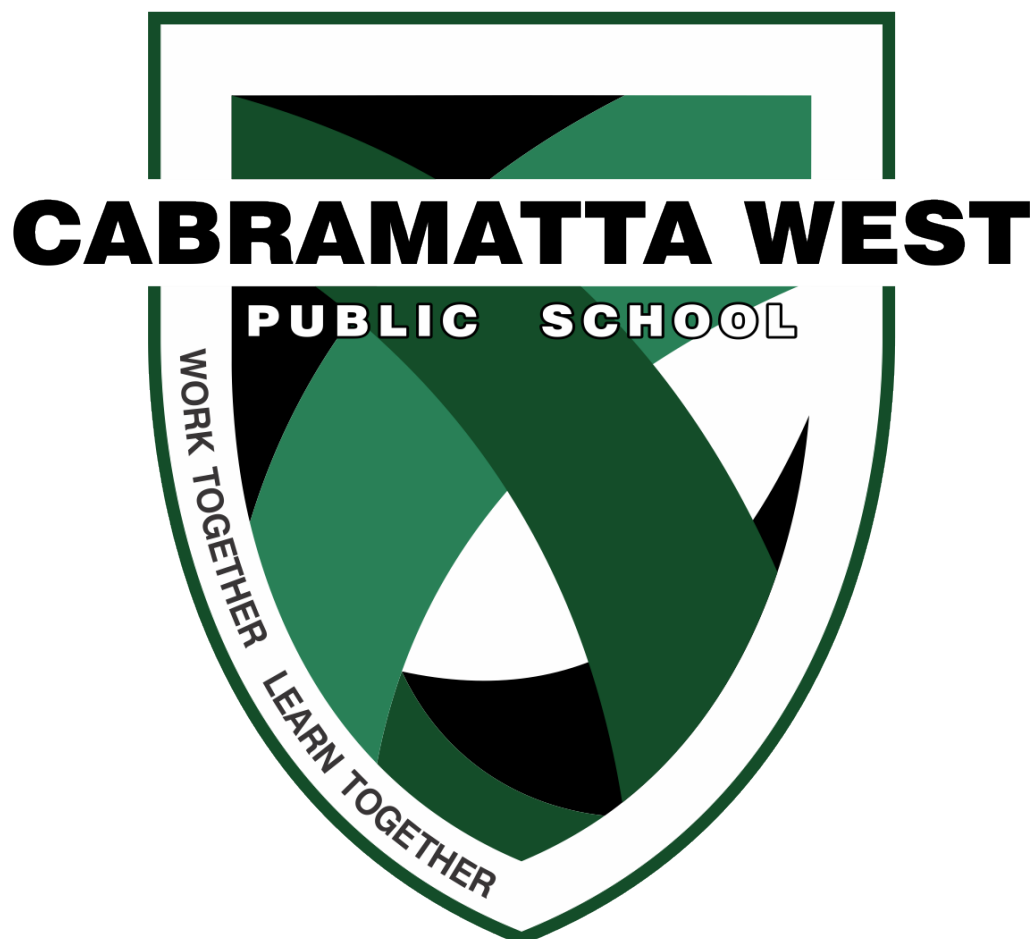


2021 Annual Report

Cabramatta West Public School



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Introduction

The Annual Report for 2021 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 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.

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School vision

At Cabramatta West Public School we strive towards a culture of excellence where growth and success is evident for every student, every teacher, every leader, every year.

We aim to develop:

- a school wide culture of high expectations
- a shared sense of responsibility for student engagement, learning, development and success
- school wide processes so that all children can connect, succeed and thrive
- a safe and respectful learning environment where individual potential is recognised and developed.

School context

Cabramatta West Public School is situated in South Western Sydney and is part of the Metropolitan South directorate. The school pays respect and acknowledges that it is on Aboriginal land. Currently there are 510 students enrolled, of which approximately 96% of our students have a language background other than English.

Our school community has a valuable and diverse cultural heritage which is celebrated. Our community shares a commitment to excellence, strengthening inclusivity and fostering positive relationships in and beyond our school.

Cabramatta West Public School receives School Based Allocation Resource funds for socio-economic backgrounds, Aboriginal background, English language proficiency, low level adjustment for disability and support for beginning teachers. Equity funds are used to support student wellbeing, growth and attainment.

