

# Canterbury South Public School

## Annual Report



2016



"THINK OF OTHERS"

5109

## Introduction

The Annual Report for **2016** is provided to the community of **Canterbury South 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.

### School contact details

Canterbury South Public School

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9789 5255

## Message from the Principal

Working together as partners to design, deliver, and evaluate educational programs is critical to improving student outcomes. The 2016 Canterbury South Public School Annual Report is an account of the school's operations and achievements throughout the year. It provides a detailed account of achievements against the school plan in the areas of learning and teaching and student wellbeing. The report outlines the findings from the school's self-assessment and reflects the impact of key school strategies for improved learning and the benefit to all students from the expenditures of resources, including equity funding.

There are many factors that make Canterbury South Public School a unique place, in particular the welcoming tone and inclusiveness of our school that the students, staff and community work so hard to promote. There is a clear positive learning culture supported by a culture of tolerance and respect that all members of our school community have worked to build and strive to keep developing into the future.

Our commitment at Canterbury South Public School is to provide a safe and intellectually challenging environment that will empower students to become innovative thinkers, creative problem solvers and inspired learners prepared to thrive in the twenty-first century.

We have a highly dedicated staff who work collaboratively to provide an inclusive environment where all students are nurtured and encouraged to achieve their personal best. Our students are motivated to learn and participate in the range of educational opportunities provided for them at our school. Canterbury South enjoys tremendous support from our parents and the local community.

I am proud of the academic achievement of our students and the ongoing success of the strategies being implemented by the school to create high quality learning experiences for our students.

2016 has been a year of outstanding achievements and consolidation at Canterbury South Public School.

It has been my absolute pleasure to lead Canterbury South Public School in our ongoing pursuit of excellence in 2016, supported by our dedicated and committed students, staff and parents.

I certify that the information provided in this report is the result of a rigorous school self-assessment and review process undertaken with staff, parent and students and provides a balanced and genuine account of the school's achievements and areas for development.

Daniela Frasca

Principal

## School background

### School vision statement

Canterbury South Public School is committed to creating a high performing and dynamic school learning community that is inclusive, engaging and supportive.

Canterbury South Public School will strive to develop individual strengths through quality opportunities, a love of learning and an ability to achieve.

### School context

Canterbury South Public School was established in 1926. The school is a small K–6 school with an enrolment of 279 students. Canterbury South is located adjacent to Cup and Saucer Creek, between Earlwood, Clemton Park and Campsie and is a member of the Canterbury Network of Schools. Our school caters for a diverse student population with over 68% of students from a language background other than English. There are currently 34 different language backgrounds with Greek, Vietnamese and Arabic backgrounds, the largest groups.

Canterbury South provides a harmonious learning environment where all students are encouraged to become independent, self-motivated learners and citizens, who strive to achieve their personal best in all areas.

At Canterbury South Public School each child is given the opportunity to succeed through experiencing:

A broad, challenging and rich curriculum which caters for individual needs; A stimulating and innovative learning environment that is caring and nurturing; Quality teaching and learning programs, refined and evaluated using current data and sound research; Learning resources which are relevant, varied and up to date; Quality learning partnerships between home, school and the community and An ethos of responsibility, support, challenge and encouragement to succeed.

Canterbury South Public School is an inclusive school that nurtures the social success of each individual by maintaining a positive and caring learning environment.

# 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. Our school's achievements and the next steps to be pursued are identified. The framework supports Canterbury South Public School in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the Domain of Learning, our focus areas have been Wellbeing and Curriculum and Learning. Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive at stages relevant to their learning and development. The development of explicit Positive Behaviour for Learning (PBL) lessons as well as PBL signage enabled us to achieve significant progress in this strategic direction through a successful approach to student wellbeing and learning culture. The development and implementation of evidence based learning and quality delivery has been fundamental to our growth. Staff successfully engaged in classroom walkthroughs in collaboration with our CoS colleagues to share and improve teaching and learning practices within all of our schools. All teachers implemented formative assessments based on explicit quality learning criteria. Class teachers used bump it up walls and other formative assessment strategies to inform their teaching and to support students in achieving their learning goals in comprehension and writing. Active partnerships and collaborative networks through the continued organisation and implementation of the Teaching Practices Network within our community of schools (CoS) has ensured continuity of learning for all students. The school aims to continue developing curriculum and learning with a strong focus on Learning Culture in 2017.

