff	7.06
Other Positions	3.2

*Full Time Equivalent

Cabramatta West Public School supplements variations to staffing to meet our students needs. Our school employs three instructional leaders to support teaching and learning across the school. A business manager is also employed to support the management of business functions such as administration, WH&S, asset management and finance. A team of school learning and support officers are employed to assist with the care and management of students with specific needs.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	86
Postgraduate degree	14

Professional learning and teacher accreditation

Purposeful, high quality professional learning is coordinated across the school. Professional learning activities are centred around student needs and school priorities.

Teacher professional learning as detailed in the school plan, focussed on literacy, numeracy and the

integration of technology. Professional learning included:

- Focus on Reading for staff 3–6
- Language, Learning and Literacy for all staff K–2
- Targeted Early Numeracy (TEN) for all staff K–2
- Future Focussed Classrooms (partnership with Microsoft).

Twilight Professional Learning (three hour evening sessions) were led by a combination of staff and external providers. These sessions included:

- Cardio Pulmonary Resuscitation and Anaphylaxis Training
- Working Memory
- Technology – drones, beebots, spheros, digital devices, google apps, Microsoft apps
- Mathematics.

School Development Days targeted professional learning included:

- What Works Best – Evidence Based Practices to Improve Student Performance
- Code of Conduct
- Geography/History/Science
- Targeted Early Numeracy
- Positive Behaviour For Learning
- Strengthening School Communication and Engagement
- Agile Schools – Sprints
- Kidsmatter.

Expenditure

- Teaching Staff – \$92 155
- Non-teaching staff – \$1205

Accreditation

- number of teachers in the process of gaining accreditation at proficient – 15%
- number of teachers in the process of gaining accreditation at highly accomplished – 0%
- number of teachers in the process of gaining accreditation at lead – 2%
- number of teachers in the process of maintaining accreditation at proficient – 36%
- number of teachers in the process of maintaining accreditation at highly accomplished – 0%
- number of teachers in the process of maintaining accreditation at lead – 0%

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	1,064,594
Revenue	7,135,621
Appropriation	6,800,600
Sale of Goods and Services	75,773
Grants and Contributions	244,606
Gain and Loss	0
Other Revenue	0
Investment Income	14,641
Expenses	-7,018,920
Recurrent Expenses	-7,018,920
Employee Related	-6,156,595
Operating Expenses	-862,325
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	116,701
Balance Carried Forward	1,181,295

<Use this text box to enter a general statement describing:

- your school's financial management processes and governance structures to meet financial policy requirements
- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
- intended use of funds available>

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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	3,650,942
Base Per Capita	85,699
Base Location	0
Other Base	3,565,243
Equity Total	1,477,547
Equity Aboriginal	3,948
Equity Socio economic	876,718
Equity Language	344,553
Equity Disability	252,328
Targeted Total	671,832
Other Total	849,456
Grand Total	6,649,777

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.

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.

Percentage in Bands:

Year 3 - Grammar & Punctuation

Band	1	2	3	4	5	6
Percentage of students	13.7	9.6	16.4	26.0	15.1	19.2
School avg 2015-2017	7.5	12.9	22.3	22.6	16.9	17.8

Percentage in Bands:

Year 3 - Reading

Band	1	2	3	4	5	6
Percentage of students	5.5	11.0	34.3	26.0	17.8	5.5
School avg 2015-2017	6.4	14.1	27.2	24.1	18.9	9.3

Percentage in Bands:**Year 3 - Spelling**

Band	1	2	3	4	5	6
Percentage of students	6.9	13.7	16.4	23.3	20.6	19.2
School avg 2015-2017	6.5	15.1	13.9	21.7	21.2	21.6

Percentage in Bands:**Year 3 - Writing**

Band	1	2	3	4	5	6
Percentage of students	4.1	2.7	35.6	21.9	31.5	4.1
School avg 2015-2017	3.0	5.9	24.0	23.1	35.2	8.9

Percentage in Bands:**Year 5 - Spelling**

Band	3	4	5	6	7	8
Percentage of students	7.6	11.4	19.0	27.9	15.2	19.0
School avg 2015-2017	7.1	16.2	16.6	31.1	17.5	11.7

