

2023 Annual Report

Cabramatta Public School



1472

Introduction

The Annual Report for 2023 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.

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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 470 students made up of 19 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 an experienced executive that lead learning. Our executive is made up of a Principal, Deputy Principal, Assistant Principals and two Assistant Principal, Curriculum and Instruction roles. The executive lead our expert teachers in evidence-based teaching and learning programs. Unique specialist programs are also provided for students to engage in a variety of domains within the High Potential Gifted Education policy.

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 through our annual reflective practices. 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	2023 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Excelling
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	Excelling
LEADING: Management practices and processes	Excelling

NSW public schools are committed to the pursuit of excellence and the provision of high quality educational opportunities for each and every child. At Cabramatta PS, we annually review our school by self assessing against the School Excellence Framework. In 2025 our school will undergo external validation and complete a new Strategic Improvement Plan.

Strategic Direction 1: Student growth and attainment

Purpose

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

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

Summary of progress

Data Informed Practice:

In 2023, the school identified focus areas for Literacy and Numeracy through the careful analysis and triangulation of NAPLAN, Check-in assessment, PAT and internal data. Teacher surveys and focus group discussions have indicated the need to promote consistent and comparable judgements of student learning and teaching practices. Professional Learning in explicit and systematic approaches to the teaching of reading K-2, and a deeper understanding of the Big Ideas in Mathematics 3-6 were identified and implemented. Staff indicated that one of the barriers to further success was enabling all staff to participate in Professional Learning due to timetabling constraints. Further professional learning is planned for 2024. Utilising our Professional Learning Model has enabled Assistant Principals and Assistant Principals, Curriculum & Instruction to comprehensively analyse student progress and achievement data for insights into student learning and plan for future Professional Development. As a result of this, the school has developed a whole school data tracking sheet. PAT data indicates strong growth in the percentage of students in Years 1 to 6 demonstrating growth in reading and mathematics. In Years 4 and 6, we had a 4% - 22% increase in correct answers given by students from Term 2 to Term 4 in the reading Check-in Assessment. In mathematics there was an increase of 6% - 19% in correct answers given by students in Term 2 to Term 4 in the areas of measurement and geometry and stats and probability.

Next year, in this strategic direction, we will continue to triangulate the data and strengthen partnerships between APs and APsC&I. This will ensure all teams including the executive team are working collaboratively to comprehensively analyse student progress and achievement data. The provision of additional time for teams will ensure commitment to the systematic collection of high quality evidence of student learning to inform future teaching. A further focus for Years 3-6 in 2024 is a need to establish a consistent collection of data in reading.

High Quality Instructional Leadership:

In 2023, APsC&I and APs led curriculum implementation for K-2 by establishing curriculum planning days to allow discussion around the syllabus and the contextualisation of the DoE English and Mathematics units of work. Teachers in Years 3-6 were engaged in professional learning sessions structured around the unpacking of the new syllabus. For further professional development, APCIs provided further evidenced-based learning which included the English Textual Concepts and the Mathematics Big Ideas. APCIs provided whole school Professional Learning introducing the new syllabus to all staff. APCIs and APs have provided support in the form of demonstration lessons, team teaching and lesson observations to ensure teachers build confidence with the new units of work.

Feedback from K-2 staff emphasised the need to continue timetabling the curriculum planning days as they valued the opportunity to undertake robust discussions on how to adopt and adapt the units of work. Staff morale was positively impacted due to the timetabling of curriculum planning days as teachers felt prepared to teach unfamiliar units. This positive feedback ensured a successful pre-implementation of the 3-6 units of work as Curriculum Planning days were allocated in the timetable in advance for semester two. Teacher surveys from professional learning sessions indicated that 90% of teachers built their understanding of the new syllabus.

In 2024, the school continues to strive for consistency across K-6 in both evidence-based teaching practices and assessment aligned with the new syllabus. The executive aims to develop strong collaboration and establish consistent planning sessions each week which focus on future directions such as professional learning, curriculum implementation, lesson demonstration, observations and data analysis.

