

Canterbury South Public School

Annual Report



2017



"THINK OF OTHERS"

5109

Introduction

The Annual Report for **2017** 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.

Mrs Daniela Frasca

Principal

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Message from the Principal

Working together as partners to design, deliver, and evaluate educational programs is critical to improving student outcomes. The 2017 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, teaching and community engagement. 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 expenditure 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 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 thrives on fabulous support from our proactive 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. 2017 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 2017, 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.

Mrs 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. 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.

In the domain of Learning, our focus areas have been Assessment and Reporting, Wellbeing and Curriculum and Learning. Students are using assessment and reporting processes to reflect on their learning and are supported by their teachers in achieving their learning goals and setting new ones. Teachers regularly reviewed learning with each student, ensuring they had a clear understanding of how to improve. 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. In the area of wellbeing, the school focussed on its promotion of our reward system driven by the Positive Behaviour for Learning program (PBL). Clearly defined behavioural expectations have created positive teaching and learning environments. Students have demonstrated they can be Safe, Respectful Learners. Active, collaborative learning alliances with our Community of Schools (CoS) has continued to support self identified professional learning through the implementation of the Teaching Practices Network.

In the domain of Teaching, our focus has been on Data Skills and Use, Collaborative Practice and Professional Standards. Teachers have taken responsibility for changes in their practice to achieve improved school performance and are using data on a regular basis to monitor and inform their practice. The implementation of standardised assessing in Spelling, Comprehension and Mathematics has enabled us to improve on our baseline data. Sharing data on student growth has been embedded in stage meetings as best practice. The tracking of data centrally has ensured teachers can monitor that all students are making a years worth of growth in the three identified areas. This year we have embedded explicit systems for collaboration, class observations, the modelling of best practice and peer feedback through the mentoring and coaching support of Assistant Principals using the QTSS teacher allocation. A culture of collaborative practice was also developed through collegial cooperative planning and programming days. All staff developed professional goals reflecting the school plan and priorities to complete their Performance and Development Plans.

In the domain of Leading, our focus has been on Leadership and School Resources. The leadership strategy at Canterbury South promotes succession planning, distributed leadership and organisational best practice. All aspiring leaders have had the opportunity to develop their leadership skills through distributed leadership. The leadership team has communicated the schools priorities and ensured school practices reflect the school plan. The leadership team also developed a peer observation plan that was implemented in each of the stages across the school that embedded ongoing observations and feedback. Leaders made strategic use of our partnerships and relationships with Australian Catholic University (ACU) to ensure consistent high quality coaching and mentoring of professional experience students undertaking professional experience placements in our school. Physical learning spaces were used flexibly to support lesson studies and peer observations with the focus on STEM challenges, robotics and coding. All technology was made accessible to students and staff.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

The school implemented PAT testing to track student achievement.

Teachers continued to use collaborative practices and embed formative assessment strategies in all Key Learning Areas.

Students regularly reflected on their learning goals to improve achievement in literacy and numeracy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Sustained student growth in school based formative and summative assessments.	\$2500	In 2017 a whole school implementation of standardised PAT testing showed that most students achieved a years worth of growth in Literacy and Numeracy. Teachers collaborated and embedding reflective practices during regular stage meetings and developed targeted differentiated learning programs for all students resulting in greater student achievement. Teachers gained a greater understanding of formative assessment strategies and continued to embed these strategies in all Key Learning Areas.
All students achieving their negotiated learning goals, which are based on syllabus documents and literacy and numeracy continuums.	\$5000	Students developed a deeper understanding of self evaluative practices. Students regularly reflected on their progress by interacting with the numeracy and literacy continuums to track and plan new learning goals. Students regularly achieved their learning goals and regularly improved their learning in numeracy and literacy.

Next Steps

Teachers continue to track student growth from internal assessment data and from the PAT diagnostic assessment tool.

Continue to use reflective practices to improve learning in literacy and numeracy.

