



Education &
Communities



Cabramatta Public School Annual School Report 2014

1472



Principal's message

Only being at Cabramatta for Term 4 of the 2014 school year has enabled me to observe the many processes and practices in place using the lens of an outsider looking in. I am humbled by the efforts and commitment to personal and collective improvement across our school.

Our school continues its commitment to excellence in academic, cultural and sporting spheres, with many fine achievements being realised throughout the year. I attribute these successes to the growing sense of community and sharpening focus from our staff, students and parents on evidence based practice. Our improvements have been built upon genuinely examining our strengths, identifying areas of need, accepting the challenge to attempt new and sometimes uncertain processes and strategies in order to obtain new learning and improved outcomes.

In 2014 there has been considerable investment in the areas of literacy including resources, teacher professional learning and early learning initiatives. The programs all share a common focus on the quality of instruction and improving teaching practice so as to improve student learning outcomes.

Throughout 2014 the staff has continued their learning journey to identify individual student achievement against learning continuums in the area of literacy and numeracy. This has required considerable time and training to build skills, knowledge and confidence in order for teachers to make consistently informed judgments based on shared criteria. The work in this area has seen our school labelled as a 'High Performing School' and has resulted in Cabramatta Public School becoming a place for other schools to visit observing elements of best practice teaching and learning.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Mr Scott Davidson - Principal

P and C message

The 2014 P&C committee had an extremely eventful and successful year. This year the school's Parents and Citizens' Association collaborated with the fund raising committee and executive staff on various projects throughout the year such as the Easter Raffle, Mother's Day Stall and Community Day.

Our School Learning Support Officers assisted the P&C by working at a variety of Christmas stalls, running a successful hot dog stand and Christmas raffle which included toys and hampers.

Due to a combination of P&C funds, government funding and the fundraising committee student resources were purchased for our school.

Mrs Kelly Hampton - P&C President

Student Leaders' message

2014 has been a very successful year at Cabramatta Public School. We have accomplished a variety of wonderful things during the school year.

Students have benefited from a wide range of experiences, such as participating in Stage camps and excursions, as well as working in the school's specialist programs and participating in Community Day, Production and sport.

Representatives of the Student Representative Council have been involved in activities that have developed interpersonal skills and enabled them to take part in planning and implementing a variety of initiatives for students.

We are extremely lucky to have many dedicated and outstanding teachers, who have worked incredibly hard to organise annual events such as Community Day, Sports Carnival, Production, Camp, Avalon and many other excursions.

We were very proud and honoured to be the school captains of Cabramatta Public School for 2014.

Ashleigh Ly and Dylan Nguyen – School Captains

School context statement

Cabramatta Public School is a government primary school in a bustling suburb of south western Sydney. The large suburb of Cabramatta is part of the local government area of Fairfield City Council. Our school has a strong focus on academic achievement and prides itself on catering for students and parents from non-English speaking backgrounds. There is a positive and mutually respectful relationship between students, staff and families.

Currently, there are 753 students including 96% of students from a non-English speaking background representing over 40 cultural groups. The majority of the students are born in Australia and are of South East Asian background.

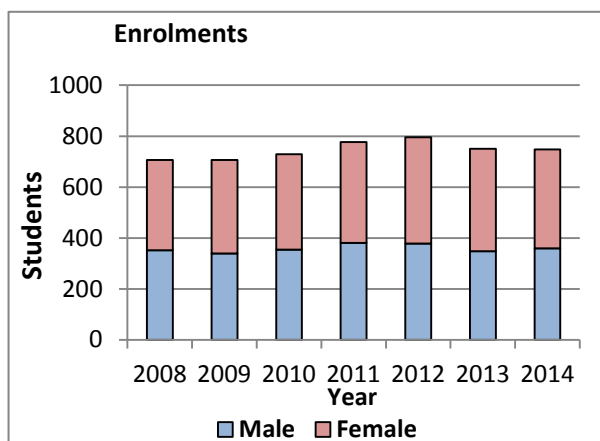
We have 29 mainstream classes and 3 Support classes. Cabramatta Public School has a School as Community Centre working in close partnership with the community.

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

There were 753 students enrolled at Cabramatta Public School in 2014.



Student attendance profile

In 2014, the overall attendance rates of our students was above state average.

		Year	2009	2010	2011	2012	2013	2014
School	K		95.3	94.7	94.1	91.4	94.0	95.6
	1		94.2	96.6	93.7	93.9	94.2	94.4
	2		95.3	96.3	96.2	93.9	94.8	95.6
	3		95.3	96.2	95.8	95.6	94.7	96.5
	4		95.3	97.5	95.8	96.2	96.3	96.2
	5		95.9	97.0	95.7	95.7	97.1	95.9
	6		95.6	96.9	95.5	95.7	97.3	97.0
	Total		95.2	96.4	95.3	94.7	95.5	95.8
State DEC	K		94.3	94.7	94.7	94.3	95.0	95.2
	1		93.7	94.2	94.2	93.9	94.5	94.7
	2		94	94.4	94.2	94.2	94.7	94.9
	3		94.1	94.5	94.4	94.4	94.8	95.0
	4		94	94.5	94.3	94.3	94.7	94.9
	5		94	94.4	94.2	94.2	94.5	94.8
	6		93.6	94.0	93.8	93.8	94.1	94.2
	Total		92.1	94.4	94.3	94.2	94.7	94.8

Management of non-attendance

Student attendance impacts significantly on achievement of student learning outcomes. Rolls are completed manually by class teachers and parents are contacted after an absence of two

consecutive days without explanation. Letters are sent home to parents for absences without an explanation after a seven day period. Ongoing concerns are monitored and referred to the Home School Liaison Officer (HSLO).

