

# 2021 Annual Report

## Cabramatta Public School



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# Introduction

The Annual Report for 2021 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 Strategic Improvement 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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## School vision

Cabramatta Public School is a nurturing high performing educational community where students are empowered to achieve sustained academic growth and a positive sense of wellbeing in a culturally inclusive environment. The school actively engages with families and communities to provide an evidence based curriculum delivered by expert staff responding to the individual needs of all students. Our goal is to prepare our young learners to connect, succeed and thrive by enhancing learning opportunities and outcomes in and beyond the school.

## School context

Cabramatta Public School is a large, dynamic primary school located in south western Sydney in the Fairfield local government area. The 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 588 students made up of 24 mainstream and 3 Special Education classes.

The school community is proud of its cultural diversity which is reflected in all aspects of school organisation, planning and programming. 96% of students come from language backgrounds other than English with a high proportion from South East Asian countries. Students are supported by strong teaching programs including English as an Additional Language or Dialect (EAL/D); Community Languages for Vietnamese, Khmer and Chinese speaking students to maintain their first language to access the curriculum; and an innovative Cultural Studies program which provides for those students from other cultural backgrounds to deepen their understanding about a range of cultures.

The school receives equity funding which provides human, physical and economic resources to support student learning, community participation and wellbeing. These resources are School Learning Support Officers (SLSOs), Learning and Support Teachers (LaST), EAL/D educators, psychologist and speech pathologists. These additional staff resources assist the school to work collectively and collaboratively towards a shared vision of improving learning outcomes for all students.

The school has a strong focus on academic excellence together with a holistic approach for developing the whole child. Professional learning for all staff is a priority supported by two Instructional Leaders funded by the Early Action for Success initiative and a school funded Professional Learning Partner in the planning and implementation of evidence-based teaching and learning programs. Unique specialist programs are also provided for students to engage in the fields of Music, Gardening, Drama, Visual Arts, Physical Education and Filmography.

Strong positive relationships have been formed between the school and the community with experiences made available for parents and school community members to actively participate in and contribute to the education and wellbeing of our students. This includes a dedicated P&C Association, Before & After School Care facility and an onsite Schools as Community Centre which provides a range of social and educational services for the families of students from 0-8 years.

Three areas of focus for this Strategic Improvement Plan have been identified from our recent external validation, situational analysis and consultation with the school community. These build upon the evaluation and achievements of the previous planning cycle and are underpinned by the 'What Works Best: 2020 Update' and 'School Excellence Framework'. The identified areas are: Student Attainment and Growth with a focus on high quality instructional leadership and data informed practice; Excellence in Teaching Practice with a focus on evidence-based pedagogy and highly effective assessment practices; and Positive Partnerships and Strong Connections with a focus on parent and carer partnerships and wellbeing and engagement.

## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 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	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

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In order to maximise student learning outcomes in literacy and numeracy, teachers will be supported to use and analyse student data to drive quality differentiated teaching and learning.

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Informed Practice
- High Quality Instructional Leadership

### Resources allocated to this strategic direction

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**Literacy and numeracy:** \$19,080.00  
**Professional learning:** \$24,044.00  
**Socio-economic background:** \$892,800.80  
**Early Action for Success (EAFs):** \$343,026.00  
**Low level adjustment for disability:** \$267,314.00  
**English language proficiency:** \$424,545.85  
**Integration funding support:** \$42,074.00  
**QTSS release:** \$127,590.28  
**Literacy and numeracy intervention:** \$117,723.90

### Summary of progress

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The focus within this Strategic Direction in 2021 was on the use of Data Informed Practices and High Quality Instructional Leadership.

The executive team guided the school through a process to develop consistent evidence based practices in data use and analysis. Teachers participated in professional learning in regards to how to analyse, interpret and use data to inform their teaching.

Student assessment data was regularly used by classroom teachers to reflect on teaching effectiveness and inform future directions. 100% of teachers used a range of formative and summative assessment strategies in their daily practice using their knowledge of assessment. To improve these practices, Assistant Principals and Instructional Leaders supported teachers to effectively analyse a range of internal and external student data.

Instructional Leaders and Assistant Principals worked with teachers through professional learning opportunities to identify and use quality formative and summative assessment strategies. 100% of teachers implemented consistent and stage appropriate assessments to drive student learning. These strategies became part of a whole school assessment schedule that was created within Strategic Direction Two of the Strategic Improvement Plan.