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

All teachers participated in Lesson Observations, Lesson Studies and Instructional Rounds to improve teaching strategies.

Teachers continued to collect data to use as evidence of improvement and growth of students achievement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff achieve and maintain personal and professional performance and development competencies through annual performance reviews.	\$5000	In 2017 all Canterbury South Public School staff developed their personal PDPs based on their professional learning goals and the school's strategic directions. All staff met with stage supervisors on a regular basis to discuss progress and implementation of PDPs. Staff participated in lesson observations lesson studies which provided them with feedback which was used to evaluate and improve teaching strategies and practice.
An increase in feedback scores identified through classroom walkthrough Problem of Practice matrix.	\$30000	In 2017 all staff engaged in Lesson observations and which led to stronger collegial relationships, constructive feedback and reflective practices resulting in improved overall performance. All staff also participated in Stage STEM challenges which resulted in staff expanding their knowledge and understanding of Robotics. Student were engaged and were able to develop skills in problem solving, and critical and creative thinking.

Next Steps

Continue to collaborate with CoS to improve pedagogy.

Continue to use Lesson Observations, Lesson Studies and Instructional Rounds to review the effectiveness of learning and teaching strategies and programs.

Enriching all students through engagement in literacy and numeracy programs that provide evidence of improvement and growth.

Continue to collect data to ensure years growth in Mathematics, Spelling and Comprehension using the PAT diagnostic assessment tool.

Continue to develop stage STEM challenges to enable students to develop skills in problem solving and critical and creative thinking.

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 school provided a range of opportunities for the parent community to develop an understanding of student learning needs and current educational practices.

Positive behaviour techniques are actively imbedded as part of the whole school approach to welfare and wellbeing.

The school continues to uphold a strong community culture of trust and support.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increased percentage of parent involvement and engagement in whole school events.	\$1500	A wide variety of parent workshops were offered to our parent community. Teaching staff developed expertise in presenting quality information and support to parents as learners by developing engaging presentations. Opportunities to engage with the school's Police Liaison Officer and Seed Harvest Spoon environmental expert were also offered. 100% of classroom teachers used the SeeSaw application to share learning experiences with parents. Parents were able to positively engage with the content and teachers were able to send notifications to improve communication.
Sustained student growth in <i>Tell Them From Me</i> data in the areas of Social and Intellectual engagement.	DoE resource	Sustained growth with students reporting improved sense of belonging within the school. (Tell Them From Me survey)
Students demonstrate positive behaviour techniques in the classroom and the playground.	\$4000 (Launch)	Students were taught to accept responsibility for their own behaviours through the explicit teaching of Positive Behaviour for Learning expectations. Students also gained a deeper understanding of resilience whilst engaging in the K-6 Peer Support program managed and taught by student leaders.

Next Steps

Provide further opportunities for parents to be engaged with their child's education through whole school events and classroom experiences.

The modification of the school discipline policy will further enhance a whole school approach to student wellbeing. The PBL initiative will continue to develop and maintain students who are self-aware, build positive relationships and actively contribute to the school community.