Structure of classes

29 Mainstream classes and 3 Support classes were formed in 2014. The following table shows class sizes as reported in the class size audit conducted in March 2014.

Roll class	Year	Total in class	Total per year
KA	K	20	20
KD	K	5	5
KH	K	20	20
KJ	K	21	21
KK	K	20	20
KN	K	20	20
KP	K	6	6
KS	K	20	20
1D	1	22	22
1O	1	22	22
1P	1	22	22
1S	1	21	21
1V	1	23	23
2F	2	26	26
2H	2	25	25
2K	2	25	25
2P	2	24	24
3A	3	28	28
3C	3	29	29
3V	3	29	29
3/6K	3-6	10	10
3/4W	3	11	11
	4	19	19
4G	4	28	28
4H	4	27	27
4R	4	28	28
5D	5	28	28
5E	5	29	29
5G	5	28	28
5/6S	5	18	18
	6	12	12
6G	6	28	28
6K	6	28	28
6N	6	28	28

Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

In 2014, the school had a total staff entitlement of 60.16 including both teaching and non-teaching staff.

In Term 4, Mr Davidson commenced as principal of Cabramatta Public School. Mrs Sukhaseume and Mrs Truong both retired at the end of Term 4. Mrs Allouche, Miss Chang, Mrs Pulch, Ms D'Rozario and Ms Frantzoulis completed their time as class teachers or community language teachers and obtained employment in other schools.

Miss Milroy and Miss Chokbengboun were appointed as permanent members of the teaching staff and Mrs O'Neill was appointed as an Instructional Leader all three appointments will commence in Term 1 of 2015.

Temporary teaching staff underwent an Expression of Interest process with successful applicants gaining teaching positions commencing in Term 1 of 2015.

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	2
Primary Executive Release	1
Assistant Principal(s)	4
Classroom Teacher(s)	22
Community Language Teacher(s)	6.8
Teacher of Mild Intellectual Disabilities	1
Teacher Mild Intellectual Disabilities/Autism	1
Assistant Principal Mild Intellectual Disabilities	1
Teacher of Reading Recovery	1.235
Learning and Support Teacher(s)	1.8
Primary Part-Time Teacher	1.2
Primary Teacher RFF & Support RFF	1.5
Priority School Funding	1.9
Teacher Librarian	1.2
Teacher of ESL	4
School Counsellor	0.8
School Administrative & Support Staff	7.472
Total	60.16

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

There is one member of staff from an Indigenous background

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Degree or Diploma	65
Postgraduate	35
NSW Institute of Teachers Accreditation	32

Professional learning and teacher accreditation

Teacher accreditation in NSW supports quality teaching, recognises the invaluable role teachers play in the community, helps train and develop teachers and improves student learning outcomes.

Currently teachers who have worked in a NSW school since before 1 October 2004, and have not had a break from teaching of more than 5 years, do not currently need to be accredited. However, accreditation will be mandatory for all NSW school and early childhood teachers in the near future.

All staff participated in Teacher Professional Learning (TPL) in 2014.

Staff completed compliance training in Emergency Care, Anaphylaxis, Child Protection and Code of Conduct. All staff participated in the extra staff development days.

A range of individualised professional learning opportunities were available for staff with a series of twilight professional learning sessions being offered throughout semester 2.

A total of \$40 805 was spent on teacher professional learning in 2014.

Beginning Teachers

In 2014 funding was supplied by the Department of Education and Communities to support early career teachers within the first two years of permanent appointment.

This funding was used to provide additional release from face to face teaching time to focus on targeted areas including:

- Increased leadership skills in Quality Teaching and learning
- Extended knowledge and understanding of effective behaviour management strategies
- Enhanced knowledge and skills to effectively cater for gifted and talented students within classroom and extracurricular activities
- Working collaboratively with other teachers to develop and implement quality, needs based teaching and learning programs.

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as

permanent salaries, building and major maintenance.

Date of financial summary	30/11/2014
Income	\$
Balance brought forward	307930.09
Global funds	529198.04
Tied funds	1171081.06
School & community sources	306720.47
Interest	19797.59
Trust receipts	26381.35
Canteen	0.00
Total income	2361108.60
Expenditure	
Teaching & learning	
Key learning areas	96865.19
Excursions	66977.76
Extracurricular dissections	131260.47
Library	9087.41
Training & development	4675.23
Tied funds	824023.63
Casual relief teachers	94604.92
Administration & office	180282.13
School-operated canteen	0.00
Utilities	74501.11
Maintenance	37513.27
Trust accounts	29692
Capital programs	19461.80
Total expenditure	1568844.92
Balance carried forward	792263.68

A full copy of the school's 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Academic achievements

