

Cabramatta Public School

Annual Report



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Introduction

The Annual Report for **2018** 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.

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Message from the Principal

During 2018, our school continued to provide excellent instruction in learning and support for wellbeing to ensure that every student is known, valued and cared for. With the completion of the first year of the three year School Plan we can rightly celebrate the continued high achievement of our students and the wide range of learning experiences which are provided by our hard working team of highly skilled staff.

Student achievement comes in many forms: outstanding academic results and learning growth; participation of students in curriculum-based activities, such as PSSA sport; debating; public speaking; creative and performing arts; and excursions, and the development of social and independent learning skills. Our school excels in each of these areas.

To complement the outstanding student-centred programs which are provided by the school, we created a school motto and school song which reflect the values and aspirations of our school community. Our new motto is 'Aim High, Dream Big, Strive to Succeed' which clearly describes the learner qualities we desire for our students.

I extend my sincere thanks to all members of our diverse and vibrant school community for their contributions to maintaining and extending the outstanding programs which are delivered to prepare our students for their lifelong learning and success.

Glen Stelzer

Principal.

School background

School vision statement

Cabramatta Public School is a nurturing high performing school where students are empowered to achieve success through a shared commitment to excellence.

School context

Cabramatta Public School is a government primary school located 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 in a community that values learning and has high expectations for the academic and social success of its children.

There is a positive and mutually respectful relationship between students, staff and families. In 2018, 710 students attended the school, including 98% of students from a non-English speaking background representing over 40 cultural groups. The majority of the students were born in Australia and are of South East Asian background. We had 28 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 which provides tuition for Vietnamese, Khmer and Chinese speaking students to maintain their first language and access the curriculum.

The staff at Cabramatta Public School is a strong and dedicated team of both experienced and early career teachers, School Learning Support Officers and Administrative Officers who work collaboratively towards a shared vision of providing high quality teaching and learning programs to improve outcomes for all students. In 2017–2020, we had two Instructional Leaders appointed as part of the Early Action for Success initiative. These specialist practitioners will continue to provide professional learning for staff in the areas of literacy and numeracy to personalise learning for students in K–2. We have also created a Professional Learning Partner position to provide support for 3–6 teachers.

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 school undertook a number of surveys of the views of students, parents and carers and staff to seek feedback on the range of programs and practices that the school has implemented to meet the requirements of the School Excellence Framework. This process included a range of suggestions to improve our current practices.

Learning Domain

- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.
- The school engages in strong collaboration between parents, students and the community that inform and support continuity of learning for all students.
- The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills.
- Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge.
- The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement at individual, group and whole school levels.
- Student reports contain personalised information about individual student learning progress and achievement, and preview plans for meeting future learning goals.

Examples of excellent practices within this domain: Transition to School program for Pre School children; transition to high school for Stage 3 students; review and renewal of written report to provide information about learning, effort and social skills which is more succinct and easily understood by parents and carers; ability-based

learning to differentiate learning; and Learning Support processes and resources to support individual student needs.

Teaching Domain

- Teachers collaborate across stages and teams to share curriculum knowledge, data, feedback and other information about student progress and achievement to inform the development of evidence-based programs and lessons which meet the needs of all students.
- Teachers are skilled at explicit teaching techniques, such as questioning and assessing to identify students' learning needs and use a range of explicit strategies to explain and break down knowledge.
- Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.
- The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.
- There is a co-ordinated effort by school staff to engage the school community to reflect on student progress and achievement data and develop plans and strategies for improvement.
- Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research. Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes.

Examples of excellent practices within this domain: Weekly grade and stage based TPL delivered by Instructional Leaders and Professional Learning Partner, tri-weekly one-on-one professional support for teachers by ILs and PLP; close analysis of data and evidence to inform teaching programs and improve student learning and the development of a more straightforward and reader friendly semester Student Report.

Leading Domain

- The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.
- Teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement.
- The school uses research, evidence-based strategies and innovative thinking in designing and implementing a school plan that successfully delivers ongoing, measured improvement in student progress and achievement.
- Technology that supports learning is available and expertly integrated into lessons by teachers. Administrative staff are expert users of available technology and systems.
- Longer-term financial planning is integrated with school planning and implementation processes to address school strategic priorities and meet identified improvement goals.
- The school makes informed choices about administrative practices and systems, based on cost effectiveness, evidence, and in response to local context and need.