Student leaders will continue to educate K-6 students using the Peer Support initiative.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$6500	<p>Staff were given time to connect with families to write ILP's and discuss personal learning goals.</p> <p>All Aboriginal students have an individual learning plan (ILP) and are making progress across literacy and numeracy continuums.</p> <p>Additional SLSO support time was provided on a needs basis to support Aboriginal students and target literacy and numeracy skills.</p> <p>Staff participated in TPL around better understanding the Aboriginal culture.</p> <p>One staff member completed units of study in an Aboriginal Culture Awareness Program and Aboriginal Education Consultative Group (AECG) Connecting to Country.</p> <p>One student was the recipient of the Deadly Kids Doing Well Award.</p> <p>Whole school participated in NAIDOC week activities supported by an external Indigenous drama/dance group.</p>
English language proficiency	0.6 EAL/D Teacher Allocation \$29000 Flexible Funding	<p>EAL/D students were supported across the school including in class support and withdrawal groups.</p> <p>EAL/D teacher attended network meetings to further develop knowledge of the EAL/D framework.</p>
Low level adjustment for disability	0.4 SLSO \$31000 Flexible Funding	<p>A School Learning Support Officer was employed to support students with additional needs who do not have targeted funding.</p> <p>Assistant Principals were released from class one day a week to support professional practice at CSPS using evidence based strategies to improve the quality of classroom teaching, including collaboration, mentoring and reflective practices.</p>
Quality Teaching, Successful Students (QTSS)	0.2 Teacher Allocation	A whole school timetable was established to implement a STEM/robotics program where an Assistant Principal was taken off class to team teach with staff K–6.
Socio–economic background	\$16000	<p>Funds were used to support students and families with school expenses.</p> <p>Funds were used to engage a third party provider who delivered a Sustainability Program for all classes Year 1–5.</p>
Support for beginning teachers	\$28000	Three temporary teachers were mentored and supported by two Assistant Principals. These teachers received ongoing feedback and explicit direction with the accreditation process. Two staff members completed their accreditation.

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	124	139	146	147
Girls	107	121	119	129

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.2	95.8	94.8	96
1	95.8	93.1	95.6	92.5
2	96.9	93.1	93.5	96.1
3	97.4	94.9	94.5	94.5
4	96.1	94.1	95.7	92.7
5	96.2	92.5	95.7	93.6
6	95.8	92.8	93.1	94.3
All Years	96.1	93.8	94.7	94.3
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	10.21
Teacher of Reading Recovery	0.32
Learning & Support Teacher(s)	0.7
Teacher Librarian	0.6
Teacher of ESL	0.6
School Counsellor	0
School Administration & Support Staff	2.52
Other Positions	0

*Full Time Equivalent

In 2017 there were no indigenous member of staff.

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	0

Professional learning and teacher accreditation

School priorities for professional learning were identified to support targets in the school plan. Teachers engaged in professional learning to improve student learning outcomes and teacher practice.

An Assistant Principal was released from class one day a week to team teach with teachers K–6 in the area of STEM, robotics and coding.

All staff were involved in lesson studies which focussed on developing teachers' skills in project based learning through STEM. This initiative was lead by Assistant Principals who were released one day a week to work with their stages. Peer observations and reflective feedback skills were also developed.

K–2 teachers continued to participate in Language, Learning and Literacy (L3) and Targeting Early Numeracy professional learning. 3–6 teachers continued to develop skills in Taking Of With Numeracy (TOWN).

In 2017, two teachers submitted their NSW Education Standards Authority (NESA) accreditation. Five permanent teachers and two temporary teachers worked at maintaining accreditation at proficient.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	99,452
Revenue	2,590,713
Appropriation	2,410,247
Sale of Goods and Services	19,811
Grants and Contributions	157,872
Gain and Loss	0
Other Revenue	0
Investment Income	2,783
Expenses	-2,497,576
Recurrent Expenses	-2,497,576
Employee Related	-2,253,677
Operating Expenses	-243,898
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	93,137
Balance Carried Forward	192,589

The Canterbury South Public School finance committee is used to determine, monitor and control the overall level of spending associated with the provision of educational and professional learning resources and services.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	2,026,808
Base Per Capita	40,499
Base Location	0
Other Base	1,986,309
Equity Total	216,230
Equity Aboriginal	6,567
Equity Socio economic	16,462
Equity Language	90,646
Equity Disability	102,555
Targeted Total	39,349
Other Total	53,288
Grand Total	2,335,674