Professional dialogue on external and internal data sources commenced with a focus in stage teams to ensure student learning was at the forefront of all assessment practices. These practices were targeted at student need. Teachers developed their confidence and awareness of using student data to plan and embed quality practices into their teaching, and as a result, resources were designed and created as a valuable reference for support. Differentiated support in the form of coaching and mentoring was also provided for staff at their point of need. 96% of staff indicated that their use of assessment data to drive teaching and learning improved as a result of high quality instructional leadership at the school. Student learning outcomes have been tracked through the collection and analysis of assessment data and have shown improvement.

In 2021, the senior leadership team and instructional leaders, in partnership with Jann Farmer-Hailey, delivered quality professional learning in Reading. K-2 staff focused on phonemic awareness and phonics and 3-6 staff focused on reading comprehension. Cabramatta PS participated in twilight sessions as well as systematic professional learning in reading instruction. All new staff members in 2021 were trained in synthetic phonics and high impact professional learning supported teacher capability.

In 2021, the school began the transition from Early Action for Success to being prepared for the employment of 1.4 FTE Assistant Principal, Curriculum and Instruction positions. The school spent considerable time completing professional learning around High Impact Professional Learning. 100% of executive staff participated in evaluation and reflection sessions and developed a deep understanding of quality professional learning. In early 2022, professional learning in

decodable texts and the implementation of the new K-2 syllabus will be implemented using this new knowledge of Instructional Leadership.

### **Progress towards achieving improvement measures**

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

<b>Annual progress measure</b>	<b>Progress towards achievement</b>
<ul style="list-style-type: none"> <li>• Increase the proportion of students achieving in the Top 2 NAPLAN Reading bands by 2% or more.</li> </ul>	The proportion of students in Year 3 achieving in the top 2 NAPLAN Reading bands has increased by 8.2%.
<ul style="list-style-type: none"> <li>• Increase the proportion of students achieving in the top 2 NAPLAN Numeracy bands by 2% or more.</li> </ul>	The proportion of students in Year 3 achieving in the top 2 NAPLAN Numeracy bands has increased by 1.8%.
<ul style="list-style-type: none"> <li>• Increase the percentage of students achieving expected growth in NAPLAN Reading by 2% or more.</li> </ul>	52.38% of students achieved expected growth in NAPLAN Reading, showing a decline in results.
<ul style="list-style-type: none"> <li>• Increase the percentage of students achieving expected growth in NAPLAN Numeracy by 2% or more.</li> </ul>	56.45% of students achieved expected growth in NAPLAN Numeracy, showing a decline in results. However, 2021 results are above the SSSG and slightly below State.
<ul style="list-style-type: none"> <li>• Professional learning on PAT testing in preparation to administer in 2022.</li> <li>• Students complete PAT test in Reading in Years 1-6 to establish baseline data.</li> </ul>	Professional learning has been delivered to over 92% of staff across Years 1-6 including support, classroom and COVID Intensive Learning Support Teachers. Pat testing was completed with 98% of Years 1-6 students recording baseline data.
<ul style="list-style-type: none"> <li>• Professional learning on PAT testing in preparation to administer in 2022.</li> <li>• Students complete PAT test in Numeracy in Years 1-6 to establish numeracy benchmarks.</li> </ul>	Professional learning has been delivered to over 92% of staff across Years 1-6 including support, classroom and COVID Intensive Learning Support Teachers. Pat testing was completed with 98% of Years 1-6 students recording baseline data.

## Strategic Direction 2: Excellence in Teaching Practice

### Purpose

In order to pursue excellence in student learning outcomes in literacy and numeracy, teachers will evaluate the effectiveness of their teaching practices individually and collaboratively, to embed evidence based practices in planning for the specific learning paths for their students.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Evidence-based Pedagogy
- Highly Effective Assessment Practices

### Resources allocated to this strategic direction

**Literacy and numeracy:** \$5,500.00

**Professional learning:** \$6,900.00

**Socio-economic background:** \$94,000.00

### Summary of progress

Our focus for 2021 was on the pursuit of excellence in student learning outcomes in literacy and numeracy through embedding evidence based practices in planning for the specific learning paths for our students. The school focused on using the School Excellence Framework, CESE's What Works Best and the Australian Professional Standards of Teachers to build a consistent approach to quality teaching. These three documents underpinned professional learning undertaken at the school to build a consistent and evidence based learning culture.