In the domain of Teaching our focus has been on Data Skills and Use and Professional Development. Teachers incorporate data analysis in their planning for learning. Assessment instruments were used regularly to help monitor student learning progress and to identify skill gaps for improvement. All staff actively engaged in data driven practices to develop and enhance teaching and learning programs and to improve overall student outcomes. Teachers at CSPS are committed to their ongoing development as members of the teaching profession. The implementation of the new Performance Development Framework observation process resulted in developing an observation rubric for a successful teaching and learning lesson. Implementing this observation process allowed teachers to develop the capacity to design lessons based on success criteria and learning intentions. The growing of teacher practice through reflection and feedback highlights a teaching culture focused on improved individual performance. The school aims to continue developing curriculum and learning with a strong focus on Learning Development in 2017.

In the domain of Leading our focus has been on leadership. Leadership development is central to school capacity building and the achievement of school excellence. The leadership team has been successful in leading initiatives outlined in this report. Leaders made strategic use of our partnerships and relationships with the Australian Catholic University (ACU) to ensure consistently high quality coaching and mentoring of professional experience students undertaking professional experience placements in our school. The school aims to continue developing School Planning Implementation and Reporting in 2017 to ensure clear direction for the next three year plan cycle.

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

To nurture critical and creative thinkers

### Purpose

To empower students to become independent, resilient learners who are critical and creative thinkers, who take responsibility for their ongoing learning and are globally prepared for the 21st century.

### Overall summary of progress

All staff have enhanced their teaching pedagogy in literacy and numeracy and have developed a deeper knowledge and understanding of the formative assessment strategies to achieve greater student outcomes.

All staff actively engaged in data driven practices to develop and enhance teaching and learning programs and to improve overall student outcomes. K–6 students have developed reflective practices to better understand and develop their personal learning goals resulting in improved achievement.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Sustained student growth in school based formative and summative assessments.	At the end of 2016 students showed anticipated growth on continuums for Literacy and Numeracy. All class teachers implemented formative assessments based on explicit quality learning criteria. Class teachers used bump it up walls and other formative assessment strategies to inform their teaching and to support students in achieving their learning goals in comprehension and writing.	\$5000
All students achieving their negotiated learning goals, which are based on syllabus documents and literacy and numeracy continuums.	All teachers engaged in professional learning to develop differentiated teaching and learning strategies that cater for individual student needs.  Students actively negotiated their learning goals based on assessment data to inform and improve their learning. Students have developed a deep understanding of their learning progression using <i>I can</i> statements.	\$5000

### Next Steps

All staff will revise formative assessment strategies and embed successful strategies in all Key Learning Areas.

Students will develop a deeper understanding of self evaluative practices to be independent learners who are responsible for regularly reflecting on their progress by interacting with the continuums.

Whole school implementation of standardised testing to ensure that all students achieve a years worth of growth.

Embedding reflective practices during regular stage meetings to develop targeted differentiated learning programs for all students.

## Strategic Direction 2

To enhance quality teaching practices

### Purpose

To commit to identifying, understanding and implementing the most effective teaching methods that support a range of learning styles and ensure improved student engagement.

### Overall summary of progress

The implementation of the new Performance Development Framework observation process involved a pre observation meeting to select a learning goal that resulted in developing an observation rubric for a successful teaching and learning lesson. Implementing this observation process allowed teachers to develop the capacity to design lessons based on success criteria and learning intentions. Teachers and their supervisors formally reflected on the success of the lesson based on the rubric. They evaluated the positive aspects of the lesson and determined future directions for professional growth.

The continued organisation and implementation of the Teaching Practices Network within our community of schools (CoS) has led to staff taking responsibility for their own professional development. This has also fostered positive collegial relationships and opportunities for building capacity and distributing leadership as facilitators of workshops.