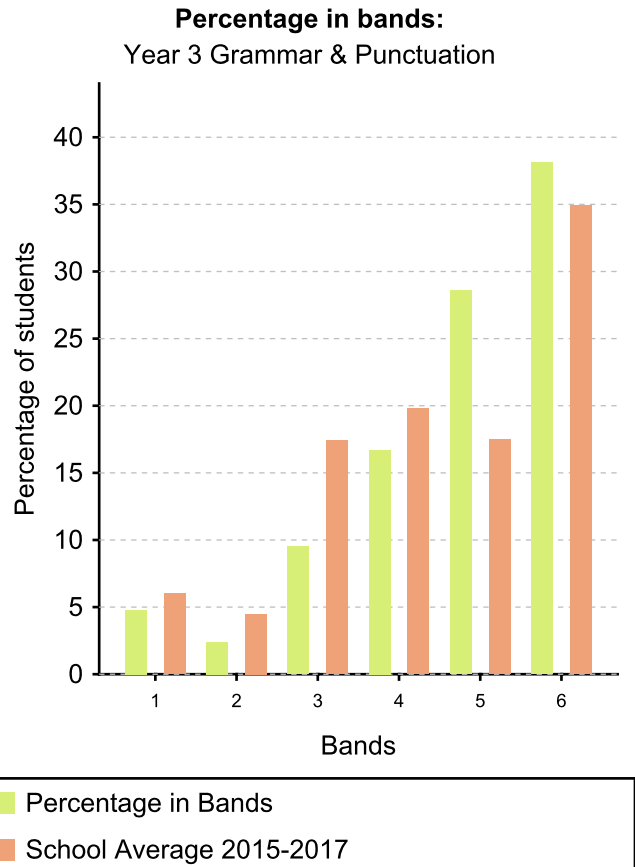
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

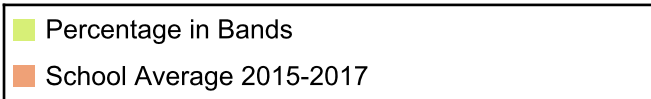
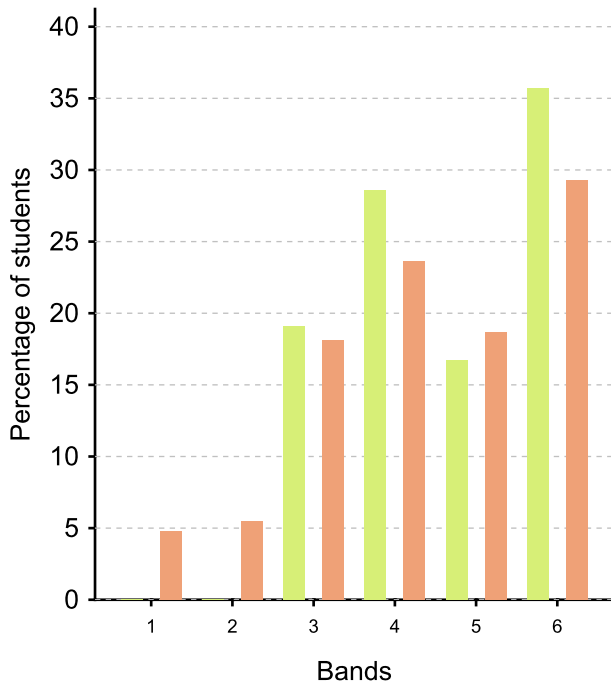
School performance

