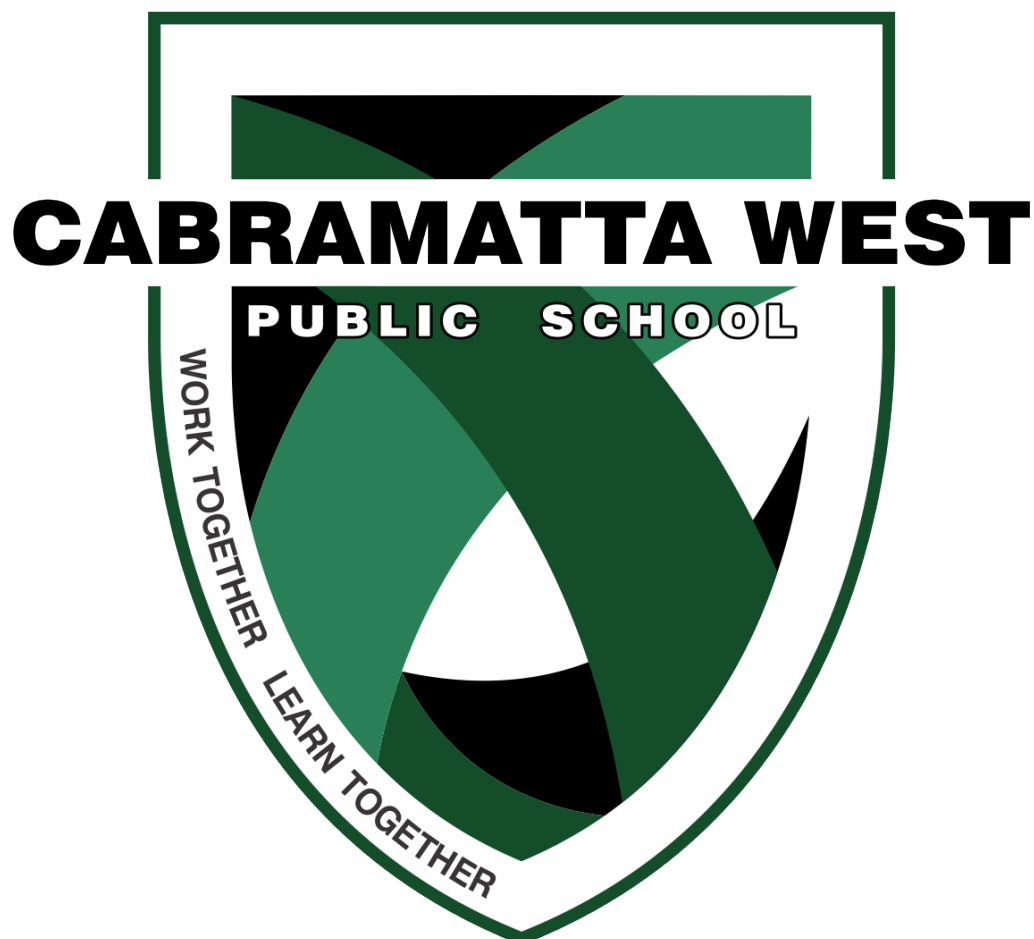


# 2022 Annual Report

## Cabramatta West Public School



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# Introduction

The Annual Report for 2022 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.

## School contact details

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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 1.6 Assistant Principals Curriculum and Instruction. These Assistant Principals support development and growth in the areas of literacy and numeracy.

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, School Sport activities, 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 - Individual potential** (*commitment to guide, nurture, inspire and challenge students*).

## 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	Excelling
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 Impact Professional Learning
- Data Skills and Use

### Resources allocated to this strategic direction

**Professional learning:** \$44,072.05

**Socio-economic background:** \$213,428.90

**Refugee Student Support:** \$2,673.08

### Summary of progress

#### HIGH IMPACT PROFESSIONAL LEARNING

In 2022 a range of professional learning was delivered to our staff based on the High Impact Professional Learning (HIPL) model. This model was utilised to support the professional growth of all teaching staff to deepen teaching practice for ongoing student progress and achievement.

100% of classroom teachers K-2 had time to investigate the Department of Education English and Mathematics online modules to gain clarity on best practice to lift student performance. The teachers engaged in the online modules and then met in collaborative groups with the Assistant Principal Curriculum and Instruction (APCI) to trial and plan for full implementation in 2023.

