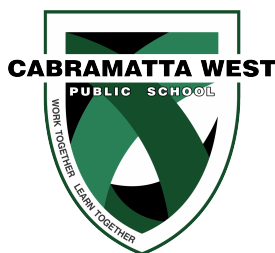


# Cabramatta West Public School

## Annual Report



2018



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## Introduction

The Annual Report for **2018** 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

Cabramatta West Public School

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### Message from the Principal

Our 2018 school year highlighted our ongoing commitment to continuous improvement across the school. We celebrated academic, sporting and creative arts achievements. Our achievements have included:

- our outstanding placement at the Dancesport competition
- public speaking finalists across various competitions
- our artwork on display at the Unmasked Exhibition at Casula Powerhouse
- junior basketball premiers
- senior basketball premiers
- representation at regional athletics
- representation at regional cross country
- exceptional academic growth across literacy and numeracy
- selection of works on display at the Koori Arts Expressions exhibition
- Tournament of the Minds
- performances by our Chinese students at the Chinese Spectacular – Town Hall
- students selected to be part of the ABC's televised book week special
- stand out performances at our COS concert
- representation at zone swimming
- media coverage celebrating our diversity by Channel 7.

A school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, and development has continued to support our vision of providing opportunities for our students to connect, be enriched and excel.

## 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 and creative individuals with the personal resources for future success and wellbeing
- active participants who use their initiative to inspire, strengthen and nurture authentic learning partnerships in a dynamic world
- a safe and respectful learning culture where individual potential is recognised and developed
- a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

### School context

Cabramatta West Public School is situated in South West Sydney. Currently there are 550 students enrolled, of which 92% of our students are from non-English speaking backgrounds.

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

This community has a valuable and diverse cultural heritage which is celebrated. The school is committed to strengthening inclusivity and actively engaging families and the community.

Cabramatta West Public School is participating in the Early Action for Success strategy. The school has multiple instructional leaders as part of this initiative to support our commitment to research based literacy and numeracy programs.

Features of the school include a support unit, extensive learning and support programs, playgroup/transition to school program, a focus on student wellbeing 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.

In the Learning domain we are delivering in one area and sustaining and growing in five areas.

In the Teaching domain we are sustaining and growing in all areas.

In the Leading area we are delivering in three areas and sustaining and growing in one area.

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>

## LEARNING

### Purpose

To engage and enrich students to succeed within an enabling environment, through supporting wellbeing, strengthening relationships with learning alliances and focussing on learning that empowers every student to achieve their personal best.

### Overall summary of progress

Cabramatta West Public School supported staff, students and parents with comprehensive wellbeing knowledge, understanding and practices, with a focus on strengthening the needs of the whole child, to positively impact student growth, through;

- accessing external providers to explicitly demonstrate wellbeing practices and continue to build knowledge and understandings of wellbeing and its importance in student success
- implementing targeted, needs based social and emotional learning programs and strategies
- consistently and effectively implementing Positive Behaviour for Learning strategies and aligning them to wellbeing
- delivering a yearly K–6 program of extra curricular opportunities
- the development and communication of the school's Anti Bullying Plan
- supporting staff to identify student needs, utilising comprehensive data and effectively personalising planning, making relevant adjustments, monitoring and evaluating growth
- regularly communicating student progress with parents and carers
- increasing targeted early learning programs, ensuring early identification of student needs.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Comprehensive and consistent wellbeing practices and programs evident across the school.	\$51 500.00	All classes engaged in wellbeing practices with one or more external providers.  100% of staff engaged in wellbeing professional learning.  97% of school community indicate that we have supportive wellbeing programs in place.
Increase in programs and practices that evidence personalised learning inclusive of holistic information about the student's wellbeing and academic needs.	Refer to funds in SD2	Differentiated practices are documented in most programs K–6, and practices exist in all classes. IEP's evidence relevant goals and adjustments; primarily academic and are consistently monitored and reviewed by LST staff.
Consistent assessment practices are embedded in all classrooms and student learning progress and expectations are reported to parents regularly in accessible formats.	Refer to funds in SD2	Consistent assessment practices across English and Mathematics embedded into school routines. Opportunities to share student progress with parents has been increased and available in various formats (both spoken and written) strengthening parent/teacher collaboration.
Increase in the enrolments of students in early transition programs.	\$40 000.00	20% increase in students attending playgroup.  On average, approximately 40 students per week attending either our school readiness program or Little Library program.

