

# Cabramatta Public School

## Annual Report



2016



1472

## Introduction

The Annual Report for 2016 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.

Scott Davidson

Principal

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## Message from the Principal

At the conclusion of the 2016 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. 2016 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 2016 the staff have participated in extensive professional learning in the area of writing and enhancing their ability to identify individual student achievement on the literacy and numeracy learning continuums and link this to syllabus outcomes. 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 greater responsibility for their learning. In 2017 Cabramatta Public School will continue to evolve as a dynamic, high performing school. Our focus for 2017 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 across our school community.

Scott Davidson

Principal

## Message from the students

2016 has been an action packed year for all students at Cabramatta Public School. 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, regional and state level. All students and coaches committed time and effort to training throughout the year. The SRC raised 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. Students performed at the Synergy Dance Festival and the Schools' Spectacular. Our cultural dances have influenced schools across Sydney. Our School Production team produced 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.

Nelson and Rothana

## 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
- As an Early Action for Success (EAFS) school, 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 730 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. 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 had an Instructional Leader appointed as part of the Early Action for Success initiative.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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 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.

The self-assessment 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 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 confirmed that school's achievements in the Leading domain demonstrate that staff have

purposeful leadership roles based on professional expertise. Throughout 2016 there has been a strong commitment to building leadership capacity across the school. This approach recognises that leadership development crosses all levels of the school. From staff leadership to student and parent leadership the school has been committed to supporting and developing current and future leaders.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## 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

This year we have continued to provide a wide variety of leadership opportunities across the school. There has been a very specific drive to increase the leadership capacity at all levels within the school to continue building leadership density, ensuring smooth succession planning and providing a deliberate strong voice to all levels of the school community.

Our staff leadership program has provided opportunities for staff 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 aspiring leaders complete the Leadership Colloquium, school executive participating in a Harvard Graduate School of Education 12 week online course, one Deputy being promoted to Principal through merit selection, an aspiring leader successfully obtaining an Assistant Principal position through merit selection and two aspiring leaders successfully obtaining Assistant Principal positions through expression of interest. As a large complex public school Cabramatta Public School understands its role in developing leaders for an expanding system. 2016 has seen the continuation 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.

Our parent community has participated in regular information meetings with attendance ranging from 25 to 94 parents. The Parents and Citizens Association executive met with the NSW Parents and Citizens Association to discuss roles and responsibilities. Systems and structures are in place to support our parent leaders in both governance and educational delivery. Opportunities exist for parents and community members to express ideas, thoughts and suggestions for the enhancements and refinement of school processes. Professional learning has been provided to parents to allow them to take lead roles in supporting the education of their children. P & C activities have enabled leadership opportunities to flourish for our parents in 2016. Our P&C President was recognised at a cross network celebration with an award for outstanding leadership which was reflective of the work of all members of the school's P&C.

Our student leaders have had an increased profile in 2016. The introduction of library monitors saw the leadership team grow in 2016. Senior students were given roles within the successful Jump Start Reading program to further develop their leadership skills across the area of literacy. The Student Representative Council met regularly to ensure that student voice is heard and acknowledged across the school. SRC representatives attended Australia Day celebrations at Admiralty House in Sydney in 2016 and provided insights broadcast on the ABC network about what it means to be Australian. The SRC were heavily involved in the design of the school's new playground to be installed during term 1 of 2017.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
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. Staff expertise was used to deliver high quality professional learning to meet the individual needs of staff as outlined in performance development plans.	\$30000 Socio-Economic Background Funding \$20 000 Beginning Teacher
20% of parents actively participate in school based educational programs.	Our Parents and Citizens Association proved to be extremely popular. Average attendance sat at 25 participants throughout 2016. A meeting with the	\$ 1000 Socio-Economic Background Funding

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
20% of parents actively participate in school based educational programs.	NSW Parents and Citizens Association saw the clarification of roles for our executive. The P & C continued to run fund raising events such as the Easter raffle, Mother's Day and Father's Day stall, Community Day stalls and the annual Christmas Carols event.	
30% of students take on leadership roles within the school.	The student leadership team were involved in a wide range of activities. The introduction of library monitors saw the leadership team grow in 2016. Senior students were given roles within the successful Jump Start Reading program to further develop their leadership skills across the area of literacy. 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
20% of staff participating in formalised leadership development programs.	Our success has seen two aspiring leaders complete the Leadership Colloquium, school executive participating in a Harvard Graduate School of Education 12 week online course, one Deputy being promoted to Principal through merit selection, an aspiring leaders successfully obtaining an Assistant Principal position through merit selection and two aspiring leaders successfully obtaining Assistant Principal positions through expression of interest.	\$10000 Socio-Economic Background Funding

## Next Steps

Our future directions for 2017 will ensure the 3-year plan remains on track to provide high quality educational outcomes. In 2017 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.
- Continue to provide high quality professional learning driven by the Performance and Development Plans of staff.
- Increase the roles and responsibility of library monitors .
- Continue the training of senior students in the successful delivery of Jump Start Reading.
- Continue to specifically teach the Learner Qualities in a systematic and explicit manner supported by carefully selected resources.
- Continue building the capacity of the school's P&C.
- Support the implementation of Performance and Development Plans for all staff.