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

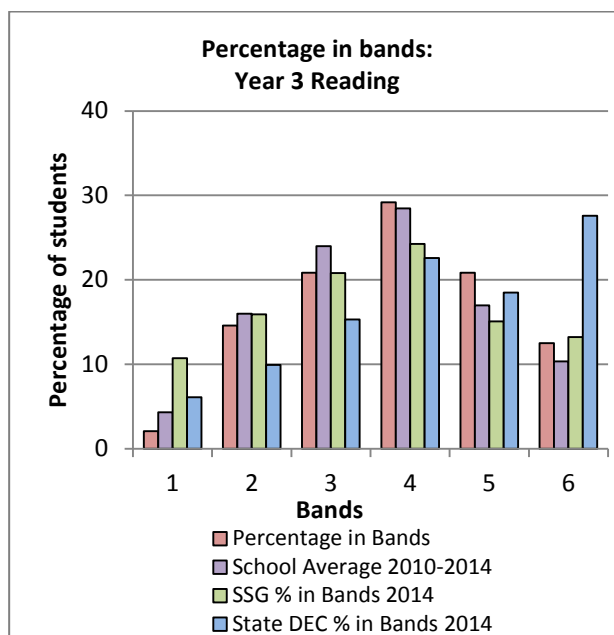
Click on the link <http://www.myschool.edu.au>

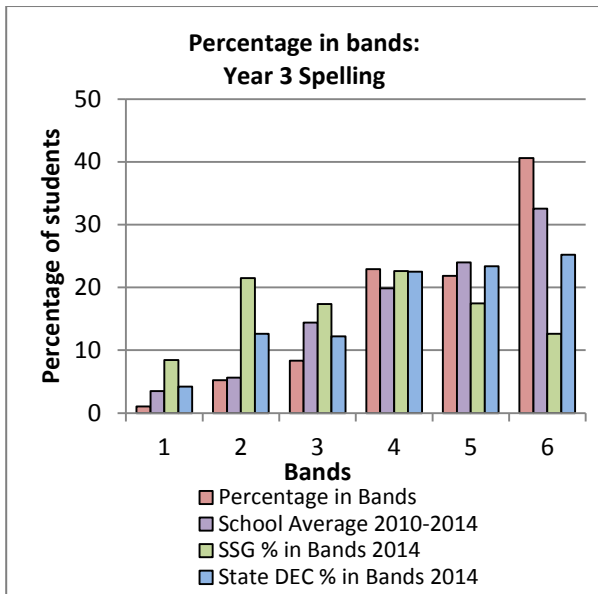
and enter the school name in the *Find a school* and select *GO* to access the school data.

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

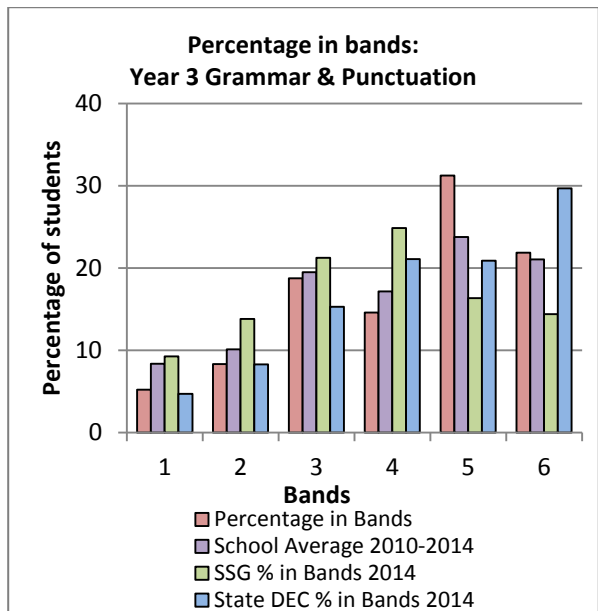
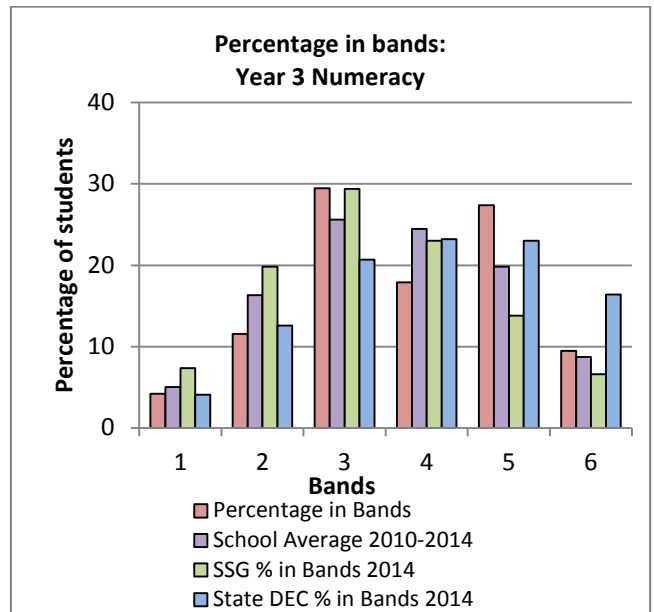
The NAPLAN literacy assessments were conducted in May with 96 students completing the assessments.