## Next Steps

At Cabramatta West Public School our focus areas for 2019 are to:

- continue to access and extend on trialling wellbeing providers and resources, with a focus on strategically targeting programs and practices to relevant stages
- investigate the transition of Kids Matter to Be You; National initiative promoting and protecting positive mental health, as a resource to support the school's wellbeing plan
- engage all staff in continued wellbeing professional learning; whole school and stage based teacher master classes, with the addition of implementing the Peer Support Program K–6
- review scope and sequences to reflect refined integration of Key Learning Areas
- refine the extra curricular program; expanding the time offered, increase outdoor activities and ensure all students are supported to uptake relevant opportunities to meet their interests and needs
- increase and expand opportunities to promote the school and continue to engage new families in early learning programs
- all staff continually supported to utilise all available student data; in school and external learning alliances, to effectively program personalised learning that evidences relevant adjustments to challenge or improve learning.

## Strategic Direction 2

### TEACHING

#### Purpose

To provide high quality teaching that is engaging, focussed on student growth and collaboratively plans for the ongoing, differentiated learning for each child in our care.

#### Overall summary of progress

Cabramatta West Public School supported the development of high quality teaching that is engaging, focussed on student growth and collaboratively plans for the ongoing, differentiated learning for each child in our care through:

- developing explicit processes to collect, analyse and report on internal and external data
- delivering and supporting staff to implement evidenced-based teaching strategies in the classroom
- providing time for teachers to collaboratively review and revise teaching and learning programs
- supporting staff to differentiate curriculum delivery to meet the individual needs of students
- 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
Increase in the % of students achieving stage expectations in literacy.	\$60 000.00	Over the last 2 years (avg 2016 –2018) the % of students (K–6) achieving stage expectations has increased by:  Writing: 10% (2016: 47%, 2017: 42%, 2018:54%)  Spelling: 4% (2016: 81%, 2017: 75%, 2018:80%)  Reading: 10% (2016: 41%, 2017: 64%, 2018:63%)  Comprehension: 22% (2016: 57%, 2017: 52%, 2018:77%)
Increase in the % of students achieving stage expectations in numeracy.	\$60 000.00	Over the last 2 years (avg 2016 –2018) the % of students (K–6) achieving stage expectations has increased by:  Numeracy: 8% (2016: 49%, 2017: 63%, 2018:64%)
Increase the % of students in the top two bands in NAPLAN.	\$60 000.00	Over the last 2 years (avg 2016 –2018) the % of students in the top two bands in NAPLAN has increased by:  <b>Year 3</b>  Reading: 13%  Writing: 10%  Spelling: 12%  G & P: 5%  Numeracy: 5%  <b>Year 5</b>  Reading: 15%

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the % of students in the top two bands in NAPLAN.		Writing: 11%  Spelling: 10%  G & P: 5%  Numeracy: 4%
100% of teaching and learning programs are data based, differentiated and demonstrate evidence-based pedagogies.	\$50 000.00	All programs are data driven as evidenced by staff engaging in 5 weekly cycles of data analysis to inform lesson planning.  Program supervision oversees differentiation across all teacher roles.  Tracking of evidence based pedagogies needs to be refined.

## Next Steps

At Cabramatta West Public School our focus areas for 2019 are to:

- continue to 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
- provide an effective and systematic whole school TPL approach to ensure all teachers explicitly use a full range of formative assessment strategies, with a focus on effective feedback
- 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 (classroom walkthroughs to align with Spirals of Inquiry and SPRINTS Problem of Practice)
- refine and realign the Instructional Leader routines and collaborative practice structures to ensure a focus on individual coaching practices.