## 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

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.

Early Action for Success continued its second year of implementation with the consolidation and refinement of targeted early numeracy quality teaching and pedagogy. Newly implemented scope and sequences, quality formative and summative assessment practices and collaborative programming were implemented and evaluated in 2016, with a marked increase in student achievement in numeracy. Targeted needs based support was provided to monitor the progression of every student, with the continuation of data talks on a termly cycle. The continuation of whole school data walls and individual data talks has ensured a sharp focus on individual student achievement.

A whole school focus on writing has seen a greater consistency of understanding in relation to student achievement and syllabus expectations. High quality professional learning supported by demonstration lessons and team teaching opportunities provided the environment for theory to become embedded practice. Staff and students developed the specific metalanguage needed to discuss writing improvement in a targeted and systematic manner. The staff were provided with weekly opportunities to compare writing samples to develop and enhance consistency of teacher judgement.

The school continues to achieve excellent results in external data measures. Our school consistently achieves above National Minimum Standards in Years 3 and 5 with Year 7. Student growth from Year 3 to 5 continues to climb with both the 2015 and 2016 results the highest since 2011.

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. 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 continuation of the student Learner Qualities and a focus on the language of the literacy and numeracy continuums is enabling our students to play a more active role in their learning. 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.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
85% of students demonstrate at least 1 year's growth in literacy against school based benchmark.	Staff engaged in a wide variety of professional learning throughout 2016 that enabled them to draw on evidenced based practice. The research of John Hattie and Dylan William 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. Utilisation of PLAN data across K-6 assisted in monitoring student achievement and developed consistency of teacher judgement. The continuation of Literacy Express, Kinder Express, literacy support and speech therapy provided high	\$660 000 Socio-Economic Background Funding SLSO \$71 661 Low Level Adjustment for Disability Funding Speech Therapist \$100 000 Socio-Economic Background Funding \$2 774 Aboriginal

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
85% of students demonstrate at least 1 year's growth in literacy against school based benchmark.	quality support and early intervention for our students. Professional learning was provided for staff to build capacity in the area of EALD identification, assessment and program development. The Teaching English Language Learners (TELL) course was completed by 25% of the teaching staff. 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.	Background Funding
85% of students demonstrate at least 1 year's growth in numeracy assessments against school based benchmark.	The Early Action for Success initiative continued to drive a sharp focus on the collection, analysis and use of specific data. The continuation of TEN and TOWN saw a sustained and rigorous schedule of professional learning for K–2 staff. In 2016 3 additional staff members become TEN facilitators. 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 this process specific support was provided to class teachers by numeracy interventionists.	\$190 574 Early Action for Success  2.7 FTE Early Action for Success
96% of students meet or exceed nationally identified benchmarks in literacy and numeracy assessments.	High quality professional learning supported staff in linking the syllabus to the literacy and numeracy continuums. This process assisted in developing consistency of understanding in relation to syllabus expectations. This provided staff with a consistently sound platform to plan, teach and assess student achievement. Students began to use the language of the continuum to identify individual learning goals.	\$50 000 Socio–Economic Background Funding
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.	\$38 000 Socio–Economic Background Funding
10% of parents participate in parent helper program	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 successful completion of the PATCH program to be introduced in 2016.	\$3000 Socio–Economic Background Funding
100% of identified students demonstrate progress on the EALD progression.	High quality professional learning supported staff in linking the syllabus to the EALD learning progressions. The moderation of work samples enabled staff to accurately monitor and track student achievement. All students showed progress in relation to the EALD learning progressions.	\$4 000 English Language Proficiency Funding

## Next Steps

Our future directions for 2017 will ensure the 3–year plan remains on track to provide high quality educational outcomes. In 2017 Cabramatta Public School will:

- Target teacher professional learning to increase capacity in the focus area of oral language and writing.
- Provide high quality professional learning opportunities with key note speaker Simon Breakspear who will act as the basis for embedding a consistent planning cycle.
- Ensure the continuation of literacy and numeracy programs to assist our parents to support the children
- Continuation of class mathematics classes and expansion of numeracy support in year 3.
- Implementation of differentiated place value strategies from years 1–3 to increase the number of students exhibiting a year's growth.
- Continue to refine and review our data collection systems to ensure accuracy and consistency of collection and interpretation.
- The continuation of the PATCH program to 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

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. 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.