- In 2014, 62.5% of Year 3 students achieved results in the top 2 bands for Spelling
- In 2014, 53.2% of Year 3 students achieved results in the top 2 bands for Grammar and punctuation
- Year 3 results in writing were 35.9 points above state average results.





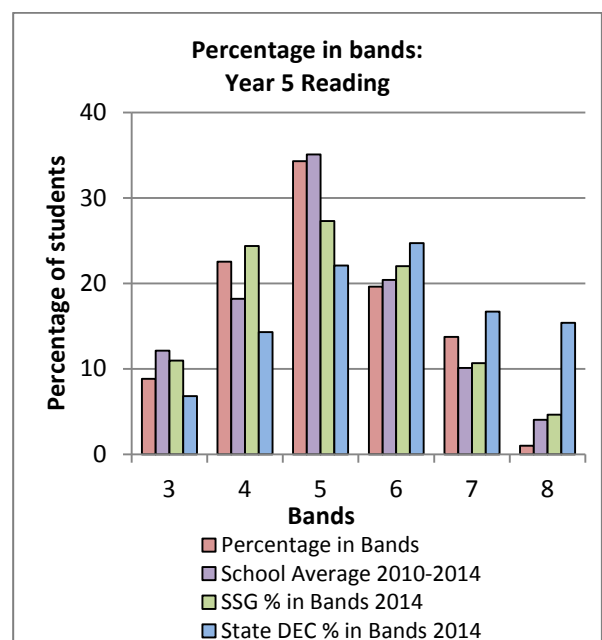
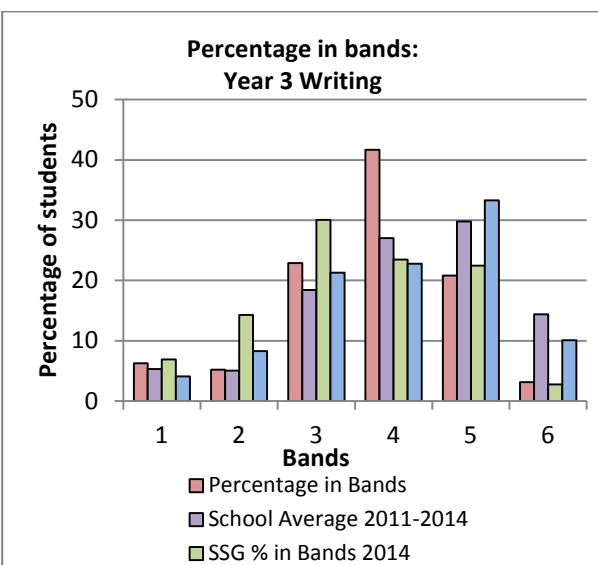
- In 2014, 36.9% of Year 3 students were placed in the top 2 bands for Numeracy



NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

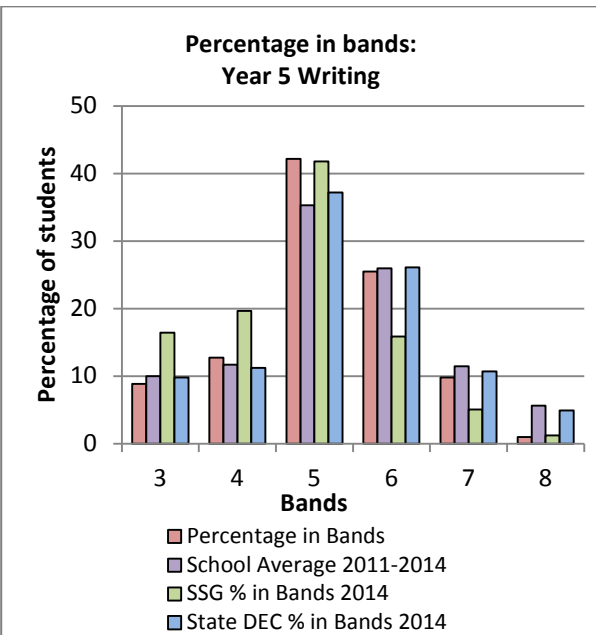
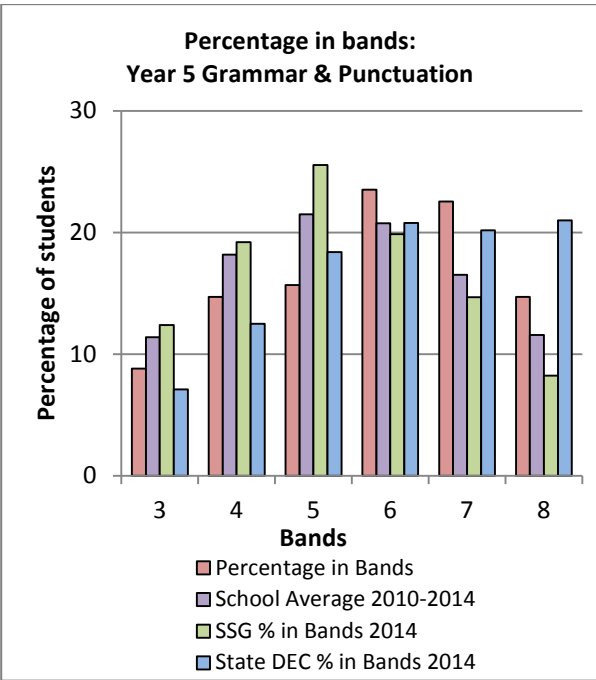
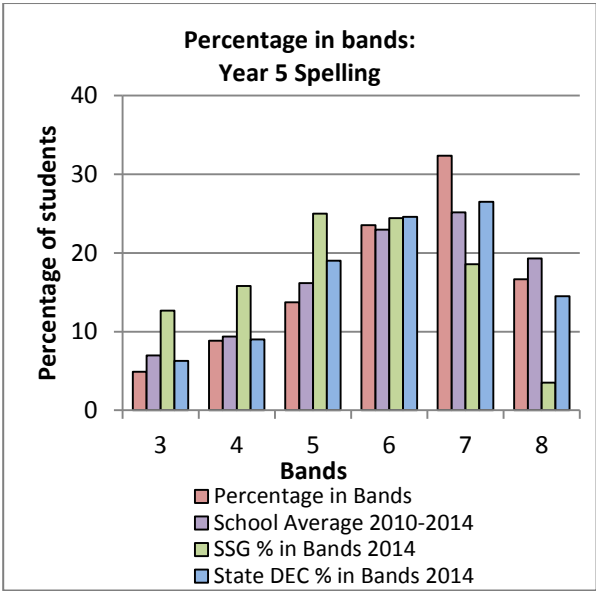
The NAPLAN Literacy assessments were conducted in May with 102 students completing the assessments.