Cabramatta West Public School has multiple instructional leaders that support our commitment to ongoing improvement in literacy and numeracy. Their focus is on supporting the core business of teaching and learning to improve student outcomes.

Our school features a Support Unit, a school readiness program, a Vietnamese community languages program and school wide wellbeing initiatives. Positive Behaviour for Learning supports our whole school approach to wellbeing.

The school provides a range of academic, sporting, cultural and extra-curricular experiences including Dancesport, Primary School Sports Association activities (PSSA), Debating, Public Speaking and Creative and Performing Arts groups.

Our staff work collaboratively to develop high impact learning experiences for our students guided by current research. We are committed to continuous improvement for all.

As we strive for continual improvement, our situational analysis has identified three areas of focus:

1. **Strategic Direction 1 - Student Growth and attainment** (*building of educational aspiration and ongoing improvement and attainment in literacy and numeracy*)
2. **Strategic Direction 2 - Wellbeing** (*strategic and planned approaches that support the wellbeing of all students*)
3. **Strategic Direction 3 - Expertise and innovation** (*expert contemporary content knowledge and effective teaching strategies to sustain school wide quality practice*).

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 Strategic Improvement Plan and annual report. Every four 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 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
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: Student growth and attainment

Purpose

In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with priority given to providing continuous improvement for all students in reading and numeracy.

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.

- High Quality Professional Learning
- Data Skills and Use

Resources allocated to this strategic direction

Socio-economic background: \$317,701.31
Early Action for Success (EaFS): \$274,420.80
Integration funding support: \$113,836.00
Literacy and numeracy: \$11,253.48
QTSS release: \$105,278.80
Literacy and numeracy intervention: \$94,179.12
Low level adjustment for disability: \$213,024.20
Refugee Student Support: \$1,439.95
English language proficiency: \$413,115.57
Professional learning: \$42,639.53

Summary of progress

Initiative 1: HIGH QUALITY PROFESSIONAL LEARNING

In 2021, the senior leadership team and instructional leaders in partnership with Jann Farmer-Hailey delivered quality professional learning in Reading. The focus for K-2 in reading was based on the CESE document: Effective Reading Instruction in the early years. In particular the big 6 - Phonics, Phonemic Awareness, Fluency, Comprehension, Vocabulary and Oral language. Close reading was the focus for years 3 to 6, which involved an instructional model in deep analysis of summarising, analysing, inferring and evaluating to improve students ability to effectively comprehend increasingly complex texts. Through professional discussions and analysis of student data, staff identified the need for professional learning in grammar.

100% of K- 3 teachers have included the big 6 in programs and is evident in classrooms through planned observations and through professional reading coaching sessions. All year 4 to 6 teachers collaboratively programmed close reading instruction across grades. The executive team worked with staff to implement these new strategies through one-on-one coaching conversations and in-class support. 10 teachers across years 3 - 6, began professional learning with Joanne Rossbridge to develop an understanding of functional grammar, however this was interrupted during the learning from home phase.

Teachers have developed a depth of knowledge and understanding of the English syllabus with 100% of teachers implementing and maintaining differentiated reading practices. Internal and external data, shows an increase in the achievement of student learning outcomes in reading.

In 2022, one-on-one professional reading coaching for staff will continue. Further implementation and consolidation of the big 6, close reading and grammar will be priorities. K-2 staff will begin to develop a knowledge of new K-2 English syllabus and resource materials.

The executive team (Mathematics Growth Team) participated in professional learning delivered by instructional leaders, to build their capacity in leading numeracy across their stage. Whole school professional learning focused on shifting the instructional model from modelled, guided, independent to Launch, Explore, Summarise (LES), which develops understanding of the concepts that underpin the syllabus and creates a context in which working mathematically is embedded authentically in each lesson.

During terms 1 and 2, 100% of teachers participated in structured demonstration lessons with the instructional leader. This led to a co-plan, co-teach model, where grades collaboratively planned lessons using the Launch, Explore, Summarise structure with a focus on a big idea and the working mathematically proficiencies. 10 teachers across stages

engaged with the DoE Starting Strong and/or Working With Big Ideas professional learning and have led teams to implement the key ideas in each stage to support the ongoing development of teachers. The staff Mathematics day to share ideas and resources, and education week parent workshops were not able to held due to the impact of Covid-19.

