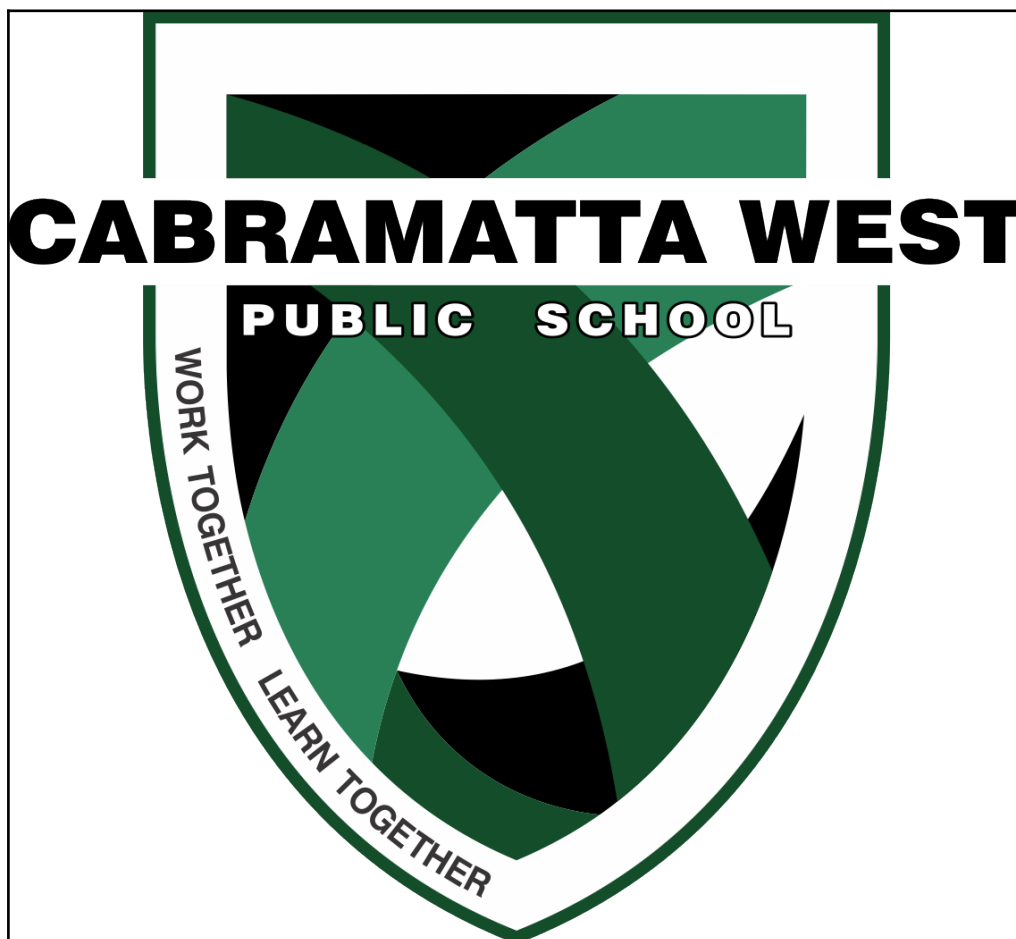


Cabramatta West Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

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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 530 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

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	Excelling
LEARNING: Student performance measures	Delivering
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	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

Strategic Direction 1

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.

Improvement Measures

Comprehensive and consistent wellbeing practices and programs evident across the school.

Increase in programs and practices that evidence personalised learning inclusive of holistic information about the student's wellbeing and academic needs.

Consistent assessment practices are embedded in all classrooms and student learning progress and expectations are reported to parents regularly in accessible formats.

Increase in the enrolments of students in early transition programs.

Progress towards achieving improvement measures

Process 1: Wellbeing Implementation of a flexible whole school approach to student's mental health, behaviour and wellbeing where all students connect, succeed and thrive. Systematic Positive Behaviours for Learning are embedded.

Evaluation	Funds Expended (Resources)
Implementation of whole school approach to wellbeing evidenced across all stages. Changes/routines/ processes are developed to meet student need so wellbeing approaches may look different in various sectors of the school. PBL embedded in the school as part of day to day routines.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$43000.00)

Process 2: Teaching and Learning Programs Teaching and learning programs evidence relevant adjustments to ensure all students are challenged and improve learning. Curriculum scope and sequences are developed, informing explicit student learning progression.

Evaluation	Funds Expended (Resources)
Observations in classroom show that relevant adjustments are made to support student learning – concise and effective ways of recording differentiation in programs will be further investigated.	Funding Sources: <ul style="list-style-type: none">• (\$5000.00)

Process 3: Assessment and Reporting Assessment practices are used expertly, flexibly and responsively to monitor, plan and report on student learning.

