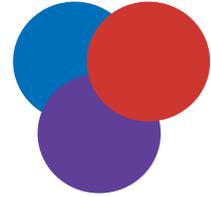


Cabramatta Public School Annual Report



2015



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Introduction

The Annual Report for 2015 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 school 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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Message from the Principal

At the conclusion of the 2015 school year I am again excited by the achievements, efforts and commitment to continuous improvement across our school. I am exceptionally proud and pleased with the many achievements listed throughout the report. Our successes are the result of the growing sense of community and the unrelenting pursuit of excellence from our staff and students. Our improvements have been built upon thorough examination of our strengths, identifying areas of need, and accepting the challenge to attempt new and sometimes uncertain processes and strategies in order to obtain new learning and improved outcomes.

2015 has seen a considerable investment in the areas of literacy, numeracy, early learning initiatives and technology. The programs all share a common focus on collection and accurate use of data, the quality of instruction and improving teaching practice so as to improve student learning outcomes.

Throughout 2015 the staff have participated in extensive professional learning to identify individual student achievement on literacy and numeracy learning continuums. This has required a collective responsibility to build skills, knowledge and confidence to make consistently informed judgments based on shared criteria. Students are beginning to use the language of the continuums and as such are taking a greater responsibility for their learning.

In 2016 Cabramatta Public School will continue to evolve as a dynamic, high performing school. Our focus for 2016-17 will continue to be around developing leadership capacity at all levels, ensuring that high quality teaching and learning is driven by research and analysis of data, and the strengthening of the strong foundations we have with our school community.

Scott Davidson
Principal

Message from the School Captains

2015 has been an action packed year for all students at Cabramatta Public School. Staff, students and parents all worked tirelessly to grow and improve as an outstanding school for all.

The students have studied hard this year in many programs including our specialist programs. Once again, students have entered competitions in public speaking, film and mathematics demonstrating outstanding results.

Students demonstrated talent in the sporting arena in PSSA and sports carnival, representing Cabramatta Public at zone and regional level. All students and coaches committed time and effort to training throughout the year.

The SRC worked really well this year to raise money for needy children across the world. The biggest fundraisers held at lunch and recess throughout the year supported children in Kenya, Cambodia and Nepal.

Our outstanding performances in Creative Arts have made Cabramatta a stand out school in our community. Our cultural dances have influenced schools across Sydney. Our School Production team worked very hard this year to produce a musical of the highest quality.

As student leaders of the school, we are extremely proud of the commitment and dedication of all students. We would like to thank all of our teachers for helping us to choose the right path and aim high. You have given us the skills and hope to succeed in the future.

Kelvin Sai and Nathaly Tang

School background

School vision statement

Cabramatta Public School is a dynamic, high performing school that provides a quality education for all. We have:

- Students who are self-aware, curious and determined to be successful 21st century learners. They are willing to take risks, are creative in their thought processes and participate in a collaborative learning environment.
- Staff who are passionate, life-long learners who use research to drive evidence based practice enabling and promoting student achievement whilst maintaining a respectful, caring and fun learning environment.
- A community who work in a supportive partnership with the school. They are inclusive, well-informed and feel empowered to fully participate in their child's education
- The Early Action for Success (EaFS) initiative. An Instructional Leader has been appointed and additional resources have been allocated that enable the school to provide tiered interventions that focus on literacy and numeracy outcomes for all students in Kindergarten to Year 2.

School context

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 740 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 30 mainstream classes and 3 Support classes. Cabramatta Public School has a School as Community Centre working in close partnership with the community. As a school community we are proud of our cultural diversity which is reflected in all aspects of school organisation, planning and programming. A unique feature of the school organisation is the community languages program. In 2015-16 we have an Instructional Leader appointed as part of the Early Action for Success initiative.

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

In 2015, our school participated in an external validation. The results of this process indicated that the school is working at sustaining and growing across the domains of Learning, Teaching and Leading.

The self-assessment and validation process confirmed that across the Learning domain there is demonstrated commitment within the community to strengthen and deliver on school learning priorities. Our school has positive, respectful relationships that promote student wellbeing and ensure good conditions for student learning. The school has systematic policies, programs and processes to identify and address student learning needs. This is supported by well-developed processes for the collection, analysis and reporting of internal and external student and school performance data. There is evidence of embedded practices for parents to be engaged and understand the learning progress of their children and how to effectively support them to learn. The process confirmed that Cabramatta Public school provides significant extra-curricular learning opportunities that are strongly aligned with the school's vision, values and priorities.

Results of self-assessment and validation processes in the Teaching domain indicated that teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. Teachers regularly review learning with each student, ensuring all students have a clear understanding of how to improve their learning. The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence based practice. The school identifies expertise within its staff and draws on this to further develop its professional community. Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice. There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas.

The self-assessment and validation process confirmed that school's achievements in the Leading domain demonstrate that staff have purposeful leadership roles based on professional expertise.

The school community is committed to the school's strategic directions and practices to achieve educational priorities.