- In 2014, 39.1% of Year 5 students achieved results in the top 2 band for spelling.
- In 2014, 37.2% of Year 5 students achieved results in the top 2 bands for Grammar and Punctuation.
- Year 5 students results in spelling were 6.2 points above state average results.



NAPLAN Year 3 - Numeracy

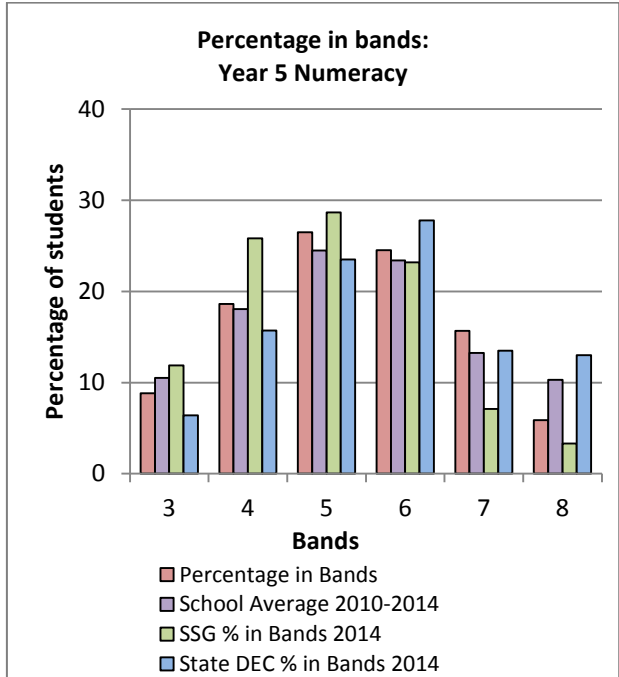
The NAPLAN Numeracy assessments were conducted in May with 95 students completing the assessments.



NAPLAN Year 5 – Numeracy

The NAPLAN Numeracy assessments were conducted in May with 102 students completing the assessments.

- In 2014, 21.7% of Year 5 students achieved results in the top 2 bands for Numeracy.
- Female students performed slightly better than male students compared to state average results.
- In 2014, there was no significant difference in performance when comparing Data, Measurement, and Space and Geometry to that of Number, Patterns and Algebra.



Progress in Literacy and Numeracy

In 2014, 44.2% of Year 5 students made or exceeded expected growth in Reading.

In 2014, 50.5% of Year 5 students made or exceeded expected growth in writing.

In 2014, 51.1% of Year 5 students made or exceeded expected growth in Spelling

In 2014, 52.1% of Year 5 students made or exceeded expected growth in Grammar & Punctuation

In 2014, 50.5% of Year 5 students made or exceeded expected growth in Numeracy.

Minimum Standard

The Commonwealth Government sets minimum standards for Reading, Writing, Grammar and Punctuation, Spelling and Numeracy for Years 3,5,7,9.

Percentage of Year 3 students at Cabramatta Public School achieving at or above minimum standards in 2014.

Percentage of Year 3 students achieving at or above minimum standard (exempt students included)	
Reading	95.0
Writing	90.9
Spelling	96.0
Grammar & Punctuation	91.9
Numeracy	92.9

Percentage of Year 5 students at Cabramatta Public School achieving at or above minimum standards in 2014.

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)	
Reading	90.3
Writing	90.3
Spelling	94.2
Grammar & Punctuation	90.3
Numeracy	90.3

Significant programs and initiatives – Policy and equity funding

Aboriginal education

On Monday 26th May 2014, 13 Cabramatta SRC representatives, Mrs Brien and Mrs Allouche attended a Sorry Day Ceremony held by Liverpool Council. We went to Liverpool Regional Museum. The morning began with a welcome to country and a traditional Aboriginal Smoke Ceremony.