Staff successfully engaged in classroom walkthroughs in collaboration with our CoS colleagues to share and improve teaching and learning practices within all of our schools. Staff collaborated and reflected on our whole school pedagogy to ensure the problem of practice and matrix of expectations supports our whole school focus, improved teaching practice and student learning outcomes.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff achieve and maintain personal and professional performance and development competencies through annual performance reviews.	At the end of 2016 all Canterbury South Public School staff developed their personal PDPs based on their professional learning goals and the school's strategic directions. Staff collaborated with supervisors to develop strategies they implemented in the classroom. Observations, ongoing feedback and mentoring were provided as an important part of their ongoing growth.	\$20000
An increase in feedback scores identified through classroom walkthrough Problem of Practice matrix.	Staff were able to engage with, negotiate and access their own differentiated shared professional learning through the Teaching Practices Network initiative as identified in their performance and development plans.  Whole school focus on walkthroughs led to stronger collegial relationships, constructive feedback and reflective practices resulting in improved overall performance.	\$12000

### Next Steps

For teachers to increase their understanding of the Teaching Standards and to align their professional goals with the school plan and strategic directions.

Continued collaboration with our CoS to improve our pedagogy around future focused learning.

Lesson observations and peer feedback will continue to be an integral practice at CSPS.

Staff will implement lesson studies and establish common goals.

### Strategic Direction 3

To promote a collaborative school learning community

#### Purpose

To build positive and caring relationships between all stakeholders. Strong community culture of mutual trust, open communication and support. The school works to maintain a learning environment that is respectful, equitable and inclusive.

#### Overall summary of progress

The development of explicit Positive Behaviour for Learning (PBL) lessons as well as PBL signage enabled us to achieve significant progress in this strategic direction through a successful approach to student wellbeing and learning culture.

A variety of targeted and specific parent workshops were offered to the community after collection of interest data. These workshops were well attended and feedback from community was very positive.

Whole school events that were organised by CSPS were well received by parents with an increase in attendance.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
An increased percentage of parent involvement and engagement in whole school events.	<b>Parent workshops</b>  Over 100 parents collectively attended workshops delivered on NAPLAN, BYOD, Writing, Literacy, Numeracy, PBL, and Cyber Safety.  <b>Special Events</b> <ul style="list-style-type: none"><li>• Harmony Day/Grandparents Day 157</li><li>• Open Day 80</li><li>• Education Week Mana Ngurang 130</li><li>• Meet the teacher BBQ 138</li><li>• Canterbury Tales whole drama performance 466</li></ul>	\$12000
Sustained student growth in <i>Tell Them From Me</i> data in the areas of Social and Intellectual engagement.	Sustained growth with students reporting improved sense of belonging within the school. (Tell Them From Me survey)	\$1500
Students demonstrate positive behaviour techniques in the classroom and the playground.	A better understanding of data analysis of student behaviour to address and improve playground behaviour.  Implementation of whole school Peer Support program.	\$6500

#### Next Steps

Build a stronger learning community where parents share their experiences and expertise through reciprocal learning opportunities.

Building resilience in students with new Peer Support program.

A new whole school reward system to encourage positive student behaviour.

PBL signage and launch day.

Engaging parents in teaching and learning programs with SeeSaw App.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>All students have an individual learning plan (ILP) and are making progress across literacy and numeracy continuums.</p> <p>Aboriginal students benefited from Learning Support Officers and teachers working closely together to address student Personalised Learning Plans in conjunction with parents.</p>	\$4000
<b>English language proficiency</b>	<p>Employed a 0.4 STL teacher to support student learning in the classroom and implemented an effective New Arrivals program. Ongoing support for targeted students through Learning Support Team. EaLD staff attended network meetings and gave feedback.</p>	\$15000
<b>Low level adjustment for disability</b>	<p>School Learning Support Officer time enabled greater support for students with identified needs. Teacher release ensured that Individual Learning Plans were current and effective.</p> <p>Learning and Support Teacher provided additional guidance to teachers making curriculum adjustments in their classroom.</p>	\$19000
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>To further improve student results Assistant Principals were released one day a week to support professional practice at CSPS by using evidence-based strategies to improve the quality of classroom teaching including collaboration, mentoring and reflective practices.</p>	\$20000
<b>Socio-economic background</b>	<p>All students received literacy and numeracy programs that are responsive to their needs. Staff attended professional learning in L3 and formative assessment to engage and support identified students needing learning adjustments.</p> <p>Implementing the PBL and Peer Support program to build positive relationships between students across all stages.</p>	\$12000