One-to-one professional reading coaching for staff continued. Staff met with reading coaches to use student reading data to plan and program personalised lessons to meet student need. NAPLAN data indicates a continued upward trajectory in this area.

All staff had the opportunity to engage in professional learning around our three focus areas - English as an Additional Language or Dialect (EAL/D), High Potential and Gifted Education and Aboriginal Education. All three areas had opportunities to engage in face-to-face learning or online modules. The numbers of staff engaging in professional learning across each area include - 91% EALD, 60% HPGE and 100% Aboriginal Education. Staff attending professional learning have shared best practice during collaborative planning days. Teaching programs reflect this professional learning.

With Covid restrictions being eased, 33% of staff have engaged in professional learning communities beyond the school. Professional Learning Communities have included Fairfield Beginning Teacher Network, Curriculum Reform Community and the Aboriginal Education Collaboration Team. These communities have involved collaboration, reflection on practice and the development of plans to implement new learning to support improved student outcomes.

In 2023 we will continue to engage in high impact professional learning with the focus on improving outcomes for students.

#### DATA SKILLS AND USE

100% of teaching and learning programs reference data and show evidence of revisions. Student data is collected every five weeks. Teachers and Assistant Principals Curriculum and Instruction meet in week five of each term and use this data to determine classroom interventions and to plan future classroom instruction.

Assistant Principals Curriculum and Instruction also provide individualised coaching support for all staff with a focus on

data skills and use. This support is on demand, where teachers book in a time/times with the APCI. The APCI support staff by demonstrating how to deliver and analyse a full range of assessment tasks inclusive of assessment for learning, assessment as learning and assessment of learning. Follow up sessions with the APCI include an analysis of the data and reflections on teaching effectiveness. Future professional learning opportunities for individuals and teams is also determined through this process.

Systematic processes to evaluate student learning are in place across our school. For example:

- Week 4 - comparing work samples to ensure consistent teacher judgement
- Week 4 - triangulation of data/data talks
- Week 5 - mid-term stage meetings to determine future instruction and interventions
- Week 9 - comparing work samples to ensure consistent teacher judgement
- Week 9 - triangulation of data/data talks
- Week 10 - collaborative planning days (stage team and learning and support staff are in attendance)

These routines are in place to ensure and promote consistent and comparable judgement of student learning. It is through these processes that any gaps in student learning are identified and areas of extension become known thus informing future directions and support.

In 2023 we will maintain our routines and continue to focus on all staff building their capabilities to analyse, interpret and extrapolate data to inform planning, identify interventions and modify teaching practice.

### 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 7% (from baseline) by 2022.	In 2022, 32.1% of students achieved in the top two bands in reading, showing a 0.9% increase.
The proportion of students achieving in the top two bands in numeracy increases by 8% (from baseline) by 2022.	In 2022, 20% of students achieved in the top two bands in numeracy, showing a 3.2% increase.
The proportion of students achieving expected growth in NAPLAN reading increases by a minimum of 3% to exceed the system- negotiated target.	Cabramatta West Public School is unable to measure the % of students achieving expected growth as the current Year 5 students did not participate in NAPLAN in Year 3 due to Covid-19 lockdown.
The proportion of students achieving expected growth in NAPLAN numeracy increases by a minimum of 12% to exceed the system- negotiated target.	Cabramatta West Public School is unable to measure the % of students achieving expected growth as the current Year 5 students did not participate in NAPLAN in Year 3 due to Covid-19 lockdown.
Moving towards Excelling in the themes of lesson planning and explicit feedback within the element of Effective Classroom Practice as measured by the school self-assessment against the School Excellence Framework.  Achieving Sustaining and Growing in the themes of Data use in planning within the element of Data skills and use as measured by the School self-assessment against the School Excellence Framework.	Self assessment against the School Excellence Framework demonstrates that the school is currently performing at excelling within the domain of lesson planning.  Self assessment against the School Excellence Framework demonstrates that the school is currently performing at sustaining and growing within the domain of explicit feedback.  Self assessment against the School Excellence Framework demonstrates that the school is currently performing at sustaining and growing within the element of data skills and use.

## Strategic Direction 2: Wellbeing

### Purpose

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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

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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.