During 2021, the school participated in professional learning in a range of Literacy and Numeracy professional learning. Underpinning this professional learning was a focus on teachers having a deep understanding of syllabus content. 97% of staff indicated they had quality understanding of syllabus content. The school continues to focus on professional learning regarding new syllabus documents to ensure staff stay abreast of new curriculum information. Future directions include ensuring that staff have opportunities to understand syllabus content but can also link this content to consistent evidence based practices. The school has a long tradition of quality teaching and in 2022 the school will embark on a range of strategies to identify teaching practices that can be improved in the school.

The second initiative of Strategic Direction Two is Highly Effective Assessment Practices. In this initiative, the school created a rigorous whole school assessment schedule to support teachers to collect useful data that can drive individual student, class, stage and whole school priorities. In 2021, the school evaluated and chose a range of internal and external data to collect and analyse. This included class based, internal data, PAT data (ACER), the literacy and numeracy progressions, Check in assessments and NAPLAN. Through consultation with staff, the executive team created a yearly assessment schedule to ensure student data is strategically collected and evaluated. Executive staff and expert teachers from within the school have mentored and coached staff in using a range of diagnostic tools.

96% of staff utilised the newly created assessment schedule and found it an effective strategy to drive teaching and learning programs. 100% of staff surveyed found the assessment schedule a useful strategy to improve assessment practices across K-6.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
• Maintaining Sustaining and Growing in themes of <i>Explicit Teaching</i> and <i>Teaching and Learning Programs</i> as measured in the School Excellence Framework.	Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the themes of Explicit Teaching and Learning Programs.
• In the element of Assessment	Self-assessment against the School Excellence Framework shows the

<p>working towards Sustaining and Growing in the themes of <i>Formative Assessment</i> and <i>Whole School Monitoring of Student Learning</i>.</p>	<p>school currently performing at Sustaining and Growing in the themes of Formative Assessment and Whole School Monitoring of Student Learning.</p>
<ul style="list-style-type: none"> <li>• Establish baseline data in teacher confidence in knowledge and delivery of evidence based practices as measured by school based reporting tool.</li> </ul>	<p>Baseline data in teacher confidence in knowledge and delivery of evidence based practices as measured by school based reporting tool is yet to be established. This will be a focus for 2022.</p>



## Strategic Direction 3: Positive Partnerships and Strong Connections

### Purpose

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In order to ensure that every student maximises their learning potential and improves every year, a whole school planned approach to wellbeing will be developed to support high levels of shared responsibility for learning and wellbeing at home and at school.

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Parent/Carer Partnerships
- Wellbeing and Engagement

### Resources allocated to this strategic direction

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**Socio-economic background:** \$313,199.00

: \$5,000.00

**Refugee Student Support:** \$2,203.00

**Professional learning:** \$1,102.00

**Aboriginal background:** \$4,300.00

### Summary of progress

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Our focus in 2021 was on establishing a whole school approach to support high levels of shared academic responsibility with parents, students and teachers. There was a clear emphasis on establishing connections between families and the school through a range of modes and methods.

This Strategic Direction was severely impacted by the COVID-19 lockdown and the school acknowledges that some of the programs that improve engagement and wellbeing were put on hold. Positively the COVID-19 lockdowns provided opportunities for the school to refine and create new methods of engaging the community.

The school displayed expertise in technology to continue learning during the COVID-19 lockdown. This had a positive impact on the wellbeing and engagement of students. The use of Seesaw as the school's main platform of communication is evidence of this quality engagement. Prior to lockdown, Seesaw had a minimal impact on parent engagement. Each week 'likes' and 'comments' on Seesaw rose from approximately 10-15 per week to over 8000 likes and positive comments. Internal data showed that over 97% of parents were satisfied with the school's engagement with parents during the different levels of COVID-19 restrictions and that this engagement had a positive impact on their wellbeing during lockdown. This engagement and reliance on technology was impactful due to the expertise and support delivered by the technology team at the school. These staff members worked strategically to build the capacity of students, staff and students to ensure that partnerships, wellbeing and engagement were at the forefront of the school's response to COVID-19.