Examples of excellent practices within this domain:

Whole school and individual TPL is informed by staff Professional Learning Goals; School Plan Process Groups developed and implemented strategies to support the school's Strategic Directions; introduction of the SeeSaw communication program to facilitate closer connections between students, parents, carers and teachers; IT hardware replacement of iPads, laptops and IWBs; allocation of funds to support priority student learning needs, such as Speech Therapy, class sizes, SLSO support and expanded teaching resources.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of high quality learning for 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

Excelling: achievement for every learner

Purpose

To deliver quality teaching programs and assessment practices to cater for the needs of all students so they can meet and exceed expectations in academic success

Overall summary of progress

Cabramatta Public School provided opportunities for achievement for every learner through:

- providing professional learning sessions delivered by Instructional Leaders and a Professional Learning Partner
- continuity of learning and goal setting for all students in numeracy
- use of evidence based data to inform, monitor and track student achievement and progress.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increased number of students across K–6 are achieving at or beyond expected benchmarks in literacy.	\$600 000 – Socio-economic background funding \$70 000 – Low Level adjustment for Disability	Teacher Professional Learning was implemented around the English Syllabus, the Literacy Progression and Reading though out the year. Teachers were also given a number of opportunities to analyse data and to develop their skills with the Instructional Leaders. 65% of students K–2 achieved the expected benchmark with 15% of children either 1 or 2 levels away from meeting benchmark.
An increased number of students across K–6 are achieving at or beyond benchmarks in numeracy.	\$50 000 – Socio-economic background funding \$10 000 – Beginning Teacher Funding	Teachers became more familiar with the Numeracy Learning Progressions and the behaviours and skills students demonstrate in gaining a deeper understanding of number. We were unable to achieve this improvement measure due to inconsistent data entry requirements.
Increase percentage of Year 3 and Year 5 students achieving in top two bands in NAPLAN in literacy.	\$25 000 – Professional Learning	<p>In 2017 there were 31% of Year 3 students in the top two bands (5–6) in Reading. In 2018 there were 46% of Year 3 students in the top four bands (5–8) Reading. This is an increase of 15%.</p> <p>In 2017 there were 38% of year 3 students in the top two bands (5–6) in Writing. In 2018 there were 44% of year 3 students in the top three bands (5–7) in Writing. This is an increase of 6%.</p> <p>In 2017 there were 44% of year 3 students in the top two bands (5–6) in Grammar and Punctuation. In 2018 there were 51% of year 3 students in the top five bands (5–9) in Grammar and Punctuation. This is an increase of 7%.</p> <p>In 2017 there were 52% of year 3 students in the top two bands (5–6) in Spelling. In 2018 there were 56% of year 3 students in the top four bands (5–8) in Spelling. This is an increase of 4%.</p> <p>In 2017 there were 24% of year 5 students in the top two bands (7–8) in Reading. In 2018 there were 26% of year 5 students in the top three bands (7–9) in Reading. This is an increase of 2%.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase percentage of Year 3 and Year 5 students achieving in top two bands in NAPLAN in literacy.		<p>In 2017 there were 24% of year 5 students in the top two bands (7–8) in Reading. In 2018 there were 26% of year 5 students in the top three bands (7–9) in Reading. This is an increase of 2%.</p> <p>In 2017 there were 15% of year 5 students in the top two bands (7–8) in Writing. In 2018 there were 15% of year 5 students in the top three bands (7–9) in Writing. This is the same.</p> <p>In 2017 there were 39% of year 5 students in the top two bands (7–8) in Grammar and Punctuation. In 2018 there were 45% of year 5 students in the top three bands (7–9) in Grammar and Punctuation. This is an increase of 6%.</p> <p>In 2017 there were 45% of year 5 students in the top two bands (7–8) in Spelling. In 2018 there were 43% in the top three bands (7–9) in year 5 Spelling. This is a decrease of 2%.</p>
Increase percentage of Year 3 and Year 5 students achieving in top two bands in NAPLAN in numeracy.	Nil	<p>In 2017 there were 36% of year 3 students in the top two bands (5–6) in Numeracy. In 2018 there were 36% in the top four bands (5–8) in year 3 Numeracy. This is the same.</p> <p>In 2017 there were 25% of year 5 students in the top two bands (7–8) in Numeracy. In 2018 there were 30% in the top three bands (7–9) in year 5 Numeracy. This is an increase of 5%.</p>
All Aboriginal students have PLPs that are relevant to educational goals.	\$3 995 – Aboriginal background Equity Loading	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.