Percentage in Bands:**Year 5 - Grammar & Punctuation**

Band	3	4	5	6	7	8
Percentage of students	11.4	34.2	13.9	12.7	17.7	10.1
School avg 2015-2017	12.9	23.4	23.1	20.3	12.5	7.9

Percentage in Bands:**Year 5 - Reading**

Band	3	4	5	6	7	8
Percentage of students	8.9	31.7	24.1	24.1	6.3	5.1
School avg 2015-2017	11.2	26.6	26.1	25.3	8.7	2.1

Percentage in Bands:**Year 5 - Writing**

Band	3	4	5	6	7	8
Percentage of students	6.3	16.5	40.5	32.9	3.8	0.0
School avg 2015-2017	7.9	18.2	44.4	24.5	3.3	1.6

Year 3 grammar and punctuation results indicate that 86% of students are performing at or above national minimum standard.

Year 3 reading results indicate that 95% of students are performing at or above national minimum standard.

Year 3 spelling results indicate that 93% of students are performing at or above national minimum standard.

Year 3 writing results indicate that 96% of students are performing at or above national minimum standard.

Year 5 grammar and punctuation results indicate that 89% of students are performing at or above national minimum standard.

Year 5 reading results indicate that 91% of students are performing at or above national minimum standard.

Year 5 spelling results indicate that 92% of students are performing at or above national minimum standard.

Year 5 writing results indicate that 94% of students are performing at or above national minimum standard.

Percentage in Bands:**Year 3 - Numeracy**

Band	1	2	3	4	5	6
Percentage of students	9.5	16.2	27.0	24.3	13.5	9.5
School avg 2015-2017	8.7	20.3	26.0	21.3	15.6	8.3

Percentage in Bands:**Year 5 - Numeracy**

Band	3	4	5	6	7	8
Percentage of students	8.9	21.5	22.8	31.7	7.6	7.6
School avg 2015-2017	9.5	23.2	25.7	27.0	7.1	7.5

Year 3 Numeracy results indicated that 91% of students are performing at or above national minimum standard.

Year 5 Numeracy results indicated that 91% of students are performing at or above national minimum standard.

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.>

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 although we have had growth in the integration of technology across the school, this will remain a focus area for 2018.

Further analysis of data indicated that our students, staff and parents found that Cabramatta West Public School provides a wide range of extra curricular activities and wellbeing programs.

2017	Students	Staff	Parents	Total
I enjoy being part of Cabramatta West Public School.	89	100	90	93%
Cabramatta West Public School is an attractive and well resourced school.	86	95	90	90%
The students enjoy coming to school.	85	98	100	94%
Our school is welcoming.	88	100	84	91%
Parents are encouraged to contact the school to discuss concerns relating to their child.	69	100	95	88%
The school is a friendly school that is tolerant and accepting of all students.	79	100	90	90%
The students are the schools main concern.	89	98	88	92%
The school has supportive student wellbeing programs.	93	100	90	94%
The school offers challenging programs for its students.	79	98	90	89%
The school maintains a focus on literacy and numeracy.	90	98	90	93%
The school teaches our core values.	67	96	90	84%
Cabramatta West PS has competent teachers who set high standards of achievement.	92	96	85	91%
A wide range of extra curricular activities are offered.	88	100	100	96%
Technology integration occurs across the school.	84	89	90	88%
Fair discipline exists across the school.	82	100	90	91%
There are good lines of communication between the school and parents.	NA	100	85	93%
Cabramatta West has a focus on developing innovative learning environments.	NA	96	85	91%

Policy requirements

Aboriginal education

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

- a commitment to improving educational outcomes and wellbeing for all Aboriginal and Torres Strait Islander students through personalised learning pathways
- staff professional learning
- making connections beyond our school (eg; Bonnyrigg Public School)
- engagement of an Aboriginal school learning and support officer
- providing opportunities for our students to participate in events including NAIDOC week and the Koori Art Expressions exhibition
- 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
- initiatives that enhance communication with parents including interpreting services, translation services, an ethnic aide, bilingual staff and regular parent forums.