We then witnessed the raising of the Aboriginal and Australian flags and paused for a moment of silence to remember the Stolen Generation. This was followed by a showcase of indigenous short films which showed us how historical events have affected families today.

The day concluded with a visit to the Mount Annan Botanical Gardens. We saw the Stolen Generation Memorial, placed flowers and held a minute of silence to pay respects to the Stolen Generation.

This was a valuable learning experience for Cabramatta Public School students. Aboriginal education is an important part of our curriculum.

Multicultural education and anti-racism

Cabramatta Public School maintains a very strong focus on providing varied learning opportunities for students to integrate their cultural background and knowledge with contemporary Australian culture. The school provides an environment that is highly engaging, inclusive, sensitive and free of any form of discrimination.

Students receive support to develop and maintain their first language through involvement in the schools Community Languages Program. This program enhances the students' understanding and respect of their culture as well as promoting first language literacy.

Learning and Support

The Learning and Support Team at Cabramatta Public School meets on a weekly basis to discuss appropriate support for students who require learning adjustments. Teachers are able to refer students to the Learning and Support Team to have their needs assessed. Teachers were invited to attend meetings and provide further input and/or clarification when students in their classes were to be discussed. Support was allocated based on the specific needs of students, either individually or in groups. In 2014, all students referred to the team were able to access support from teachers, the school counsellor or school learning support officers.

Reading Recovery

The Reading Recovery Program continues to offer valuable support to Year 1 students at Cabramatta Public School. Reading Recovery is an intense Reading program aimed at accelerating a student's ability to read and write. Each student enrolled in the program received half hour of tuition daily with the Reading Recovery teacher. Each student was able to be involved in the Reading Recovery Program for a maximum of 20 weeks or less.

20 Year 1 students were admitted onto the program in 2014.

16 students successfully completed the program. These students will receive ongoing support within the classroom and close monitoring over the next two years.

Information Communication Technology

Various classes within the school participated in activities such as animation, live action, production, editing, music, scripts, storyboarding and genres of films during specialist classes. The film and animation genre is just one way for our students to express themselves.

We entered a range of competitions where we could display our talents. These included:

ACMI - Theme 'Reflection' - Live-action: 5-6S Photo Day, Year 4 Escapism, Year 5 Rorrim, 10 Nursery Rhymes, 2F What Makes Us Smile (participation); Animation: Emily Tran Thach 5-6S Reflections (finalist), Year 3 The Rainy Day, Year 6 Awesomeness, 3-4W Moving (participation)

INDIE GEMS - Theme 'Community' - Films shown on the big screen at Riverside Theatre in Parramatta. Live-action: Year 5 Community Z (finalist and 3rd place), Year 6 Film School (finalist), Year 3 The Hyper Tap Water Incident (finalist)

MACARTHUR FILM FEST - Theme 'Growing' – Some Living Things by Year 2 (1st place), Grow Grow Grow by Year 5 Specialists (2nd place)

SUNSHINE FILM FESTIVAL - Theme 'Halloween' – Halloween Tales by Stage 3 (1st place), Community Z by Year 5 (finalist), The Objects by 2H (participation)

ATOM: MY STORY MY CONTENT - Theme 'Movies make a differences' – Year 4 Movies Entertain, Year 6 We Make Movies (participation)

Indie 'J' Readers – (Winners) How the Birds Got Their Colours by KS, Fun Times in the Library by 2F, A Film About Books by 3C, What is a Book? By Stage 2

KIDZ FLICKS (Sydney International Festival of Films by Children) – A Strange Day by Class 5S (1st place)

Cabramatta Public School held its second short film competition called CABRAFEST for students and classes. The categories were student/group animation, student/group live-action, class animation and class live-action. The response was overwhelming. Many students and classes entered films and the quality of their work was

outstanding. Mrs Creagh was given the task of judging the best films.

Class Entry K-2 Live Action – Nursery Rhymes by 10

Class Entry K-2 Animation – Some Living Things by 2K

Class Entry 3-6 Live Action - Rorrim by Year 5

Class Entry 3-6 Animation – The Rainy Day by Year 3

Student Entry Live Action – Mrs. Bieber by Alicia, Kellyanh, Nathaly and Julie 5-6S

Student Entry Animation – Carry On by Emily Tran Thach 5/6S

Other significant initiatives

Creative Arts

The annual school production called 'Offbeat' was held in Term 4 and was another successful show. Approximately 120 students with talent in the Creative and Performing Arts were involved. Under teacher direction, students sing, dance, act, create props and assist backstage. Three matinee performances and two evening performances were held in the school hall for all K - 6 students, our local high school, parents and families and the wider community.

The production aims to develop an appreciation for the creative and performing arts throughout the school and it also helps to promote Cabramatta Public School in a positive way in the local community and beyond.

A specialist visual arts program continues to develop students' skills and provide a platform for creativity.

The school held its second art show during Term four, giving students the opportunity to display their creative skills through the wide range of artworks presented.

Public Speaking

Our students competed in three public speaking competitions in 2014: Multicultural Perspectives, Community Languages/LOTE and Fairfield District Schools.

