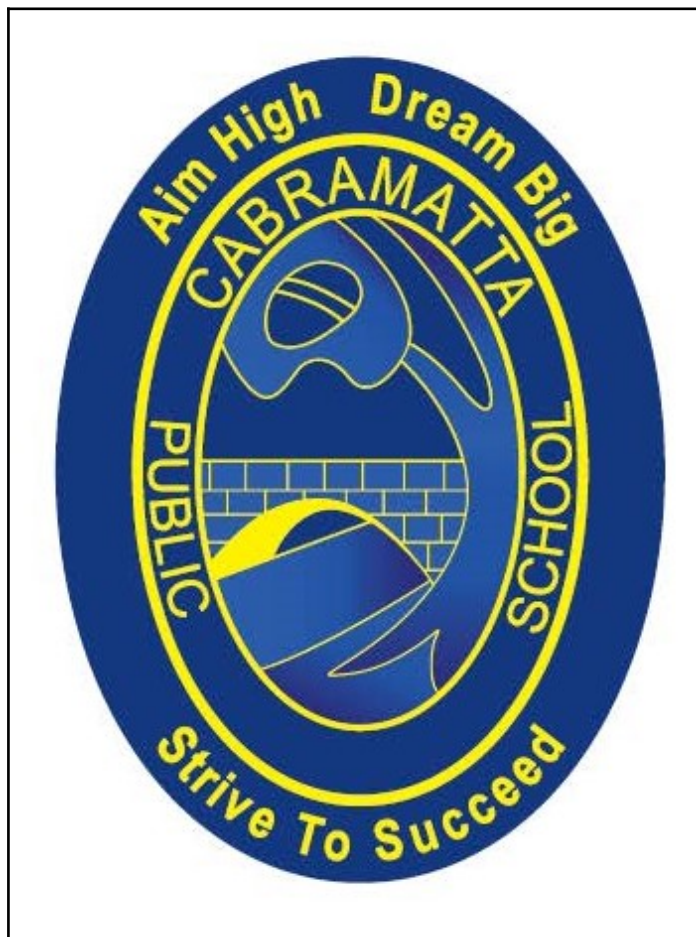


# Cabramatta Public School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 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.

### School contact details

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### Message from the principal

2019 was another highly productive and satisfying year for the Cabramatta Public School community. As we entered the second year of our 3 year School Plan, many of the ideas developed in 2017 were fully implemented resulting in very successful improvements in all targeted areas of school life.

As part of our evaluation process in 2018, a number of initiatives were highlighted which were considered to support student wellbeing and morale. For example, a system to recognise and reward students for outstanding behaviour and performance was designed and will be implemented in 2020. The "Cabra Keys" will be used as collectable rewards which will lead to higher levels of recognition. The new motto and school song have been imbedded in the school culture and provide a creative statement of what the school desires for its community.

I extend my thanks to all members of our school community for their continued hard work, creativity and dedication to ensure that our students are able to reach their learning, social and physical potential. Our school is a highly cohesive, friendly and successful learning community. The information contained in this report provides an overview of our success and plans for future improvement. Cabramatta will continue to Aim High, Dream Big and Strive to Succeed.

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 highly 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 general 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. From 2017–2020, we have 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 also created a Professional Learning Partner position to provide support for 3–6 teachers.

## Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## 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

### Improvement Measures

An increased number of students across K–6 are achieving at or beyond expected benchmarks in literacy.

An increased number of students across K–6 are achieving at or beyond benchmarks in numeracy.

Increase percentage of Year 3 and Year 5 students achieving in top two bands in NAPLAN in literacy.

Increase percentage of Year 3 and Year 5 students achieving in top two bands in NAPLAN in numeracy.

All Aboriginal students have PLPs that are relevant to educational goals.