Positive feedback was also collected regarding strategies that the school could implement to support parental engagement both online and face to face, and the school plans to implement strategies in 2022.

A refined Acknowledgement and Reward Positive Behaviour system was also put in place in 2021 as an effective tool for whole school wellbeing with a significant number of students being recognised with the the highest level award at the end of the year. The school worked hard to increase the wellbeing and engagement of students in a year that was complex and traumatic for many families.

Next year, the leadership team will work with staff to strengthen understanding and skills to explicitly cater for High Potential and Gifted students. The school will also implement an Aboriginal Education strategy to effectively support Aboriginal students and non-Aboriginal students to develop increased knowledge, understanding and appreciation of Aboriginal histories and culture. After careful consideration and feedback from staff through SEF evaluations, there will be a focus on implementing a tighter attendance tracking and monitoring system as well as providing additional support services for our parents and students.

### Progress towards achieving improvement measures

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The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> <li>• Increase the proportion of students attending school more than 90% of the time to a minimum of 85.8% or more</li> </ul>	<p>At the end of 2021, 75.8% of students attended more than 90% of the time. Although this target was not attained, the school's result was above the SSSG, Network and State.</p>
<ul style="list-style-type: none"> <li>• Achieve a minimum of 89.1% of students indicating a Positive sense of Belonging in Tell Them From Me (TTFM).</li> </ul>	<p>72% of students indicated a positive sense of belonging in Tell Them From Me survey in 2021.</p>
<ul style="list-style-type: none"> <li>• Sustaining and Growing in at least one statement of the High Potential and Gifted Education (HPGE) Policy.</li> </ul>	<p>Self-assessment shows the school currently performing at Sustaining and Growing in HPGE Policy statement 1.2 and Sustaining and Growing in HPGE Policy Statement 1.6, therefore working towards achievement of this improvement measure.</p>
<ul style="list-style-type: none"> <li>• Establish baseline data in the Key Dimension of <i>Connecting Learning at Home and at School</i>, as measured by the <i>Family School Partnership Framework</i>.</li> </ul>	<p>Baseline data in the Key Dimension of <i>Connecting Learning at Home and at School</i>, was established as Developing as measured by the <i>Family School Partnership Framework</i>.</p>
<ul style="list-style-type: none"> <li>• Consolidating at the level of Sustaining and Growing in the theme <i>A Planned Approach to Wellbeing</i> as measured by the School Excellence Framework.</li> </ul>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the theme <i>A Planned Approach to Wellbeing</i>.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$42,074.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Cabramatta Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Quality Instructional Leadership</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• employment of SLSOs to provide additional support for students who have high-level learning needs in literacy and numeracy</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* An improvement in the wellbeing and confidence levels of the targeted students as evidenced by teacher observations, notes and parent feedback.</li> <li>* Eligible students demonstrating progress towards their individual learning goals. This was strengthened by the support of the SLSO allocated to individual students across the year.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* In 2022, the school intends to assess the learning adjustments for students who received Integration Funding Support in 2021 through analysis of data and consultation with students, parents and appropriate external stakeholders.</li> <li>* The school will provide additional professional learning for teachers and SLSOs who work with students who receive Integration Funding Support to improve their knowledge and understanding of students with a disability.</li> <li>* In 2022, the school intends to make adjustments to student's personalised plans to increase access and opportunities for students with a disability and support them in achieving their personal learning goals.</li> </ul>
<p>Socio-economic background</p> <p>\$1,299,999.80</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Cabramatta Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Quality Instructional Leadership</li> <li>• Data Informed Practice</li> <li>• Evidence-based Pedagogy</li> <li>• Wellbeing and Engagement</li> <li>• Highly Effective Assessment Practices</li> <li>• Parent/Carer Partnerships</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of a School Psychologist 3 days a week to support the emotional needs of identified students</li> <li>• providing students with economic support for educational materials, uniform, equipment and other items</li> <li>• employment of 4 Speech Pathologists to target the speech needs of identified students</li> <li>• employment of additional teachers and SLSOs to support the learning needs in reading and numeracy of identified students</li> <li>• resourcing to increase equitable distribution of ICT resources</li> <li>• transition to Kindergarten program including the employment of additional</li> </ul>

