

# 2022 Annual Report

## Cabramatta Public School



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# Introduction

The Annual Report for 2022 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 496 students made up of 20 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	2022 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:** \$15,000.00

**English language proficiency:** \$344,763.00

**Low level adjustment for disability:** \$252,826.00

**Integration funding support:** \$49,399.00

**Socio-economic background:** \$436,293.00

**QTSS release:** \$118,369.00

### Summary of progress

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In 2022, Cabramatta PS initiated a number of strategies to improve data informed practice and high quality instructional leadership.

In term 1, the executive team identified instructional leadership as a vehicle to improve the use of data to drive teaching and learning programs across the school. Baseline data was captured by all teachers on their use of assessment through surveys, formal coaching conversations, classroom observations and evaluation of current practice. The CESE What Works Best document was used to drive professional learning opportunities to embed the role of assessment as an integral part of teaching and learning programs and to drive rigorously constructed assessment tasks created collaboratively within stage teams. In 2022, school staff also participated in a range of consistent teacher judgement activities to analyse quality assessment tasks and their role in supporting point of need differentiated activities for students. Throughout 2022, strategic professional learning was completed by all teachers to support them to apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment.

Each stage completed professional learning on assessment led by the executive team. These were completed in stage meetings, whole school staff meetings and during School Development Days. The original plan formulated in term 1, was to implement 'assessment' professional learning as an isolated topic, however through school wide evaluative practices, we explicitly linked our assessment professional learning into the area of numeracy.

The triangulation of student data, school evaluation and classroom observations indicated that assessment practices and the consistent and explicit teaching of Numeracy were areas for improvement. Strategic Direction One initiatives and activities were designed to improve these areas. Staff surveys revealed variance across classrooms in assessment and the explicit teaching of Numeracy. Through evaluative processes and consultation, staff identified improvements in the consistent approach to assessment in 2022. Professional learning included the explicit teaching of instructional practices, weekly professional learning, meetings with the Assistant Principal Curriculum and Instruction (AP C&I) and lesson observations. This supported staff to refine their practices in assessment but also to build key student skills in the area of number sense and mathematical reasoning. Through analysis of teaching and learning programs and observational notes, all classroom teachers have incorporated best practice strategies within classrooms and demonstrated a range of quality and consistent assessment strategies. Each term, staff have shared their learning with colleagues through formal and informal methods, demonstrating quality collaborative practice. The High Impact Professional Learning (HIPL) Model was used to ensure process quality. The school used findings from the HIPL school self assessment tool to ensure professional learning strengthened teaching quality.

The professional learning based around Numeracy and assessment was very successful. One of the barriers to further success were timetabling issues for support staff and SLSOs to ensure they also had access to quality professional learning. Feedback from staff revealed that additional staff members (including part time staff) were eager to develop in this area. Further professional learning is planned for 2023. Parent feedback was also sought and parents indicated that they would like to learn about about relevant mathematical concepts and assessment to further support their children at home.

Teachers have gained knowledge and understanding of assessment and Numeracy during the K-6 professional learning led by the school executive. Over 90% of staff agreed or strongly agreed that their practice had improved as a result of professional learning. Assessment tasks and assessment strategies were collaboratively created by staff and were used consistently to drive further learning. This has been an area of great improvement. Professional learning records and responses from staff revealed that high impact professional learning has been provided, resulting in high staff enthusiasm and improvements in student data in number sense and additive thinking. Both PAT and Check In Assessment data show growth across Numeracy in Years 3 and 5.

Next year, in this Strategic Direction, the school will continue to refine teacher assessment strategies to ensure there is less variance in assessment across the school. By the end of 2022, all stages were using collaboratively created assessment tasks linked to syllabus outcomes. To develop further skills, teachers will focus on the use of the Universal Resource Hub to develop teacher knowledge in assessment and the continuation of Number Talks across K-6. This will further consolidate the strong teaching and learning improvements the school has identified this year.