The school has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students. The school leadership team makes deliberate and strategic use of its partnerships and relationships to access resources for the purpose of enriching the school's standing within the local community and improving student outcomes. Succession planning, leadership development and workforce planning are designed to drive whole-school improvement. Longer-term financial planning is integrated into the planning and implementation processes of the school. The use of school facilities is optimised within the local community, to best meet the needs of students and the local community. The school is used by a wide variety of community uses outside of school hours.

Our self-assessment and the external validation process will further assist the school to refine the strategic priorities in our School Plan leading to further improvements in the delivery of education to our students.

Strategic Direction 1

Developing Self and Others to Create Sustainable Leadership

Purpose

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

Overall summary of progress

Strategic Direction 1 – Developing Self and Others to Create Sustainable Leadership

This year there has been a wide variety of leadership opportunities provided across the school. There has been a very specific drive to increase the leadership capacity at all levels within the school in an attempt to increase leadership density, ensure smooth succession planning and provide a deliberate strong voice to all levels of the school community.

This has been evidenced by the development of our staff leadership program . This program has provided opportunities to participate in regular school based leadership workshops, opportunities for process group leadership, the Principal Credentialing, Leadership Colloquium, Harvard Graduate School of Education and the continuation of the team leader program. Our success has seen two Deputies complete the Principal Credentialing, two aspiring leaders complete the Leadership Colloquium, both Deputies shadowing the Executive Director, the Principal attending the Harvard Graduate School of Education, one Deputy being asked to relieve as Principal at King Park PS and two aspiring leaders successfully obtaining Assistant Principal positions through merit selection.

Our parent community has participated in regular information meetings with attendance ranging from 25 to 94 parents. The culmination has been the election of the school's first Parents and Citizens Association executive since 2005.

Our student leaders have had an increased profile in 2015 with the introduction of leadership uniforms and a wide range of leadership experiences being provided to them.

2015 has seen the development of purposeful leadership roles based on the expertise of staff. A wide variety of staff have been able to design and deliver needs based teacher professional learning that builds teacher capacity but also increases leadership density.

The introduction of the Performance Development Framework has seen all teaching staff members develop a Performance and Development Plan. The plans have been monitored, reviewed and updated as per the Department of Education (DoE) guidelines. Professional learning goals have been collated and specific targeted professional learning has been provided throughout the 2015 school year.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
100% of teachers show evidence of career growth against national professional standards, embedded in the performance and development framework.	100% of Performance Development Plans have been completed and reviewed in consultation with peers and supervisor. The school's Supervision Policy has been evaluated and now sits alongside the Performance Development Framework to support the professional growth of staff. Staff worked closely across stage groups to develop opportunities for peer observation of best practice teaching strategies.	\$10000 Socio-Economic Background Funding \$7294 English Language Proficiency Funding
20% of staff participating in formalised leadership development programs.	In 2015, 13 Aspiring Leaders participated in our school based leadership development program. This program provided opportunities for Aspiring Leaders to investigate leaders' styles and work through staffing, classing and timetabling scenarios. Two members of the group also participated in a leadership colloquium. As a result of this program two Aspiring Leaders gained Assistant Principal positions via merit selection. In addition to our Aspiring Leadership program our Deputy Principals had the opportunity to shadow the Executive Director and develop a systems view of Public Education. One of our Deputy Principals has been selected to relieve as Principal of a neighbouring school. Our Principal received the Teachers' Mutual Bank Harvard Club of Australia Principal scholarship which allowed him to participate in a leadership development program at the Harvard Graduate School of Education in Cambridge Massachusetts.	\$10000 Socio-Economic Background Funding
30% of students take on leadership roles within the school.	In 2015 the student leadership team were involved in a wide range of activities. The school purchased new leadership uniforms to raise the profile of our student leaders. The student leaders worked closely with school staff to develop their leadership skills. The School Captains and Vice Captains attended a special leadership day in Sydney with school leaders from across the state. The Student Representative Council continues to be involved in regular meetings and provides feedback to school staff about student based initiatives.	\$3000 Socio-Economic Background Funding

Develop students who embrace and practise the learner qualities	Specific lessons were developed in order to teach the language and skills of the learner qualities. A range of resources were acquired including the playground pencils that stand as a visual reminder of the 4 learner qualities.	\$5000 Socio-Economic Background Funding
20% of parents actively participate in school based leadership programs.	Our parent meetings proved to be extremely popular. Average attendance sat at 25 participants throughout 2015. As the meetings continued parents grew more interested in formalising their regular meetings. This led to the development of the school's Parents and Citizens Association being formed with the election of the P&C executive taking place in term 3. The P &C took carriage of the fund raising aspect of the annual Christmas Carols event.	\$ 1000 Socio-Economic Background Funding

Next steps

Our future directions for 2016 will ensure the 3-year plan remains on track to provide high quality educational outcomes. In 2016 Cabramatta Public School will:

- Continue to provide a range of staff leadership opportunities, with specifically tailored opportunities for our aspiring leaders. Workshops to develop curriculum vitae and enhance interview skills will also be conducted. As the school moves into an era of SAP finance a number of additional responsibilities will be available for our aspiring leadership team.
- Introduce library monitors to increase the options for leadership positions of our students. Senior students will be given roles within the successful Jump Start Reading program to further develop their leadership skills across the area of literacy.
- Continue to specifically teach the Learner Qualities in a systematic and explicit manner supported by carefully selected resources. The introduction of learner quality awards will help embed the language of the learner qualities across the school.
- Continue building the capacity of the school's P&C utilising the resources of the NSW P&C to provide access to best practice procedures for our members

Strategic Direction 2

Creating a Dynamic High Performing School

Purpose

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

Overall summary of progress

Strategic Direction 2 – Creating a Dynamic High Performing School

Cabramatta Public School has always had a sharp focus on ensuring high quality education is provided to the full breadth of the community it serves. Strategic Direction 2 provides our school with the opportunity to continually reflect on teacher practice and use evidenced based research to drive capacity building of our teaching staff. An increased emphasis on self-directed student learning and a commitment to secure positive respectful relationships across the entire school community underpins the work conducted in this area.

This year with the introduction of Early Action for Success there has been an ongoing commitment to the collection of and genuine use of student data to drive teaching and learning and ongoing professional learning. The introduction of whole school data walls and individual data talks has created a sharp focus on

individual student achievement.

The school continues to achieve excellent results in external data measures. Year 3 NAPLAN results display a consistent upward trend whilst Year 5 results remain stable. Our school consistently achieves above National Minimum Standards in Years 3 and 5 with Year 7 achieving 10% percent higher than similar schools in the top 2 bands.

The continuation of our literacy support, Literacy Express and Kinder Express initiatives have been instrumental in the success of overall achievement rates in literacy. These programs provide tiered, targeted intervention for our 'at risk' students. The Learning and Support Team meets twice a week to track, identify and evaluate interventionist programs. High quality professional learning is provided to our literacy support staff comprising of both teachers and School Learning Support Officers. Our Literacy Express and Kinder Express initiatives have been viewed by a wide range of schools across multiple Principal Networks as models of best practice. These programs continue to be refined, evaluated and driven by close analysis of student data.

Our students are being provided with increased opportunities to drive and self-regulate their learning. The introduction of the student Learner Qualities is increasing the responsibility of our students to play a more active role in their learning. The language of the Learner Qualities is slowly permeating student teacher interactions and will continue to be a focus for 2016-17.

With the increased technological demands and a thirst for innovative learning spaces the school has invested significantly in developing a quality learning environment supported by high quality infrastructure. Our aim for 2015 has been to lay the platform for a physical learning environment that will enable our entire school community equitable access to the high quality education provided to all stakeholders within our community. This process will continue to be a significant focus for 2016-17.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure	Progress achieved this year	<\$>
85% of students demonstrate at least 1 year's growth in literacy and numeracy against school based benchmark.	<p>Staff engaged in a wide variety of professional learning throughout 2015 that enabled them to draw on evidenced based practice. The research of John Hattie and Dylan William in conjunction with the motivation of Dan Haesler, Ian Jukes and Dave Burgess helped to drive the work of staff. The continued use of learning intentions and success criteria helped to clarify expectations for students and assisted in driving student achievement. The introduction of utilising PLAN data across K-6 to assist in monitoring student achievement has laid the foundation for a sharp focus on data in 2016.</p> <p>The continuation of Literacy Express, Kinder Express, literacy support, speech and occupational therapy provided high quality support and early intervention for our students.</p> <p>Professional learning was provided for staff to build capacity in the area of EALD identification, assessment and program development. Consistency of judgement was a focus in the area of writing with student samples collected, compared and matched to the EALD progression and the ESL scales.</p>	<p>FTE \$660000 Socio-Economic Background Funding</p> <p>SLSO \$83 246 Low Level Adjustment for Disability Funding</p> <p>Sp /OT \$125 000 Socio-Economic Background Funding</p> <p>\$2774 Aboriginal Background Funding</p> <p>\$14 000 English Language Proficiency Funding</p>
96% of students meet or exceed nationally identified benchmarks	The introduction of the Early Action for Success initiative saw a sharp focus on the collection, analysis and use of specific data. The implementation of TEN and TOWN saw	\$190 574 + 2 FTE Early Action for Success