At Cabramatta Public School we aim to make connections via quality transition programs that range from prior to school to post school options. In 2016 we continued to work with Western Sydney University to demonstrate post school options to students. Our SMILE transition into kindergarten program ran successfully in semester 2 providing high quality transition lessons for our pre-kindergarten students. Our School as a Community Centre playgroup also provides opportunities for prior to school learning pathways. All programs have made strong gains and will continue to feature prominently in 2017.

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 2016 we continued to share practice across schools and networks this continued collaboration has forged additional learning alliances. We supported school with Learning and Support modelling, Instructional Leader coaching and models of best practice in early intervention strategies.

This year five members of the executive staff participated in an online Harvard School of Education professional learning course forming part of a global learning community. This experience allowed Cabramatta Public School to connect with leaders world wide.

In 2016 there have been numerous opportunities to celebrate the rich diversity that makes us such a strong dynamic learning community. Celebrations such as Chinese New Year, the ANZAC 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.

2016 saw the refining of our school website and the increased use of social media to streamline communications with our community. There has been a significant increase in social media use with an increase in followers on Twitter. The See-Saw app has been trialed by a number of classes with a high degree of success. Parents have reported that this app has provided them with opportunities to view student learning outcomes that they have previously not been able to access.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
10% of parents participate in school based workshops.	Parent Workshops were provided for both literacy and numeracy. These workshops known as PATCH 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 laid the foundation for 3 parents applying to complete Certificate 4 in Education	\$33000 Socio-Economic Background Funding

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The school has formal and informal structures to support families to hold conversations with school leaders.	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 school's P&C meets regularly providing more formal methods of engaging with school leadership. 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.	
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 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.	96% of parents surveyed agreed that the school the school listens to and is responsive to their needs. they. 100 % of parents indicated that they have a positive relationship with the school and are pleased to have their children attend Cabramatta Public School.	
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. Staff engaged in a combined School Development Day with Cabramatta High School and Cabramatta West Public School. This assisted in forging strong educational partnerships across the CoS.	\$24 307 Socio–Economic Background Funding
Increase in parental engagement with school social media accounts.	A continued focus on increasing the school's social media presence as an authentic means of communication continues 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 2016. The employment of a School Administrative Officer to translate 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 2017 will ensure the 3–year plan remains on track to provide high quality educational outcomes. In 2017 Cabramatta Public School will:

- Continue to implement the PATCH program to 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 to assist in both pre and post school options for our students.
- Continue to employ a School Administrative 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.
- Apply for a Club Community grant to establish a community Kitchen for our parents.
- Continue to use social media as a method of communicating and celebrating school initiatives.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	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
<b>English language proficiency</b>	Funding was used to develop and deliver Professional Learning opportunities for all staff to enhance understanding of EAL/D learning progression and the ESL Scales. Staff participated in moderating activities to ensure consistency of judgement in relation to identification of student achievement. 15 staff members were trained in Teaching English Language Learners (TELL).	Strategic Direction 3 \$31 707
<b>Low level adjustment for disability</b>	High quality early intervention programs in literacy and numeracy were delivered to ensure equitable access to the curriculum. A consistent school wide system of tracking student achievement was implemented to allow for a more efficient method of allocating support programs. The platform for a new needs based model was laid and will assist with the continued development of the Learning and Support Team in 2017.	Strategic Direction 2 \$71 661
<b>Socio-economic background</b>	Funds were allocated for high quality professional learning in literacy, student engagement, numeracy and leadership development. Professional learning led to an increase in consistent teacher judgement and understanding of continuum and syllabus. the leadership program saw four staff members receive external promotion positions in 2016. Additional support staff provided high quality intervention programs in literacy and numeracy. Additional mobile technology was purchased to support flexible learning options.	Strategic Direction 1 \$44 000 Strategic Direction 2 \$848 000 Strategic Direction 3 \$82 307
<b>Support for beginning teachers</b>	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 teachers to meet requirements for maintenance of accreditation and achievement of proficient status. In 2016 four staff members gained accreditation at proficient status.	Strategic Direction 1 \$20 000
<b>Early Action for Success</b>	94% of Kindergarten students exhibited a year's growth in early arithmetical strategies, with 50% of these students showing accelerated growth.  68% of Year 1 students exhibited a year's growth in early arithmetical strategies, with 32% of these students showing accelerated growth.  64% of year 2 students exhibited a year's growth in early arithmetical strategies, with 9% of these students showing accelerated growth.	\$365 000

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	348	360	377	377
Girls	403	388	357	350

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	94	95.6	93.4	93.2
1	94.2	94.4	95.7	93.8
2	94.8	95.6	94.1	95.2
3	94.7	96.5	95.3	93.7
4	96.3	96.2	95.2	94.9
5	97.1	95.9	95.9	95.6
6	97.3	97	97	96.2
All Years	95.5	95.8	95.2	94.7
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Management of non-attendance

Overall student attendance rates remain above state average levels. Our school recognises that student attendance impacts significantly on achievement of student learning outcomes. 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.