The implementation of the Launch, Explore, Summarise model has changed teachers thinking in programming and explicit teaching for deep understanding, through the working mathematical proficiencies and the big ideas in Mathematics.

In 2022, differentiated professional learning on the big ideas and the Launch, Explore, Summarise model will continue. K-2 staff will begin to develop a knowledge of new K-2 Mathematics syllabus and resource materials.

Initiative 2: DATA SKILLS AND USE

Our focus of 2021 was to ensure staff had a deep understanding of data collection and analysis practices to drive their teaching and learning. Through discussions with staff, the leadership team identified the need to collect specific data to accurately inform future teaching.

All teachers were given an additional 1 hour a week to engage in professional learning, delivered by the principal, to identify a problem of practice, through analysis of data. Teachers used the traffic light system for collection and recording data in 5-weekly cycles. Once a term, the AP and DP/ILs facilitated Data Talks across grades to effectively moderate and analyse the student data. Instructional leaders critically analysed the recorded data twice a term and presented data graphs to the senior executive team for review of whole school data to support student needs. Following executive discussions, senior executive would meet with grades to focus on changes that could be made to improve student outcomes and provided differentiated support to different teachers when required.

100% of teaching programs and lessons incorporate evidence based practices where data and feedback inform planning. Student data is collected every 5 weeks and this assessment data is regularly used school-wide to identify student progress in order to determine teaching interventions, plan classroom instruction, drive professional learning, reflect on teaching effectiveness and determine future directions.

In 2022, the traffic light system for collection and analysis of data in 5-weekly cycles will continue, the executive team will participate in professional learning on how to lead effective moderating session across their stage and all staff will continue to receive an additional hour a week to engage in professional learning to identify a problem of practice through analysis of class data.

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
The proportion of students achieving in the top two bands in reading increases by 3% by 2021.	In 2021, 31.20% of students achieved in the top two bands in reading, showing a 8.45% increase.
The proportion of students in the top two bands in numeracy increases by 4% from baseline data by 2021.	In 2021, 16.80% of students achieved in the top two bands in numeracy, showing a 0.21% decline.
The proportion of students achieving expected growth in NAPLAN reading exceeds the system- negotiated target.	The proportion of students achieving expected growth in NAPLAN reading has increased by 2.88% from 63.79% (2019) to 66.67%, exceeding the system negotiated target.
The proportion of students achieving expected growth in NAPLAN numeracy increases by 6% to exceed the system-negotiated target.	The proportion of students achieving expected growth in NAPLAN numeracy has increased by 8.9% from 47.46% (2019) to 56.36%, 4.24% below the system negotiated target.
The proportion of students achieving stage appropriate outcomes in Reading and Numeracy, shows an increase of 5%.	In 2021, whole school reading data indicated the proportion of students achieving stage expectations increased by 6%. Whole school numeracy data indicated a decline in the proportion of students achieving stage expectations.

Strategic Direction 2: Wellbeing

Purpose

In schools that excel, there is a strategic and planned approach to develop whole school processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

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.

- Positive Partnerships
- Whole School Approach To Wellbeing

Resources allocated to this strategic direction

Socio-economic background: \$278,000.00

Low level adjustment for disability: \$89,384.89

Summary of progress

Initiative 1: POSITIVE PARTNERSHIPS

The school engages in collaborations between parents, students and the community to recognise and celebrate positive behaviours for learning through both stage and Principal assemblies. Covid-19 restrictions impacted on face-to-face community engagement throughout 2021. However, online communication was the major platform to further develop positive partnerships between the school and home. To ensure equity, the school provided laptops and wifi devices to 15 families.

Staff made regular contact with students and their families through zoom, SeeSaw, Microsoft Teams, Google Classroom and phone calls. Lessons were conducted online and students also received take-home packs. To ensure continuity of learning, teachers collaboratively planned units of work and delivered these online or as take-home packs. Student Learning Support Officers and members of the Learning Support Team were supporting teachers in delivering differentiated programs to support individual student needs online and via phone calls. We also engaged in family zoom sessions, Music Mondays, parent information sessions, and parent teacher interviews.