in literacy and numeracy assessments.	a sustained and rigorous schedule of professional learning for K-2 staff. The regular collection of data at 5 weekly intervals assisted in driving teaching and learning opportunities. The program delivers specifically designed tiered intervention for students and allowed staff to 'put faces on the data'. Through a series of trial periods maths groups were disband across stage 1 with the introduction of class based maths, where specific support was provided to class teachers by numeracy interventionists.	
100% of staff set consistent clear learning intentions and success criteria with some form of Formative assessment	Success criteria and learning intentions have continued to be a feature of our classrooms. A greater awareness of the literacy and numeracy continuums were developed with a greater use PLAN. Consistency of judgement in relation to markers on the continuum became more apparent as staff worked in collaboration to assess student achievement. A growing awareness of the language of the continuum became evident with students starting to use this language to identify their own progress.	Nil
Quality Self-directed learning opportunities, including opportunities for student led innovation, entrepreneurship and problem solving.	A number of classes experimented with project based learning in 2015. Initial work in this area identified that this type of learning was a new concept for many of our students and that a great deal of instruction was needed as student adjusted to this learning style. As classes became more familiar with self-directed learning a number of approaches emerged. Term 4 saw a need to consolidate the lessons of terms 1-3 and helped develop our directions for 2016.	\$4500 Socio-Economic Background Funding
Positive and respectful relationships across the school community underpin a productive learning environment, and support students' development of strong identities as learners.	Literacy and numeracy workshops were a key feature here. Specialised staff from our literacy and numeracy support teams designed and delivered high quality workshops aiming to increase the knowledge and skill base of our parents. The workshops provided a mix of hands on and theory with opportunities to put theory into practice for our parents. Participation rates remained steady and subsequent surveys indicated that parents wished for the workshops to continue in 2016.	\$ 1500 Socio-Economic Background Funding
A quality learning environment supports the development of 21 st Century learners	Key improvements to technology infrastructure ensured equitable access to technology for students and staff. The upgrade of our school server, wireless access points, acquisition of data projectors and the purchase of I-Pads and notebooks ensured that students were able to integrate technology into all areas of the curriculum.	\$154 000 Socio-Economic Background Funding

Next steps

Our future directions for 2016 will ensure the 3-year plan remains on track to provide high quality educational outcomes. In 2016 Cabramatta Public School will:

- Target teacher professional learning to increase capacity in the focus area of writing
- Provide high quality professional learning opportunities with key note speaker Ross Dawson will act as the basis for developing a consistent whole school approach to project based learning.
- Ensure the continuation of literacy and numeracy programs to assist our parents to support the children will continue throughout 2016. The introduction of the PATCH program will provide our parents with the opportunity to develop specific skills that will enable them to assist in classrooms and possibly provide the foundation for further educational opportunities and future employment.

- Continue to upgrade aspects of our learning environment including the school hall, outdoor learning environments to provide high quality performing arts spaces and alternative learning areas.

Strategic Direction 3

Engaging the Community to Develop Authentic Partnerships

Purpose

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

Overall summary of progress

Strategic Direction 3 – Engaging the Community to Develop Authentic Partnerships

Cabramatta Public School has always had strong respectful relationships with the community. The focus of Strategic Direction 3 is to increase involvement and create authentic powerful relationships where all key stakeholders feel comfortable to contribute to the governance of the school.

The development of ongoing high quality professional learning workshops for parents has been a key feature of this strategic direction. A survey was designed and provided in multiple languages to gather the thoughts, ideas and needs of the local community with the premise of providing avenues for parents to better support their children's learning. Utilising the expertise of staff we have provided workshops in literacy and numeracy focusing on early acquisition of skills. Workshops have been heavily supported by our parent community who have had opportunities to work with their children both at school and home to develop not only their children's academic skills but their own understanding of early literacy and numeracy acquisition. Additional workshops focusing on transition to high school and childhood anxiety have also been well supported.

At Cabramatta Public School we aim to make connections via quality transition programs that range from prior to school to post school options. In 2015 we have been able to work with a small selection of local preschools to inform prior to school programs and have worked with Western Sydney University to demonstrate post school options to students. Both programs have made strong gains in their first year and will continue to feature prominently in 2016-17.

Being a large complex public school with access to significant equity funds we believe we have a system responsibility to increase teacher capacity not only within our school but across our system. In 2015 we ran our first Student Engagement Conference which saw 14 schools across 4 Principal Networks work with Dan Haesler and Marion Assagaier to develop a better understanding of the term 'Student Engagement'. Schools were asked to go back and explore this term in their own context and report their findings back at a term 3 Trade Show. This cross school and cross network collaboration provided opportunities for staff to share models of best practice and has been the springboard for future learning alliances.

In term 3 we were able to secure the services of Dave Burgess the author of Teach like a Pirate. We provided a professional learning session for schools system wide. This opportunity saw 300 educators from across NSW attend a 3 hour workshop exploring student engagement and providing inspiration to reinvigorate classrooms. The work here challenged staff to reflect on their own practice and examine their delivery of content.

Cultural identity has always played a significant role in the work of Cabramatta Public School. This year has been no exception with numerous opportunities to celebrate the rich diversity that makes us such a strong dynamic learning community. Celebrations such as Chinese New Year, the ANZAC Wreath Ceremony, Community Day and Beyond Cabramatta have provided students, staff and community with appropriate avenues to participate in a range of extra-curricular activities. The annual school production, now in its 25th year, provided 168 students with the opportunity to develop and showcase skills in dance, drama, music, skipping, set and costume design.