- Student Centred Culture
- Whole School Approach

### Resources allocated to this strategic direction

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### Summary of progress

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#### STUDENT CENTRED CULTURE

Wellbeing is recognised as being a priority at Cabramatta West Public School. Our teachers have opportunities to engage in professional learning and face-to-face workshops in various programs that support student wellbeing including Be You, Positive Behaviour For Learning (PBL), You Can Do It, Zones of Regulation, Rock and Water and Smiling Minds. Staff share back sessions allow time for teachers to reflect on their professional learning, share ideas and decide on interventions and practices that may be implemented to best meet student needs at any given point in time. Years 3-6 survey data indicates that students feel happy at school and that they have formed strong friendships. Tell Them From Me data indicates that across the three sectors (advocacy at school, expectations for success and sense of belonging) we were equal to, or above state trends.

Student Voice was a whole school focus for 2022. Data indicated that students were actively involved in the decision making process when considering issues across the school. We acknowledged that providing opportunities for student voice in the classroom would be a focus. Staff meetings were allocated to this focus area. Staff had time to define and develop a shared understanding of student voice. Teachers created a resource hub to share practices that supported student voice in the classroom. During collaborative planning days teachers also selected key learning areas and planned teaching and learning opportunities to include 'having voice, having choice and having influence.'

In 2023 we will be engaging in a New South Wales Primary Association initiative to build our capabilities in managing anxiety and building resilience in our students.

#### WHOLE SCHOOL APPROACH

In 2022, the Wellbeing Team presented collated school data to identify and share key focus area.

One of our key focus areas was centered around refining and tailoring attendance practices and procedures to meet individual student need. Attendance became a major agenda item at weekly executive meetings. Student attendance was discussed and action plans devised. These action plans were then shared at Learning and Support meetings and at stage team meetings with amendments being made accordingly. Each week progress was monitored and tiered interventions adjusted where required. All staff are updated on the attendance policy and school routines at the beginning of each year to ensure that expectations and processes are clearly defined and consistent across the school. Staff that are newly appointed to Cabramatta West Public School are also introduced to our structures as part of the induction program.

In 2023 we will sharpen our focus on tiered interventions that support student attendance. We will also establish routines to increase our communications around the importance of attendance.

Our staff were provided with time to professionally engage with the Inclusive, Engaging and Respectful schools package. Our deep dive into this package enabled staff an opportunity to view frameworks and procedures that are aimed at

strengthening engagement and participation of all students, including those with disability, complex and challenging behaviours and additional needs. Teachers also worked in collaborative teams to access and utilise the resources in the Inclusive Practice Hub to build their skills and confidence when supporting students with additional needs.

In 2023 we will continue to follow the Department of Education's new policies and system-wide supports on inclusive education for students with disability, student behaviour and restrictive practices, to ensure every student can reach their full potential.

At Cabramatta West Public School we continue to strive towards strengthening and maintaining positive partnerships across our community. Opportunities to meet, communicate and liaise with staff took place in many different formats with the easing of Covid-19 restrictions. Parents and caregivers had opportunities to make contact with staff via face-to-face meetings or online via zoom. SeeSaw, Microsoft Teams, Google Classroom and phone calls afforded a variety of ways for two-way communication to be enhanced. We also welcomed families back onsite to jointly celebrate positive behaviours and achievement through both our stage and Principal assemblies. Parent data from the Tell Them From Survey indicates that our parents feel our school is welcoming and inclusive. This data sits above the NSW government norm in these areas.

In 2023 we have a focus on continuing to develop positive partnerships by investigating Department of Education's approved platforms that support digital communication. We also have a focus on student voice to assist in decision making across various areas including our student reward system and Positive Behaviour For Learning.

### 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 feeling a positive sense of belonging as indicated in the Tell Them From Me survey will increase by 2% or more from the baseline data.	The percentage of students feeling a positive sense of belonging as indicated in the Tell Them From Me survey has shown a decrease from baseline data. The school sits equal to State data in this area.
The percentage of students attending school greater than 90% of the time exceeds the lower bound target (of 76.9%) by a minimum of 4%.	The percentage of students attending school greater than 90% of the time indicated a significant decrease to 54%. This is comparable of State data.
Evidence-based approaches, programs and assessment processes identify, monitor and review individual student learning needs.	100% of programs are differentiated to meet student learning needs across the key areas of English and Mathematics.
Enrichment, extension and extra curricular programs that are challenging and purposeful are initiated across the school showing a minimum 2% increase in school satisfaction data (from baseline of 46% to 48%)	94% of our community indicated that we provided enrichment, extension and extra curricular programs.  89% of our community indicated that our programs are challenging.
Moving towards Excelling in the themes of High Expectations within the element of Learning Culture as measured by the School self-assessment against the School Excellence Framework.	Self assessment against the School Excellence Framework demonstrates that the school is currently performing at sustaining and growing within the dimension of learning culture.