## Student information

### Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	117	124	139	146
Girls	100	107	121	119

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.6	95.2	95.8	94.8
1	96.5	95.8	93.1	95.6
2	94.2	96.9	93.1	93.5
3	94.7	97.4	94.9	94.5
4	94.2	96.1	94.1	95.7
5	96.8	96.2	92.5	95.7
6	95.2	95.8	92.8	93.1
All Years	95.3	96.1	93.8	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

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	10
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
Teacher of ESL	0.8
School Administration & Support Staff	2.52
Other Positions	0.09

\*Full Time Equivalent

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

## Professional learning and teacher accreditation

School priorities for professional learning were identified to support targets in the school plan. The most significant programs in 2016 were Language Learning and Literacy (L3), Embedding Formative Assessment and Classroom Walkthroughs. Five Teachers received professional development in L3 where they were required to explicitly implement their learning into classroom practice and monitor students achievement in intervals over the course of the year. All Assistant Principals attended the Embedding Formative Assessment professional learning. They were required to up skill the teachers through explicitly teaching the strategies of formative assessment and monitor the engagement in reflective feedback and practices through observations and deliverables. Staff participated in Classroom Walkthroughs to observe and analyse classroom practice around an agreed Problem of Practice.

School Development days focussed on Positive behaviour for Learning (PBL), Classroom Walkthroughs, Comprehension Strategies, Formative Assessment and Feedback and Reflective Practices. Professional learning is an integral part of the school's organisation and contributes to the professional growth of staff and the improvement of student outcomes.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 30 November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