The Multicultural Perspectives Public Speaking competition is organised state wide. It heightens the students' awareness of current multicultural issues. Charlotte Nguyen and Kathleen Trinh were our junior representatives, and Danijela Sekuljica and Nathaly Tang were our senior representatives.

Our school held a Community Languages competition where students participated in public speaking using their first language – Vietnamese,

Khmer, Chinese, Lao and Serbian. We also held a LOTE (Languages Other Than English) competition in Mandarin for students learning this language at school.

Our students also competed in the Fairfield District Public Speaking competition. This year our school hosted this competition. One student from each stage represented our school: Tegan Cain, Anastasia Tuy, Kathleen Trinh and Danijela Sekuljica. Tegan was successful with first place at the district level.

Debating

During 2014, Cabramatta Public School competed in two debating competitions.

Students from Stage 3 participated in the Premier's Debate Challenge. They attended a debating workshop to develop and deliver speeches. The students worked collaboratively as a team to develop impromptu debates against various schools across Sydney.

Various students across Stage 3 participated in the Fairfield District Debate Competition. Students worked collectively to plan, research and develop speeches in preparation for each debate. Nathaly Tang was awarded as one of Fairfield District's best speakers.

Sport

Our school did extremely well in PSSA in 2014. Our senior netball and boys' t-ball were Lansdowne Zone Premiers and five of our teams became Lansdowne Zone Runners Up; junior netball, girls' t-ball, senior rugby league, girls' basketball and girls' oztag. This year, Cabramatta PS positioned third amongst 11 schools in our Lansdowne Zone Cross Country and Athletics Carnival.

Once again, Ellis won the house trophy. Ellis house captains, Kathiya Am and Bounlot Sisombat, happily accepted the trophy for the fifth year running.

We had many students go beyond the school level to represent the Lansdowne Zone, Sydney South West region and our state in a variety of sports. Destiny Erhunmwunse did extremely well in athletics and represented our Sydney South West Region at the New South Wales PSSA Athletics Championships.

Our Sports Persons of the Year were Mili Rabitu and Victor Togia. Destiny Erhunmwunse, Aelisa Mao and Lachlan Hampton were our Athletics, Cross Country and Swimming Champions

respectively. Josiah Stannard received the Encouragement Award for outstanding participation in all areas of sport. Joleah Taula received the NSW Premiers Sporting Challenge Medal for excellence and outstanding involvement in school sport.



Schools as Community Centres (SaCC)

The Schools as Community Centres (SaCC) project is an early intervention initiative supporting families with children aged birth to eight years in communities experiencing a variety of challenges. The focus of the project is to build parenting capacity, strengthen community and health connections and assist with the transition to school process. The project is funded through Families NSW with the Department of Education and Communities being the lead agency. The SaCC project has been operating in the grounds of Cabramatta Public School since 2001.

There has been a marked increase over the last few years in the number of children and families accessing SaCC initiatives. The facilitator of the SaCC project also provides a referral service for families to local services and therapists. Through community consultation, the project has developed initiatives that are in response to community needs and interests.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2014 our school carried out evaluation of Mathematics.

Background

Teachers, parents and students were invited to respond to surveys about the school's Mathematics program. Overall the majority of parents, students and teachers were extremely positive in their responses. Surveys indicated that the teaching

programs cater for a variety of learning styles and that the majority of students acquired new skills in Mathematics in 2014.

Findings and conclusions

The teacher survey indicated teaching programs met syllabus requirements and that they catered for a variety of learning styles.

The student survey indicated that female students enjoy lessons that are hands on especially when lessons utilise technology, whereas male students preferred not to participate in more practical lessons.

The parent survey indicated that Mathematics is an important subject and that students have developed new skills. Parents also indicated that they would like more information about how mathematics is taught at school and sought more clarification around the reporting of mathematics.

Future directions

The collated data indicates that Cabramatta Public School has some specific areas for implementing future directions. These include continuing to find ways to improve what the school does, continuing to provide quality professional learning opportunities for staff, increasing communication to parents about how mathematics is taught and reviewing how student progress in mathematics is reported to parents.



School planning 2012-2014:

School priority 1 – Literacy and Numeracy

Outcomes from 2012–2014

Increased levels of achievement in Literacy and Numeracy for all students.

Evidence of achievement of outcomes in 2014:

- More than 95% of Year 3 students achieved at or above National minimum standards in Reading and Spelling while 90% of Year 3

students achieved this level in Writing, Grammar and Punctuation and Numeracy.

- More than 90% of Year 5 students achieved at or above the National minimum standard in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy.
- Reading results indicate that 77% of kindergarten students met school based targets in 2014.
- Reading results indicate that 74% of Year 1 students met school based targets in 2014.
- Reading results indicate that 72% of Year 2 students met school based targets in 2014.
- Reading results indicate that 70% of Year 4 students met school based targets in 2014.
- Reading results indicate that 89% of Year 6 students met school based targets in 2014.