### Progress towards achieving improvement measures

**Process 1:** All teachers participate in professional learning sessions with shoulder to shoulder support K–6 delivered by Instructional Leaders and mentors to design and implement effective literacy programs across K–6.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>All Kindergarten teachers successfully completed their second year of L3 training.</li><li>All Year 1 teachers successfully completed their first year of L3 training with plans to extend L3 into Year 2 in 2020.</li><li>All staff participated in professional learning around reading and comprehension and a Reading Framework was developed.</li></ul>	<ul style="list-style-type: none"><li>Kindergarten L3 – Teacher Relief 1st Year \$2820</li><li>Kindergarten L3 – Teacher Relief OPL \$940</li><li>Stage 1 – L3 Teacher relief \$14 100</li><li>Framework \$500</li></ul>

**Process 2:** Whole school professional learning and implementation of programs that ensures continuity of learning and goal setting for all students in numeracy.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>Teachers received professional learning on Number Talks. This also covered clarification of Quantifying Numbers and Additive Strategies and the levels that linked to each of the stages of the NSW syllabus. Professional development also explored current research by Di Siemon and gave teachers a better understanding of the 'Big Ideas' in Mathematics. A parent information workshop was achieved and we had approximately 25 parents attend.</li></ul>	\$100

**Process 3:** Establish and put systems in place where evidence-based data is used to inform, monitor and track student achievement and progress.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>The collection of assessment schedules is work in progress and will be a continued project into 2020. A Teaching of Reading Framework will be implemented in 2020.</li></ul>	Nil

### Next Steps

In 2020, L3 training will be continued and extended into Year 2. We will continue employing the PLP who will now work with Years 4–6. Our ILs will work with K–3 classes.

In 2020 the Numeracy Process group will conduct a survey to gain data on what teachers are implementing and how they are tracking students. This will provide information regarding goal setting and student self regulation. NAPLAN results will be analysed through SCOUT to identify trends of the most correct responses. Data collected will inform plans in the later part of 2020.

In 2020, we will be creating an Assessment and Reporting Policy to ensure more consistent practices are employed across the school. We will also implement the teaching of Reading Framework which is designed to develop more consistent practices.

## 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

### Improvement Measures

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.

Increased opportunities for students to support each other and contribute positively to the school and community.

Increase in the number of staff taking on leadership roles across within and beyond the school setting

Decrease in the number of behaviour concerns reported in the classroom and in the playground.

### Progress towards achieving improvement measures

**Process 1:** Develop a whole school approach to student and staff wellbeing through the provision of learning experiences in social and emotional programs aligned with the Wellbeing Framework.

Evaluation	Funds Expended (Resources)
The team have given the "Bounce Back" program a trial over the course of one school term. Upon teachers' observation and reflection– the program was difficult to use via softcopy version and not highly engaging for the students. The team we has decided to continue to research other more suitable whole school or specific wellbeing teaching and learning programs that best suit our school's needs.	Nil

**Process 2:** Implement school leadership programs providing opportunities for students to actively participate in, and take on, leadership roles within and beyond the school context.

Evaluation	Funds Expended (Resources)
The process group was unable to find a clear direction for developing programs for student leadership. This will continue to be a focus into 2020.	Nil

**Process 3:** Design and implement a whole school wellbeing and discipline policy to develop a consistent understanding of expectations.

Evaluation	Funds Expended (Resources)
Full implementation in Term 1, 2020.	Teacher Relief – 8 days

**Process 4:** Provide leadership professional learning for staff who are aspiring and substantive leaders within the school.

Evaluation	Funds Expended (Resources)
A program led by an external consultant will be delivered in 2020.	\$5000

### Next Steps

Research will continue into 2020, to find a suitable social and emotional wellbeing program.

The team will continue to research best practice in Student Leadership.

In 2020, the whole school Wellbeing and Discipline Policy will be fully implemented. Continuous evaluation will occur throughout the year to further refine the policy and practices.

The leadership professional learning will continue to be provided for our aspiring leaders.