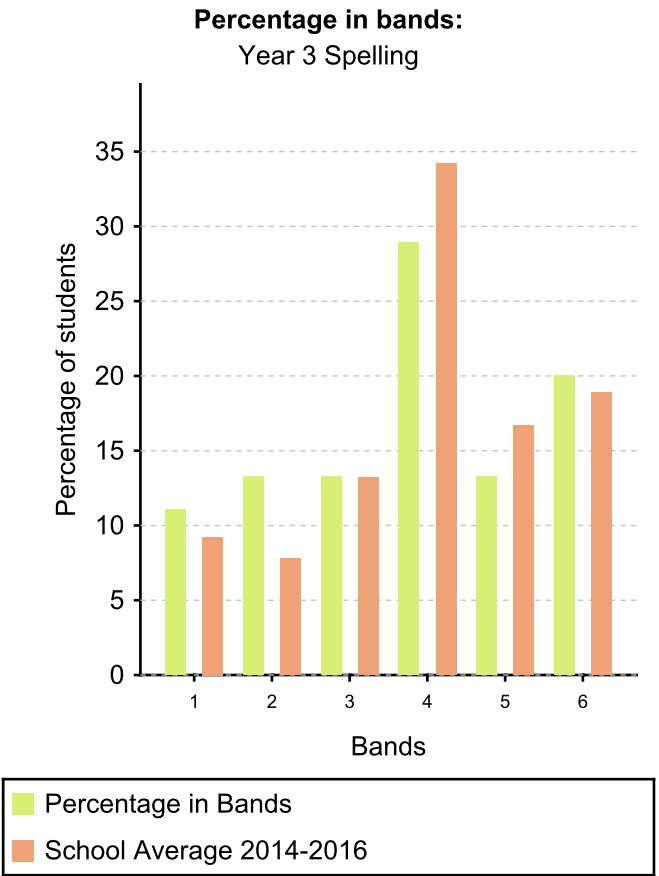
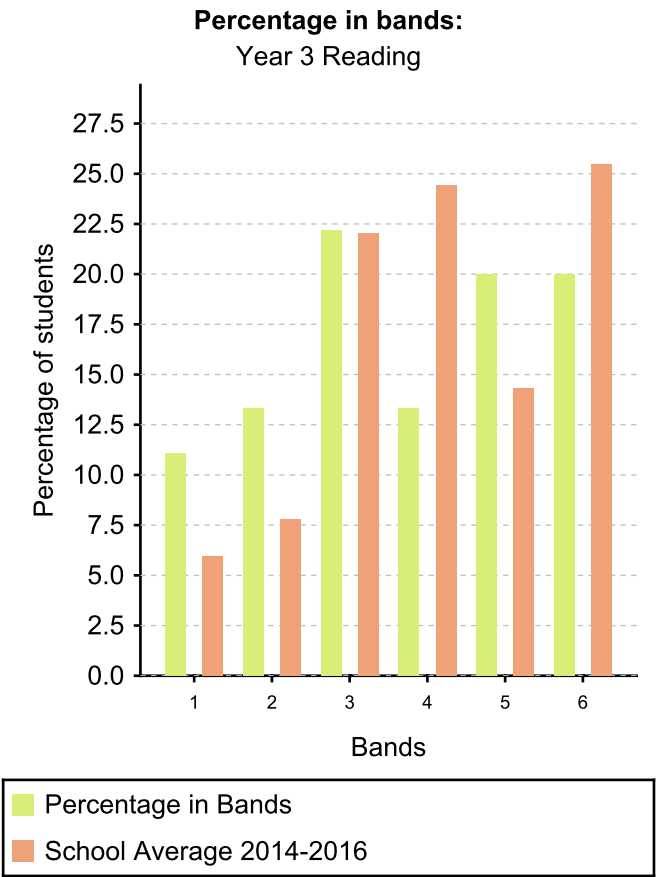
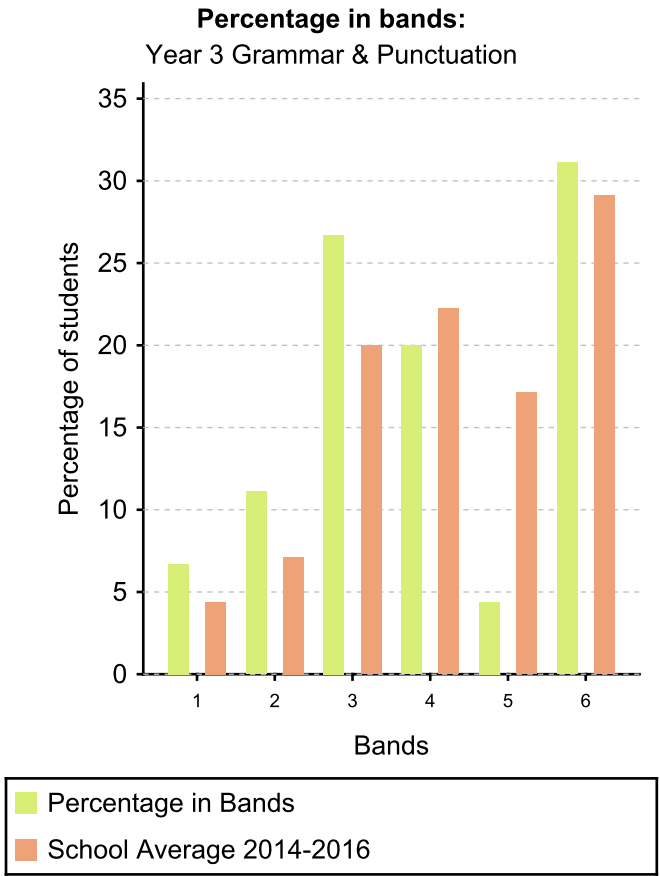
Income	\$
<b>Balance brought forward</b>	<b>148 973.00</b>
Global funds	180 112.00
Tied funds	153 084.00
School & community sources	161 656.00
Interest	2 885.00
Trust receipts	9 562.00
Canteen	0.00
Total income	656 272.00
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	22 234.00
Excursions	15 188.00
Extracurricular dissections	37 724.00
Library	3 180.00
Training & development	2 293.00
Tied funds	125 614.00
Short term relief	39 077.00
Administration & office	77 357.00
School-operated canteen	0.00
Utilities	35 709.00
Maintenance	57 372.00
Trust accounts	10 711.00
Capital programs	68 340.00
Total expenditure	494 799.00
<b>Balance carried forward</b>	<b>161 473.00</b>

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.