Next Steps

In 2019 Cabramatta Public School will:

- introduce a new outcomes based reporting system
- maintain the high quality professional learning which is driven by the Performance and Development Plans for all staff
- continue to use evidence based data to inform, monitor and track student achievement and progress.

Strategic Direction 2

Empowering: personal growth & wellbeing

Purpose

To inspire with a sense of wellbeing where everyone is recognised, respected and valued to support their growth as active learners and citizens

Overall summary of progress

Cabramatta Public School empowered personal growth and wellbeing by:

- investigating programs and resources to support student wellbeing
- conducting professional development for all staff to be able to effectively implement student wellbeing strategies into classroom practices
- presenting wellbeing strategies at a whole school staff meeting.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% of students can articulate strategies that they can use to self regulate and make well informed choices in their learning in and out of the classroom.	Nil	A number of students have participated in the Smiling Minds Program. This assisted students to make better choices in their learning and out of the classroom.
Increased opportunities for students to support each other and contribute positively to the school and community.	\$10 000 – RAM Equity	A peer support program is now operating in a number of classrooms which has built relationships between students.
Increase in the number of staff taking on leadership roles across within and beyond the school setting	Nil	Deferred to 2019.
Decrease in the number of behaviour concerns reported in the classroom and in the playground.	Nil	There has been minimal change to the number of behaviour concerns reported in the classroom and in the playground.

Next Steps

In 2019 Cabramatta Public School will:

- further investigate programs and resources to support student wellbeing and resilience including a Discipline and Rewards Policy
- identify and trial external resources, such as the Bounce Back program, to provide students with skills to cope with the pressures of their lives.

Strategic Direction 3

Connecting: partnerships that matter

Purpose

To foster an active community invested in connecting through digital communication where partnership practices develop community pride and instil a strong cultural identity in our students

Overall summary of progress

Cabramatta Public School continued to develop partnerships that matter through:

- establishing a digital connections team to connect and engage with students and families through social networks and portfolios
- updating the school website to a new platform
- weekly peer support sessions in technology and reading.

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 visits and page views on at least two social networks including the school website	PD – Website training \$1 500 – Professional Learning Professional learning courses – DoE Social Media and Website migration courses. 2 TRD to set up new website \$2 000 – Professional Learning	Social media has seen a significant increase in engagement across the Facebook platform (up 25% on previous year). Twitter has not been active. Our School app has only been available to Android users due to an issue with the IOs system. New app to begin in 2019. Digital newsletter up and running
Up to 80% of students across K–6 are able to use a portfolio tool to regularly communicate their learning goals and progress with teachers and parents	Nil	Seesaw has approximately 85% of students across K–6 engaging with their parents /teachers through this learning journal.
Increase in parents/carers attending and participating in identified partnership practices	Nil	There was one interested parent who worked with Year 4 classes throughout 2018.

Next Steps

In 2019 Cabramatta Public School will:

- update the school app and formalise the use of the Seesaw tool to improve communication between home and school
- implement the new Science and Technology syllabus and school scope and sequence
- continue building the school website
- establish a Year 4 penpal initiative with Burraneer Bay Public School.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$3 995	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	\$46 161	<p>All school data was reviewed and updated. Processes were modified to ensure that new students, especially new arrivals and refugees, had their language needs identified and addressed in a timely manner.</p> <p>All EAL/D students with high needs K–6 were provided with regular support which focused on oral language, writing and the understanding of mathematical language.</p> <p>The 2018 EAL/D survey return identified that we had a higher percentage of new arrival students and a larger intake of Kindergarten students at the beginning phase on the EAL/D progression.</p>
Low level adjustment for disability	\$82 754	<p>The Learning and Support team coordinated with teachers to create personalised learning plans for students. Early intervention programs were put in place and school resources were allocated to ensure equitable access to the curriculum for all students.</p> <p>We have continued with the successful implementation of the needs based model for support. This has again produced improved learning outcomes for these students.</p> <p>The employment of additional learning and support teachers has enabled the school to increase the time allocated to these students.</p>
Quality Teaching, Successful Students (QTSS)	\$130 349	As part of QTSS, teachers were provided with one on one support from the Instructional Leaders to assist them in developing their teaching practices. During these sessions, teachers were involved in reflective discussions around teaching and learning and teacher well-being. The focus for each session varied for each teacher. Some of the focus areas were based around planning and programming, behaviour management and building knowledge of syllabus documents. Teachers were supported in their classrooms when implementing new learning. This process allowed for teachers to feel supported and comfortable in the early stages of their career. It allowed teachers to feel more confident in how they go about improving the learning of all students.
Socio-economic background	\$936 270	<p>Staff participated in extensive professional learning within the school.</p> <p>SLSOs were employed to support students K–6. Support was provided to targeted students in the playground to assist students to develop social skills and safe play. SLSOs</p>