2015 saw the upgrading of our school website, the refinement of the school App and the increased use of social media to streamline communications with our community. There has been a significant increase in social media use and with an increase in followers on Twitter from 100 in 2014 to 513 in 2015. The next challenge in this space is to work on translated text to provide easier access to the full range of our school community.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure	Progress achieved this year	<\$>
10% of parents participate in school based workshops.	Parent Workshops were provided for both literacy and numeracy. Workshops gave practical skills for parents to use to assist their children at home and in the classroom. Parents met weekly with specialist staff to receive specific instruction and work through home tasks. This had laid the foundation for the PATCH program to be introduced in 2016.	\$3000 Socio-Economic Background Funding
A 20% increase in the opportunities for CCOS initiatives.	Staff were given the opportunity to participate in Wow time (Watch Our Work). This allowed staff to share best practice and reflect on evidence based teaching strategies. Our school hosted an engagement project with key note speaker Dan Haesler and investigated student engagement across 4 school networks. The culminating engagement trade show provided evidence of successful strategies being used to increase student engagement across a variety of contexts and settings.	\$25194 Socio-Economic Background Funding
100% of students attend transition programs.	Our stage 3 team participated in the Continuum of Learning with stage 4 from Cabramatta High School to ensure continuity for our students. Our transition to school program SMILE was conducted incorporating speech pathology for identified students. Senior executive were involved in twice termly Community of School meetings to set specific directions across our Community of Schools.	\$8000 Socio-Economic Background Funding
100% of parents surveyed recognize the school as excellent and responsive to the needs of the community.	The introduction of the Parent Café has provided parents with an opportunity to meet school staff in a more relaxed environment. This has increased parental engagement across a number of areas. The annual Chinese New Year Celebration, food festival, Community Day and production clearly demonstrated the enormous role our community plays within our school. These whole school events provided opportunities for our community to participate in a range of activities.	Nil
Develop and improve modes of communication from school to home including the use of social media.	A strong focus on increasing the school's social media presence as an authentic means of communication proved to be very successful. The number of parents using the school app, the increase in Twitter followers, the introduction of See-Saw and an upgrade to the school's website have been major achievements in 2015. The employment of a Community Liaison Officer has enabled parents the opportunity to discuss administration procedures in a range of languages ensuring smoother communication procedures.	\$36 000 English Language Proficiency Funding \$17 000 Socio-Economic Background Funding

Next steps

Our future directions for 2016 will ensure the 3-year plan remains on track to provide high quality educational outcomes. In 2016 Cabramatta Public School will:

- Implement the PATCH program will strengthen our parental workshops and provide avenues for potential

employment for our participants.

- Continue our transition programs covering entry to and exit from Cabramatta Public School. We will again try to establish strong links with pre-school providers and Western Sydney University.
- Continue to employ a Community Liaison Officer and provide additional time for translating written documentation to ensure our community has access to clear and accurate information.
- Continue to celebrate and provide avenues for inclusive cultural activities such as Chinese New Year, Food Festival, Community Day and School Production will again be key extra curricular activities for community participation.

Key initiatives and other school focus areas		
Key initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background funding Literacy Support	Funding was used to support the implementation of high quality literacy support programs. Two members of staff participated in the development of Fairfield AECG.	Strategic Direction 2 \$2774
English language proficiency funding Literacy / Numeracy Support Teacher Professional Learning	Funding was used to develop and deliver Professional Learning opportunities for all staff to enhance understanding of EAL/D learning and the ESL Scales. Staff participated in moderating activities to ensure consistency of judgement in relation to identification of student achievement.	Strategic Direction 1 \$7294 Strategic Direction 2 \$14000 Strategic Direction 3 \$36000
Targeted students support for refugees and new arrivals Well Being	Refugee and newly arrived students were provided with academic, health care and well-being support to ease their transition into school. Specialist teachers focus on English language and social skills for all students in small group situations.	Strategic Direction 2 \$4600
Socio-economic funding Literacy / Numeracy Support Teacher Professional Learning Resourcing	Funds were also allocated for high quality professional learning in Science, literacy, student engagement, numeracy and leadership development. Technology infrastructure was upgraded and additional mobile technology was purchased to support flexible learning options.	Strategic Direction 1 \$29 000 Strategic Direction 2 \$945 000 Strategic Direction 3 \$53 194
Low level adjustment for disability funding Targeted Support	High quality early intervention programs were delivered to ensure equitable access to the curriculum. The platform for a new needs based model was laid and will assist with the continued development of the Learning and Support Team in 2016.	Strategic Direction 2 \$83 246

Support for beginning teachers Structured support	All beginning teachers receive additional support in the first three years of their career. Beginning teachers are provided with access to additional support, professional development and mentoring time with their supervisors. Structured opportunities were made available for teacher to meet requirements for maintenance of accreditation and achievement of proficient status.	Strategic Direction 1 \$19 133
Other school focus areas	Impact achieved this year	Resources (annual)
Other, including Early Action for Success Targeted Numeracy Support	High quality professional learning that focused on targeted tiered intervention was a key feature of this initiative in 2015. A consistent approach to the collection and analysis of data assisted in driving teaching and learning programs.	Strategic Direction 2 \$190 574 + 2 FTE