NAPLAN

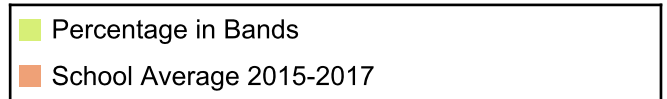
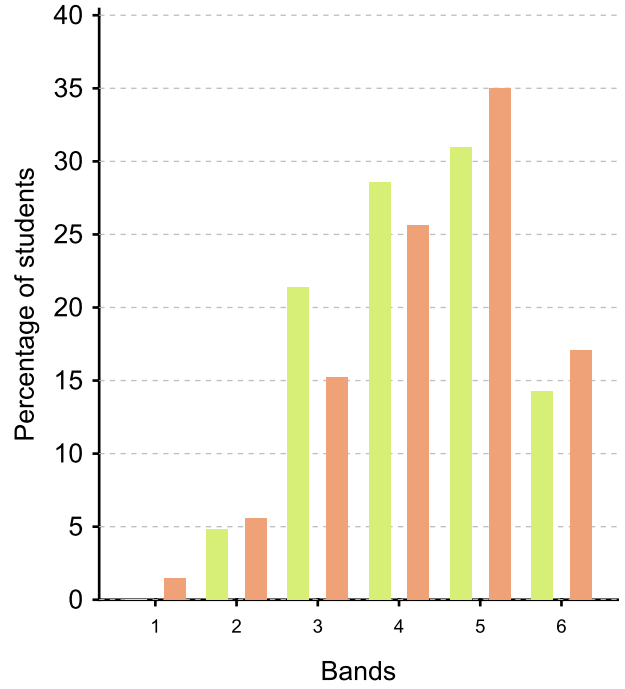
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