Strategies to achieve these outcomes in 2015

- Provide TPL on how to use data, including SMART, to inform planning for teaching and learning programs in literacy and numeracy.
- Grades to use NAPLAN data and backward mapping to inform teaching and learning plans.
- Use NAPLAN and PLAN data to develop and inform Individualised Learning Plans (ILPs) for all students in the bottom two bands in NAPLAN.
- Continuation of the Literacy Express program and the introduction of Numeracy Express.
- Allow all SLSOs to attend TPL sessions in literacy and numeracy.
- Data wall displaying Literacy levels K-6 continue to be maintained. These are updated monthly with the last three months displayed as a snapshot.
- Introducing a Numeracy data wall to sharpen our focus on numeracy progression K-2.
- Targeted “Low C” program. Students in the lower middle bands, who have no identified learning difficulties are identified and provided with an intensive booster program using the grade’s support teachers and SLSOs.
- Continue to implement whole school programs such as:
- TALE – grades will timetable a 20 minute reading block three times per week for students to listen to quality literature.

- Home Reading
- Jump Start Reading - before school reading program engaging students and parents
- Homework Centre - prioritising students with no home computer access
- Develop individual professional learning plans for all staff members.
- Employ a temporary teacher to run Literacy Express and Numeracy Express programs which focus on early identification and intervention for students not achieving minimum levels. These students will be supported daily in small groups of two and three by the teacher and five SLSOs.
- Employ temporary literacy and numeracy support teachers to work across grades targeting students not meeting agreed benchmarks.
- Implement regular parent workshops on how to support children at home with literacy and numeracy.
- Continue to purchase Reading Eggs for all grades.
- Build teacher capacity by providing collaborative planning time and team teaching opportunities for all maths group teachers.
- Continue to purchase Mathletics for Years 1 – 6 students.
- Employment of a Mathematics Instructional Leader.
- Continue to send talented Stage 3 students to weekly enrichment lessons at Cabramatta High School.
- Employ a speech pathologist and occupation therapist to work as part of our early intervention team.

School priority 2 – Student Engagement and Attainment

Outcomes from 2012–2014

Improved overall student engagement through quality transition programs and the use of information communication technologies.

Evidence of progress towards outcomes in 2014:

- Initial 2014 assessments showed Kindergarten students recognised an average

of 25 letters compared to an average of 18 in pre-enrolment testing.

- Initial 2014 assessments showed Kindergarten students recognised an average of 4 sounds compared to an average of 1 in pre-enrolment testing.
- 93% of families of children enrolled for Kindergarten in 2014 attended 1 or more of the SMILE workshops.
- 70% attended 3 or more workshops.
- Attendance rates for 2014 are 95.8% compared to 95.4% in 2013.

Strategies to achieve these outcomes in 2015:

Employ an ethnic aide to assist in developing partnerships with parents including assisting with translating, school administration, to liaise with parents and attend school excursions.

Continue to interview parents and screen students prior to entry into Kindergarten.

Work with local preschools to develop a high quality transition to school program for all local feeder preschools.

Continue SaCC Early Birds program for pre-school students and their parents who are commencing school in the following year.

Continue SMILE (Kinder transition) program over four weeks in Term four providing workshops for parents and practical experiences for pre-schoolers in the kindergarten rooms.

Year 6 teachers meet with Year 7 Advisor to discuss students “at risk” and those with particular needs.

Year 5 and 6 students visit Cabramatta High School for taster classes.

Cabramatta High School students visit our school and showcase their talents across a range of curriculum and extra-curricular areas.

Cabramatta High School students assist staff in specialist subjects to develop genuine partnerships across both schools.

Continue to employ a specialist teaching staff to work with classes K-6 during timetabled RFF sessions.

Use the Adobe Connect to facilitate cross school partnerships for students.

Release a teacher (0.2 allocation) to support the integration of ICT into teaching and learning programs.

Employ a computer technician two days per week to upgrade and maintain computer education facilities.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and staff members about the school.

Their responses are presented below.

- Parents and students overwhelmingly reported that the staff are approachable, displayed a caring attitude and are very dedicated to their profession.
- The staff also reported that they enjoyed working at Cabramatta Public School with such supportive, dedicated colleagues who worked cohesively together to provide quality teaching and learning programs throughout the school.
- Parents and staff overwhelmingly appreciated the sense of community at Cabramatta Public School where parents, staff and the wider community worked together to provide the best opportunities for all students.
- The wide range of learning experiences and extra-curricula activities offered to students is highly valued by the whole school community.
- The school provides a safe and caring learning environment in which achievements are recognised and positive behaviours are encouraged.
- The areas for improvement included upgrading the toilets and enhancing communication between home and school.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

The Cabramatta Public School 2015-17 School Plan outlines three strategic directions for improvement that will be the priority for the school. They are:

Strategic Direction 1:

Developing Self and Others to Create Sustainable Leadership

To empower staff, students and community members to lead and inspire learning.

Strategic Direction 2:

Creating a Dynamic High Performing School

To empower students to become successful learners who are confident and creative global citizens.

Strategic Direction 3:

Engaging the Community to Develop Authentic Partnerships

To develop community trust in an inclusive learning environment to ensure our students become successful, confident learners.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Scott Davidson - Principal

Sue Goodwin - Deputy Principal

Margaret Creagh - Deputy Principal

Shelly Turvey – Assistant Principal

Kerri Vega-Carrera - Team Leader

Cathy Fry - Class Teacher

Lawrence Sollorz – Specialist Teacher

Gabriella Sammut – Class Teacher

Joanne Laxton – Specialist Teacher

Kellie Hampton – P&C President

School contact information

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.p>