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"> An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022. 	<p>Check-in Assessment mean scaled scores for reading in Year 3 and 5 increased from 2022.</p> <p>In Year 3, results were just below state average but significantly above similar schools. Compared to previous years, the school continued to have positive uplift.</p> <p>In Year 5, results improved from 2022 with the mean scaled score just below state average. Similar to Year 3, Reading results in Year 5 were significantly above similar schools.</p>
<ul style="list-style-type: none"> An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022. 	<p>Cabramatta PS had an increase in Check-in Assessment mean scaled score for Numeracy in Year 3 and Year 5.</p> <p>In Year 3, school results increased from 2022 significantly, with a strong uplift that matched state average. The check-in scaled scores were significantly higher than similar schools.</p> <p>In Year 5, school results were higher than state average and continued to trend positively. The gap between Cabramatta PS and similar schools was significant, with the school achieving outstanding results.</p>
<ul style="list-style-type: none"> Increase the percentage of Kindergarten to Year 6 students demonstrating growth from Term 1 to Term 4 using Progressive Assessment Test (PAT) Reading Assessment. 	<p>In the PAT Reading assessment, the school continued to monitor cohorts. In Reading, PAT data continued to show growth, with growth K-3 continued to show pleasing results. (Year 1 and Year 3 showed the most growth). Each cohort demonstrated growth apart from Year 5, who slightly dipped from 2022 data. However when triangulated across NAPLAN and Check-In Assessment Data, the Year 5 student data continued to show quality results.</p>
<ul style="list-style-type: none"> Increase the percentage of Kindergarten to Year 6 students demonstrating growth from Term 1 to Term 4 using Progressive Assessment Test (PAT) Numeracy Assessment. 	<p>In Numeracy, PAT data demonstrated growth across all cohorts apart from Year 1, with a slight drop of 1 percentage point. The cohorts with the biggest growth in Numeracy achievement were Year 3 and Year 6. In 2022 and 2023, PAT growth had been minimal in the area of Mathematics and is an identified area of improvement. PAT growth data was lower than NAPLAN and Check-In Assessment data which showed a range of cohorts with positive growth. The school continued to analyse PAT data to drive specific professional learning for teachers.</p>

Strategic Direction 2: Excellence in Teaching Practice

Purpose

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

Initiatives

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

- Evidence-based Pedagogy
- Highly Effective Assessment Practices

Resources allocated to this strategic direction

Summary of progress

Evidence-based Pedagogy:

In 2023, Assistant Principals, Curriculum and Instruction (APsC&I) led the exploration of the evidence-base underpinning the English and Mathematics syllabus including the units of work. This led to a need to refine our practices around the explicit teaching of reading. Assistant Principals, Curriculum and Instruction (APsC&I) and Assistant Principals (AP) participated in professional learning focusing on the use of decodables as an explicit evidence-based practice. From the professional learning, APsC&Is and APs delivered professional learning which focused on building the capacity of K-2 staff. A need to establish a consistent approach to the planning and teaching of literacy led to the development of an evidence-informed literacy block incorporating the core essentials of reading and writing. The alignment of classroom, LaST and EAL/D practices in the teaching of literacy became evident, therefore, further professional learning was delivered to LaST and EAL/D teachers K-6 to ensure consistency of pedagogical practices across the school. As a result of this professional learning, student outcomes in reading improved. By the end of term 4 2023, 67% of students in Year 1 and 83% of students in Year 2 had reached nominated stage targets in reading.

In 2024, the school will continue to provide professional learning focusing on the evidence-base of the English syllabus to K-2 class teachers, K-6 LaST and EAL/D teachers and SLSOs to increase consistency in the explicit teaching of reading. Staff in 3-6 will undertake professional learning around evidence-based teaching practices that explicitly focuses on multiplicative thinking, an area of development identified in NAPLAN and Check-In Assessment data.

