

2020 Annual Report

Cabramatta Public School



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Introduction

The Annual Report for 2020 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

Cabramatta Public School
Levuka St
Cabramatta, 2166
www.cabramatta-p.schools.nsw.edu.au
cabramatta-p.school@det.nsw.edu.au
9724 1534

Message from the principal

During the highly complex and challenging year of 2020, our school continued to provide excellent instruction in learning and support for wellbeing to ensure that every student was known, valued and cared for. With the completion of the 3 year School Plan (2018 - 2020) 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.

Due to the COVID pandemic, the school successfully transitioned to online learning and hard copy packages to ensure that all students and families remained engaged with their learning and the school. The great resilience of students, families and staff enabled our school community to remain a centre of academic and wellbeing support.

Of significance, was the school's highly successful completion of the External Validation process which measured our achievements against the elements of the Department's School Excellence Framework. The school received very high ratings in each element with the results of valuable evaluations being used to inform our 2021-2024 Strategic Improvement Plan. This success acknowledged the outstanding people and programs which underpin our work to support the learning and wellbeing of all students.

I extend my sincere thanks to all members of our diverse and vibrant school community for their contribution to support each other during some very difficult periods in 2020. The positive Cabramatta community spirit, once again, was demonstrated in our time of need and uncertainty.

We look forward to a less anxious and productive 2021.

Glen Stelzer

Principal

School vision

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 2020, 661 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 25 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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	2020 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	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	Sustaining and Growing
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">L3 training for new Kindergarten and Stage 1 staff was successfully implemented.A series of literacy professional learning events including twilight sessions, masterclasses for leaders and attending coaching at other schools were made available for staff to attend.Year 4 - 6 staff started to construct assessment with consistent teacher judgement using ACARA work samples.	<ul style="list-style-type: none">L3 training for new Kindergarten and Stage 1 staffTeacher relief for Professional Learning - 6 TRD

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">Years 3-6 teachers developed a shared understanding of identifying and interpreting NAPLAN responses to support planning in Quantifying Numbers and Additive Strategies.All K-6 teachers developed learning goals in Numeracy for students to direct own learning.	<ul style="list-style-type: none">Teacher relief for teacher planning and resources - 6 TRD

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">The assessment schedule is a work in progress and will be a continued project into the new Strategic Improvement Plan 2021-2024.Professional learning supported the teaching of reading framework to strengthen teacher understanding and student achievement.	<ul style="list-style-type: none">NIL

Next Steps

In 2021, professional learning in literacy will focus on developing explicit teaching practices in reading and writing. We will continue to employ a PLP who will work with Stage 2 and Stage 3 while the IL will work with K-2 classes.

We will also be strengthening our assessment strategies by developing, implementing and embedding guidelines for data collection, recording and analysis at teacher, stage and whole school level. We will also provide opportunities for ongoing professional learning to inform teaching and learning. We will develop and utilise consistent school wide tools to collect, analyse and monitor student learning.

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)
<ul style="list-style-type: none">All staff participated in professional learning on the Wellbeing Framework to deepen staff understanding of current wellbeing practices.Staff trialed a number of wellbeing programs and recommendations have been made for 2021.	<ul style="list-style-type: none">Teacher professional learning time

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)
<ul style="list-style-type: none">The process group was unable to implement a peer support program to develop student leadership this year.	NIL

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

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">An extensive trial and review of the "Acknowledging and Rewarding Positive Behavior" System took place. All staff were provided opportunities to reflect on the new system and offer suggestions to refine the process.	<ul style="list-style-type: none">Teacher Relief - 5 days

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

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">The program was delivered across 2 days with staff providing favorable feedback on the modules.	<ul style="list-style-type: none">\$10000 for external consultant.

Next Steps

In 2021, we will embed a whole school approach to promote engagement by building staff capacity and understanding of

the Wellbeing Framework and implement effective classroom and school wide strategies to support the holistic wellbeing of students.

We will conduct a Situational Analysis of attendance practices to support attendance as well as develop effective practices to engage and challenge the talents of high potential and gifted students.

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)
<ul style="list-style-type: none">An increase in the percentage and parents utilising seesaw as an effective communication platform, sharing student work and key messages.	

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)
<ul style="list-style-type: none">The proposed Burraneer Bay pen pal program was put on hold.	NIL

Process 3:

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">There are only two processes in this Strategic Direction.	

Process 4:

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">There are only two processes in this Strategic Direction.	

Next Steps

In 2021, we are planning to present cultural dances and activities for our students and the school community.

Will ensure the school website, newsletter and Seesaw is continuously updated.