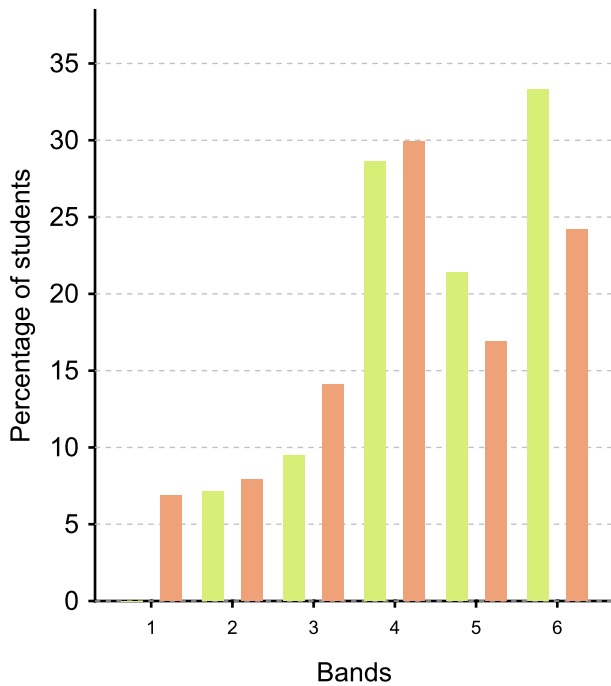
Percentage in bands:
Year 3 Reading



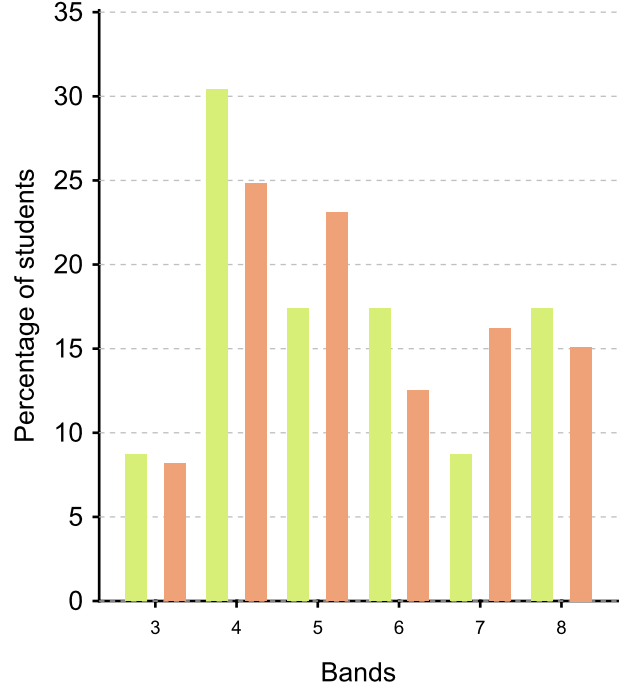
Percentage in bands:
Year 3 Writing



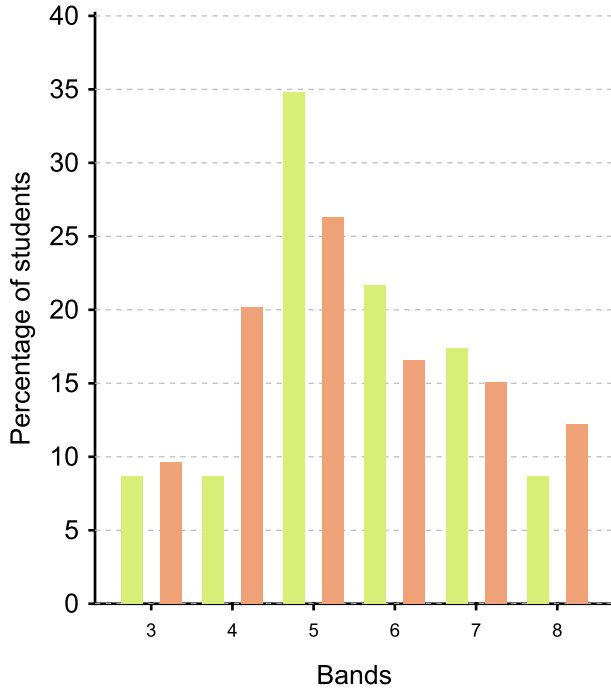
Percentage in bands:
Year 3 Spelling



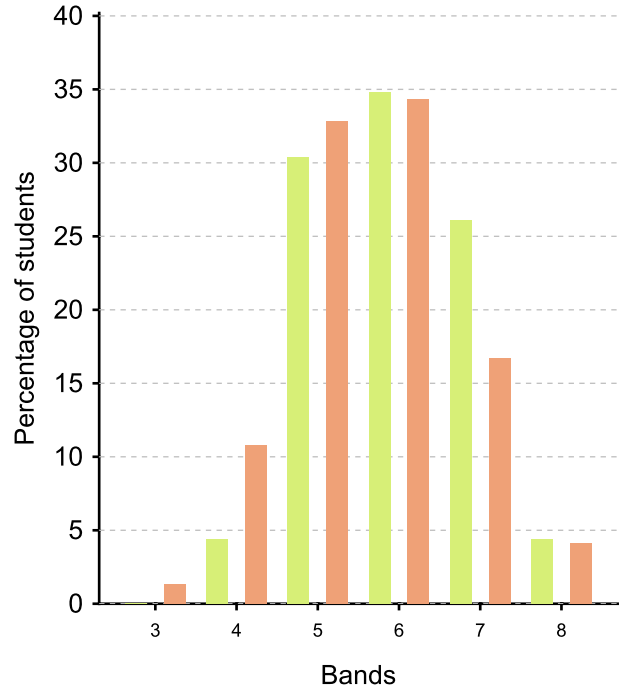
Percentage in bands:
Year 5 Grammar & Punctuation