## Strategic Direction 3: Individual potential

### Purpose

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In schools that excel, there is a commitment to nurture, guide, inspire and challenge students so that each individual child will be known and understood and their individual potential developed.

### 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.

- High Potential and Gifted Education
- Equity

### Resources allocated to this strategic direction

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**English language proficiency:** \$20,000.00

**Socio-economic background:** \$20,000.00

**Aboriginal background:** \$1,439.17

### Summary of progress

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#### Initiative 1 - High Potential and Gifted Education

In 2022, 5 staff members engaged in High Potential and Gifted Education professional learning. This core team established a committee and implemented the High Potential and Gifted Education Policy Evaluation and Planning Tool which identified two focus areas - building staff capacity and talent development.

100% of teachers engaged in collaborative planning days that held professional learning components to build teacher capacity and understandings of high potential and gifted students. Assistant Principals Curriculum and Instruction (APCI) further supported staff understandings through data conversations and the modelling of the differentiation adjustment tool.

Teacher programs have shown a 50% increase in aspects of HPGE being evident in classroom practice.

Talent development has seen opportunities for students to engage in activities of interest that encourage risk taking and creative and critical thinking. This year has seen the introduction of 5 new initiatives:

- . Vietnamese classes (for non-native speakers)
- . brass ensemble
- . Lego League
- . Drama Club and
- . Maths Extension

In 2023, we will continue our journey in these two focus areas and also strive to build collaborative practice across schools to provide more learning opportunities for high potential and gifted students.

#### Initiative 2 - Equity

Our school implemented the EALD School Evaluation Framework which identified three major focus areas. Areas of

focus encompassed the elements of professional standards, learning culture and, curriculum, assessment and reporting.

An EALD plan was devised to support these three identified areas. This plan included opportunities for further professional learning, planning and programming support and the development of processes to collect, collate and analyse data.

91% of staff engaged in initial EAL/D professional learning showing an uplift in teacher confidence and an increase in differentiation (based on EAL/D pedagogy) in teaching and learning programs.

100% of EAL/D students who receive direct support were provided with a personalised student report and translators were made available to effectively communicate this information to parents and carers.

In 2023, we aim to further develop teacher confidence by utilising an EAL/D specialist to provide additional guidance on developing teaching programs that are that are differentiated for EAL/D learners.

At Cabramatta West Public School we established an Aboriginal Education team who had a focus on effectively supporting Aboriginal students and non-Aboriginal students to develop knowledge, understanding and appreciation of Aboriginal histories and culture.

100% of staff engaged in Aboriginal Cultural Education professional learning to continue to develop culturally competent staff.

Engagement in community organisations and functions (Fairfield Network Aboriginal Team, Fairfield AECG, Koori Culture Day) has been increased to further develop positive relationships.

In 2023, we look to create high quality learning environments that focus on the four themes of culturally safe schools, culturally responsive teaching, personalised learning and positive relationships.

### 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
Enrichment, extension and extra curricular programs that are challenging and purposeful are initiated across the school.	25% of staff indicated that they held an enrichment, extension and/or extra curricular program this year.  84% of students indicated that the school offers challenging programs.
Moving towards Excelling in the theme of Differentiation within the element of Curriculum as measured by the School self-assessment against the School Excellence Framework.	In the theme of Differentiation, self assessment against the School Excellence Framework indicates the school is currently performing at sustaining and growing.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$2,673.08</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>• High Impact Professional Learning</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>• engagement of staff to support bilingual programs</li> <li>• reading coaching sessions that include differentiation for EAL/D students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>. quality teaching and learning programs to meet student needs</li> <li>. ongoing support for families of refugee students</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> Planning of targeted support will be an integral part of the school's planning and reporting process and be supported by the school leadership team.</p>
<p>Integration funding support</p> <p>\$113,051.00</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><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>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for targeted professional learning</li> <li>• consultation with external providers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>. all eligible students received personalised learning and support with a School Learning and Support Officer or a Learning and Support Teacher.</li> <li>. stronger consultation and collaboration with the student and/or parents and carers to monitor and review adjustments to meet student need</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> The Integration Funding Support allocation will continue to be used flexibly and monitored regularly to support students through additional teacher and/or School Learning Support Officer time.</p>
<p>Socio-economic background</p> <p>\$336,857.80</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><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 Impact Professional Learning</li> <li>• High Potential and Gifted Education</li> <li>• Other funded activities</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>• professional development of staff</li> <li>• employment of additional staff to support identified student needs</li> <li>• employment of external providers to support students with additional</li> </ul>