<p>Socio-economic background</p> <p>\$1,299,999.80</p>	<p>teaching staff and an SLSO</p> <ul style="list-style-type: none"> <li>• professional learning and planning sessions for staff to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* Year 3 and 4 Vocabulary Check In Assessment results grew by 20.1% and Year 5 and 6 Vocabulary results grew by 17.9%</li> <li>* The employment of a psychologist who supported 9 students who were identified as requiring long term and consistent psychological support.</li> <li>* the employment of 4 speech therapists supported 43 students in Years 2-6 and 25 students in Year 1. 75% of these students achieved at least 2 out of 3 therapy goals.</li> <li>* LaST teachers and SLSOs supported 97 students K-6 requiring additional support to achieve their specific literacy and numeracy goals. 100% showed a range of improvement in reading levels and numeracy understanding as evidenced against the literacy and numeracy progressions.</li> <li>* Year 3 NAPLAN Numeracy results achieved above like schools and a reduction in the gap between the school and the State</li> <li>* Year 3 NAPLAN Reading results achieved above like schools and a significant reduction in the gap between the school and the State.</li> <li>* Year 3 NAPLAN Spelling results above like schools and the State.</li> <li>* Year 5 NAPLAN Spelling results above like schools and the State</li> <li>* Year 5 NAPLAN Writing results well above like schools and the State, in particular the COVID support groups.</li> <li>* The purchase of effective literacy and numeracy resources including those for Initial Lit, MiniLit and MaqLit which support literacy and numeracy growth.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* Additional professional learning in data informed practice and improved pedagogical practices to further improve student growth.</li> <li>* To continue to employ the school Psychologist to support the ongoing complex wellbeing needs of targeted students.</li> <li>* employment of allied health support, SLSOs and class teachers as required to support the wellbeing needs of students</li> <li>* continued professional learning in High Potential Gifted Education with a focus on developing strategies to support students across the four domains of potential in readiness for implementation at the start of 2022.</li> </ul>
<p>Aboriginal background</p> <p>\$4,300.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Cabramatta Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing and Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Staff meeting - Aboriginal Education Strategy</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* Personalised Learning Pathways (PLPs) for all Aboriginal students written and implemented in consultation with families and teachers.</li> <li>* All Aboriginal students engaging in conversations about their learning and creating measurable and achievable goals related to literacy, numeracy and their culture.</li> <li>* Staff participation in professional learning to strengthen teacher's cultural knowledge of Aboriginality in the local area. This has resulted in class teachers and staff being able to integrate local knowledge and Aboriginal perspectives into key learning areas.</li> </ul>

<p>Aboriginal background</p> <p>\$4,300.00</p>	<p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* Refining processes and procedures related to PLPs to ensure the academic and cultural goals of Aboriginal students are overt across the school community.</li> <li>* Track and monitor the attendance, wellbeing and curriculum results of Aboriginal students in SCOUT and create plans to increase the results in these areas.</li> <li>* Support staff to engage in professional learning opportunities in Aboriginal Education with the Fairfield Network.</li> <li>* improve the delivery of the quality education of Aboriginal students and raise the level of knowledge of Aboriginal culture within our local community.</li> </ul>
<p>English language proficiency</p> <p>\$424,545.85</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Cabramatta Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Quality Instructional Leadership</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• provide EAL/D Progression levelling PL to staff</li> <li>• additional resources and materials to support teachers in catering for EAL/D students and for the development of EAL/D programs.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* Effective, targeted EAL/D support which has enabled staff to implement, monitor and evaluate their teaching and learning programs. This support has catered for the needs of 94 Beginning EAL/D students, 81 Emerging EAL/D students, 118 Developing EAL/D students and 10 Consolidating students.</li> <li>* Year 3 EAL/D students results in NAPLAN Numeracy are above like schools and show a reduction in the gap between the school and the State</li> <li>* Year 3 EAL/D students results in NAPLAN Reading are above like schools and show a significant reduction in the gap between the school and the State.</li> <li>* Year 3 EAL/D students results in NAPLAN Spelling are above like schools and the State.</li> <li>* EAL/D students across K-6 have developed English language proficiency levels and become more confident to engage in class discussions as noted by classroom and EAL/D teachers.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* To engage external experts in EAL/D pedagogy to build staff capacity in the understanding of evidence based EAL/D pedagogy, especially the EAL/D progressions.</li> <li>* To build the capacity and profile of EAL/D teachers to enable them to feel confident to collaboratively plan with classroom teachers. This will be achieved through additional mentoring and coaching.</li> <li>* To ensure a more streamlined process for updating EAL/D data through upskilling EAL/D staff in the use ERN.</li> </ul>
<p>Low level adjustment for disability</p> <p>\$267,314.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Cabramatta Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Quality Instructional Leadership</li> </ul>