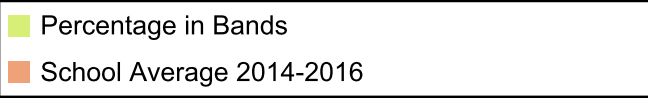
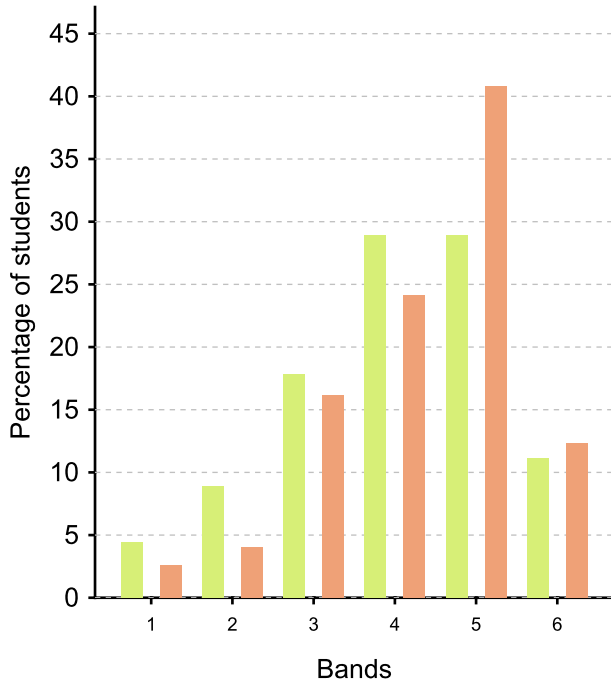
# School performance

## NAPLAN

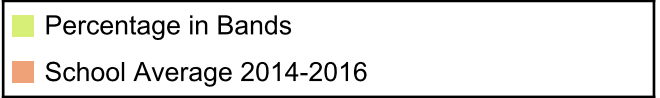
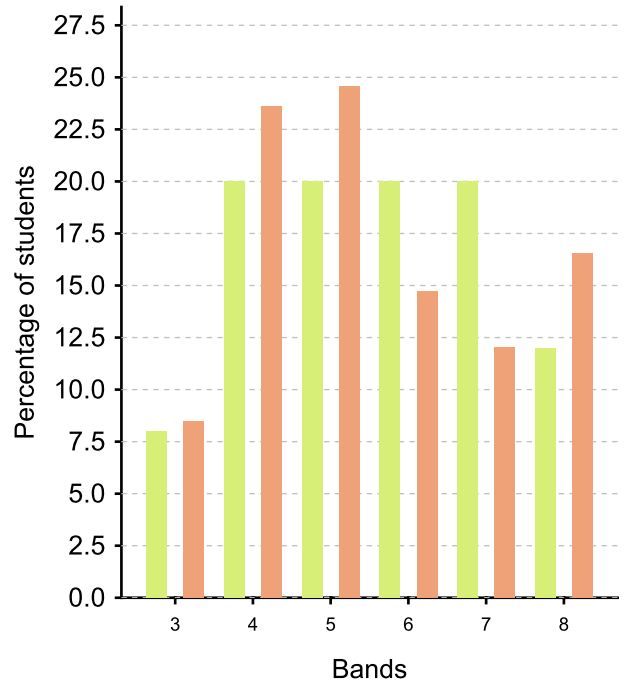
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