### 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
<ul style="list-style-type: none"> <li>Increase the proportion of students achieving in the Top 2 NAPLAN Reading bands by 4.8% or more.</li> </ul>	The proportion of students achieving in the top 2 bands was lower in 2022 overall, but within the lower and upper bound school target. In 2022 Year 3 results decreased by 6% but our Year 5 results increased by over 5%. Both PAT and Check In assessment data demonstrate that high achieving students at the school remain near historical averages.
<ul style="list-style-type: none"> <li>Increase the proportion of students achieving in the top 2 NAPLAN Numeracy bands by 3.8% or more, and within the range of a 3.8% to 5% increase.</li> </ul>	The proportion of students achieving in the top 2 bands in Numeracy was lower overall in 2022. In Year 3 the proportion of students achieving in the top 2 bands decreased by 8% however in Year 5, results increased by over 7%.
<ul style="list-style-type: none"> <li>Increase the percentage of students achieving expected growth in NAPLAN Reading by 4% or more.</li> </ul>	Expected growth cannot be calculated as NAPLAN reading was not conducted in 2020 and comparative student performance results are not available for 2022.
<ul style="list-style-type: none"> <li>Increase the percentage of students achieving expected growth in NAPLAN Numeracy by 3% or more.</li> </ul>	Expected growth cannot be calculated as NAPLAN numeracy was not conducted in 2020 and comparative student performance results are not available for 2022.
<ul style="list-style-type: none"> <li>2% increase from start to the end year scale score in the Progressive Achievement Test (PAT) in Reading.</li> </ul>	100% of students achieved growth in PAT Reading from the start to end of year scale score indicating the achievement of this school-based progress measure.
<ul style="list-style-type: none"> <li>2% increase from start to the end year scale score in the Progressive Achievement Test (PAT) in Numeracy.</li> </ul>	94% of students achieved growth in PAT Numeracy from the start to end of year scale score indicating achievement of this school-based progress measure.



## Strategic Direction 2: Excellence in Teaching Practice

### Purpose

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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

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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.

- Evidence-based Pedagogy
- Highly Effective Assessment Practices

### Resources allocated to this strategic direction

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**Professional learning:** \$32,960.00

**Socio-economic background:** \$29,137.00

**Literacy and numeracy:** \$18,000.00

**Refugee Student Support:** \$2,368.00

**AP Curriculum & Instruction:** \$240,914.00

### Summary of progress

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At the beginning of the year, new staff were inducted into the school to ensure they had a strong understanding of synthetic phonics programs that underpin the school's approach to the explicit teaching of reading. After COVID restrictions, staff identified reading in the early years as an area to improve our pedagogy. The school also employed an additional APC&I through an expression of interest in term 2 to improve access to quality professional learning for staff. From term 2, the school focused on building a consistent approach to quality teaching based upon evidence based practices. Professional learning has been timetabled throughout the year to provide additional time within the timetable for teachers to be released. During this time, teachers have dived deeply into the evidence behind What Works Best, a range of NSW Syllabus documents, the Quality Teaching Framework and the Australian Professional Standards for Teachers. Professional learning has focused on applying these documents into the learning culture of the school. Professional learning has been built on the foundation of High Impact Professional Learning and has been led by all executive members at the school. As the year progressed the majority of professional learning was related to the implementation of new syllabus documents.

In term 2, the school executive surveyed staff and found that there was variance in teaching and learning methodology across the school. The school executive deliberately modified professional learning to drive improved consistency across the school. The focus became two-fold. 1. Identifying "Core Essentials" that would become the foundations of the school's learning culture as well as creating a whole school assessment scope and sequence. Stage teams collaboratively researched a range of evidence based teaching practices and have utilised these in classrooms. Assistant Principals, Assistant Principals Curriculum and Instruction and the Deputy Principal have coached, mentored and led all staff to deeply reflect on their practice. The whole school assessment scope and sequence was successfully created in 2022 and is currently being evaluated against the new K-2 syllabus in English and Mathematics. Due to the current curriculum changes, the scope and sequence is continuing to be refined, with implementation pushed back from December 2022 to Semester 1 2023. The school is also evaluating the use of PAT assessments and comparing and contrasting these assessments against the new Check In Assessments that are available to support assessment practices.