## Strategic Direction 3

### LEADING

#### Purpose

To develop a school wide culture of high expectations and shared responsibility for student engagement, learning, development and success.

#### Overall summary of progress

Cabramatta West Public School supported the development of high expectations and shared responsibility for student engagement, learning development and success through:

- providing opportunities for staff to access best practice educational research
- providing opportunities for parents and community members to engage in a range of school-related activities which are designed to build a cohesive community
- supporting staff in the integration of technology across the key learning areas through developing personalised action plans and providing professional learning to support these plans
- providing time for teachers to regularly engage with the school plan and share evidence of progress towards our improvement measures.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
% of staff engaging in the aspiring leaders program/initiative.	\$6 500.00	An increase in staff engaging in formal aspiring leaders initiatives has provided staff with opportunities to access best practice educational research and apply it to our setting.
Increase in planned and proactive activities that engage staff, parents, students and the broader community.	\$15 500.00	93% of families have engaged in one or more of the planned activities to support student learning.
Increase in the % of staff integrating technology into lessons to support learning and increase student engagement.	\$5 500.00	100% of staff have demonstrated personal growth in their use of technology to support student learning and increase student engagement.
All staff contributing evidence of sustained and measurable whole school improvement.	Refer to SD 2	100% of staff use data/evidence to demonstrate improvement in a product, process or service to demonstrate growth against our school plan goals.

#### Next Steps

At Cabramatta West Public School our focus areas for 2019 are:

- to create more opportunities for aspiring leaders across the network giving opportunities for staff to engage and liaise with colleagues beyond our school
- to build upon ways to engage our whole school community in various aspects across the school
- to support staff with the implementation of the new Science syllabus with a specific focus on the digital technologies strand
- embed opportunities for educators to collectively plan, act and evaluate their impact.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$2 968.00	100% of Aboriginal students have personalised learning pathways which have been developed through partnerships with families.
<b>English language proficiency</b>	\$344 553.00	<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>
<b>Low level adjustment for disability</b>	\$295 283.00	<p>An increase in the employment of Student Learning and Support Officers targeting students with high support needs to achieve IEP goals.</p> <p>All executive, school learning and support officers and relevant classroom teachers engaged in MAPA (Management of Actual or Potential Aggression) training to further support student needs.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$100 000.00	<p>A specialist in literacy (Jann Farmer–Hailey) was employed to provide comprehensive and focussed support across the school.</p> <p>Executive staff were provided with additional release time to work and learn with colleagues.</p>
<b>Socio–economic background</b>	\$862 270.00	<p>Additional staff employed to provide targeted support to students.</p> <p>School readiness program strengthened with the introduction of weekly transition sessions and weekly Little library sessions.</p> <p>School wide consistent in class support and targeted professional learning provided by a speech pathologist and occupational therapist.</p> <p>Wellbeing initiatives launched across the school to introduce programs that will equip students, teachers and parents with tools to develop the social, emotional and physical capabilities needed to thrive today and in the future.</p>
<b>Support for beginning teachers</b>	\$13 786.00	All beginning teachers provided with a high quality induction to support their entry into the teaching profession.

<b>Support for beginning teachers</b>	\$13 786.00	All beginning teachers provided with time, support and individualised professional learning to enhance their teaching skills.
<b>Targeted student support for refugees and new arrivals</b>	\$4 197.00	<p>Refugees and new arrival support is continually coordinated to address both student and teacher needs.</p> <p>Professional learning with external networks provided to staff to strengthen knowledge, understandings and quality of the EAL/D practice.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	302	287	296	305
Girls	261	260	279	265