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

Student Enrolment

Gender	2011	2012	2013	2014	2015
Male	381	378	348	360	377
Female	396	418	403	388	357

Student attendance profile

	Year	2011	2012	2013	2014	2015
School	K	94.1	91.4	94.0	95.6	93.4
	1	93.7	93.9	94.2	94.4	95.7
	2	96.2	93.9	94.8	95.6	94.1
	3	95.8	95.6	94.7	96.5	95.3
	4	95.8	96.2	96.3	96.2	95.2
	5	95.7	95.7	97.1	95.9	95.9
	6	95.5	95.7	97.3	97.0	97.0
	Total	95.3	94.7	95.5	95.8	95.2
State DoE	K	94.7	94.3	95.0	95.2	94.4
	1	94.2	93.9	94.5	94.7	93.8
	2	94.2	94.2	94.7	94.9	94.0
	3	94.4	94.4	94.8	95.0	94.1
	4	94.3	94.3	94.7	94.9	94.0
	5	94.2	94.2	94.5	94.8	94.0
	6	93.8	93.8	94.1	94.2	93.5
	Total	94.3	94.2	94.7	94.8	94.0

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

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)	5.8
Teacher of Mild Intellectual Disabilities	1
Teacher Mild Intellectual Disabilities/Autism	1
Assistant Principal Mild Intellectual Disabilities	1
Teacher of Reading Recovery	1.155
Learning and Support Teacher(s)	2.2
Primary Part-Time Teacher	1.2
Primary Teacher RFF & Support RFF	1.26
Priority School Funding	1.9
Teacher Librarian	1.2
Teacher of ESL	5.4
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
Undergraduate degree or diploma	65
Postgraduate degree	35

Financial information

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	792263.68
Global funds	504675.49
Tied funds	1500207.91
School & community sources	302944.31
Interest	25035.31
Trust receipts	20529.05
Canteen	0.00
Total income	3145655.75
Expenditure	
Teaching & learning	
Key learning areas	63925.27
Excursions	55974.93
Extracurricular dissections	119563.71
Library	3094.27
Training & development	12821.41
Tied funds	1448217.36
Casual relief teachers	80972.65
Administration & office	193699.99
School-operated canteen	0.00
Utilities	85193.49
Maintenance	26633.63
Trust accounts	16753.39
Capital programs	73895.57
Total expenditure	2180745.67
Balance carried forward	964910.08

School performance

NAPLAN

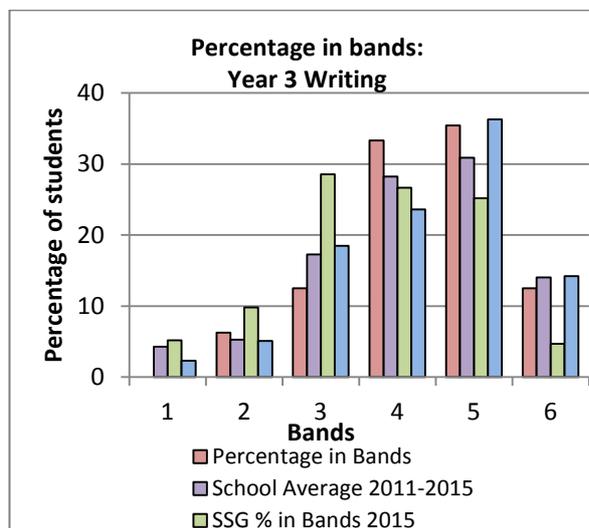
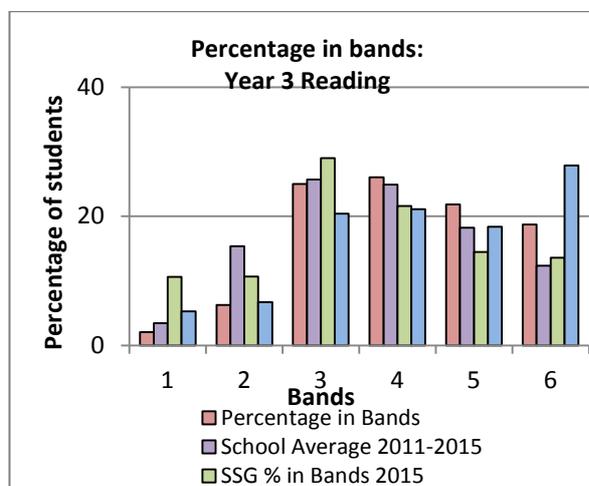
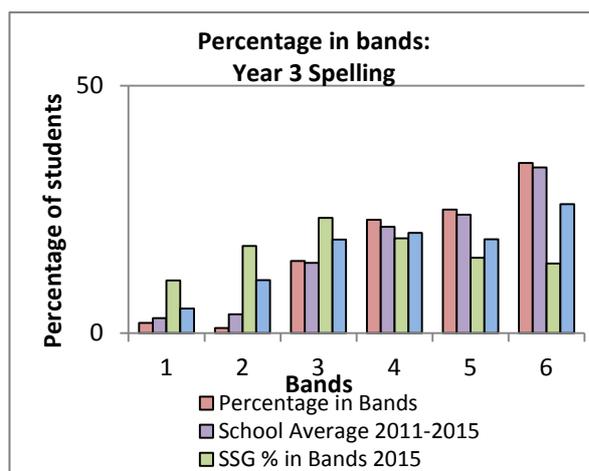
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