## Class sizes

Class	Total
KS	22
KH	21
KA	21
KT	20
1C	20
1Z	21
1R	21
1O	21
1G	21
2S	22
2Q	23
2M	24
2K	22
2F	24
3S	28
3H	27
3D	27
3A	27
4W	26
4V	24
4L	22
4D	25
5/6N	29
5H	27
5G	26
5E	27
6J	27
6S	27
6M	27

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	5
Classroom Teacher(s)	32.51
Teacher of Reading Recovery	1.05
Learning and Support Teacher(s)	2.2
Teacher Librarian	1.2
Teacher of ESL	4
School Counsellor	0
School Administration & Support Staff	7.47
Other Positions	1.9

\*Full Time Equivalent

There is one member of staff from an Indigenous background.

### Workforce retention

2016 saw some changes to our staffing from previous years although our staffing establishment remained constant in line with our student enrolments. Mrs Bensaul was appointed via a transfer from her previous school. Miss Cazzy, Miss Tse, Miss Zakaria, Mrs Kitto, Miss Moodley and Mr Goulter were all appointed, through merit selection, to Cabramatta Public School on a permanent basis. Mrs Vega–Carerra received a transfer, Mrs Evan gained a permanent position, Mrs Hutchinson and Mrs Lo were both successful in gaining relieving Assistant Principal positions, Miss Milroy gained a permanent Assistant Principal position and Mrs Creagh gained a Principal position, all of whom commence their new roles in 2017 at other NSW Public Schools. Mrs Hill retired at the end of term 3. Mrs Kaya was asked to relieve as a Learning and Wellbeing Officer at Ringrose Education Office for the second half of 2016. The vacant Deputy Principal position was filled by Mrs Becker who will commence at the start of 2017.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	65
Postgraduate degree	35

### Professional learning and teacher accreditation

Significant amounts of professional learning were conducted throughout 2016. All teaching staff completed Performance and Development plans that enabled the development of individualised learning goals. Staff goals were collated in order to map out a whole school professional learning plan. Additional professional learning workshops were provided after school hours targeting specific areas of performance and development plans. Whole school professional learning opportunities focused on the development of staff skills and expertise in writing and numeracy. Professional learning was driven by student data closely aligning student need to teacher expertise. Four school staff gained accreditation at proficient level in 2016.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The information provided in the financial summary includes reporting from 1 December 2015 to 30 August 2016.

<b>Income</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>964 910.08</b>
Global funds	485 301.38
Tied funds	1 739 425.77
School & community sources	231 628.55
Interest	15 975.12
Trust receipts	25 271.19
Canteen	0.00
<b>Total income</b>	<b>3 462 512.09</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	56 595.28
Excursions	22 796.70
Extracurricular dissections	96 561.41
Library	6 929.04
Training & development	6 353.27
Tied funds	1 150 256.00
Short term relief	78 779.53
Administration & office	123 975.55
School-operated canteen	0.00
Utilities	64 938.27
Maintenance	55 661.34
Trust accounts	34 485.39
Capital programs	68 650.00
<b>Total expenditure</b>	<b>1 765 981.78</b>
<b>Balance carried forward</b>	<b>1 696 530.31</b>

The information provided in the financial summary includes reporting from 31 August 2016 to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	1 836 327.87
(2a) Appropriation	1 721 155.97
(2b) Sale of Goods and Services	25 756.71
(2c) Grants and Contributions	87 127.91
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	2 287.28
<b>Expenses</b>	-945 626.20
Recurrent Expenses	-945 626.20
(3a) Employee Related	-600 708.40
(3b) Operating Expenses	-344 917.80
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	890 701.67
<b>Balance Carried Forward</b>	890 701.67

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	4 441 126.61
Base Per Capita	40 649.96
Base Location	0.00
Other Base	4 400 476.66
<b>Equity Total</b>	1 906 124.56
Equity Aboriginal	2 080.60
Equity Socio economic	1 168 146.71
Equity Language	439 790.31
Equity Disability	296 106.94
<b>Targeted Total</b>	562 188.66
<b>Other Total</b>	793 920.60
<b>Grand Total</b>	7 703 360.44

A full copy of the school's 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.