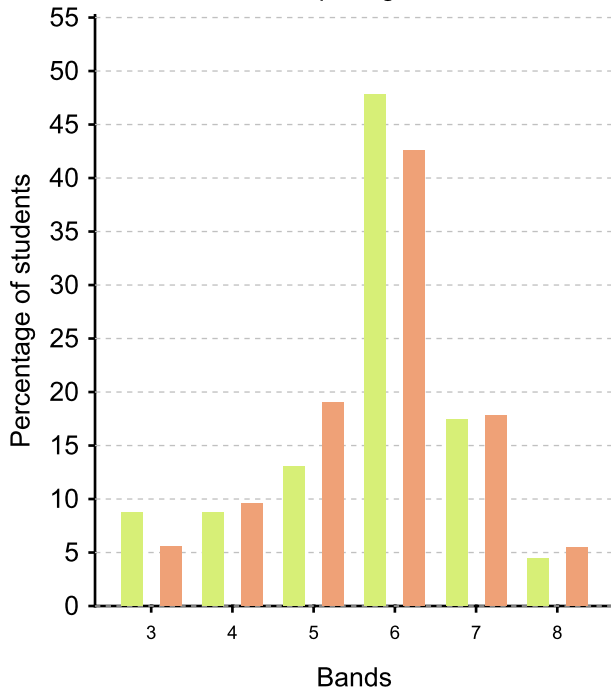
Percentage in bands:
Year 5 Reading



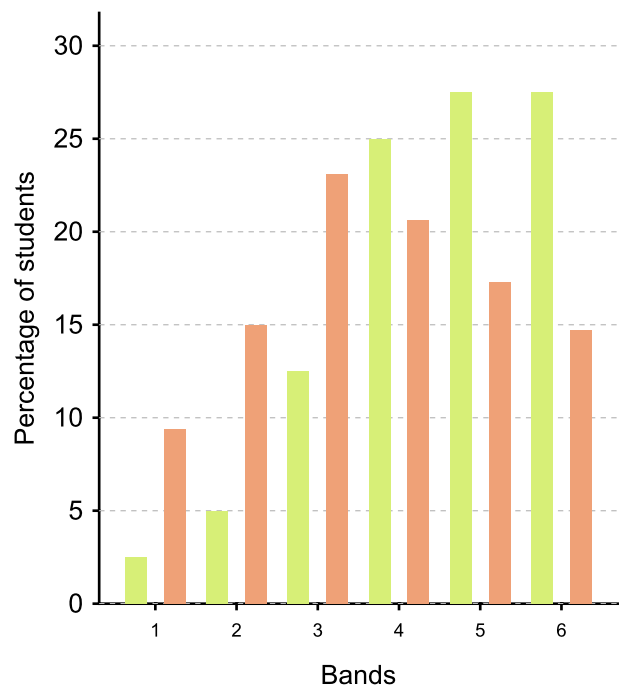
Percentage in bands:
Year 5 Writing



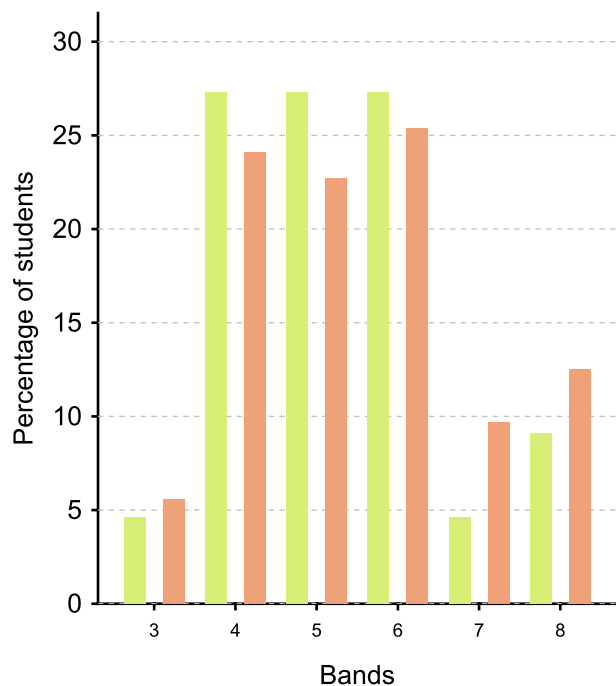
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 3 Numeracy