Evaluation	Funds Expended (Resources)
Regular routines are well embedded across the school around assessment practices.	Funding Sources: <ul style="list-style-type: none">• (\$5000.00)

Process 4: Transition The school strengthens transition programs and practices and engages in strong collaborations with all learning alliances within and beyond the school.

Evaluation	Funds Expended (Resources)
The school strengthened transition learning alliances beyond the school by engaging with four local primary schools to share best practices. Playgroup and School Readiness programs are operating at capacity.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$60000.00)

Next Steps

2020

- . Smiling Minds trialled across the school to compliment our existing wellbeing practices.
- . Weekly stage team meetings coordinated with a focus on student improvement.

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.

Improvement Measures

- Increase in the % of students achieving stage expectations in literacy.
- Increase in the % of students achieving stage expectations in numeracy.
- Increase the % of students in the top two bands in NAPLAN.
- 100% of teaching and learning programs are data based, differentiated and demonstrate evidence-based pedagogies.

Progress towards achieving improvement measures

Process 1: Effective Classroom Practice – Literacy and Numeracy Whole school engagement and commitment to the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies that meet student needs.

Evaluation	Funds Expended (Resources)
All staff engage in opportunities to develop programs to meet student needs.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$5000.00)

Process 2: Data Skills Systems and structures are in place to collect, collate and analyse data to judge a years worth of progress in literacy and numeracy.

Evaluation	Funds Expended (Resources)
Full range of assessment strategies beginning to be evidenced across all sectors of the school.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$5000.00)

Process 3: Learning and Development/Instructional Collaboration Key practices of instructional collaboration are embedded across the school inclusive of explicit systems for collaboration and feedback to sustain quality teaching practice.

Evaluation	Funds Expended (Resources)
Staff evaluation on PL (inclusive of instructional collaboration) : <ul style="list-style-type: none">. staff found individual PL sessions that support professional goals beneficial. smaller group PL is preferred as it allows for all staff to share within their group. hands-on, interactive PL is preferred	Funding Sources: <ul style="list-style-type: none">• Professional Learning (\$30357.00)

Process 4: Professional Standards The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching and growth.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

There is a strong, visible culture in the school that promotes and supports the attainment of higher level accreditation – our success has been in having 5 staff attend various network meetings in the local area. Two staff completed the principal credentials.

Funding Sources:

- Professional Learning (\$7000.00)

Next Steps

Departmental data used to set school targets across literacy and numeracy. The school will continue to focus on best practice pedagogies to support learning especially in the areas of literacy and numeracy.

Strategic Direction 3

LEADING

Purpose

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

Improvement Measures

% of staff engaging in the aspiring leaders program/initiative.

Increase in planned and proactive activities that engage staff, parents, students and the broader community.

Increase in the % of staff integrating technology into lessons to support learning and increase student engagement.

All staff contributing evidence of sustained and measurable whole school improvement.

Progress towards achieving improvement measures

Process 1: Community Engagement Community members have opportunities to engage in a range of activities at school, stage/grade, class level.

Evaluation	Funds Expended (Resources)
Data from parent school satisfaction data had all areas scoring above 90% with the exception of 'parents are encouraged to contact the school to discuss concerns relating to their child' – this scored at 89%.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$5500.00)

Process 2: Aspiring Leaders CoS establish and implement an aspiring leaders project with a focus on the development of the skills and capabilities needed as high performing school leaders.

Evaluation	Funds Expended (Resources)
Data indicates that leadership opportunities exist across the school. Opportunities to engage in activities that build leadership density are provided annually.	Funding Sources: <ul style="list-style-type: none">• Professional Learning (\$7000.00)

Process 3: Evidence of Impact Effective leadership skills developed across the school to measure impact (what did we do? how well did we do it?) with consideration given to changes in teacher practice, wellbeing, engagement and learning outcomes.

Evaluation	Funds Expended (Resources)
Coaching and support from experts in their field (Jann Farmer-Hailey, CESE – Margaret Turnbull, Dylan William, Simon Breakspear) have provided multiple opportunities for staff to grow their skills.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$20000.00)

Process 4: Technology Implementation of whole school approach to the integration of technology into daily practice.