<p>Low level adjustment for disability</p> <p>\$267,314.00</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• targeted students are provided with an evidence-based intervention to increase learning outcomes in reading</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* Exceeding the upper bound target in top 2 bands in Literacy</li> <li>* 56.3% of Year 3 students in top 2 bands in NAPLAN reading.</li> <li>* Early intervention programs being put in place and school resources allocated to ensure full access to the curriculum for all students.</li> <li>* LaST students receiving evidence based daily intervention supported by the LaST team.</li> <li>* 22 students referred to the LST in 2021 currently receiving ongoing Counselor intervention .</li> <li>* All students showing some growth in Reading and Numeracy as measured against grade based assessments and pre and post testing.</li> <li>* Enhanced collaborative planning and discussions between LAST and classroom teachers.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* Professional Learning for classroom teachers on quality differentiated teaching practices to better support the learning needs of all students.</li> <li>* LaST to utilise PLAN2 to monitor students' progress and growth by selecting specific, narrow focus areas for improvement.</li> <li>* To continue a strong focus on intervention programs such as PreLit, MiniLit and MacqLit, Synthetic Phonics (THRASS), speech pathology and implement decodable readers.</li> <li>* Provide professional learning for our SLSOs in THRASS and decodable readers.</li> </ul>
<p>Literacy and numeracy</p> <p>\$24,580.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Cabramatta Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Informed Practice</li> <li>• Evidence-based Pedagogy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Create a proposed plan to strengthen whole school processes to use data to inform teaching practice and interventions for student needs in reading</li> <li>• staff training and support in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* Additional LaST and SLSO support and targeted professional learning for identified students K-6 resulting in 56.3% of Year 3 students in top 2 bands in NAPLAN reading</li> <li>* Year 5 NAPLAN shows 66.7% of students at or above expected growth in writing in comparison to the State and like schools.</li> <li>* Year 5 NAPLAN shows 69.0% of students at or above expected growth in reading in comparison to the State and like schools</li> <li>* Internal data shows 74% of Year 2 students are on track in reading</li> <li>* Increased understanding of the purpose, process and value of SCOUT for all teachers.</li> <li>* Enhanced library resources, specifically the purchase of K-2 quality texts and decodables. This has resulted in K-2 staff having a range of resources that will help them implement the new K-2 English syllabus.</li> </ul> <p><b>After evaluation, the next steps to support our students with this</b></p>