## School performance

### School-based assessment

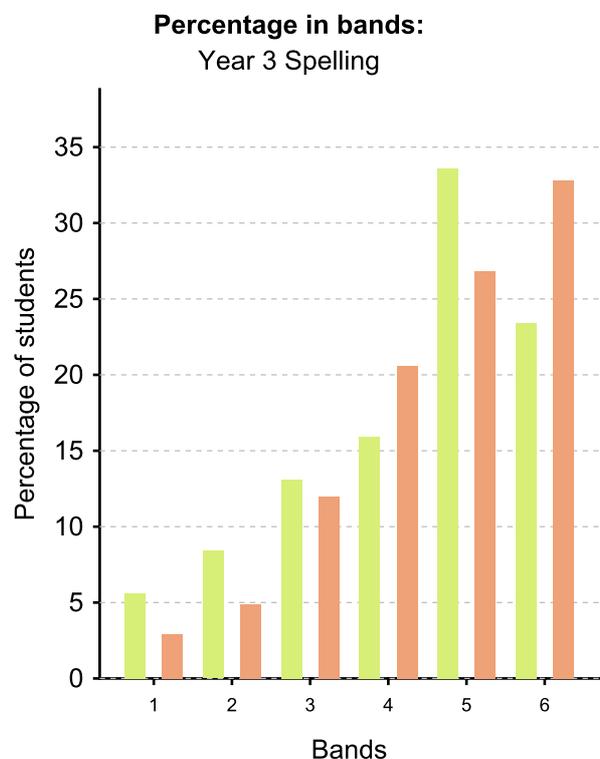
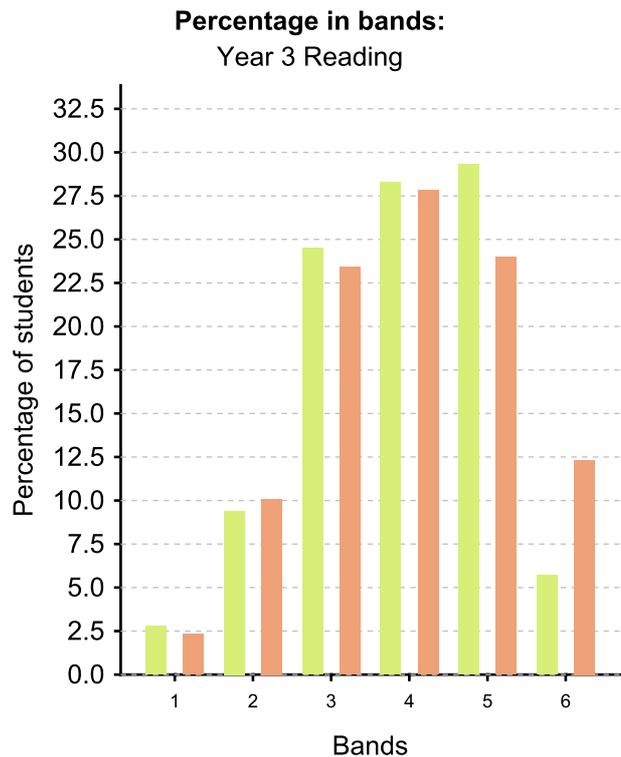
In 2016 the school conducted a significant amount of professional learning on developing a clear and consistent understanding of the Literacy and Numeracy continuums in relation to the syllabus documents. Student achievement was tracked using PLAN with staff having allocated days to discuss and enter PLAN data each term. Tracked data allowed staff to identify trends and target their teaching to specific areas of student need. Through ongoing professional dialogue and comparison of student work samples a greater understanding of the continuums was developed.

The language of the continuum was used by students to identify individual learning goals and target specific skills they needed to address. Skills were highlighted on class 'Bump it Up' walls or individual goal setting charts. These tools were used by students to take more responsibility for their learning increasing student engagement by involving them more in the design of their learning.

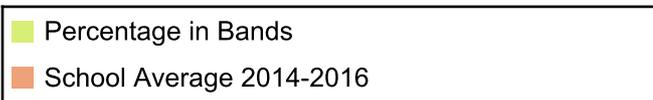
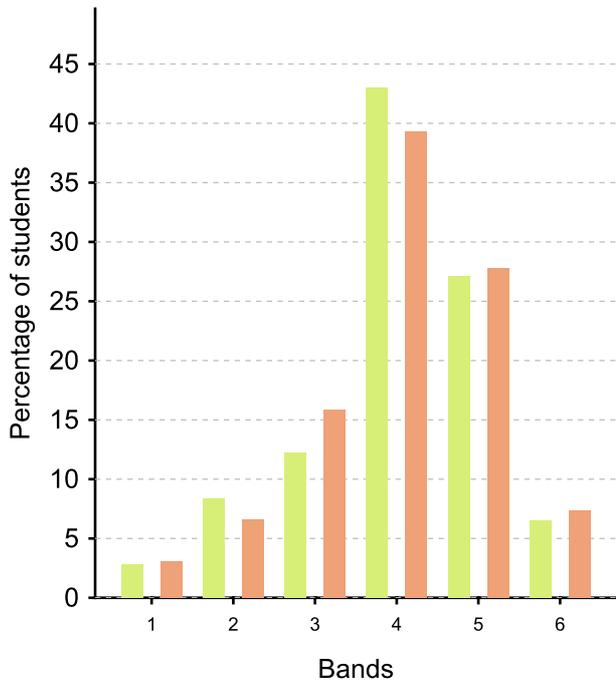
### NAPLAN

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.

