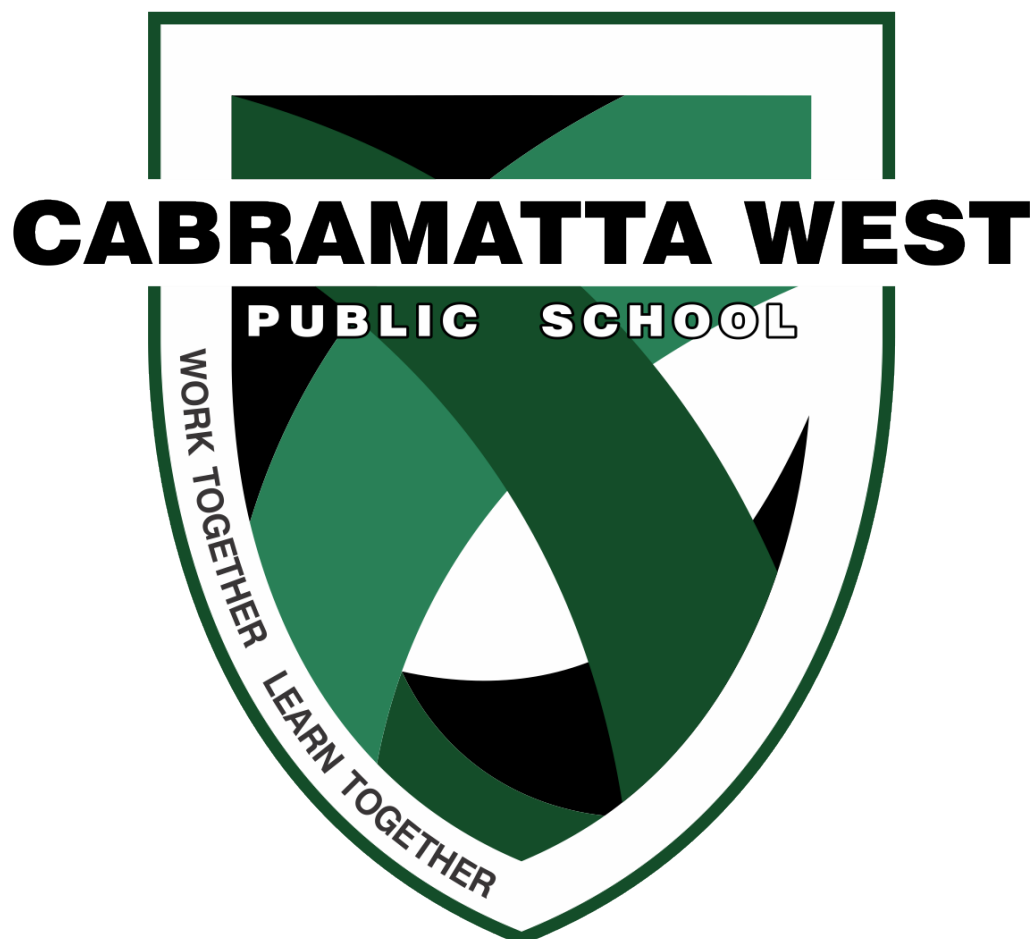# 2020 Annual Report

Cabramatta West Public School

3980

Introduction

The Annual Report for 2020 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 vision

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 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

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	Sustaining and Growing
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)
Student programs incorporating wellbeing and physical education: 100% of students K-6 engaged in Fit Futures; 100% of Stage 1 students engaged in Footsteps program; 100% of Stage 3 students engaged in DanceSport and You Can Do It programs. All staff upskilled in multiple online learning platforms e.g. SeeSaw & Google Classroom to provide daily learning, communication and support during learning from home. Continuance to share student success and achievements with the school community through online Zoom Principal's and Presentation Day assemblies.	**Funding Sources:** • Socio-economic background ($95000.00)

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)
100% of students participated in a grade-based Gala Day as a result of an intensive skills-based sporting program in each grade. 80% increase of staff knowledge and confidence in coaching new sports.	**Funding Sources:** • Socio-economic background ($2000.00)

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)
Assessment practices and routines are evident across the school and are used to inform interventions and fluid and flexible groupings. Senior executive regularly analyse school assessment data: Check in Assessment, 5 weekly data (traffic light data), standardised literacy and numeracy assessments. All assistant principals have time to mentor, coach and collaborate with team members. This will continue to be a focus through spirals of inquiry and	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($110000.00)

Progress towards achieving improvement measures	
teaching sprints initiative in 2021.	

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)
A refined transition and school orientation process was organised and addressed the needs of pre-school children and their families during the current climate. We saw a significant increase in the percentage of students who enrolled to attend our 2020/2021 transition programs. 2020 - 93%, 2019 - 76%, 2018 - 69%.	**Funding Sources:** • Socio-economic background ($5000.00)

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)
Standardised whole school assessment data reflects improvements in years 1, 2, 4 and 6 reading. Growth in year 2, 3 and 4 mathematics is also reflected in whole school assessment data. All staff have had the opportunity to collaborate with a paraprofessional (Jann Farmer Hailey) in the area of literacy to build evidence based teaching strategies to meet student needs.	**Funding Sources:** • Professional learning ($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)
5 weekly traffic light data, whole school standardised assessment, semester report data and reading benchmark growth data is triangulated to track and measure a years worth of growth in literacy and numeracy for all students.	**Funding Sources:** • Professional learning ($16178.00)

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)
Systems embedded across the school (with some refinement) to reflect the current educational climate.	**Funding Sources:** • Professional learning ($16178.00)

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)
All staff engaged in PL to build their capacity to support student growth. 98% of staff indicated that personalised PL had been beneficial in supporting their individual growth.	**Funding Sources:** • Socio-economic background ($5000.00)