Socio-economic background	\$936 270	also worked in the classrooms providing additional support to targeted students.
Support for beginning teachers	\$83 100	All beginning teachers are provided with additional support for the first three years of their career. Our beginning teachers have been supported through mentoring programs, professional learning and additional planning time to develop their teaching pedagogy.
Targeted student support for refugees and new arrivals	\$3 560	The provision of additional SLSO time enabled specific targeted support to be given to our refugee students. This provided our students with opportunities to develop their language and social skills.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	377	377	366	368
Girls	357	350	359	345

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.4	93.2	94.3	93.4
1	95.7	93.8	93	94.4
2	94.1	95.2	95	93.4
3	95.3	93.7	95.6	95.3
4	95.2	94.9	94.6	95.9
5	95.9	95.6	95.9	97.2
6	97	96.2	95.9	96.7
All Years	95.2	94.7	94.9	95.3
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Non attendance at school is monitored and closely tracked by the Deputy Principal as part of the Learning Support Team. A school based strategies checklist has been created which clearly outlines the steps taken for continued non attendance. These steps begin with a phone call to parents through to referral to the Home School Liaison Officer. The DP is responsible for following up all non attendees.

The steps taken for non attendance are regularly communicated to staff.

Attendance profiles have been created for all students whose attendance is of concern. These profiles track the students whose attendance is of concern. They are

checked weekly to monitor how interventions are going.

Both the DP and the Home School Liaison Officer have worked closely with the parents of those students whose attendance is of concern. This has ensured that these students are at school and on time.

Class sizes

Class	Total
KV	19
KK	20
KG	21
KD	20
KC	20
1/2F	23
1N	21
1K	19
1D\5	20
1B	21
2Q	23
2M	24
2A	23
3G	26
3A	27
3S	26
3J	28
4K	28
4H	29
4Z	29
4W	29
5D	29
5C	30
5_6N	30
5G	30
6S	28
6K	30
6E	28

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	5
Classroom Teacher(s)	29.86
Teacher of Reading Recovery	1.05
Learning and Support Teacher(s)	1.5
Teacher Librarian	1.2
Teacher ESL	3
School Counsellor	1
School Administration and Support Staff	7.47
Other Positions	4.6

*Full Time Equivalent

We currently have one member of staff who identifies as Aboriginal or Torres Strait Islander.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	50

Professional learning and teacher accreditation

Teaching and administrative staff participated in a range of professional learning opportunities in 2018, with professional learning explicitly linked to the 2018–2020 School Plan. Classroom, support, specialist and Community Language teachers participated in professional learning on school development days as well as weekly one hour grade based learning sessions. Staff were provided with opportunities to attend and actively participate in internal and external professional learning courses during the year.

All staff participated and completed mandatory professional learning. Our Kindergarten team also completed their first year of Language, Learning and Literacy (L3) training. Reading comprehension professional learning was the focus for all staff from Year 1 to Year 6.

In 2018, we had 5 teachers working towards achieving

their accreditation at proficient. 3 teachers achieved accreditation at proficiency level this year. This means we have 51 teachers who are now maintaining their accreditation at the level of proficiency and 1 teacher is maintaining at lead.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	738,966
Revenue	8,853,239
Appropriation	8,522,761
Sale of Goods and Services	91,718
Grants and Contributions	229,865
Gain and Loss	0
Other Revenue	0
Investment Income	8,895
Expenses	-8,453,652
Recurrent Expenses	-8,453,652
Employee Related	-7,517,187
Operating Expenses	-936,464
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	399,587
Balance Carried Forward	1,138,553

Cabramatta Public School spent \$43,890 on Capital expenditure in 2018. This consisted of \$16,430 to upgrade the hall light and sound system and \$27,460 on a new phone system connecting all classrooms and offices.