<p>Literacy and numeracy</p> <p>\$24,580.00</p>	<p><b>funding will be:</b></p> <ul style="list-style-type: none"> <li>* To provide ongoing professional learning in the use of SCOUT to support teachers to analyse data. With additional Check In Assessments planned for 2022, the school plans to use Literacy and Numeracy funding to support teachers in analysing data to drive teaching and learning programs.</li> <li>* To continue to provide professional learning for all staff with an emphasis on synthetic phonics (SLSOs) and Decodable texts (class teachers).</li> </ul>
<p>Early Action for Success (EAfS)</p> <p>\$343,026.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Cabramatta Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Informed Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of two Deputy Principal Instructional Leaders (IL's) to support literacy and numeracy programs</li> <li>• lead analysis of student performance data with whole school and stage teams</li> <li>• employment of Instructional Leader to facilitate and support K-2 teachers in building the capacity of teachers to explicitly teach, assess and implement quality literacy and numeracy learning opportunities for all students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* All K-6 staff working with Instructional Leaders in 2021 to build pedagogical understanding in literacy.</li> <li>* Sustained academic growth of students. In 2021 both 3-5 and 5-7 value added NAPLAN scores have been identified as EXCELLING.</li> <li>* Valued added data including 75% of Year 2 students on track in literacy and numeracy by the end of 2021. Annual student growth improved by 30%.</li> <li>* Year 3 NAPLAN shows 56.3% of students in the top 2 bands in reading, an increase of 8.2%</li> <li>* Year 3 NAPLAN shows 31.6% of students in the top 2 bands in numeracy, an increase of 1.7%</li> <li>* Year 5 NAPLAN shows 66.7% of students at or above expected growth in writing in comparison to the State and like schools.</li> <li>* Year 5 NAPLAN shows 69.0% of students at at or above expected growth in reading in comparison to the State and like schools.</li> <li>* Year 5 NAPLAN shows 65.3% of students at or above expected growth in numeracy in comparison to the State and like schools.</li> <li>* Internal data shows 74% of Year 2 students are on track in reading.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* Implementing continued targeted, explicit professional learning in literacy and numeracy. As the school transitions from EAfS to the employment of Assistant Principal Curriculum and Instruction (APC&amp;I) the school will use this funding to embed elements of High Impact Professional Learning but with the added focus on K-6 as well as supporting numeracy targets.</li> <li>* To develop a consistent model for professional learning that follows a targeted thread through K-6.</li> <li>* To build a collaborative AP, APC&amp;I team to deliver targeted professional learning in literacy and numeracy.</li> <li>* To utilise the expertise of professional learning providers to build the pedagogical knowledge and capabilities of middle leaders.</li> </ul>
<p>QTSS release</p> <p>\$127,590.28</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Cabramatta Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>

<p>QTSS release</p> <p>\$127,590.28</p>	<ul style="list-style-type: none"> <li>• High Quality Instructional Leadership</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• additional teaching staff to implement quality teaching initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>*Staff feeling well supported by the professional learning model implemented by the school. Data from the People Matter Survey indicated that 76.4% of staff strongly believed that they received training and development enabling them to do their job well. This was improved from 62.5% in 2020.</p> <p>*An increased number of staff collaboratively planning and making adjustments for the individual learning needs of their students.</p> <p>* Instructional Leaders having an explicit impact in the teaching capacity of staff. Internal data showed that 91% of staff indicated that individualised professional learning funded by QTSS improved their pedagogical practice at a high level.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* Professional learning to identify and cater for the HPGE students across the school</li> <li>* Continue to provide professional learning to support teachers to explicitly plan and cater for a range of student abilities in the classroom.</li> </ul>
<p>Literacy and numeracy intervention</p> <p>\$117,723.90</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Cabramatta Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Quality Instructional Leadership</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices</li> <li>• employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy</li> <li>• employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students</li> <li>• engagement of literacy and numeracy interventionist to provide personalised learning to identified students and embed differentiation strategies across whole school practice</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* Explicit differentiated literacy and numeracy programs for identified student performing below expected levels for the stage.</li> <li>* 74% of Year 2 students are on track</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* To continue to support identified students for intensive literacy and numeracy support through the employment of additional highly trained SLSOs and LaST.</li> <li>* To continue to provide professional learning for all staff to enable them to better differentiate teaching programs to cater for all students in their class.</li> </ul>
<p>COVID ILSP</p> <p>\$442,712.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p>



<p>COVID ILSP</p> <p>\$442,712.00</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of 3. 6 teachers to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups</li> <li>• providing targeted, explicit instruction for student groups in literacy and numeracy</li> <li>• providing professional learning for COVID educators</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* Kindergarten writing targets were met for 76% of students in Term 4 2021</li> <li>* Stage Two Literacy. (Creating texts - text forms and features). <ul style="list-style-type: none"> <li>- Year 4 group 1 - 86% met target</li> </ul> </li> <li>* Stage 2 Numeracy. (Quantifying Numbers 8) <ul style="list-style-type: none"> <li>- Year 4 - 75% met target</li> </ul> </li> <li>* Stage 2 Literacy - Creating texts 5 <ul style="list-style-type: none"> <li>- Year 3 groups - 80% met target</li> </ul> </li> </ul> <p>Other data of note includes;</p> <ul style="list-style-type: none"> <li>* Year 5 NAPLAN Writing results well above like schools and the State, in particular the COVID support group</li> <li>* Year 3 NAPLAN Spelling results above like schools and the State.</li> <li>* Year 5 NAPLAN Spelling results above like schools and the State</li> <li>* A significant number of our students receiving support from our COVID ILSP teachers achieved progress towards their personal learning goals.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* To continue the implementation of literacy and numeracy small group tuition using internal and external data sources to identify specific student need. In 2022 this program will continue to drive student improvement, particularly targeting students that have been impacted by recent disruptions to learning. The Learning Support Team will continue to collect and analyse data alongside the executive and classroom teachers to ensure that students are adequately supported.</li> </ul>
<p>Refugee Student Support</p> <p>\$2,203.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing and Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• release time to engage staff in targeted professional learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* An SLSO working side by side students to provide additional English language support enabling them to equitably access the curriculum</li> <li>* The provision of Professional Learning for the SLSO to develop them in EAL/D pedagogy</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* Continue to support teachers to differentiate teaching and learning through EAL/D professional learning that focuses on refugee education and identifying the needs of refugee students.</li> <li>* Provide students with opportunities such as counselling, mentoring, bilingual support and provision of essential equipment to facilitate authentic</li> </ul>