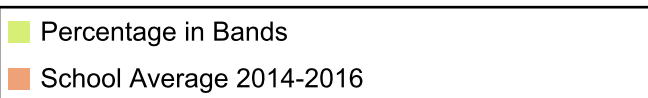
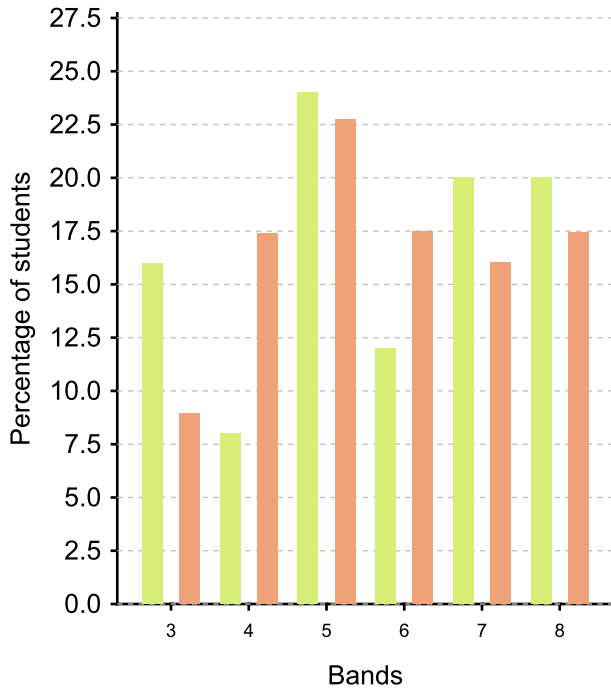
**Percentage in bands:**  
Year 3 Writing



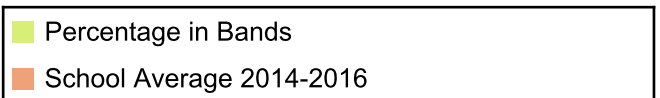
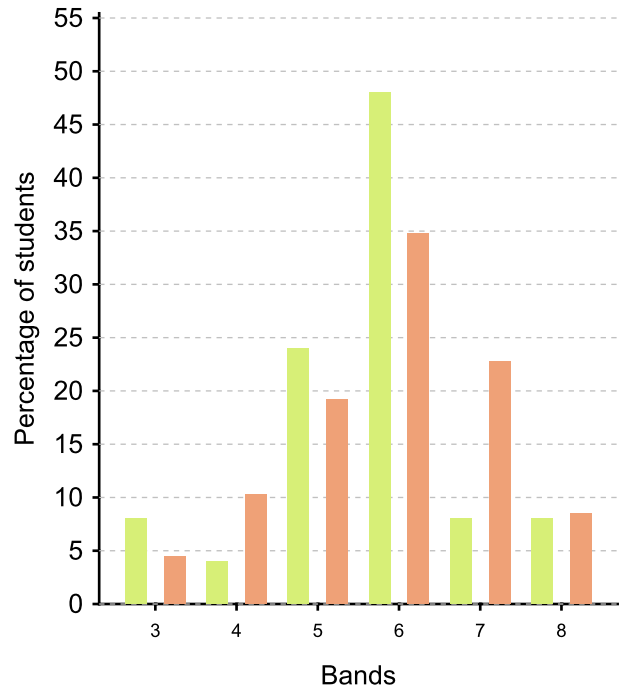
**Percentage in bands:**  
Year 5 Reading