Provide ongoing Digital Technology PL to staff, as required.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$5688 Employment of an additional SLSO employed through RAM also targeted students of Aboriginal backgrounds in small group literacy and numeracy support.	Five 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.
English language proficiency	3.2 teachers targeted beginning EALD phase students. \$43,330 used to employ .6 SLSO to also support beginning EALD phase students.	All 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 EALD students who required additional support were catered for.
Low level adjustment for disability	1.5 LaST teachers targeted students with learning disabilities. \$99,137 - 1.5 additional SLSO's were also used to support students with a learning disability.	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.
Quality Teaching, Successful Students (QTSS)	\$126,995	The Instructional Leaders and the Professional Learning Partner worked alongside K-6 teachers to support them in teaching and learning. This included meeting with them individually on a regular basis to plan for effective teaching and learning and analyse data to cater for the range of student needs in their classroom. These reflective discussions also focused on programming, behaviour management and building knowledge of syllabus documents.
Socio-economic background	1.9FTE allocation of teachers and an additional 3.886 teachers employed through RAM flexible funding. - \$4424,974 4.4 additional SLSO's were employed to support all student K-6 - \$277,200 3 Speech Therapists - \$89,400 Interpreter/SAO - \$64,755 Student Assistance - \$16,000 Back to school resources - \$25,000 IT Resources - \$72,043 eFLO IT support - \$60,000 Additional TPL and other	We employed additional teachers and SLSOs to support the learning needs of our student K-6. Funds were allocated for student assistance to purchase uniforms, lunches, book and to enable students to attend school excursions. 3 Speech Therapists were employed to support students with receptive and expressive language disorders as well as those student with specific language difficulties. Subscriptions to Reading Eggs and Mathletics programs were funded to further consolidate students understanding and progress in literacy and numeracy. Back to school class resources were also purchased to support student learning.

Socio-economic background	casual days (planning) - \$45,000	We employed additional teachers and SLSOs to support the learning needs of our student K-6. Funds were allocated for student assistance to purchase uniforms, lunches, book and to enable students to attend school excursions. 3 Speech Therapists were employed to support students with receptive and expressive language disorders as well as those student with specific language difficulties. Subscriptions to Reading Eggs and Mathletics programs were funded to further consolidate students understanding and progress in literacy and numeracy. Back to school class resources were also purchased to support student learning.
Support for beginning teachers	NIL	No additional funding was provided for beginning teachers.
Targeted student support for refugees and new arrivals	Refugee Support = \$3693 was used to purchase uniforms, resources and SLSO support.	The provision of additional SLSO time enabled specific targeted support to be given to our refugee students. This provided opportunities for them to develop their language and social skills.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	366	368	352	331
Girls	359	345	333	326

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.3	93.4	93.3	84.9
1	93	94.4	89.4	85.5
2	95	93.4	92.6	79.4
3	95.6	95.3	92	88.3
4	94.6	95.9	94.2	81.5
5	95.9	97.2	94.4	86.6
6	95.9	96.7	95.5	87.4
All Years	94.9	95.3	93.1	85
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	26.55
Literacy and Numeracy Intervention	1.05
Learning and Support Teacher(s)	1.5
Teacher Librarian	1.2
Teacher ESL	3.2
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	1,203,517
Revenue	8,990,939
Appropriation	8,785,173
Sale of Goods and Services	85,078
Grants and contributions	108,552
Investment income	2,080
Other revenue	10,057
Expenses	-9,152,794
Employee related	-8,016,767
Operating expenses	-1,136,027
Surplus / deficit for the year	-161,855
Closing Balance	1,041,662

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.

	2020 Approved SBA (\$)
Targeted Total	62,809
Equity Total	1,959,260
Equity - Aboriginal	5,688
Equity - Socio-economic	1,300,000
Equity - Language	390,359
Equity - Disability	263,213
Base Total	5,026,997
Base - Per Capita	170,950
Base - Location	0
Base - Other	4,856,046
Other Total	1,485,548
Grand Total	8,534,613

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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, feedback indicated a strong satisfaction with the school purpose, communication and the quality of student learning.

In particular, the following points were highlighted:

- high quality teaching and learning programs are designed and delivered by the staff to ensure that students are engaged and excited by their learning
- the extension of the seesaw communication tool was widely used by teachers to share information and student work samples with parents and carers. A significant percentage of parents and carers engaged with this tool, promoting a daily connection with families.
- staff reported a high level of satisfaction with Professional Learning, enabling all staff to build their capacity. Strong support for our Instructional Leaders as well as our Professional Learning Partner, enables this to occur.
- staff, students and parents all reported positive feedback on our new Acknowledging and Rewarding Positive Behaviours system where 189 Golden Keys were awarded in the first year
- improvement in IT learning and resources has further enhanced student learning and engagement
- a positive culture of learning and support has been created, students are engaged, well behaved and report feeling well supported.
- parents indicated very strong support for the school.

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.