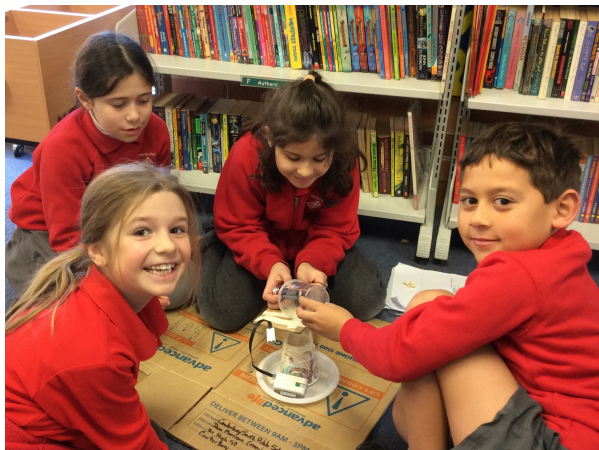


Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.



Parent/caregiver, student, teacher satisfaction

Tell Them from Me Parent Survey

The Tell Them from Me parent, student and staff surveys were undertaken in 2017.

School Supports Learning – Parent Survey

Teachers have high expectations for my child to succeed. 7.4

Teachers show an interest in my child's learning. 7.7

My child is encouraged to do his or her best work. 8.0

Teachers take account of my child's needs, abilities, and interests. 7.1

Teachers expect homework to be done on time. 7.3

Teachers expect my child to work hard. 7.7

Focus on Learning – Teacher Survey

I give students written feedback on their work. 7.7

I talk with students about the barriers to learning. 7.9

In most of my classes I discuss the learning goals for the lesson. 8.3

Students become fully engaged in class activities. 8.4

I monitor the progress of individual students. 8.6

I am effective in working with students who have behavioural problems. 8.3

I set high expectations for student learning. 8.5

Students find class lessons relevant to their own experiences. 8.5

Students try hard to succeed in their learning

Students Social and Emotional Outcomes – Student Survey

93% of students in this school tried hard to succeed. The NSW Govt norm for these years is 88%.

97% of the girls and 88% 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 in every aspect of their education.

At Canterbury South, 6 students are identified as being Aboriginal or Torres Strait Islander. All Aboriginal students have a Personalised Learning Plan. All teachers continue to have cross-curriculum priorities encompassing Aboriginal and Torres Strait Islander histories and cultures embedded into teaching and learning programs, with particular emphasis in the Key Learning Areas of Literacy and Visual Arts.

The whole school celebrated NAIDOC Week with a special day of celebrations and dance with the Budawangman Group. The theme for NAIDOC Week was 'Songlines' and the students learnt more about Songlines and how they connect people to Country and Country to people. Together we celebrated the rich history and diversity of Aboriginal and Torres Strait Islander cultures.

One Year 3 student was awarded a 'Deadly Award' for his consistent effort and hard work at school. As a school we continue to use the 'Acknowledgement to Country' at all assemblies and formal occasions and this is a role given to our Aboriginal students.

One of our students attended a series of workshops called Yarn Up. This program provided Aboriginal students in Year 5 and Year 6 to develop skills in impromptu speaking and public speaking. 74 students from 30 Sydney schools presented their speeches in the Legislative Assembly Chamber at the NSW Parliament House. Our student presented his speech on "Water is Important".



Multicultural and anti-racism education

Canterbury South Public School promotes a highly inclusive, supportive learning environment where students and their families from all cultural, religious and language backgrounds are positively engaged and encouraged to participate in all areas of the school environment.

Within our school, approximately 68% of students come from Language Backgrounds Other Than English (LBOTE). Our EAL/D teacher (English as an Additional Language or Dialect) develops programs and works to ensure that students develop English language skills. Our EAL/D teacher works to support class programs by working within the classroom or withdrawing students with additional needs and has attended EAL/D network meetings to upskill on current pedagogy and best practice.

Canterbury South Public School has an anti-racism policy supported by a trained anti-racism officer.

Again we celebrated a successful Harmony Day with our whole school community who thoroughly enjoyed a concert of items put on by each class and a multicultural feast of food provided by parents and students, reflecting the many flavours of our culturally diverse school.