Highly Effective Assessment Practices:

The school developed a K-6 Assessment Schedule to ensure consistency in school wide practices for assessment in order to monitor, plan and report on student learning across the curriculum. Extensive, robust discussions amongst the executive team has seen the refinement of the assessment schedule in preparation for presentation to staff. APsC&I and APs determined assessment strategies for ongoing formative, informative and cross-cohort assessments which reflected new syllabus outcomes. This process is a work in progress and will continue in 2024 as teachers become more familiar with the syllabus outcomes and content and units of work. In 2024, the school will provide further professional learning to all staff to support teacher understanding in the use of high-quality evidence-based assessment practices as an integrated part of teaching and learning programs. Additionally, making the need for student assessment part of everyday practice and designing and delivering high-quality formal assessment tasks that align with the new syllabus will be a focus. Professional learning on the Department of Education's 5 elements of effective assessment practice will be delivered to all staff to improve consistency K-6.

The school developed a K-6 data tracking sheet to map student growth and achievement. This will allow the school to monitor patterns, identify areas of need/support, direct professional learning and celebrate achievement. All staff will continue to provide evidence of student achievement and growth. In 2024, the whole school data tracking sheet will be refined as stages build assessments linked to the new syllabus. Assistant Principals will work alongside APsC&I to regularly analyse data and share information and judgements to inform future planning and assessment.

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"> • Consolidating Sustaining and Growing in themes of <i>Explicit Teaching</i> and <i>Explicit Teaching</i> and <i>Teaching and Learning Programs</i> as measured in the School Excellence Framework. 	<p>The school continues to work at Sustaining and Growing in themes of Explicit Teaching and Teaching and Learning Programs as measured in the School Excellence Framework.</p>
<ul style="list-style-type: none"> • 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>. 	<p>The school continues to self assess in Sustaining and Growing in the themes of Formative Assessment and Whole School Monitoring of Student Learning.</p>
<ul style="list-style-type: none"> • An improvement from baseline data in classroom teacher confidence in knowledge and delivery of evidence based practices as measured by school based reporting tool. 	<p>In 2023, 100% of staff were confident or somewhat confident in their knowledge and delivery of evidence based practices.</p>

Strategic Direction 3: Positive Partnerships and Strong Connections

Purpose

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

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

Summary of progress

Parent/Carer Partnerships

The school maintained very strong partnerships with the parent community. These partnerships were further enhanced through parent participation in our 'Smooth Transition Into a Learning Environment program' (SMILE). An evidence-based transition to school program for our 2024 Kindergarten students was implemented in Term 4 and supported families with familiarisation of the school environment and routines. It also enabled the early identification of learning needs, connected school and communities and set students up for long term academic and social success. Our SMILE program, saw 30 out of 55 parents attend a variety of parent workshops focussed on school information, routines, attendance, P&C, social media and literacy and numeracy activities, culminating in the receipt of a school bag full of resources for their children for the following year at school. 100% of parents indicated that they found the SMILE program very informative and beneficial and supported its continuation.

In 2024, the school will continue to run a transition program, with a strong focus on Parent workshops as requested by all parents who attended the program. The aim is to try and increase the number of parents who are able to attend. All teachers who participated in the transition program handover, reported that the sharing of information to next year's teachers was highly beneficial for creating a deep understanding of the individual needs of their future students.

Wellbeing and Engagement:

The school has continued to regularly analyse attendance data and the impacts that influence it, to help improve student attendance. A whole school approach to improving attendance has been implemented, with a strong focus on a 3-tiered system. Clear outlines have been provided to all staff regarding their individual responsibilities about student attendance. Strong working relationships between the Home School Liaison Officer and the school have enabled us to work with our critical students to support their attendance.

In 2024, the school will implement a whole school 'Improvement in Attendance' initiative which celebrates and rewards improved student attendance. Each term there will be a specific target which incentivises all students to 'strive, thrive and arrive' at their targets. A strong focus on the slogan 'At School, On Time, Everyday, Minutes Matter' will be highlighted at assemblies, newsletters, electronic sign board and all social media platforms. Parents will also be acknowledged and rewarded as part of this initiative. The whole school initiative will be further supported by the distribution of the school attendance policy and take home late slips to reduce the occurrence of partial attendance.

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
• Increase the proportion of students attending school more than 90% of the time to a minimum of 86.4% or more.	The attendance rate for Cabramatta PS in 2023 was 91.35% which has higher than the NSW, Network and Similar School Group.