<p>Socio-economic background</p> <p>\$336,857.80</p>	<p>learning needs</p> <ul style="list-style-type: none"> <li>• providing students who do not have economic support with educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>. High Impact Professional Learning maintained at Sustaining and Growing when evaluated against the 5 elements of the HIPL self-assessment tool.</li> <li>. students performing in the top top bands in NAPLAN in reading and mathematics demonstrate an upward trend.</li> <li>. Check In Assessment reading data indicates that students in Year 4 and Year 5 are performing above the SSSG</li> <li>. Check In Assessment mathematics data indicates that students in Year 4 and Year 5 are performing above the SSSG</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>. in 2023 our Assistant Principals will be released one day a week to support quality explicit instruction</li> <li>. financial assistance to ensure students have the opportunities to access the curriculum and engage in activities will continue</li> </ul>
<p>Aboriginal background</p> <p>\$1,439.17</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><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 Potential and Gifted Education</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>• staffing release for teachers to attend professional learning and network initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>. all staff engaging in professional learning to support the development of a culturally safe school</li> <li>. supported a consultative process to develop personalised learning pathways that are tailored to student need</li> <li>. all Aboriginal students currently enrolled at Cabramatta West Public School demonstrated NAPLAN results above the national minimum standard in reading, writing and language conventions</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>. in 2023 we will engage in professional learning to improve student outcomes and increase knowledge and understanding of Aboriginal histories and culture</li> </ul>
<p>English language proficiency</p> <p>\$517,845.13</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Cabramatta West 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 Potential and Gifted Education</li> <li>• Other funded activities</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>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> </ul>

<p>English language proficiency</p> <p>\$517,845.13</p>	<ul style="list-style-type: none"> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>. bilingual support staff have assisted students to communicate clearly and to ensure that these students and their families feel safe</li> <li>. increased growth in confidence and participation of students when speaking and listening as a result of targeted support programs</li> <li>. increase in staff confidence when using the EAL/D progressions to identify students current level of speaking, listening, reading/viewing and writing</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>. identify a teacher to become the EAL/D specialist to lead quality professional learning across the school</li> <li>. provide staff with time to engage in collaborative planning sessions to design quality units of work that reflect the needs of EAL/D learners</li> </ul>
<p>Low level adjustment for disability</p> <p>\$307,734.39</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><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 equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support executive teacher to work with teachers and individual students in a case management role</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>. students performing in the top two bands in NAPLAN in reading and mathematics demonstrate an upward trend</li> <li>. Check In Assessment reading data indicates that students in Year 4 and Year 5 are performing above the SSSG</li> <li>. Check In Assessment mathematics data indicates that students in Year 4 and Year 5 are performing above the SSSG</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>. Learning and Support Teachers will collaborate with classroom teachers to build capacity in meeting the literacy and numeracy needs of identified students</li> <li>. School Learning and Support Officers will deliver targeted support programs to identified students</li> </ul>
<p>Professional learning</p> <p>\$44,072.05</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 West 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 Impact Professional Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional release time provided to engage staff in professional learning</li> <li>• opportunities for staff to engage with a mentor to focus on improving practice in reading</li> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching reading and writing</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p>