In Semester Two, the executive have led teaching and learning with success across the school. Through consultation, research and collaboration, the executive have created a document, specific to the context of Cabramatta PS. This document will sit alongside the learning offered by the school on the new syllabus documents being rolled out across NSW. The document, known locally as the 'core essentials' will describe specific lesson components, teacher behaviours and evidence based practices that will be delivered in each classroom. This will ensure that the new syllabus is implemented by high quality teaching staff who display a consistent approach to teaching and learning. An example of change and impact is related to the resources the school uses to explicitly teach phonics. Through this process, we identified up to five different programs and resources that staff used to deliver phonics lessons. These resources were streamlined in 2022 to support consistency. Through action research, consultation and evaluation, the school has minimised these resources to improve links to the new English Syllabus which will be used in 2023.

Next year in this initiative we will work with staff to establish the core essentials across all Key Learning Areas to build improved consistency in curriculum implementation. This professional learning will work alongside our professional

learning of the new K-2 and 3-6 syllabus. By the end of term 1 2023, the whole school assessment schedule will be rolled out across the school to provide strong foundations of learning and to improve the consistent approach to teaching and learning across the school.

### **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.

<b>Annual progress measure</b>	<b>Progress towards achievement</b>
<ul style="list-style-type: none"> <li>• Consolidating Sustaining and Growing in themes of <i>Explicit Teaching</i> and <i>Explicit Teaching and Teaching and Learning Programs</i> as measured in the School Excellence Framework.</li> </ul>	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the themes of Explicit Teaching and Teaching and Learning Programs.
<ul style="list-style-type: none"> <li>• In the element of Assessment working in Sustaining and Growing in the themes of <i>Formative Assessment</i> and <i>Whole School Monitoring of Student Learning</i>.</li> </ul>	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Assessment and performing at Sustaining and Growing in the themes of Formative Assessment and Whole School Monitoring of Student Learning.
<ul style="list-style-type: none"> <li>• An improvement from baseline data in classroom teacher confidence in knowledge and delivery of evidence based practices as measured by school based reporting tool.</li> </ul>	School based surveys indicate an increase of 6% in classroom teacher confidence in their knowledge and delivery of evidence-based practices, demonstrating achievement of this school-based progress measure.



### 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:** \$340,543.00

**Aboriginal background:** \$6,036.00

### Summary of progress

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In 2022, the school welcomed parents and the community onto site due to the relaxing of COVID related restrictions. The school employed a range of allied health professionals to support our students including a psychologist and speech pathologists. School based data was used to ensure students, especially those in K-2 were provided with differentiated support. The school also engaged parents through the P&C and organised two large whole schools events (Community Day and Production). Funds were also committed to the 'Smile' program which is a 6 month transition to school program for students who will enter kindergarten in 2023.

The school has a strong and proud relationship with parents and carers and in Semester 1, the school and parents worked together through the P&C to evaluate how the school could best support the wellbeing and engagement of students in 2022. Through surveys, interviews and workshops, the school community worked together to best balance the academic and social emotional needs of students.

Through analysis of Tell Them From Me Parent surveys, the school continues to have strong relationships with parents. 100% of parents would recommend the school to others and high levels of support, trust and respect are evident between all school stakeholders. Both Community Day and Production were highly supported by parents and student survey data indicated that these whole school events positively impact on school culture and student wellbeing. The school continued to use parent consultation and feedback to improve programs and an example of this was a refinement of our Kinder Orientation processes. This included holding additional parent sessions and 1:1 interviews for each kindergarten student and family in term 4 2022.