<ul style="list-style-type: none"> • Achieve a minimum of 91.8% of students indicating a Positive sense of Belonging in Tell Them From Me (TTFM). 	<p>Tell Them From Me Data continues to be skewed from historical wellbeing progress and has measured under 90%. Internal school data provides additional evidence of students' sense of belonging. 100% of students in internal measures displayed positive feelings towards school, could identify teachers who made them feel welcome and could articulate examples of what makes Cabramatta PS a great place to learn. The school continues to have a strong culture of belonging with students demonstrating leadership, outstanding behaviour in the classroom and playground and the school responds to student need through an active SRC.</p>
<ul style="list-style-type: none"> • Sustaining and Growing in at least two or more statements of the High Potential and Gifted Education (HPGE) Policy. 	<p>In 2023, the school has focused on identifying and supporting a range of students to promote engagement and challenge across a variety of domains of potential. The High Potential and Gifted Education Policy Evaluation and Planning tool was used to effectively implement the HPGE Policy.</p> <p>The school met the criteria for Sustaining and Growing in the following areas.</p> <p>HPGE Policy Statement 1.3 (High potential and gifted students from all backgrounds have access to quality learning opportunities to meet their needs and aspirations).</p> <p>HPGE Policy Statement 1.5 (Learning environments which support the social-emotional and wellbeing of high potential and gifted students enable them to connect, succeed and thrive).</p>
<ul style="list-style-type: none"> • 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>. 	<p>The school evaluated family partnerships using the Family School Partnership Framework. In 2023, the school has moved from Developing to Building by improving in the key areas below.</p> <p>Linked to Learning - Connecting at risk families with external providers for educational support.</p> <p>Parent Engagement - Using our SaCC (School as Community Centre) to support parent engagement. In 2023, the SaCC provided opportunities such as English classes, Women's groups, Parent Cafe and Playgroups in a range of languages. These programs supported parents of our school with an opportunity to work together.</p>
<ul style="list-style-type: none"> • 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. 	<p>Self assessment against the School Excellence Framework shows the school is performing at Sustaining and Growing in the theme of 'A Planned Approach to Wellbeing'.</p>

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$7,950.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Cabramatta Public School.</p> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * In Semester Two 2023, the school received 9 New Arrivals students. These students were provided with in class and withdrawal support to assist in acquiring English language skills. * Personalised learning goals being met with a focus on literacy outcomes. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * In 2024, the school will continue to employ staff to support students in classrooms to ensure students meet their personal learning goals.
<p>Integration funding support</p> <p>\$50,873.00</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>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • consultation with external providers for the implementation of personalised programs. • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * An improvement in the literacy, numeracy, wellbeing and engagement levels of the targeted students as evidenced by teacher observations, student and parent feedback. * 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>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * 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. SLSOs and relevant staff will also be upskilled in the use of Decodables and Synthetic Phonics to best meet the needs of learners and demonstrate knowledge and understanding of the new English Syllabus requirements. * Refine personalised learning plans to improve the collection of data to regularly review goals with parents, students and teachers.
<p>Socio-economic background</p> <p>\$1,060,294.29</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>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through internal professional learning to support student learning • employment of external providers to support students with additional