Evaluation	Funds Expended (Resources)
Over the last two years technology has been upgraded at successfully ensuring that multiple devices are available across the school to support teaching and learning in the classroom.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$200000.00)

Next Steps

Parent participation across the school is evident at many events. 2020 will have teachers maintaining a focus on implementing initiatives to support parents at partners in their child's learning.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$2 714.00) 	<p>50% of Aboriginal students have shown academic success against the outcomes.</p> <p>50% of Aboriginal students have shown improved attendance whilst the other 50% have always maintained exceptional attendance.</p>
English language proficiency	Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$320 219.00) 	Funds have been used to employ additional staff and provide time for staff to engage in professional learning. Programs show an increase in planned differentiation to meet student needs.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$202 760.00) 	<p>Funds have been utilised to employ additional staff and school learning and support officers. Data indicates:</p> <p>94% of our school community feel that we have supportive wellbeing programs.</p> <p>97% of our school community feel welcomed.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$106 182.00) 	Additional executive release provided opportunities for staff to be mentored/coached in identified areas. A literacy specialist was engaged by the school to work with all staff to develop capacity.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$809 039.00) 	Socio economic funding has been used to provide additional staff across the school. This funding also supports innovation with a focus on technology and wellbeing (eg; Kids Matter/Be You, Lifeskills, You Can Do It and Dancesport). School satisfaction data indicates that 95% of our community feel that we have innovative learning environments and supportive wellbeing programs.
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$18 399.00) 	<p>100% of beginning teachers engaged in induction program.</p> <p>100% of beginning teachers provided with opportunities to engage with a mentor to support them in the areas of teaching and learning.</p>
Targeted student support for refugees and new arrivals	Funding Sources: <ul style="list-style-type: none"> • Targeted student support for refugees and new arrivals (\$4 197.00) 	School structures have been coordinated to support all students in having equal access to schooling. A committee oversees this area and they are well versed in coordinating structures to meet student needs – observations indicate that the transfer into classrooms is successful.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	287	296	305	281
Girls	260	279	265	256

Student attendance profile

School				
Year	2016	2017	2018	2019
K	91.8	92.5	93.1	90.1
1	92.7	90	92.1	91.4
2	93.7	93.2	89.8	90
3	93.4	93	93.9	91.2
4	91.6	92.4	92.5	92.1
5	94.8	93.5	93.8	92.7
6	94.6	95.1	93.3	92.1
All Years	93.2	92.9	92.7	91.4
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)	1
Assistant Principal(s)	5
Classroom Teacher(s)	21.93
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	1.9
Teacher Librarian	1
Teacher ESL	3
School Counsellor	1
School Administration and Support Staff	6.96
Other Positions	2.4

*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 ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
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 (\$)
Opening Balance	1,843,132
Revenue	7,366,430
Appropriation	6,978,918
Sale of Goods and Services	95,462
Grants and contributions	272,347
Investment income	13,729
Other revenue	5,975
Expenses	-6,987,981
Employee related	-5,770,108
Operating expenses	-1,217,874
Surplus / deficit for the year	378,449

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 Approved SBA (\$)
Targeted Total	644,963
Equity Total	1,578,244
Equity - Aboriginal	2,714
Equity - Socio-economic	905,083
Equity - Language	370,219
Equity - Disability	300,229
Base Total	3,623,446
Base - Per Capita	137,981
Base - Location	0
Base - Other	3,485,465
Other Total	1,030,895
Grand Total	6,877,547

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 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.

Parent/caregiver, student, teacher satisfaction

Parent/caregiver, student and teacher satisfaction data has all elements showing a score of more than 90% with the exception of one area. Parents are encouraged to contact the school to discuss concerns relating to their child has a rating of 89% (which is a two percent increase from last year).

2019	Students	Staff	Parents	Total
1. I enjoy being part of the Cabramatta West Public School community.	92	100	94	95
2. Cabramatta West Public School is an attractive and well-resourced school.	91	100	98	96
3. The students enjoy coming to school.	86	98	98	94
4. Our school is welcoming.	90	100	97	96
5. Parents are encouraged to contact the school to discuss concerns relating to their child.	72	100	95	89
6. The school is a friendly school that is tolerant and accepting of all students.	85	100	98	94
7. The students are the schools main concern.	89	100	92	94
8. The school has supportive student wellbeing programs.	91	100	95	95
9. The school offers challenging programs for its students.	89	98	96	94
10. The school maintains a focus on literacy and numeracy.	98	98	94	97
11. The school teaches and promotes core values.	83	95	95	91
12. Cabramatta West Public School has competent teachers who set high standards of achievement.	97	100	95	97
13. A wide range of extracurricular programs (e.g.; sport, debating, public speaking) are offered.	95	100	94	96
14. Technology integration occurs across the school.	88	97	94	93
15. Fair discipline exists within the school.	84	95	97	92
16. There are good lines of communication between the school and parents.	N/A	98	95	97
17. Cabramatta West Public School has a focus on developing innovative learning environments to meet student needs.	N/A	95	95	95

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.