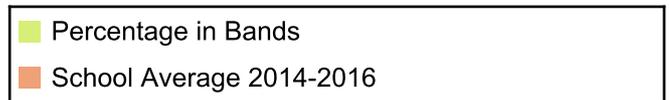
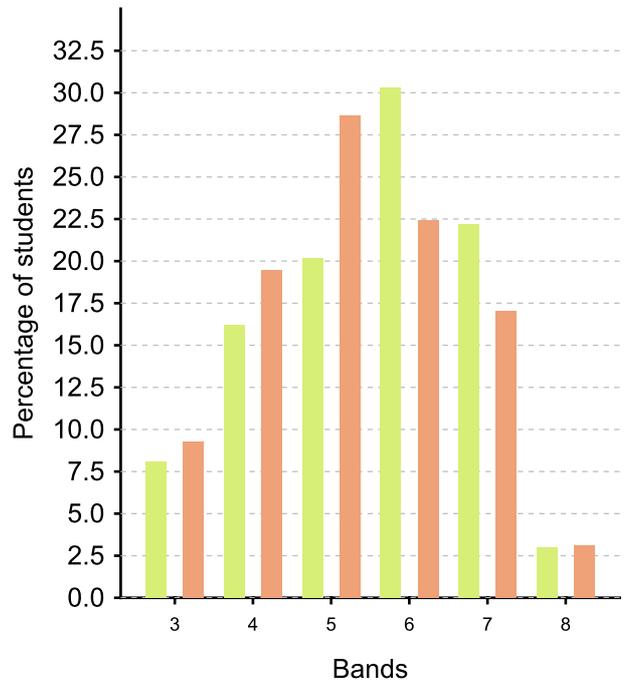
- In 2016, 35% of Year 3 students achieved results in the top 2 bands for Reading
- In 2016, 57% of Year 3 students achieved results in the top 2 bands for Spelling



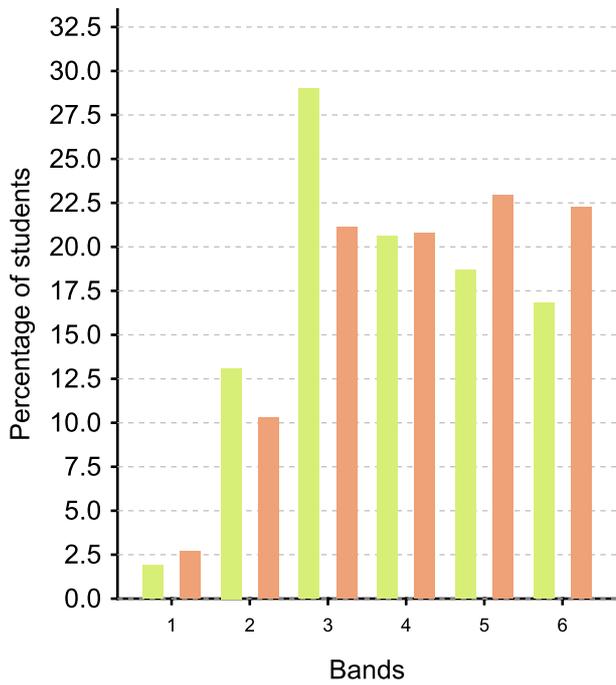
**Percentage in bands:**  
Year 3 Writing



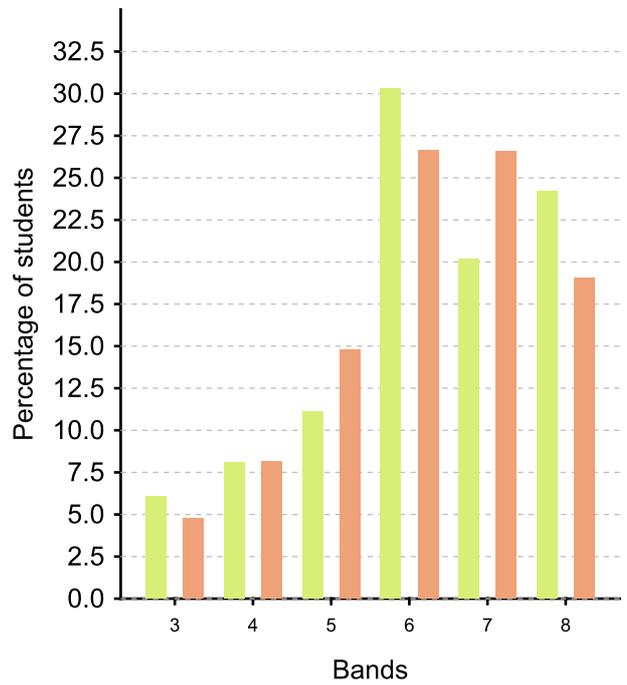
**Percentage in bands:**  
Year 5 Reading