Majority of students engaged in learning from home and returned to school ready to learn. Data indicated learning outcomes in Reading and Numeracy, on average, were maintained from the pre learning home period. Feedback from parents was very positive, they particularly enjoyed Music Mondays.

In 2022, we are looking forward to welcoming parents back on school site as partners in their child's education. Student voice will be a focus across K-6.

Initiative 2: WHOLE SCHOOL APPROACH TO WELLBEING

The school established a wellbeing team and coordinator to drive a whole school approach to wellbeing. Data was collected through self assessment against the Wellbeing Framework and the school excellence framework in determining strengths and focus areas. To enhance social and emotional learning a number of programs were implemented school wide - PBL K-6, Smiling Minds K-6, Fit Futures K-6, Lifeskills K-2, Dance Sport Stage 3. Attendance was closely monitored throughout the year, in particularly through the learning from home phase. Staff were updated on the DoE Attendance policy through online meetings. Senior executive attended professional learning on the High Potential and Gifted Education Policy.

The data collected by the wellbeing team was analysed in term 4 and indicated that Student Voice required a more authentic approach K-6, the need for Attendance IEPs to support students as well as implementing awards to recognise and celebrate students achieving greater than 90% attendance. Students PBL continued to be strong across the school even through learning from home. Whole school data collected at the end of the year indicated staff implemented Smiling Minds as a priority. This was evidenced through the ability of students to use the language of smiling minds when expressing themselves. Teaching staff have opted in to be part of the HPGE team, which has a representation from all stages/groups across the school.

In 2022, the wellbeing team will present the analysis of data to the whole staff to develop an action plan to ensure teachers, parents and the community are working together to develop consistent and systematic processes that support positive student attendance. Student voice will also be a focus as well as the continuation of Social and Emotional

Learning programs to support students. Policy implementation will be a focus and staff will identify HPGE students within their class and provide appropriate opportunities to enhance their learning. School extra-curricula activities will recommence including the formation of a Brass Band.

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
The percentage of students attending school greater than 90% of the time increases by a minimum of 4% by 2021.	The percentage of students attending school greater than 90% has shown an increase from 70.68% (2019) to 77.16% (2021), an increase of 6.48%
Enrichment, extension and extra curricular programs that are challenging and purposeful are introduced.	25% of staff indicated that they introduced an enrichment, extension or extra curricular program in 2021.
The percentage of students feeling a positive sense of belonging as indicated in the Tell Them From Me survey will increase by 2% or more from baseline data.	The percentage of students indicating a positive sense of belonging is 69% which is above the state average of 65%.
In the element of Wellbeing consolidating at Sustaining and Growing in the areas of caring for students and behaviour.	Self assessment against the School Excellence Framework show the school currently performing at Sustaining and Growing in the areas of Caring for Students and Behaviour.

Strategic Direction 3: Expertise and Innovation

Purpose

In schools that excel, staff demonstrate and share expertise, have expert contemporary content knowledge and deploy effective teaching strategies to sustain school wide quality practice.

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.

- Contemporary Practices
- Curriculum Implementation

Resources allocated to this strategic direction

Socio-economic background: \$285,000.00

Summary of progress

Initiative 1: CONTEMPORARY PRACTICES

Systems and structures have been developed to ensure staff actively engage with targeted professional learning to improve their own professional practice. A Spirals of Inquiry model, led by the principal was implemented within stage teams to further build teacher capacity to identify and respond to problems of practice in innovative ways. Identified teachers engaged in professional learning to support showcasing innovative practices through Lighthouse classes. Class teachers and members of the executive team developed a partnership with Bayanami PS to share teaching ideas and examples around innovative practices.

100% of teaching staff engaged in the spiral of inquiry model and identified areas of teaching practice they could enhance through trialing innovative strategies. Following implementation of new strategies, teachers reflected, evaluated and shared the impact of their new practices on student outcomes with colleagues. 80% of teachers involved in the spiral of inquiry have engaged in mentoring or coaching with a nominated colleague in their focus area. Through the Lighthouse Initiative, identified teachers and executive visited Bayanami PS to view the model in practice.