The balance carried forward includes planned Capital expenditure of \$185,000. \$55,000 for a shade shelter over the play equipment. \$100,000 to upgrade 17 classrooms with custom made pin board wall lining. \$30,000 to provide shade and seating through the purchase of 3 fixed umbrellas and outdoor seating.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	4,683,820
Base Per Capita	145,348
Base Location	0
Other Base	4,538,472
Equity Total	1,735,503
Equity Aboriginal	3,995
Equity Socio economic	1,134,085
Equity Language	358,500
Equity Disability	238,923
Targeted Total	648,418
Other Total	1,273,539
Grand Total	8,341,279

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

The NAPLAN literacy assessments were conducted in

May with 99 Year 3 students and 104 year 5 completing the assessments.

In 2018 there were 46% in the top four bands (5–8) in year 3 Reading. This is an increase of 15% from the previous year.

There were 44% in the top three bands (5–7) in year 3 Writing. This is an increase of 6% from the previous year.

In 2018 there were 26% of year 5 students in the top three bands (7–9) in Reading. This is an increase of 2% from the previous year.

There were 45% of year 5 students in the top three bands (7–9) in Grammar and Punctuation. This is an increase of 6% from the previous year.

The NAPLAN numeracy assessments were conducted in May with 96 year 3 and 104 year 5 students completing the assessments.

In 2018 there were 36% of Year 3 students in the top four bands (5–8) in Numeracy.

There were 30% of year 5 students in the top three bands (7–9) Numeracy. This is an increase of 5%.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

The number of all students in the top two NAPLAN bands for reading has increased by 11%. The number of students in the top two bands for numeracy has increased by 5%.

The number of Aboriginal students in the top two bands for reading and numeracy has not increased.

Parent/caregiver, student, teacher satisfaction

In 2018, the school conducted a number student, staff

and parent/caregiver surveys to seek opinions and feedback about the school's educational and organisational programs. Overall, there was very positive feedback about the effectiveness of the strategies and programs the school implements to support student learning.

The students liked:

- The general physical appearance of the school.
- The wide range of resources provided for student learning, such as technology, reading, including the Library, and sport.
- The kindness and care taken by the teachers to help them learn.
- The school events and activities which provide high quality experiences in a wide range of areas. For example, PSSA, Community Day, the Production, Public Speaking, School Spectacular and Book Week.

To improve the school, students suggested:

- Keeping the school clean, including the playground and toilets.
- More school programs to extend learning. For example, Maths Club and Robotics Club.
- Better quality smartboards and faster internet connection.
- Using robots to hand out equipment in class so that children can have more time to learn.
- Buying new furniture and more comfortable seats.
- Creating new School Rules.

At the end of 2018, Year 6 students were asked to reflect on their time at primary school and make comment about what they would like to have done better to support their transition to high school. Their responses included:

- Have more confidence to ask questions when not sure about something.
- Be more curious and collaborate.
- Pay more attention to the teachers and manage time better.

The parents and caregivers liked:

- Communication from the school and parents and staff working together.
- The professional and caring behaviour of the teachers and staff.
- The wide range of interesting programs for students engage students.

To improve the school, parents suggested:

- Keeping the school clean and providing adult toilets.
- Receiving more feedback about their children's learning.

The staff liked:

- The students' attitude to learning and general behaviour.
- The supportive and caring parents and caregivers who trust and respect the professionalism of the staff.
- The collaboration between staff in sharing ideas, resources and teaching strategies.
- The wide range of extra-curricular activities provided to students, parents and caregivers.

To improve the school, staff suggested:

- Developing a Student Discipline and Positive Rewards policy.
- Continuing to improve the school culture of trust, support and collaboration.
- Improving the look of the school, including school uniform, general cleanliness and physical environment.
- Developing consistency in staff collaboration and assessing and reporting.

Policy requirements

Aboriginal education

Cabramatta Public School received Aboriginal funding in 2018 which was utilised to provide high quality Aboriginal Education. The funds supported:

- personalised learning and support plans were created for the identified Indigenous students
- provision of learning opportunities for students to integrate their cultural background and knowledge with contemporary Australian culture
- the celebration of 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:

- the 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 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 two hour Community Language program which receives strong community support, and provided opportunity for our students to develop their skills and confidence in their first 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 against racism. We provide a school environment that is inclusive, where all students feel supported and show respect to one another.