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.5	91.8	92.5	93.1
1	92.8	92.7	90	92.1
2	93	93.7	93.2	89.8
3	92.6	93.4	93	93.9
4	94.1	91.6	92.4	92.5
5	94.9	94.8	93.5	93.8
6	95.4	94.6	95.1	93.3
All Years	93.6	93.2	92.9	92.7
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

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.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	22.99
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	1.9
Teacher Librarian	1
Teacher ESL	3.6
School Counsellor	1
School Administration and Support Staff	7.06
Other Positions	2.8

\*Full Time Equivalent

Cabramatta West Public School supplements variations to staffing to meet our students needs. Our school employs 2.4 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	55
Postgraduate degree	45

## 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:

- Child Protection
- Code of Conduct
- Individualised learning
- Agile Schools – Sprints
- Maths
- English

Staff Development Days targeted professional learning included:

- Positive Behaviour for Learning
- Technology
- Coaching
- Kidsmatter

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
- Learning Progressions
- Wellbeing
- Technology.

Individualised Professional Learning

This year staff also took part in a 5 week trial of individualised professional learning. Staff sought out their own professional learning that would support their professional development plan. All staff were expected to show evidence of engagement/completion of selected professional learning and take part in a sharing session. Individualised professional learning ranged across a variety of areas including:

- Google suite
- TESOL
- EAL/D progressions
- THRASS
- Grammar and Teaching
- Quick Start Recording Songs with Music Memos
- Principal Credentials.

Expenditure

- Teaching Staff \$83 837.00
- Non Teaching Staff \$3 790.00

## Financial information

### Financial summary

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

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,181,295
<b>Revenue</b>	7,440,048
Appropriation	7,109,557
Sale of Goods and Services	90,611
Grants and Contributions	222,739
Gain and Loss	0
Other Revenue	1,500
Investment Income	15,640
<b>Expenses</b>	-6,778,210
Recurrent Expenses	-6,778,210
Employee Related	-5,863,377
Operating Expenses	-914,834
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	661,837
<b>Balance Carried Forward</b>	1,843,132

Financial management processes and governance structures to meet financial policy requirements include:

- setting up financial guidelines in accordance with policy and recommendations of auditors
- ensuring that staff adhere to guidelines
- establishing a finance committee to share decision making and to make recommendations planning a budget
- controlling and monitoring revenue and expenses within the planned budget
- providing adequate training for staff to fulfil their duties.

Funds carried forward into 2019 have been set aside for projects including upgrades to grounds and buildings and wellbeing projects.

## Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	<b>3,757,839</b>
Base Per Capita	114,680
Base Location	0
Other Base	3,643,159
<b>Equity Total</b>	<b>1,567,704</b>
Equity Aboriginal	2,961
Equity Socio economic	862,270
Equity Language	407,190
Equity Disability	295,283
<b>Targeted Total</b>	<b>641,547</b>
<b>Other Total</b>	<b>886,964</b>
<b>Grand Total</b>	<b>6,854,054</b>

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.

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

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

Year 3 spelling results indicate that 98.7% of students are performing at or above national minimum standard.

Year 3 writing results indicate that 97.4% of students are performing at or above national minimum standard.

### Percentage in Bands:

#### Year 3 - Grammar & Punctuation

Band	1	2	3	4	5	6
Percentage of students	4.0	8.0	9.3	38.7	14.7	25.3
School avg 2016-2018	8.4	10.6	18.5	25.6	15.4	21.6

### Percentage in Bands:

#### Year 3 - Reading

Band	1	2	3	4	5	6
Percentage of students	4.0	6.7	22.7	26.7	28.0	12.0
School avg 2016-2018	5.2	11.4	28.4	23.6	21.8	9.6

### Percentage in Bands:

#### Year 3 - Spelling

Band	1	2	3	4	5	6
Percentage of students	1.3	4.0	16.0	24.0	34.7	20.0
School avg 2016-2018	5.7	10.6	14.1	22.5	27.3	19.8