In term 4 2022, the school executive worked with parents to continue to make improvements in systems, processes and programs that support the wellbeing and engagement of our students and community. The school will continue to employ a range of allied health professionals to support the needs of our students in 2023. Parents have also indicated that they would like additional extra curricular programs to support their children after school. An AFL sport program has been organised for term 1 2023. The school has also committed to using the High Potential Gifted Education (HPGE) policy to improve the access of quality engaging programs to support the engagement and wellbeing of students. The school aims to continue to work with parents in 2023 to meet the complex needs of students and the community after the disjointed educational experiences of the community over the last few years.

In relation to attendance, the school has improved a range of processes in 2022 to support the improved attendance of students. This has included adding a text message system to parents to alert them to student absence and increased professional learning for staff. This target has not been achieved, however; this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID 19. As at December 2022, 58.1% of students attended 90% of the time or more. The school continues to work towards achieving this goal.

### 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 86.4% or more.</li> </ul>	<p>This target has not been achieved, however; this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID 19. As at December 2022, 58.1% of students attended 90% of the time or more. The school continues to work towards achieving this goal.</p>
<ul style="list-style-type: none"> <li>• Achieve a minimum of 91.8% of students indicating a Positive sense of Belonging in Tell Them From Me (TTFM).</li> </ul>	<p>The school achieved 84.7% of students indicating a Positive sense of Belonging in Tell Them From Me (TTFM).</p>
<ul style="list-style-type: none"> <li>• Sustaining and Growing in at least two or more statements 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 showing achievement of this improvement measure.</p>
<ul style="list-style-type: none"> <li>• Improvement from Developing towards Building 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 was established in the Key Dimension of <i>Connecting Learning at Home and at School</i>, as measured by the <i>Family School Partnership Framework</i>, and the school is currently performing at Developing</p>
<ul style="list-style-type: none"> <li>• Consolidating at the level of Sustaining and Growing and moving towards Excelling 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>\$49,399.00</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>• additional staffing to assist students with additional learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> An improvement in the literacy, numeracy, wellbeing and engagement levels of the targeted students as evidenced by teacher observations, student and parent feedback.</p> <p>* Eligible students demonstrating progress towards their individual learning goals. Specific SLSO support is used to support students in the playground and classroom. Regular reviews of goals with parents, class teachers and SLSOs have a positive impact on student wellbeing and achievement.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, the school intends to assess the learning adjustments for students who received Integration Funding Support in 2022 through analysis of data and consultation with students, parents and appropriate external stakeholders.</p> <p>* The school will provide additional professional learning for teachers and SLSOs that work with students who receive Integration Funding Support to improve their knowledge and understanding of students with a disability. This includes using the Universal Resource Hub created by the Department of Education.</p> <p>* In 2023, the school intends to make adjustments to personalised learning plans to improve the collection of data to regularly review goals with parents, students and teachers.</p>
<p>Socio-economic background</p> <p>\$805,973.00</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>• Evidence-based Pedagogy</li> <li>• Highly Effective Assessment Practices</li> <li>• Parent/Carer Partnerships</li> <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>• Employment of an additional school psychologist 3 days per week to support a range of wellbeing needs for identified students.</li> <li>• Providing extensive educational resources, uniforms, equipment and activities for students K-6.</li> <li>• Employment of speech pathologists to support identified students and to provide early speech intervention during Kindergarten Transition.</li> <li>• Employment of additional teaching staff to plan quality Kindergarten transition and orientation programs.</li> <li>• Employment of additional staff to release teachers for extensive professional learning, with a focus on Reading, Numeracy and preparing for the new K-2 and 3-6 Syllabus'.</li> </ul>