## 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

### Improvement Measures

Increase in the number of visits and page views on at least two social networks including the school website

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

Increase in parents/carers attending and participating in identified partnership practices

### Progress towards achieving improvement measures

**Process 1:** Maintain technical standards to create a quality learning environment through effective communication tools and ICT resource management.

Evaluation	Funds Expended (Resources)
Results from parent and staff surveys determined Seesaw for Schools was a valuable learning and communication platform and would be continued in 2020. School communication increased and community engagement was positive due to the management of the various social media platforms. Installation of new classroom digital resources increased equity across the school.	Admin. resources \$5000

**Process 2:** Provide a range of partnership practices where families can utilise the school as a place to come together and connect with others sharing their skills, experience and information.

Evaluation	Funds Expended (Resources)
The Burraneer Bay pen pal program was very successful at both sites. There was fantastic interaction between the students. The letter writing was a great introduction followed by meetings in person leading to the creation of good friendships. The visit to each other's school and local community's also gave the students a good insight to the similarities and differences between each other's local areas and life styles.	Buses and Catering

**Process 3:**

Evaluation	Funds Expended (Resources)
There are 2 processes in this strategic direction.	

**Process 4:**

Evaluation	Funds Expended (Resources)
There are 2 processes in this strategic direction.	

### Next Steps

Update cabling in A block and C block to be prepared for new DoE Metro Wifi

Ensure Website, Newsletter, Skoolbag app and all social media is continuously updated.

Provide ongoing Digital Technology PL to staff as required.

In 2020, we are planning to present cultural dances and activities for the visitors to our school.

We are intending to continue to implement the PaTCH program into 2020.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$3 392	Four students were identified and had a personalised learning plan (PLP). The funding was used to provide support in both Literacy and Numeracy and also to ensure higher student engagement in all Key Learning Areas.
<b>English language proficiency</b>	\$42 929	All school data was reviewed and updated. Processes were modified to ensure that all new students and new arrivals had their language needs identified and addressed in a timely manner. All EAL/D students who required additional support were catered for.  The 2019 EAL/D survey return indicated that we have a higher percentage of new arrival students.
<b>Low level adjustment for disability</b>	\$95 941	Personalised Learning and Support Plans were created for students with additional learning needs.  Early Intervention programs were put in place and school resources were allocated to ensure full access to the curriculum for all students.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$131 794	As part of QTSS, the Instructional Leaders worked alongside the beginning teachers to support them in teaching and learning. This involved meeting with them individually on a regular basis and discussing a range of topics. These discussions involved planning for effective teaching and learning, analysing data and using this data to plan, which in turn led to quality conversations around assessment procedures. These meetings also involved providing shoulder to shoulder support in the classroom with opportunities to debrief and plan for the next session.
<b>Socio-economic background</b>	\$1 064 024	We employed an additional 5.2 teachers and 7.345 SLSOs to support the learning needs of our students. Money was allocated for student assistance and was used to purchase uniforms, lunches, books and to enable students to attend school excursions. We employed 3 Speech Therapists as we have a significant number of students with receptive and expressive language disorders as well as other students with specific language difficulties. Funds were also used to employ a Vietnamese interpreter/SAO to enable better communication between the school and the community. We subscribed to Reading Eggs and Athletics Programs to further consolidate students understandings in Literacy and Numeracy.
<b>Support for beginning teachers</b>	\$28 260	All beginning teachers are provided with additional support in their 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.