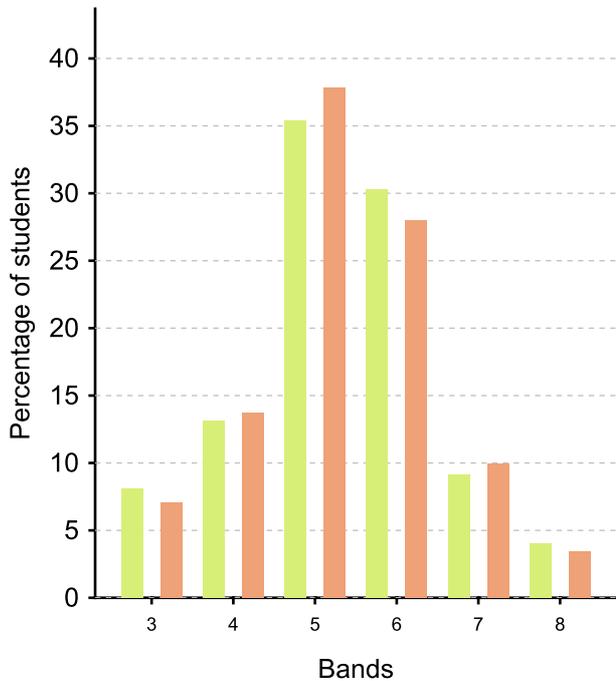
**Percentage in bands:**  
Year 3 Grammar & Punctuation