<p>Socio-economic background</p> <p>\$805,973.00</p>	<ul style="list-style-type: none"> <li>• Additional purchasing of technology to support student learning, including laptops and iPads.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>*Check in Assessment Data continues to show an uplift in the Vocabulary skills of our students, a direct result of speech pathologists and SLSOs supporting this focus area. In 2022 students in Year 4, 5 and 6 showed improvement, with Year 5 making a 20% improvement on data from 2021.</li> <li>*The employment of a psychologist who supported 15 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 106 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 were above like schools.</li> <li>* Year 3 NAPLAN Reading results were significantly above like schools.</li> <li>* Year 3 NAPLAN Spelling results were above like schools and well above State scores.</li> <li>* Year 5 NAPLAN Spelling results were above like schools and well above State scores.</li> <li>* Year 5 NAPLAN Writing results were well above like schools and well above State scores.</li> <li>* The purchase of effective literacy and numeracy resources including those for Initial Lit, MiniLit and MaqLit which support literacy and numeracy improvements K-6.</li> </ul> <p><b>After evaluation, the next steps to support our students 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. The school intends to use Socio-economic background funding to further refine professional learning opportunities, especially in the area of teacher knowledge regarding new syllabus documents.</li> <li>* To continue to employ a range of allied health professionals to support the ongoing complex wellbeing needs of targeted students.</li> <li>* Employment of 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 HPGE. This includes the employment of specialist teachers (IT, Art, Technology, Music) to support students with potential in these areas.</li> </ul>
<p>Aboriginal background</p> <p>\$6,036.00</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>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• community consultation and engagement to support the development of cultural competency</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</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</li> </ul>

<p>Aboriginal background</p> <p>\$6,036.00</p>	<p>creating measurable and achievable goals related to literacy, numeracy and their culture.</p> <p>* 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.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  In 2022, the school embarked on an evaluation of Aboriginal Education. Through increased collaboration and consultation with parents, we have refined our PLP processes for 2023. This includes a stronger focus on cultural goals. The school is also committed in developing links with the local community through attending Fairfield Local AECG Meetings and attending the Fairfield Network Aboriginal Education Meetings. This will ensure our Aboriginal and Non Aboriginal students have access to quality Aboriginal educational experiences.</p>
<p>English language proficiency</p> <p>\$344,763.00</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>• employment of additional bilingual staff to support communication</li> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> <li>• engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>* 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.</p> <p>* 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.</p> <p>* 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.</p> <p>* Year 3 EAL/D students results in NAPLAN Spelling are above like schools and the State.</p> <p>* 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.</p> <p><b>After evaluation, the next steps to support our students 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>\$252,826.00</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>Low level adjustment for disability</p> <p>\$252,826.00</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>• 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>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• employment of SLSOs to improve the development of students by implementing speech and OT programs developed by specialists</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* Year 3 students in top 2 bands in NAPLAN reading continue to be significantly higher than similar schools.</li> <li>* A uplift in NAPLAN results in all domains for Year 5 students and two domains for Year 3 students. This includes multiple domains that have student cohorts achieving higher than State results.</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 Counsellor 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 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, PAR and Check In Assessment data 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 in line with changes to reading theory outlined in the new English syllabus.</li> </ul>
<p>Professional learning</p> <p>\$32,960.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy 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>• 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>• Professional Learning funds have been used to release teachers to work with Instructional Leaders to deliver improved teaching and learning programs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>*Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Cabramatta Public School.</li> <li>*Each week, teachers are provided with an additional hour of professional learning. In 2022, many of these opportunities were in preparation for the</li> </ul>