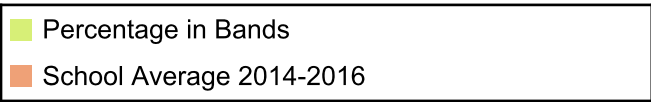
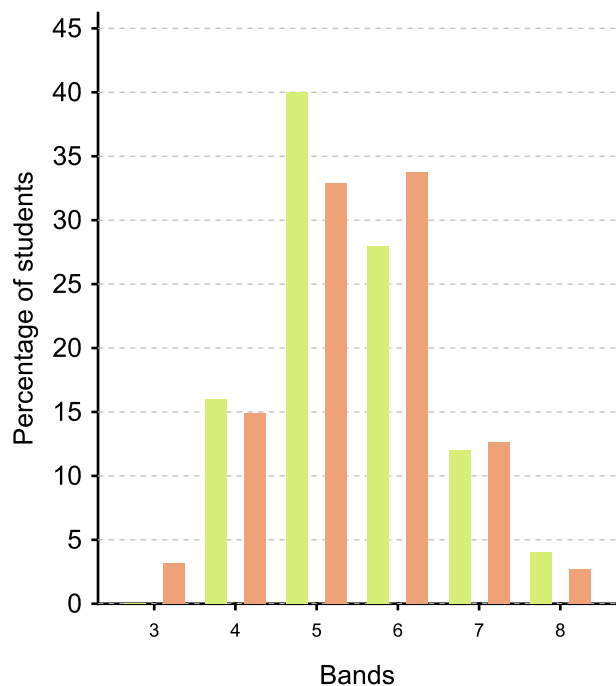
**Percentage in bands:**  
Year 5 Grammar & Punctuation



**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Writing



## Parent/caregiver, student, teacher satisfaction

### ***Tell Them from Me Parent Survey***

The Tell Them from Me parent, student and staff surveys were undertaken in 2016.

### ***School Supports Learning – Parent Survey***

- Teachers have high expectations for my child to succeed 6.9
- Teachers show an interest in my child's learning 7.2
- My child is encouraged to do his or her best work 7.4
- Teachers take account of my child's needs, abilities, and interests 6.3
- Teachers expect homework to be done on time 7.1
- Teachers expect my child to work hard 7.2

### ***Focus on Learning – Teacher Survey***

Learning Culture – with 8.4 the average score.

- I give students written feedback on their work 8.2
- I talk with students about the barriers to learning. 7.8
- In most of my classes I discuss the learning goals for the lesson. 8.8
- Students become fully engaged in class activities. 7.7
- I monitor the progress of individual students. 8.9
- I am effective in working with students who have behavioural problems. 8.6
- I set high expectations for student learning. 8.6
- Students find class lessons relevant to their own experiences. 8.6

### ***Students Social and Emotional Outcomes – Student Survey***

Students try hard to succeed in their learning.

97% of students in this school tried hard to succeed. The NSW Govt norm for these years is 88%.

97% of the girls and 97% of the boys in this school tried hard to succeed. The NSW Govt norm for girls is 90% and for boys is 85%.



# Policy requirements

## Aboriginal education

Canterbury South Public School is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education.

Canterbury South has initiated, supported and implemented a series of school initiatives to support Aboriginal Education for the duration of 2016.

Personalised Learning Pathways (PLPs) were implemented for 100% of our ATSI identified students. Partnerships were developed between the students, their parents, the classroom teacher and executive to support ATSI students to connect to their personal histories and culture and to be successful learners at school.

This year we continued to strengthen our relationship with Mr John Blaire an active member of our School Community. He has been involved in the day to day enlightenment of Aboriginal perspectives within our school. As a result of this working partnership:

- valuable relationships with the wider community have been established
- official school events were lead and opened with the Acknowledgement of Country
- teacher support was readily available for any lessons
- Indigenous students were being mentored
- ongoing teacher professional learning was ongoing
- Indigenous student performances were part of official events.



## Multicultural and anti-racism education

Multicultural Education at Canterbury South Public School is highly valued with a dynamic and diverse multicultural community representing more than 34 language and cultural backgrounds.

Our school community takes great pride in its atmosphere of harmony and respect for multicultural diversity. Students celebrate and extend their knowledge and understanding of diverse cultural backgrounds through the curriculum and participation in school events.

English as a Second language teachers provide support to cater for the specific needs of NESB (Non English Speaking Background) students. They target students in classrooms through team teaching and group activities and those newly arrived in Australia in the New Arrivals Program. Students in all classes are provided with engaging oral, visual and hands –on activities to meet their needs in mainstream classes.

Once again, Harmony Day at Canterbury South PS proved to be a very successful and enjoyable day for the whole school community. The multicultural feast provided by parents and students reflected the many flavours of our culturally diverse school.