Year 3

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

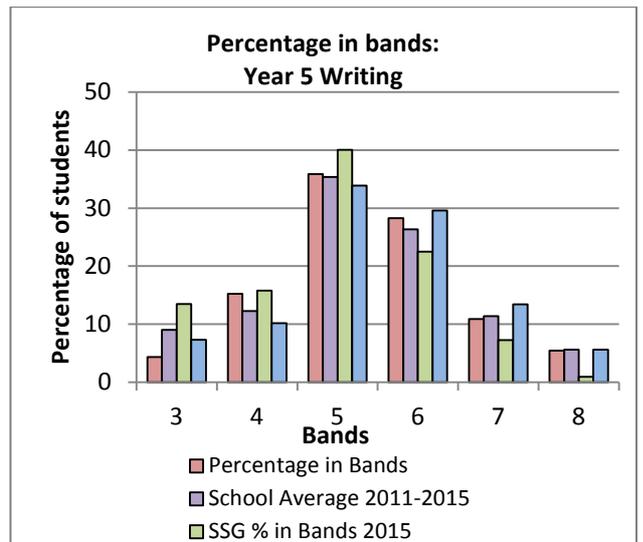
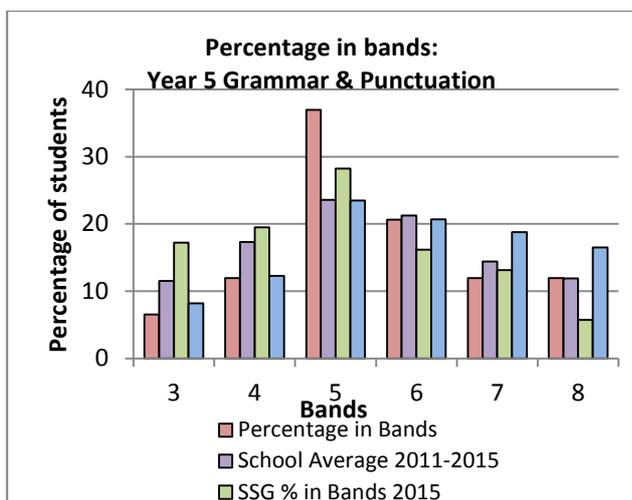
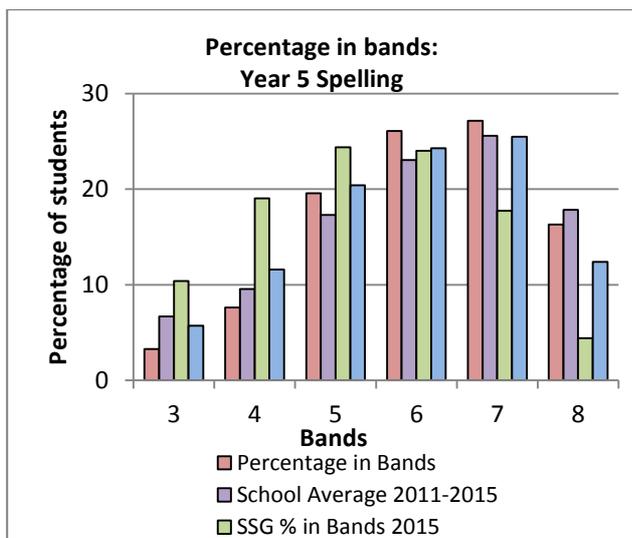
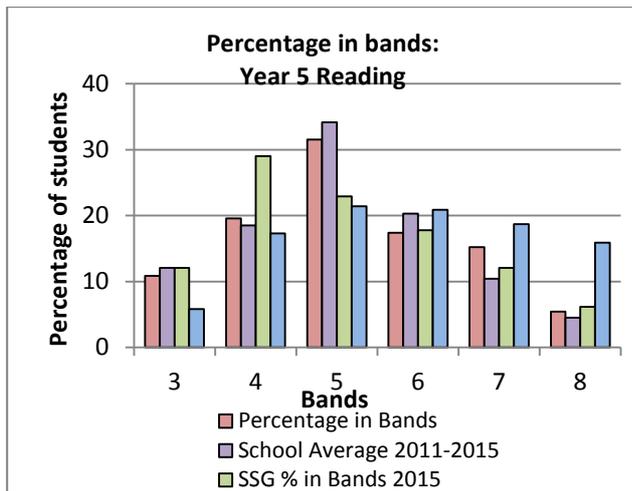
- In 2015, 59% of Year 3 students achieved results in the top 2 bands for Spelling
- In 2015, 47% of Year 3 students achieved results in the top 2 bands for Grammar and punctuation
- Year 3 results in spelling were 33.1 points above state average results.