<b>Targeted student support for refugees and new arrivals</b>	\$2 803	The provision of additional SLSO time enabled specific targeted support to be given to our refugee students. This provided opportunities for our students to develop their language and social skills.
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## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	377	366	368	352
Girls	350	359	345	333

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.2	94.3	93.4	93.3
1	93.8	93	94.4	89.4
2	95.2	95	93.4	92.6
3	93.7	95.6	95.3	92
4	94.9	94.6	95.9	94.2
5	95.6	95.9	97.2	94.4
6	96.2	95.9	96.7	95.5
All Years	94.7	94.9	95.3	93.1
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	5
Classroom Teacher(s)	27.66
Teacher of Reading Recovery	1.05
Learning and Support Teacher(s)	1.5
Teacher Librarian	1.2
Teacher ESL	3.6
School Counsellor	1
School Administration and Support Staff	7.26
Other Positions	4.6

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
<b>Opening Balance</b>	1,138,553
<b>Revenue</b>	8,960,916
Appropriation	8,649,426
Sale of Goods and Services	87,466
Grants and contributions	215,647
Investment income	7,528
Other revenue	850
<b>Expenses</b>	-8,895,952
Employee related	-7,858,182
Operating expenses	-1,037,770
<b>Surplus / deficit for the year</b>	64,964

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	622,560
<b>Equity Total</b>	1,953,298
Equity - Aboriginal	3,392
Equity - Socio-economic	1,266,784
Equity - Language	427,107
Equity - Disability	256,015
<b>Base Total</b>	4,444,485
Base - Per Capita	172,342
Base - Location	0
Base - Other	4,272,143
<b>Other Total</b>	1,512,754
<b>Grand Total</b>	8,533,098

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.



## 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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://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](https://myschool.edu.au) website.

## Parent/caregiver, student, teacher satisfaction

Feedback from the school's stakeholders was gathered from a number of sources, including focus group discussions, surveys and personal comments.

Overall, each group which contributes to the school expressed high satisfaction with the school's purpose, communication and the quality of student learning. One of the hallmarks of the school is the very positive relationship which exists between each of these groups for the common good of ensuring that students are active learners in a caring and nurturing environment.

In particular, the following elements were highlighted as positive features of the school:

- high quality teaching and learning programs which are designed and delivered by the staff to ensure that students are engaged and excited about their education. These programs are differentiated to ensure that every student continually improves their learning outcomes.
- successful implementation of a revised reporting format to share information about student achievement and areas for improvement. The new format was praised for its easy to read and straightforward format.
- extension of the Seesaw communication tool which is used by teachers to share information and student work samples with parents and carers. Over 90% of parents and carers engage with this tool ensuring a daily connection with families.
- continued tradition of the school to reach out to the wider community so that students, parents and carers can engage with the world beyond Cabramatta. These activities include a comprehensive program of excursions to educational settings which support units of work, student cultural exchange programs with Avalon Public School for Year 6 and a new program for Year 4 with Burraneer Bay Public School, and the continuation of parent and carer only excursions where over 45 parents and carers visited the Royal Botanic Gardens, Art Gallery of NSW, Kamay Botany Bay National Park and Cronulla.
- improvement to IT learning and resources, including the installation of state of the art IWBs, robotics and extra lap tops and tablets for students to access to information to enhance their learning.
- improvement in the personal presentation of students by wearing the correct school uniform and the new House polo shirts on Fridays.
- introduction of the new School Song which is now sung with enthusiasm at Stage assemblies. The lyrics and melody of the song creatively reinforce the school's new motto: Aim High, Dream Big, Strive to Succeed.
- high quality professional learning for all staff, in particular the programs provided by our Instructional Leaders and Professional Learning Partner. This work is highly valued as it provides targeted learning in Literacy and Numeracy teaching which is consistently implemented across the school.
- transition program to provide an orientation to, and experience of, school life for prospective Kindergarten students.
- continued improvement in the physical appearance and amenity of the school with the installation of extra seating and shade structures.

Following the work of the school's Process Groups, which support the School Plan, a number of initiatives were in the planning phase in 2019 and will be implemented in 2020. These include a new system to recognise and reward student achievement, peer support programs, professional learning for aspiring leaders and further improvements to the physical environment, such as new wall panelling and carpet for K–2 classrooms and extra seating and shade structures.

# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.