<p>Professional learning</p> <p>\$44,072.05</p>	<ul style="list-style-type: none"> <li>. school satisfaction data indicates that 88% of staff feel that they are encouraged to keep improving their work</li> <li>. 100% of classroom teachers have engaged in reading coaching</li> <li>. NAPLAN reading data indicates that students have exceeded the target in the top two bands</li> <li>. NAPLAN average writing score (Year 5) has shown an increase from 456 to 483</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>. continue to support and further strengthen personalised and targeted professional learning in aspects of reading and numeracy from the Assistant Principals, Curriculum and Instruction and external consultants</li> <li>. develop teacher capability through professional learning as identified in school priority areas and performance development plans</li> </ul>
<p>Literacy and numeracy</p> <p>\$79,645.35</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Cabramatta West 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>• Other funded activities</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>• online program subscriptions to support literacy and numeracy</li> <li>• staff training and support in literacy and numeracy</li> <li>• purchasing of literacy resources such as quality picture books for guided and shared instruction</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>. students performing in the top two bands in NAPLAN in reading and mathematics demonstrate an upward trend</li> <li>. Check In Assessment reading data indicates that students in Year 4 and Year 5 are performing above the SSSG</li> <li>. Check In Assessment mathematics data indicates that students in Year 4 and Year 5 are performing above the SSSG</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> This funding is not available in 2023.</p>
<p>QTSS release</p> <p>\$104,693.03</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Cabramatta West 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>• Other funded activities</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>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> <li>• assistant principals provided with additional release time to support classroom 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>. staff surveys indicate improved staff confidence in using data and assessment to drive teaching practice</li> <li>. school satisfaction data indicated that 100% of staff maintain a focus on literacy and numeracy</li> <li>. 77% of staff indicated that coaching is a highly supported model of professional development improvement</li> <li>. 100% K-2 staff provided with teacher release to support new curriculum implementation</li> </ul>

<p>QTSS release</p> <p>\$104,693.03</p>	<p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>. providing teacher release to support new curriculum implementation</li> <li>. providing release to establish collaborative teaching practices, allowing teachers to work together and learn from each other</li> <li>. strengthening quality teaching practices through the analysis of student data to drive ongoing, schoolwide improvement in teaching practice and student results</li> </ul>
<p>COVID ILSP</p> <p>\$417,719.00</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>• employing staff to provide online tuition to student groups in numeracy</li> <li>• employing staff to supervise and monitor progress of student groups engaging in online tuition in numeracy</li> <li>• releasing staff to coordinate the program</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>. the majority of students in the program achieving significant progress towards literacy and numeracy progression markers</li> <li>. 75 students attended online tuition in numeracy with a combined average of 89% attendance rate over Semester 2</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>. employing additional staff to deliver small group tuition</li> <li>. engaging an online tuition provider</li> </ul>



## Student information

### Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	281	276	269	274
Girls	256	249	242	239

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	90.1	88.6	91.8	84.4
1	91.4	86.6	89.5	86.8
2	90.0	88.8	92.2	82.9
3	91.2	91.9	94.6	88.2
4	92.1	86.1	94.6	87.5
5	92.7	83.5	92.9	89.6
6	92.1	83.2	93.4	88.8
All Years	91.4	86.8	92.8	87.0
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)	19.7
Learning and Support Teacher(s)	1.9
Teacher Librarian	1
Teacher ESL	3.8
School Counsellor	1
School Administration and Support Staff	6.78
Other Positions	2

\*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 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,966,580
<b>Revenue</b>	8,003,820
Appropriation	7,859,395
Sale of Goods and Services	65,709
Grants and contributions	61,626
Investment income	13,561
Other revenue	3,529
<b>Expenses</b>	-7,915,206
Employee related	-6,211,126
Operating expenses	-1,704,080
<b>Surplus / deficit for the year</b>	88,614
<b>Closing Balance</b>	2,055,194

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>	131,570
<b>Equity Total</b>	1,703,630
Equity - Aboriginal	1,439
Equity - Socio-economic	887,349
Equity - Language	517,845
Equity - Disability	296,997
<b>Base Total</b>	4,274,360
Base - Per Capita	133,683
Base - Location	0
Base - Other	4,140,678
<b>Other Total</b>	904,143
<b>Grand Total</b>	7,013,703

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.

### School Satisfaction Survey

- 97% of students, staff and parents indicated that they feel welcome at our school
- 97% of students, staff and parents indicated that the school is friendly, tolerant and accepting
- 98% of students, staff and parents indicated that our school maintains a focus on literacy and numeracy

Based on data from this survey we will maintain a focus on ensuring that our programs are challenging and that there is good access to technology across the school.

Data from this survey also indicated commonalities around our school setting and learning environment including:

- . the request for more shaded areas
- . a concern around flooding and drainage.

### Tell Them From Me Survey

- advocacy at school exceeded SSSG and state scores
- expectations for success exceeded SSSG and state scores
- .sense of belonging was equal to SSSG and state scores

Based on data from this survey our focus will be strengthening students sense of belonging by fostering positive relationships and promoting student voice across the school.

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.