Spirals of Inquiry have enabled staff to better reflect on the teaching cycle and to include differentiated learning opportunities for their students. All staff have indicated an improvement in student outcomes in focus areas. The Lighthouse Initiative was impacted by learning from home and therefore was unable to be implemented further.

In 2022, Spirals of Inquiry will continue to further enhance teacher practice and improve student outcomes. Considerations on how to best move forward in 2022 have been around not limiting lighthouse classes to two classes but showcasing staff expertise in specific areas of strength.

Initiative 2: CURRICULUM IMPLEMENTATION

All staff were responsible for identifying personal goals within their performance and development plan and then develop a personalised professional learning plan to either strengthen an area of expertise or target an area of personal development.

All staff gathered evidence and evaluated the professional learning activities they have undertaken, to identify and systematically promote and implement the most effective strategies to improve teaching and learning. This professional learning was then shared across the school to embed quality practice. Professional learning indicated the PDP met individual teacher needs and was aligned to the School Improvement Plan.

In 2022 staff will continue to be provided with opportunities to engage in personalised professional learning, that meets the needs of individuals and teams and leads to teacher growth.

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
Introduce the implementation of systems and structures for staff to share their expertise around contemporary content knowledge and effective teaching strategies.	Through professional learning meetings, stage meetings and collaborative planning meetings, staff have the opportunity to share knowledge and resources with colleagues. 83% of staff indicated they would benefit from this continuing.
Processes to familiarise staff with new policy documents.	100% of staff engaged in whole school professional learning to raise awareness of new policy documents (Wellbeing and HPGE).
School self-assessment of the themes of Learning and Development indicate improvement from Sustaining and Growing to Excelling in one or more themes.	Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in all themes of Learning and Development.
Explore the concepts, principles and teaching practices that underpin successful innovative learning environments (ILEs).	65% of teachers indicated that they explored concepts and teaching practices that are underpinned by the principles of innovative learning environments.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$1,439.95</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Quality Professional Learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • release time to engage staff in targeted professional learning to develop appropriate programs for refugee students. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - enhanced quality teaching and learning programs addressing individual needs of students from refugee backgrounds resulting in increased engagement in the classroom. - ongoing support for refugee students with literacy and numeracy. - ongoing support for families of refugee students. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - provide professional learning for staff with the long term goal of creating a refugee support role to assist the coordination of personalised support for students from refugee backgrounds.
<p>Integration funding support</p> <p>\$113,836.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Cabramatta West Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Quality Professional Learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - eligible students demonstrating progress towards their personalised learning goals. - all personalised learning and support plans regularly being monitored and adapted in response to student learning needs. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - continue to engage additional staff (teachers and school learning and support officers) to work 1 to 1 with high risk students. - continue to regularly review personalised learning and support plans.
<p>Socio-economic background</p> <p>\$887,701.31</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Cabramatta West Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Quality Professional Learning • Positive Partnerships • Whole School Approach To Wellbeing • Contemporary Practices

<p>Socio-economic background</p> <p>\$887,701.31</p>	<ul style="list-style-type: none"> • Curriculum Implementation • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to support identified students with additional needs • supplementation of social and emotional programs • professional development of staff (with a focus on literacy and numeracy) to support student learning • resourcing to increase equitability of resources and services • employment of external providers to support students with additional learning needs • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - 31% of students achieved in the top two bands of NAPLAN Reading in 2021 - 17% of students achieved in the top two bands of NAPLAN Numeracy in 2021 - 61.4% of Year 5 students achieved the expected growth in NAPLAN in Reading in 2021 - 43.5% of Year 5 students achieved the expected growth in NAPLAN in Numeracy in 2021 - Value-added NAPLAN data indicates the school is Excelling K-3, 3-5 and 5- 7. - providing strategic resources to best meet the needs of all of our students across the school. - improved wellbeing of students due to equal access to programs. - 100% of students have engaged in SEL programs K-6 to support Wellbeing strategies. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - to provide staffing and opportunities that support continuous improvement in student achievement. - to provide financial support to allow equal access to curriculum and work with the DoE EAL/D Education Leader to support teacher understanding of the use of the EAL/D progressions and ESL STEPS.
<p>Aboriginal background</p> <p>\$1,403.35</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Cabramatta West 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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staff released to engage in professional learning to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - fostering and developing an increased understanding of Aboriginal history and culture across the school <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - to continue our engagement in quality professional learning and embed this into classroom practice and school routines.
<p>English language proficiency</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Cabramatta West Public</p>