Year 5

The NAPLAN Literacy assessments were conducted in May with 97 students completing the assessments.

- In 2015, 43% of Year 5 students achieved results in the top 2 band for spelling.
- Year 5 students results in spelling were 10.2 points above state average results.

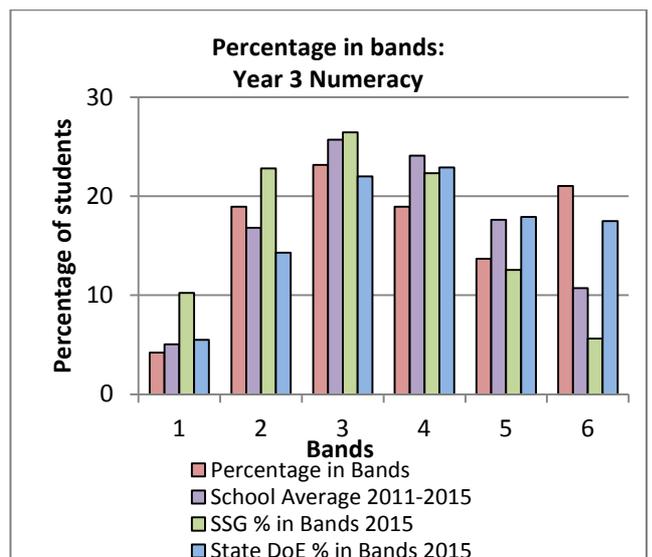


NAPLAN - Numeracy

Year 3

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

- In 2015, 35% of Year 3 students were placed in the top 2 bands for Numeracy.
- Male students performed better than female students compared to state average results.
- In 2015, there was no significant difference in performance when comparing Data, Measurement, and Space and Geometry to that of Number, Patterns and Algebra.

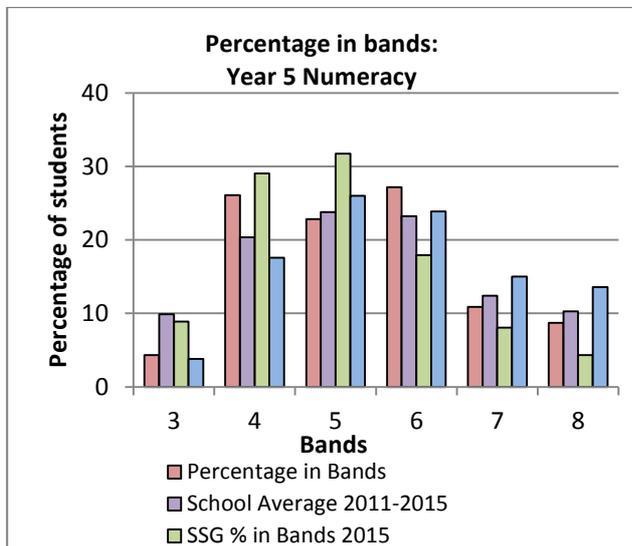


Year 5

The NAPLAN Numeracy assessments were conducted in May with 97 students completing the assessments.

- In 2015, 20% of Year 5 students achieved results in the top 2 bands for Numeracy.

- Female students performed better than male students compared to state average results.
- In 2015, there was no significant difference in performance when comparing Data, Measurement, and Space and Geometry to that of Number, Patterns and Algebra.



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers 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.
- 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-curricular 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.

Aboriginal Education

Cabramatta PS continues to provide high quality Aboriginal education. Specific educational learning plans are written for indigenous students with targeted support provided where needed.

All students across the school participated in NAIDOC activities with visiting performers focussing

on delivering Aboriginal stories and providing information about cultural heritage in an interesting and enjoyable way provided valuable learning experiences students.

2015 also saw a Fairfield Aboriginal Education Community Group (AECG) established with 3 teachers at Cabramatta Public School all becoming members. We aim to continue our strong commitment to Aboriginal Education throughout 2016.

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.

Sport

Our school did extremely well in PSSA in 2015. We have 18 PSSA teams representing Cabramatta Public School. The girls' basketball and senior modified cricket teams were premiers of their competitions. The junior and senior netball and girls' softball teams were joint premiers. Our boys' basketball and boys' softball teams were runners up in their competitions.

Many students had the opportunity to represent the Lansdowne Zone, Sydney South West (SSW) region and our state in a variety of sports. 13 students from Cabramatta Public school were selected as zone representatives for Under 11's Rugby, Opens Rugby, Touch Football, Netball, Rugby Union and basketball. One student represented Sydney South West Region at the New South Wales Rugby Union Championships.

13 students from Cabramatta Public school were selected as Zone representatives in the SSW Regional Athletics, 5 in the SSW Regional Cross Country and 5 in the SSW Regional Swimming Championships.

360 students from Years 2 – 6 were involved in a two-week intensive learn to swim program. This year we successfully invited Year 2 students to participate in the Intensive Swimming Scheme.