### Percentage in Bands:

#### Year 3 - Writing

Band	1	2	3	4	5	6
Percentage of students	2.7	4.0	14.7	32.0	40.0	6.7
School avg 2016-2018	3.5	5.7	21.8	28.8	32.3	7.9

### Percentage in Bands:

#### Year 5 - Grammar & Punctuation

Band	3	4	5	6	7	8
Percentage of students	15.9	6.1	22.0	29.3	12.2	14.6
School avg 2016-2018	12.3	18.9	23	21.8	13.6	10.3

### Percentage in Bands:

#### Year 5 - Reading

Band	3	4	5	6	7	8
Percentage of students	3.7	24.4	25.6	20.7	18.3	7.3
School avg 2016-2018	8.2	25.5	25.5	25.1	11.5	4.1

### Percentage in Bands:

#### Year 5 - Spelling

Band	3	4	5	6	7	8
Percentage of students	4.9	9.8	18.3	30.5	23.2	13.4
School avg 2016-2018	6.6	13.2	17.3	33.3	16.9	12.8

### Percentage in Bands:

#### Year 5 - Writing

Band	3	4	5	6	7	8
Percentage of students	13.4	15.9	31.7	23.2	9.8	6.1
School avg 2016-2018	8.6	17.7	39.1	26.3	5.3	2.9

Year 5 grammar and punctuation results indicate that 84.2% of students are performing at or above national minimum standard.

Year 5 reading results indicate that 96.3% of students are performing at or above national minimum standard.

Year 5 spelling results indicate that 95.2% of students are performing at or above national minimum standard.

Year 5 writing results indicate that 86.7% 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	0.0	16.0	20.0	37.3	20.0	6.7
School avg 2016-2018	6.6	18.3	25.3	26.2	15.7	7.9

### Percentage in Bands:

#### Year 5 - Numeracy

Band	3	4	5	6	7	8
Percentage of students	3.8	24.1	35.4	21.5	6.3	8.9
School avg 2016-2018	8.3	24.2	28.8	26.7	5.4	6.7

Year 3 numeracy results indicate that 100% of students are performing at or above national minimum standard.

Year 5 numeracy results indicate that 96.2% of

students are performing at or above national minimum standard.

### Premier's Priorities: Improving education results

Students performing in the top two bands in Year 3:

Year 3 grammar and punctuation results indicate that 40% of students are performing in the top two bands.

Year 3 reading results indicate that 40% of students are performing in the top two bands.

Year 3 spelling results indicate that 54.7% of students are performing in the top two bands.

Year 3 writing results indicate that 46.7% of students are performing in the top two bands.

Year 3 numeracy results indicate that 26.7% of students are performing in the top two bands.

Students performing in the top two bands in Year 5:

Year 5 grammar and punctuation results indicate that 26.8% of students are performing in the top two bands.

Year 5 reading results indicate that 25.6% of students are performing in the top two bands.

Year 5 spelling results indicate that 36.6% of students are performing in the top two bands.

Year 5 writing results indicate that 15.9% of students are performing in the top two bands.

Year 5 numeracy results indicate that 15.2% of students are performing in the top two bands.

Three Aboriginal students participated in NAPLAN with none performing in the top two bands.

## Parent/caregiver, student, teacher satisfaction

Parent/caregiver, student and teacher satisfaction data indicated that:

### STRENGTHS

97% of our community enjoy being part of Cabramatta West Public School

97% of our community feel that children are our main concern

97% of our community feel that we have supportive wellbeing programs

97% of our community state that we have a wide range of extracurricular programs.

### FOCUS AREAS

88% of our community feel that the school offers

challenging programs for its students

87% of our community state that parents are encouraged to contact the school to discuss concerns relating to their child.

#### DIRECTIONS 2019

##### Challenging programs:

- continue to provide opportunities for staff to engage in professional learning with a focus on differentiation
- promote opportunities for students to engage in various extracurricular activities that build upon their potential.

##### Contact with school:

- increase/promote opportunities for parents to discuss concerns.

## 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 both in and beyond the school 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.