<p>\$413,115.57</p>	<p>School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Quality Professional Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional bilingual staff to support communication • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • provide EAL/D PL to staff <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - whole school planning and organisation structured to meet the needs of EAL/D students. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - to engage all teachers in targeted professional learning to better meet the learning needs of EAL/D students in their class - to provide professional learning in EAL/D to increase teacher knowledge and skills when working with the EAL/D progressions when planning, programming and reflecting on student achievement.
<p>Low level adjustment for disability</p> <p>\$302,409.09</p>	<p>Low level adjustment for disability equity loading provides support for students at Cabramatta West Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Quality Professional Learning • Whole School Approach To Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of school learning and support officers • professional learning for staff to build capability in meeting the literacy and numeracy needs of identified students <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - targeted support for students K-6 who identified with speech and/or OT learning difficulties. - K-2 classes receive weekly speech and/or OT lessons to support students learning and build teacher capacity. - a strategic and planned approach to support students to connect, succeed and thrive K-6 <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - continue to fund additional School Learning Support Officers (SLSOs) to support targeted students in achieving Literacy and Numeracy goals and to best meet student needs. - continue to fund Allied Health services. - continue to support students through evidence based interventions such as Multilit, Quicksmart, speech and occupational therapy programs. - the employment of additional teaching staff to support teachers to differentiate the curriculum and develop engaging resources and learning experiences to ensure targeted support for students with additional learning needs.
<p>Literacy and numeracy</p>	<p>The literacy and numeracy funding allocation is provided to address the</p>

<p>\$11,253.48</p>	<p>literacy and numeracy learning needs of students at Cabramatta West Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Quality Professional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - supporting teachers to reflect, analyse and plan for differentiated learning (in literacy and numeracy) tailored to student needs. - all children K-6 accessed an online Mathletics. K-2 Reading Eggs and guided reading books through e-PM readers. - students accessing quality reading material through home learning. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - the engagement of Assistant Principal Curriculum and Instruction to support improved student outcomes in literacy and numeracy. - continue with yearly subscription to online guided reading books through e-PM readers. - purchase additional decodable texts to support the teaching of literacy in line with the new K-2 English Syllabus.
<p>Early Action for Success (EAfS)</p> <p>\$274,420.80</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Cabramatta West Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Quality Professional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to support literacy and numeracy programs • employment of Instructional Leader EAfS to train staff and assist with data analysis in Literacy and Numeracy <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - building the capacity of staff K-6 to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes. - 38.3% of Year 3 students achieved the upper bands in Numeracy in 2021. - 31.3% of Year 4 students achieved the upper bands in Numeracy in 2021. - 15.9% of Year 5 students achieved the upper bands in Numeracy in 2021. - 30.5% of Year 6 students achieved the upper bands in Numeracy in 2021. - 50% of Year 3 students achieving at or above expected reading comprehension. - 77% of Year 4 students achieving at or above expected reading comprehension. - 70% of Year 5 students achieving at or above expected reading comprehension. - 73% of Year 6 students achieving at or above expected reading comprehension. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - this funding is not continued in 2022 and beyond.
<p>QTSS release</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to</p>

<p>\$105,278.80</p>	<p>improve teacher quality and enhance professional practice at Cabramatta West Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Quality Professional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - providing mentoring and coaching support by expert teacher/s to ensure ongoing development and improvement of quality teaching practices through the analysis of student data to drive ongoing, schoolwide improvement <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - providing release to teachers to establish collaborative practices where they work and learn from each other (eg; spirals of inquiry).
<p>Literacy and numeracy intervention</p> <p>\$94,179.12</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Cabramatta West Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Quality Professional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - high quality teaching practices are enhanced. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - engagement of Assistant Principal Curriculum and Instruction.
<p>COVID ILSP</p> <p>\$348,099.32</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups • leading/providing professional learning for COVID educators <p>The allocation of this funding has resulted in:</p>