Refugee Student Support	school participation.
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\$2,203.00	
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# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	368	352	331	292
Girls	345	333	326	288

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.4	93.3	84.9	90.8
1	94.4	89.4	85.5	93.1
2	93.4	92.6	79.4	92.8
3	95.3	92	88.3	91.8
4	95.9	94.2	81.5	93.3
5	97.2	94.4	86.6	90.9
6	96.7	95.5	87.4	94.7
All Years	95.3	93.1	85	92.6
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

## Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Management of non-attendance

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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)	24.34
Literacy and Numeracy Intervention	1.05
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
Teacher ESL	3.4
School Counsellor	1
School Administration and Support Staff	7.06
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
<b>Opening Balance</b>	1,041,662
<b>Revenue</b>	9,007,377
Appropriation	8,869,864
Sale of Goods and Services	70,561
Grants and contributions	64,899
Investment income	754
Other revenue	1,300
<b>Expenses</b>	-9,422,577
Employee related	-8,170,949
Operating expenses	-1,251,628
<b>Surplus / deficit for the year</b>	-415,200
<b>Closing Balance</b>	626,462

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

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	77,870
<b>Equity Total</b>	1,996,179
Equity - Aboriginal	4,320
Equity - Socio-economic	1,300,000
Equity - Language	424,545
Equity - Disability	267,314
<b>Base Total</b>	4,766,222
Base - Per Capita	167,898
Base - Location	0
Base - Other	4,598,325
<b>Other Total</b>	1,526,146
<b>Grand Total</b>	8,366,417

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

In 2021, surveys were used to seek the opinions of parents/carers, students and staff about the school. These surveys included: Tell Them From Me, The People Matters Employee Survey and School Satisfaction Surveys and the results indicated:

The following are highlights from parents, students and teachers:

- high quality teaching and learning programs are designed and delivered by the teachers to ensure that students are engaged by their learning.
- students and teachers indicated a high level of satisfaction with teaching and learning programs.
- teachers valued the use of Seesaw as a positive communication tool to share information and student work samples particularly during online learning due to the interruptions from COVID.
- over 85% of parents utilised Seesaw as a communication tool and they indicated that they were satisfied with school/home communication.
- staff and parents indicated that there was high value for the school psychologist role within the school.
- students indicated that the school has a positive learning culture and students demonstrate positive behaviour at school.
- staff and parents showed high value for the school's wellbeing programs and acknowledged the strong school learning culture that exists.
- parents and teachers indicated that they appreciated the new online booking system for parent teacher interviews.
- staff reported a high level of satisfaction with the professional learning provided to support improvement in teaching practices.
- staff reported a positive school culture of strong support and wellbeing focus.
- parents indicated strong support for the school, school programs, teaching staff and support provided for students and families.

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

The areas of focus for 2022 include:

- Improving communication procedures and processes related to Attendance, in line with changes in the Attendance Policy.
- Improving communication with parents around parent/teacher interviews and increasing the use of SENTRAL as a communication tool.
- Developing strategies to increase parent engagement, including the establishment of homework club, breakfast club, community day and school evaluation processes.
- Continue high impact professional learning for teachers with a focus on implementing evidenced-based practices in literacy and numeracy.

# Policy requirements

## Aboriginal Education Policy

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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

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.