**Percentage in bands:**  
Year 5 Spelling

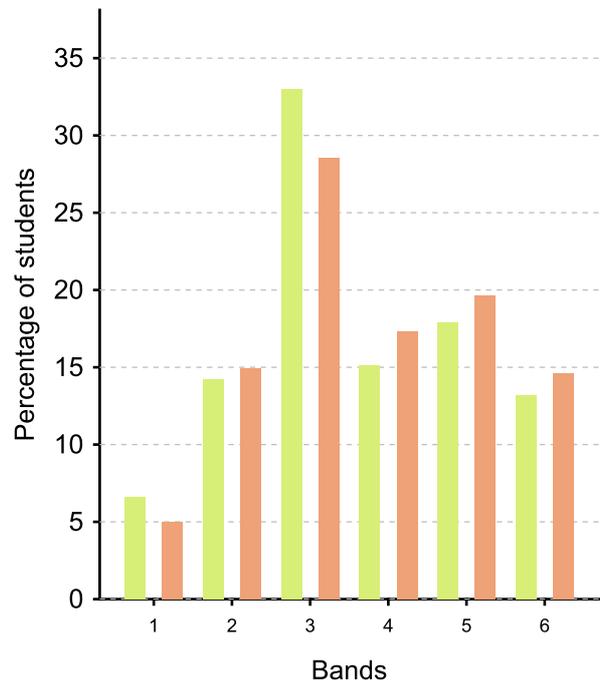


**Percentage in bands:**  
Year 5 Writing

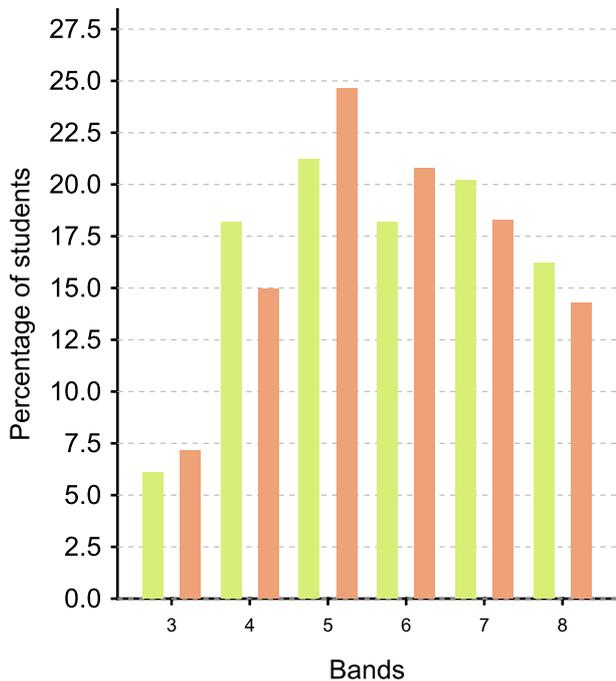


- In 2016, there was an increase in Year 5 students achieving in the top 2 bands of Spelling in comparison to the school's 2014–2016 average results.
- In 2016, there was an increase in Year 5 students achieving in the top 2 bands of Grammar and Punctuation in comparison to the school's 2014–2016 average results.
- In 2016, there was a reduction the in the number of Year 5 students receiving the lowest band for Reading in comparison to the school's 2014–2016 average results.
- In 2016, there was a reduction the in the number of Year 5 students receiving the lowest band for Grammar and Punctuation in comparison to the school's 2014–2016 average results.

**Percentage in bands:**  
Year 3 Numeracy

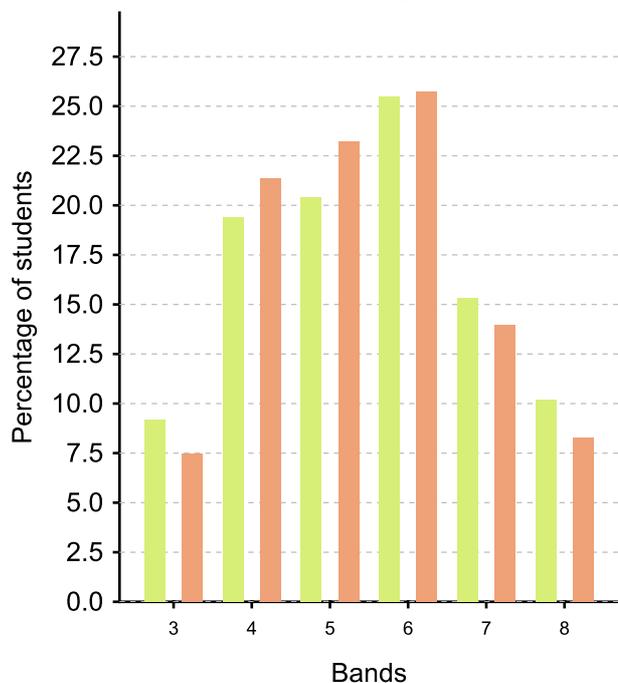


**Percentage in bands:**  
Year 5 Grammar & Punctuation



- In 2016, Year 5 results in Spelling were 12 points above state average results.
- in 2016, Year 5 average scaled growth in Grammar was 10 points above the state average.
- In 2016, Year 5 average scaled growth in Reading was 9.3 points above the state average.
- In 2016, 44.4% of Year 5 students achieved results in the top 2 band for Spelling.

**Percentage in bands:**  
Year 5 Numeracy



■ Percentage in Bands  
■ School Average 2014-2016

- In 2016, 35% of Year 3 students were placed in the top 2 bands for Numeracy
- In 2016, Year 3 male students performed significantly better than Year 3 female students in Numeracy.
- In 2016, there was no significant difference in performance when comparing Data, Measurement, and Space and Geometry to that of Number, Patterns and Algebra in Year 3.
- In 2016, Year 5 average scaled growth in Numeracy was 5.7 points above the state average.
- In 2016, Year 5 female students performed significantly better than Year 5 male students in Numeracy.
- In 2016, there was no significant difference in performance when comparing Data, Measurement, and Space and Geometry to that of Number, Patterns and Algebra in Year 5.
- In 2016, there was an increase in Year 5 students achieving in the top 2 bands of Numeracy in comparison to the school's 2014–2016 average results.
- In 2016, there was a reduction in the number of Year 5 students receiving the lowest band for Numeracy in comparison to the school's 2014–2016 average results.

## Parent/caregiver, student, teacher satisfaction

In 2016 online surveys were used to collect the opinions of parents, students and staff. A summary of

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.
- 100% of parents expressed they were pleased to have their children at Cabramatta Public School.
- Students indicated that they knew what they needed to learn to improve in reading, numeracy and writing.
- Students identified that staff were supportive of their needs and encouraged them to ask questions to clarify understanding.
- Staff identified that school has a clear vision of what it wants to achieve.
- Staff indicated that professional learning provided in 2016 was highly valuable.

## Policy requirements

### 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 focusing on delivering Aboriginal stories and providing information about cultural heritage. 2016 also saw the continuation of the Fairfield Aboriginal Education Community Group (AECG) with 3 teachers at Cabramatta Public School attending as members. We aim to continue our strong commitment to Aboriginal Education throughout 2017 with proposed visits to western New South Wales public schools to identify high quality Aboriginal Education initiatives.

### Multicultural and anti-racism education

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.