<p>Socio-economic background</p> <p>\$1,060,294.29</p>	<p>learning needs</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to support EAL/D and LAST implementation. <p>The allocation of this funding has resulted in the following impact:</p> <p>*Check in Assessment data continues to show an uplift across a variety of areas. In Years 3, 5 and 6, Check In scaled score results were above the NSW average and there was a positive performance gap between Cabramatta PS and similar schools. The school continues to provide extensive professional learning for teaching staff to refine practices in literacy, numeracy and curriculum implementation.</p> <p>* The employment of 1 speech therapist supported 30 students in Years 2-6 and 10 students in Year 1. 90% of these students achieved at least 2 out of 3 therapy goals.</p> <p>* LaST teachers and SLSOs supported 125 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.</p> <p>* Year 3 NAPLAN Numeracy results were above like schools.</p> <p>* Year 3 NAPLAN Reading results were significantly above like schools.</p> <p>* Year 3 NAPLAN Spelling results were above like schools and well above state scores.</p> <p>* Year 5 NAPLAN Spelling results were above like schools and well above state scores.</p> <p>* Year 5 NAPLAN Writing results were well above like schools and well above state scores.</p> <p>* The purchase of effective literacy and numeracy resources to create meaningful learning experiences related to the new English and Mathematics syllabus.</p> <p>* Students were provided with the necessary resources, equipment and support to participate in learning.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>* To continue to employ a range of allied health professionals to support the ongoing complex wellbeing needs of targeted students.</p> <p>* Employment of SLSOs and class teachers as required to support the wellbeing needs of students.</p> <p>* 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.</p> <p>* Continue to provide extensive professional learning for teaching staff to refine practices in literacy, numeracy and curriculum implementation</p>
<p>Aboriginal background</p> <p>\$4,526.68</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>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Pathways <p>The allocation of this funding has resulted in the following impact:</p> <p>* In 2023, the school completed professional learning related to Aboriginal perspectives across our Key Learning Areas. This resulted in a review and update of units of work to reflect additional Aboriginal Perspectives. This is important as we only have a small number of Aboriginal students (4), so a lot of our focus is on ensuring our non-Aboriginal students have a strong understanding of local and Australia indigenous culture.</p>

<p>Aboriginal background</p> <p>\$4,526.68</p>	<p>* The SRC and all Aboriginal students completed a project with the Fairfield Local AECG to create a unique acknowledgement of Country for our school, furthering our commitment to ensuring our school is inclusive and a culturally safe place for our students.</p> <p>* Identified Aboriginal students also participated in a semester long course at Harrington Street PS participating in cultural activities. Our 4 students all provided feedback that the activities were outstanding and increased their pride and knowledge in Aboriginal culture.</p> <p>* All Aboriginal students achieved academic and cultural goals as part of their Aboriginal Personalised Learning Pathways.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>* Continue to establish links with our Fairfield Network schools to ensure that our Aboriginal students have access to cultural activities that will provide engagement and cultural understanding.</p> <p>* Create a Reconciliation Action Plan and liaise with the Fairfield Network Aboriginal team.</p> <p>* Embed Aboriginal perspectives into new units of work being written alongside the new English syllabus. These strategies aim to build the knowledge of Aboriginal Education across our school.</p>
<p>English language proficiency</p> <p>\$463,558.58</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>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • employment of additional bilingual staff to support communication • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in the following impact:</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>After evaluation, the next steps to support our students will be:</p> <p>* 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.</p> <p>* 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.</p> <p>* To ensure a more streamlined process for updating EAL/D data through upskilling EAL/D staff in the use ERN.</p>
<p>Low level adjustment for disability</p> <p>\$287,780.12</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>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting

<p>Low level adjustment for disability</p> <p>\$287,780.12</p>	<ul style="list-style-type: none"> • employment of LaST and interventionist teacher • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * 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. * Early intervention programs being put in place and school resources allocated to ensure full access to the curriculum for all students. * Check In Assessment results in English continue to show an uplift in processes and vocabulary. * 22 students referred to the LST in 2023 currently receiving ongoing Counsellor intervention . * All students showing some growth in Reading and Numeracy as measured against grade based assessments and pre and post testing. * Enhanced collaborative planning and discussions between LAST and classroom teachers. * All students involved in LaST programs showed progress towards their individual goals. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * Professional Learning for classroom teachers on quality differentiated teaching practices to better support the learning needs of all students. * LaST to utilise PLAN2, PAT and Check In Assessment data to monitor students' progress and growth by selecting specific, narrow focus areas for improvement. * To continue a strong focus on intervention programs such as PreLit, MiniLit and MacqLit, Synthetic Phonics (THRASS), speech pathology and implement decodable readers. * Provide professional learning for our SLSOs in THRASS and decodable readers in line with changes to reading theory outlined in the new English syllabus.
<p>Professional learning</p> <p>\$49,983.99</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>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • presentations by suitable and qualified facilitators, for example diabetes or first aid workshops • other methods of learning designed to improve student outcomes. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * A 27% increase in staff indicating professional learning has led to improved career advancement. This was the highest improving question in the 2023 People Matter survey. * 75% of staff (an 18% increase) indicated in the 2023 People Matter survey that they received the training and development to do their job. * Increased capacity of all teachers to embed effective practices in literacy and numeracy. * Increased capacity of executive staff to lead learning and influence the planning and explicit teaching of syllabus documents. * 100% of K-2 teachers expressed improved confidence and capacity to deliver unfamiliar English units of work. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * Continue to use Professional Learning funds to provide support in the familiarisation and implementation NSW Syllabus documents and ensure teachers have the necessary knowledge and understanding of these new documents. * Provide professional learning for the leadership team and aspiring leaders to improve the instructional leadership model at the school.