<p>Professional learning</p> <p>\$32,960.00</p>	<p>new K-2 English and Mathematics Syllabus. The schools' curriculum provision is based on professional learning in evidence based teaching practices. These practices provide a high expectations framework where all students effectively develop their skills, knowledge and understanding.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>* Continue to use Professional Learning funds to support the roll out of NSW Syllabus documents and ensure teachers have the necessary knowledge and understanding of these new documents.</li> <li>* To provide professional learning for the leadership team and aspiring leaders to improve the Instructional Leadership at the school.</li> </ul>
<p>Literacy and numeracy</p> <p>\$33,000.00</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>• staff training and support in literacy and numeracy</li> <li>• online program subscriptions to support literacy and numeracy</li> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• resources to support the quality teaching of literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</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 44.93% of Year 3 students in top 2 bands in NAPLAN reading</li> <li>* Year 5 NAPLAN results in Writing, Spelling, Grammar and Punctuation all above State Average.</li> <li>* Year 5 NAPLAN all domains significantly results in similar 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 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. This includes the improved use of PAT, Check In Assessment and school based data to drive teaching and learning.</li> <li>* To continue to provide professional learning for all staff with an emphasis on synthetic phonics (SLSOs) and Decodable texts (class teachers).</li> <li>* To purchase additional resources related to the successful implementation of the new English and Mathematics syllabus.</li> </ul>
<p>QTSS release</p> <p>\$118,369.00</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> <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>• Assistant Principals provided with additional release time to support classroom programs</li> </ul>



<p>QTSS release</p> <p>\$118,369.00</p>	<ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>*Staff feel well supported by the professional learning model implemented by the school. QTSS funding directly impacts the time teachers are able to be released to participate in professional learning. All teachers in 2022 worked with a range of leading learners to develop their knowledge in the teaching of English and Mathematics as well as meet their PDP goals. QTSS was used specifically to release staff to participate in differentiated professional learning.</p> <p>*Internal data from staff surveys indicated that 93% of staff strongly believed that they received professional learning that led directly to improved student achievement. In 2022 the school used QTSS funds to begin professional learning opportunities for teachers to understand and begin new learning in the K-2 and 3-6 syllabus documents. Overall, QTSS funding has ensured that Instructional Leaders are having an explicit impact in the teaching capacity of staff.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>* Additional QTSS time in 2023 to support the implementation of the new English and Mathematics Syllabus.</li> <li>* Professional learning time for teachers to work with the Learning Support Team to improve the differentiation of teaching and learning for students with additional needs.</li> <li>* Professional learning opportunities for teachers in the area of leadership.</li> </ul>
<p>COVID ILSP</p> <p>\$509,970.00</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 2022.</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 teachers/educators 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/numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>*In Stage 1, students were targeted in the area of word recognition, phonological awareness and a range of basic number skills that students needed support in. The aim was to improve the targeted cohort of students' skills to equal or better their peers. 85% of the selected students achieved their goals in word recognition and 100% of students were successful in the area of word recognition.</p> <p>*In stage 2, COVID ILSP teachers in English focused on the vocabulary skills of targeted students. The impact of the program ensured 70% of targeted students met their goals. Of the 30% of students who still required support, the learning and support team continued to work with classroom teachers to ensure students are supported at point of need. In Mathematics, Stage 2 students focused on additive strategies and understanding place value. 100% of targeted students met their goals and achieved the progression standard required for their grade/stage.</p> <p>*In stage 3, teachers identified the areas of comprehension, multiplicative thinking and addition as focus areas for COVID ILSP staff to target. Students were once again selected who had shown limited growth or required additional support. The impact of this support ensured that 75% of targeted students achieved their goals in comprehension and 100% of targeted students in the areas of multiplicative thinking and addition</p>

<p>COVID ILSP</p> <p>\$509,970.00</p>	<p>achieved their goals.</p> <p>*COVID ILSP staff (all internal staff members) were also able to participate in stage planning throughout the year to ensure teachers consolidated students' skills that were refined in small groups.</p> <p>*The program has ensured that many students who have been impacted by disrupted learning have been provided opportunities to learn, consolidate and improve a range of identified literacy and numeracy skills.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue the implementation of literacy and numeracy small group tuition using internal and external data sources to identify specific student need. In 2023 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.</p>
<p>Refugee Student Support</p> <p>\$2,368.00</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>• Evidence-based Pedagogy</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> <li>• release time for staff to provide targeted support to students, including mentoring and tutoring</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>* The New Arrivals Program (NAP) provided initial, on arrival intensive English language tuition for newly arrived students supporting them in their communication and wellbeing.</p> <p>* Implementation of quality differentiated programs for specific students. The impact of this program developed refugee students English language skills so they may access the curriculum, successfully participate in learning alongside their peers in mainstream classes, and engage confidently in the broader Australian community.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued use of allocated funds to meet the individual learning needs of refugee students.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	352	331	292	266
Girls	333	326	288	255