<p>COVID ILSP</p> <p>\$348,099.32</p>	<ul style="list-style-type: none"> - providing group tuition cycles in literacy and numeracy to improve student outcomes. - 100% of students in the COVID ILSP made growth against the targeted literacy and numeracy progression indicators. - targeted support by expert ILS teachers in evidenced-based practices, resulting in middle years students making growth in reading outcomes. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. - to continue to implement small group literacy and numeracy tuition structures, working on 10-week cycles utilising expert teachers and external tuition companies.
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	305	281	276	269
Girls	265	256	249	242

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.1	90.1	88.6	91.8
1	92.1	91.4	86.6	89.5
2	89.8	90	88.8	92.2
3	93.9	91.2	91.9	94.6
4	92.5	92.1	86.1	94.6
5	93.8	92.7	83.5	92.9
6	93.3	92.1	83.2	93.4
All Years	92.7	91.4	86.8	92.8
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

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	20.73
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

*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 ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
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 (\$)
Opening Balance	1,955,684
Revenue	7,652,497
Appropriation	7,535,954
Sale of Goods and Services	58,633
Grants and contributions	55,883
Investment income	1,527
Other revenue	500
Expenses	-7,417,080
Employee related	-6,385,355
Operating expenses	-1,031,725
Surplus / deficit for the year	235,417
Closing Balance	2,191,101

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.

	2021 SBAR Adjustments (\$)
Targeted Total	85,300
Equity Total	1,604,629
Equity - Aboriginal	1,403
Equity - Socio-economic	887,701
Equity - Language	413,116
Equity - Disability	302,409
Base Total	4,237,772
Base - Per Capita	133,449
Base - Location	0
Base - Other	4,104,323
Other Total	987,794
Grand Total	6,915,495

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.

Parent/caregiver, student, teacher satisfaction

The school regularly asks for feedback from our staff, students and parents in regards to their satisfaction of the school. In 2021, surveys and focus group meetings were administered and indicated the following:

Parents

Communication with parents and teachers has been positive throughout the year including while learning from home due to Covid-19. The Learning from Home period was challenging for all however the Tell Them From Me data shows 96% of parents communicated with teachers about student learning throughout the year. Our school satisfaction data indicates that 96% of our community enjoy coming to school and find our school welcoming.

Staff

96% of staff felt supported throughout the year including when teaching during the Learning From Home period. Staff indicated that school leaders supported them with improving teaching and regularly supported with strategies that will increase learning for students. Tell Them From Me data indicated that we perform above State results when making regular contact with parents about their child's progress.

Students

School satisfaction data indicated that 95% of students feel happy at school most of the time and the school performs above State results in the Tell Them From Me data where students feel teachers are responsive to their needs and encourage independence with a democratic approach.

In 2022, our focus will be on reintroducing parent workshops in Literacy and Numeracy and engaging with our parent community. Our staff will develop enhanced strategies to engage with families and continue to build upon and develop positive partnerships through assemblies, ongoing communication and sharing of student achievements. We will also engage in the HPGE policy and develop challenging programs and opportunities for our students within our classrooms K-6, as well as establishing a Brass Band and opportunities for students to Learn Vietnamese as an elective.

SCHOOL SATISFACTION DATA	2021 (combined % students, parents, staff)
1. I enjoy being part of the Cabramatta West Public School community.	97
2. Cabramatta West Public School is an attractive and well-resourced school.	96
3. The students enjoy coming to school.	94
4. Our school is welcoming.	96
5. Parents are encouraged to contact the school to discuss concerns relating to their child.	88
6. The school is a friendly school that is tolerant and accepting of all students.	95
7. The students are the schools main concern.	90
8. The school has supportive student wellbeing programs.	93
9. The school offers challenging programs for its students.	87
10. The school maintains a focus on literacy and numeracy.	92
11. The school teaches and promotes core values.	95
12. Cabramatta West Public School has competent teachers who set high standards of achievement.	92
13. A wide range of extracurricular programs (e.g.; sport, debating, public speaking) are offered.	90
14. Technology integration occurs across the school.	90
15. Fair discipline exists within the school.	88
16. There are good lines of communication between the school and parents.	92
17. Cabramatta West Public School has a focus on developing innovative learning environments to meet student needs.	92

2021 School satisfaction data

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 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

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.