<p>Literacy and numeracy</p> <p>\$113,492.42</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>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • resources to support the quality teaching of literacy and numeracy • teacher release to engage staff in internal professional learning. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * 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 * Year 5 NAPLAN results in Writing, Spelling, Grammar and Punctuation all above State Average. * Internal data shows 74% of Year 2 students are on track in reading * Increased teacher understanding of the purpose, value and use of SCOUT, PAT, NAPLAN, Check-In and Internal data to drive differentiated teaching and learning programs. * 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. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * To provide ongoing professional learning in the use of SCOUT to support teachers to analyse data. * Improved use of PAT, Check-In Assessment and school based data to drive teaching and learning. * To continue to provide professional learning for all staff with an emphasis on synthetic phonics (SLSOs) and decodable texts (class teachers). * To purchase additional resources related to the successful implementation of the new English and Mathematics syllabus.
<p>QTSS release</p> <p>\$109,727.14</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>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * 100% of teachers worked with a range of instructional leaders to develop their knowledge in the teaching of English and Mathematics. * 100% of teachers were provided time to achieve their PDP goals using QTSS funds. * 97% of staff strongly believed that they received professional learning that led directly to improved student achievement. * 100% of early career teachers were supported with additional professional learning time related to quality teaching. * 100% of instructional leaders felt highly supported to deliver professional learning by receiving QTSS time to strategically support their colleagues. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * Provide additional collaboration time to plan and implement the new English and Mathematics Syllabus. * 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. * Professional learning opportunities for teachers in the area of instructional leadership.
<p>COVID ILSP</p>	<p>The purpose of the COVID intensive learning support program is to deliver</p>

<p>\$425,225.23</p>	<p>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 2023.</p> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data. • providing targeted, explicit instruction for student groups in literacy/numeracy. <p>The allocation of this funding has resulted in the following impact:</p> <p>*In Stage 1: 85% of the selected students achieved their goals in word recognition and 100% of students were successful towards individual goals related to phonemic awareness.</p> <p>*In stage 2: 70% of targeted students met their personalised goals related to reading. 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, with 100% of targeted students meeting their goals and achieving the progression standard required for their grade/stage.</p> <p>*In stage 3: 75% of targeted students achieved their goals in comprehension and 100% of targeted students in the areas of multiplicative thinking and addition achieved their goals.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>To continue the implementation of literacy and numeracy small group tuition using internal and external data sources to identify specific student need. In 2024 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>\$2,588.16</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>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • release time to engage staff in targeted professional learning • additional staffing for targeted interventions to support student learning • intensive English language and learning support to increase educational outcomes for students <p>The allocation of this funding has resulted in the following impact:</p> <p>* Stronger support for our refugee students through targeted teaching and learning, including bilingual support. This ensures refugee students have access to the curriculum, with a focus on literacy and numeracy intervention.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * Continue to employ bilingual staff to support teaching and learning. * Continue professional learning for staff with a focus on trauma informed practice and building family partnerships.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	331	292	266	255
Girls	326	288	255	261