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.3	84.9	90.8	80.2
1	89.4	85.5	93.1	87.3
2	92.6	79.4	92.8	88.3
3	92.0	88.3	91.8	88.8
4	94.2	81.5	93.3	88.7
5	94.4	86.6	90.9	88.9
6	95.5	87.4	94.7	89.0
All Years	93.1	85.0	92.6	87.7
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

## 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## 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)	1
Assistant Principal(s)	6.6
Classroom Teacher(s)	21.82
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
Teacher ESL	3
School Counsellor	1
School Administration and Support Staff	6.96
Other Positions	4.6

\*Full Time Equivalent

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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

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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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
<b>Opening Balance</b>	626,462
<b>Revenue</b>	8,687,884
Appropriation	8,469,440
Sale of Goods and Services	72,848
Grants and contributions	139,479
Investment income	5,417
Other revenue	700
<b>Expenses</b>	-8,627,730
Employee related	-7,568,053
Operating expenses	-1,059,677
<b>Surplus / deficit for the year</b>	60,154
<b>Closing Balance</b>	686,616

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.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	18,913
<b>Equity Total</b>	1,842,925
Equity - Aboriginal	6,036
Equity - Socio-economic	1,165,847
Equity - Language	411,433
Equity - Disability	259,609
<b>Base Total</b>	4,511,927
Base - Per Capita	151,770
Base - Location	0
Base - Other	4,360,157
<b>Other Total</b>	1,363,401
<b>Grand Total</b>	7,737,166

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 2022, 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, minutes from P&C Meetings 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. Student data collected indicated that students are highly satisfied with curriculum and extra curricular offerings by the school.
  - \*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.
  - \*over 90% 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 in equity funding being used to purchase allied health support workers for students.
  - \*100% of parents would recommend Cabramatta PS from the Tell Them From Me data (TTFM).
  - \*students indicated that the school has a positive learning culture and students demonstrate positive behaviour at school. This included data from the TTFM survey which included 100% of students and families feeling culturally safe.
  - \*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 and will continue to be used in the future.
  - \*Cabramatta PS was above the Government norm in relation to supporting behaviour, communicating with parents and parents feeling welcome at the school. (TTFM).
  - \*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 2023 include:
- \*Improving communication procedures and processes related to Attendance, in line with changes in the Attendance Policy. This includes refining the text messaging system that is used for student absences.
  - \*Improving communication with parents around parent/teacher interviews and increasing the use of SENTRAL as a communication tool. Parents have also indicated that they would like paper based notes to also be available in the office to aid communication.
  - \*Developing strategies to increase parent and student engagement, including the establishment of after school programs for students onsite.
  - \*Continue high impact professional learning for teachers with a focus on implementing evidenced-based practices in literacy and numeracy inline with curriculum changes.
  - \* Ensuring that wellbeing, engagement and allied health support continue to meet the needs of our community.

# 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.

## Aboriginal Education - School statement

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Cabramatta PS is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education.

In 2022, the school has begun to liaise and participate in range of Aboriginal Education initiatives. This includes participating in the Fairfield Aboriginal Education Network, attending meetings hosted by the Fairfield Local Aboriginal Education Consultative Group (AECG) as well as participating in Aboriginal Education staff meetings at school. The impact of this active participation has seen the school develop a deeper connection with Aboriginal students as well as promote the history and culture of Aboriginal Australia with our Non Aboriginal students.

## 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.