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)
Families and community members were give access to a range of school activities via Zoom, Seesaw and/or Facebook including: . focus groups . parent/teacher interviews . presentation day assembly . graduation ceremony . Year 6 farewell . kindergarten 2021 orientation.	**Funding Sources:** • Socio-economic background ($8700.00)

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)
Due to the pandemic, opportunities to engage in networks lessened. Aspiring leaders had the opportunity to engage in a network that supported developing their skill set to improve outcomes in literacy.	**Funding Sources:** • Literacy and numeracy ($2000.00)

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)
All staff have the opportunity to lead a team or initiative. Approximately one third of our staff have worked with a mentor to develop their leadership skills in a different focus area in 2020. Six staff engaged in a leadership program with a focus on leading change and improvement across the school.	**Funding Sources:** • Socio-economic background ($10000.00)

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Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
100% of teachers have indicated that they have grown in their abilities to use technology in daily lessons. Classroom observations and program supervision also evidence a growth in the number of teachers using technology to support learning.	**Funding Sources:** • Socio-economic background ($150000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	**Funding Sources:** • Aboriginal background loading ($2 035.00)	50% of Aboriginal students are achieving at stage expectations.
English language proficiency	**Funding Sources:** • English language proficiency ($47 280.00)	Data meetings every 5 weeks ensure that teachers work with specialist staff to differentiate learning to support student needs.
Low level adjustment for disability	**Funding Sources:** • Low level adjustment for disability ($89 385.00)	Funding utilised to engage additional staff to support student needs. Regular 5 weekly reviews of data allow LST to determine and review the allocation of staff to support student needs.
Quality Teaching, Successful Students (QTSS)	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($104 352.00)	All executive have additional weekly time to coach, mentor and guide staff to deepen their knowledge base to improve student outcomes.
Socio-economic background	**Funding Sources:** • Socio-economic background ($901 586.00)	Amendments in our expenditure had a shift in focus to consider the 'whole child'. Creating a safe and positive learning environment became the focus that supported all families across our community. Parent focus group data indicated that they considered our school to be highly ranked around the focus area of the safety of our students. Funding was also utilised to purchase resources to support learning from home, learning at school and student wellbeing. Uniforms were provided to families and excursions/events were either heavily subsidised or of no cost to our families.
Support for beginning teachers	**Funding Sources:** • Support for beginning teachers ($14 481.00)	100% of beginning teachers engaged in induction program. 100% of beginning teachers received weekly mentoring and additional time for assessing, programming and planning.
Targeted student support for refugees and new arrivals	**Funding Sources:** • Targeted support for refugees and new arrivals ($1 416.00)	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			
	2017	2018	2019	2020
Boys	296	305	281	276
Girls	279	265	256	249

Student attendance profile

School				
Year	2017	2018	2019	2020
K	92.5	93.1	90.1	88.6
1	90	92.1	91.4	86.6
2	93.2	89.8	90	88.8
3	93	93.9	91.2	91.9
4	92.4	92.5	92.1	86.1
5	93.5	93.8	92.7	83.5
6	95.1	93.3	92.1	83.2
All Years	92.9	92.7	91.4	86.8
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.

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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)	21.89
Literacy and Numeracy Intervention	0.84
Learning and Support Teacher(s)	1.9
Teacher Librarian	1
Teacher ESL	3.2
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, 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	2,221,581
Revenue	7,442,032
Appropriation	7,346,091
Sale of Goods and Services	67,073
Grants and contributions	23,496
Investment income	4,022
Other revenue	1,350
Expenses	-7,707,929
Employee related	-6,175,684
Operating expenses	-1,532,245
Surplus / deficit for the year	-265,897
Closing Balance	1,955,684

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	85,051
Equity Total	1,598,151
Equity - Aboriginal	2,035
Equity - Socio-economic	901,586
Equity - Language	397,315
Equity - Disability	297,214
Base Total	4,316,065
Base - Per Capita	133,081
Base - Location	0
Base - Other	4,182,985
Other Total	1,013,610
Grand Total	7,012,877

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.

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Parent/caregiver, student, teacher satisfaction

Parent/caregiver, student and teacher satisfaction survey data indicates two areas that have had a decline of more than 5% from last year. These two areas will be a focus for 2021:

- the students are the schools main concern
- the school offers challenging programs for its students.

When compared to last year, survey data indicates that we have had 5% growth in the area of teaching and promoting core values.

SCHOOL SATISFACTION DATA	STAFF	PARENTS	STUDENTS
1. I enjoy being part of the Cabramatta West Public School community.	100	97	91
2. Cabramatta West Public School is an attractive and well-resourced school.	100	99	90
3. The students enjoy coming to school.	100	98	86
4. Our school is welcoming.	98	99	92
5. Parents are encouraged to contact the school to discuss concerns relating to their child.	98	86	79
6. The school is a friendly school that is tolerant and accepting of all students.	100	96	87
7. The students are the schools main concern.	96	94	72
8. The school has supportive student wellbeing programs.	100	91	92
9. The school offers challenging programs for its students.	94	89	82
10. The school maintains a focus on literacy and numeracy.	100	95	71
11. The school teaches and promotes core values.	100	94	95
12. Cabramatta West Public School has competent teachers who set high standards of achievement.	98	96	82
13. A wide range of extracurricular programs (eg; sport, debating, public speaking) are offered.	98	91	80
14. Technology integration occurs across the school.	98	92	83
15. Fair discipline exists within the school.	98	89	80
16. There are good lines of communication between the school and parents.	98	96	92
17. Cabramatta West Public School has a focus on developing innovative learning environments to meet student needs.	98	93	81

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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.