Student attendance profile

School				
Year	2020	2021	2022	2023
K	84.9	90.8	80.2	91.6
1	85.5	93.1	87.3	89.2
2	79.4	92.8	88.3	89.2
3	88.3	91.8	88.8	91.0
4	81.5	93.3	88.7	91.8
5	86.6	90.9	88.9	92.6
6	87.4	94.7	89.0	92.7
All Years	85.0	92.6	87.7	91.3
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	6.6
Classroom Teacher(s)	19.68
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
Teacher EAL/D	3.2
School Counsellor	1
School Administration and Support Staff	6.78
Other Positions	4.6

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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 ¹	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	686,616.14
Revenue	8,447,414.54
Appropriation	8,203,100.31
Sale of Goods and Services	67,448.89
Grants and contributions	148,330.62
Investment income	17,328.79
Other revenue	11,205.93
Expenses	-8,444,065.71
Employee related	-7,592,932.63
Operating expenses	-851,133.08
Surplus / deficit for the year	3,348.83
Closing Balance	689,964.97

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

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

	2023 SBAR Adjustments (\$)
Targeted Total	40,046
Equity Total	1,816,160
Equity - Aboriginal	4,527
Equity - Socio-economic	1,060,294
Equity - Language	463,559
Equity - Disability	287,780
Base Total	4,309,927
Base - Per Capita	140,743
Base - Location	0
Base - Other	4,169,183
Other Total	1,344,627
Grand Total	7,510,759

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

In 2023, 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, feedback 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.

* One of the areas that had the highest satisfaction data for teachers, students and parents was related to our work in High Potential Gifted Education area. Our students worked with local politicians to drive change within our community, had their art work displayed in Parliament House and selected students performed for the Federal Education Minister and Cabramatta PS alumni Mr Jason Clare MP. These opportunities impacted significantly on the engagement and support of teachers, students and parents.

*students and teachers indicated a high level of satisfaction with teaching and learning programs. However, it should be noted that teachers indicated some levels of challenge with the implementation of the new syllabus documents and the roll out of new resources and documents.

*teachers and parents 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. The school continues to access Speech Pathologists and Occupational Therapists to support targeted 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 online booking system for parent teacher interviews and will continue to be used in the future. Parents indicated that they required additional support to utilise the schools' new online payment system. The school continues to evaluate the use of electronic and print media.

*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. This was significant as staff surveys suggest that teachers feel somewhat overwhelmed with the curriculum reforms of the last number of years. The school has used the Staff Wellbeing Strategy to support teacher wellbeing. The school attempts to complete all professional learning within school hours to support teachers having permission to switch off.

*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. Overwhelmingly, data from 2023 shows a school community that is proud of their school and its students.

The areas of focus for 2024 include:

*Improving communication procedures and processes related to student 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 School Bytes as a communication tool.

*Developing strategies to increase parent engagement with new syllabus documents. Parent workshops will take place in term 2 2024 to raise awareness of specifically English and Mathematics syllabus documents.

*Continue high impact professional learning for teachers with a focus on implementing evidence-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

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

In 2023, Cabramatta PS focused on embedding Aboriginal perspectives into our new Units of Work that have been updated to reflect our new English and Mathematics syllabuses. As a school with a very small number of Aboriginal students, our goal is to ensure our non Aboriginal students have a strong understanding of local and general Aboriginal knowledge. This knowledge should ensure that our school is culturally safe, respectful and will improve our local community's ability to understand Aboriginal culture and its significance.

To support our Aboriginal students, the school participated in a range of network initiatives led by the AECG and local schools. These events and programs supported our Aboriginal students to deeply connect with their culture. In 2023, one of our Aboriginal students also was the recipient of an Aboriginal student scholarship from the Public Education Foundation.

Anti-Racism Policy

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

Anti-Racism - School statement

Cabramatta PS has a strong school culture with almost all students displaying outstanding behaviour at all times. Within the community our school is known to be tolerant, kind and responsive to need.

Our Anti-Racism officer is used at the school to assist teachers to access resources which build awareness and understanding of the impacts of racism. Each year our school organises an event called "Community Day". On this day our community celebrates diversity through food, dance and inclusiveness. The school actively facilitates learning to build awareness of the impact of racism and promotes diversity within a highly multicultural community.

Multicultural Education Policy

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

