

Canterbury Public School

Annual Report



2018

CANTERBURY
PUBLIC SCHOOL



Participation, Equity & Excellence

1497

Introduction

The Annual Report for **2018** is provided to the community of Canterbury 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.

Tracy Considine

Principal (from Term 4, 2018)

School contact details

Canterbury Public School

Church St

Canterbury, 2193

www.canterbury-p.schools.nsw.edu.au

canterbury-p.school@det.nsw.edu.au

9718 2884

Message from the school community

2018 has been a year of support and consolidation for the P&C. The P&C is made up of parent and carer volunteers that contribute their skills and time for our school community. We aim to have a whole school representation of voices and experience on the P&C.

There are many fundraising, social and school business events and opportunities volunteers have worked to support. Below are some highlights for 2018:

- Volunteers ran a 'Welcome' movie night in term 1, supported the Stargazing evening in term 2, a Parents trivia night in term 3 and a Bunnings and Flower power BBQ in term 4 and production of a school calendar at year end. Volunteers have also supported many events organised by the school over the course of the year.
- Volunteers have supported the school gardens which consist of both the indigenous and kitchen gardens and contributed time to plan for the promotion, upkeep and future of both.
- We have also contributed to the safe 'drop and kiss' zone outside the school, represented parent voice at CBOSH, were a voice on the ground work tender for the new grass and soft fall and on a number of interview panels for school personnel. We are also currently working with DOE to have the 2nd stage Senior playground built in early 2019.

We had to make the hard decision to finish running the canteen as a P&C non profit business and support the Tender process for the new Canteen operator who will start in 2019.

People have volunteered in so many ways through meetings and thought projects / events this year. We look forward to another year working hand in hand with CPS in 2019.

Cate Lyons–Crew P&C President

School background

School vision statement

The Canterbury PS community celebrates diversity and strives for excellence, equity and participation to ensure the development of the whole child. The learning environment is rich with quality learning experiences and opportunities for students to make meaningful connections with others and the world around them.

Guiding Principles.

We create a positive and successful learning environment.

- Teachers provide a safe and welcoming learning environment and know their students as people and learners.
- Learning is relevant, purposeful and connected to students' interest and the real world.
- Learning is student centred and student voice is valued.
- Learning is differentiated to meet the individual needs of students, staff and the community.
- Creativity, curiosity and wonder is fostered to support students in becoming resilient, confident, independent thinkers.
- Student achievement and assessment data drives classroom programming and decision making.
- Feedback is integral to the teaching and learning cycle.

We support and respect each other.

- Students, parents and staff are partners in the learning process.
- Students, parents, staff and the broader community work together to actively support and promote the school for the benefit of the students.
- Parents, staff and students take an active role in ensuring effective communication and shared decision making.
- Diversity and different perspectives are embraced.
- New community members are welcomed, orientated, mentored and supported.
- The strengths of students, staff and the community are recognised, utilised and appreciated.
- Celebrations enhance a sense of belonging and greater understanding of all members of the school community.

We are life-long learners.

- Goal setting, reflection and evaluation are embedded in teaching pedagogy.
- Life-long learning is modelled to students through the engagement of staff and parents in ongoing quality learning opportunities.
- Extra curricula opportunities are embedded in the curriculum and support the development of lifelong skills, passions and interests.
- Opportunities for leadership and active citizenship are actively sought in all stages of learning, career development and community engagement.
- Staff are self-reflective and strive for professional excellence in their practice.

School context

Canterbury Public School's enrolment is approximately 380 students, including 51% from a non-English speaking background, 4% Aboriginal or Torres Strait Islander students and a special education support unit comprising of five classes. Three moderate intellectual and autism disability classes, one moderate intellectual disability class and one autism class. Canterbury is a growing school community with an enthusiastic, committed staff and supportive community. There is a strong focus on effective literacy and numeracy education and a commitment to quality teaching. Student engagement is a priority with the provision of extensive school programs in arts, restorative practice, environmental education, public speaking and debating, technology and sport. The school has a strong commitment to innovative integration of technology across all key learning areas.

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 leadership team analysed and critically reflected on the school's improvement efforts and impact before making decisions around our progress towards achieving a standard of excelling. The team determined that, across the school, there are outstanding pockets of practice in learning, teaching and leading however, we will not be satisfied until we see consistency across all domains and elements. As a result, the school's on-balance judgment for each domain is Delivering, with a highly strategic plan in place for 2019 to achieve a self-assessment result of excelling across Leading, Teaching and Learning in 2019–2020.

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

STRATEGIC DIRECTION 1: Future focused teaching, learning and communication

Purpose

To ensure students have the skills they will need for the future, 21st Century teaching and learning must be embedded across school programs to promote active thinkers who can collaborate locally and globally.

Overall summary of progress

ICT: At the beginning of the year staff were surveyed about a number of ICT related areas, including their confidence using ICT when teaching, their understanding of the new Digital Technologies strand in the Science and Technology syllabus, and all areas where they felt they needed additional support with ICT. Staff were also encouraged to include a technology related ICT goal in their Professional Development Plan. Over the course of the year all staff engaged in ongoing professional learning tailored to their needs through the use of the survey data. In addition each classroom teacher received in class support from the ICT mentor every week. As a result at the end of the year all staff reported increased levels of confidence using ICT in the classroom, and student engagement in lessons which incorporated ICT.

Mathematics: All teachers K–6 have a numeracy focus on EAS/PV in their data informed differentiated programs that incorporate TEN and RN strategies. Teachers have range of resources to support quality teaching and learning.

English: ES1 and S1 teachers are now trained in L3 which has supported quality teaching and learning in those stages, including high levels of differentiation. Staff feel more confident in using the new National Literacy and Numeracy Progressions and moderating writing due to professional learning delivered. As a result, teachers' teaching and learning cycles should be improved, but this needs further analysis.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Tell Them From Me Survey: focus on learning report indicates growth in Technology drivers.	\$0	Tell Them From Me reports indicated growth in Technology drivers for teachers. A third of teachers indicated they wanted to continue receiving Professional Learning to support their ICT use. This data helped inform the structure and frequency of future professional learning and its content.
Improved Literacy/Numeracy results across each cohort.	2x SLSO days (maths tub audit) \$458 4 Teacher Days (NAPLAN analysis) \$2500 Maths resource kits \$707 Teaching resources \$185	Maths team has provided TEN/PV resources to all teachers so that all students have access to a range of quality differentiated TEN/PV resources. Maths team also provided differentiated PL lesson to support teachers at different levels in their TEN understanding. 43% of staff indicated that it was very helpful and catered to their needs. 40% of responses wanted to further consolidate their knowledge of TEN in term 4. 45.7% of staff indicated they would like further TEN demonstrations lessons. Teachers maths programs were differentiated and had an element of TEN lessons. Data from NAPLAN showed an upward trend for year 3 in Number, Patterns and Algebra / Data, Measurement, Space and Geometry, however a slight downward trend (still in line with state achievement) in Number, Patterns and Algebra for Year 5 and 7. In regards to Data, Measurement, Space and Geometry there was a downward trend for year 5 and 7. Where to next:

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved Literacy/Numeracy results across each cohort.		<p>Collaborating with other teams to achieve common goals. Provide PL on Town and RN. Focus on rich task that involves maths integrated units.</p> <p>Areas for development in English, including assessing writing from K–6 and differentiating reading and writing in K–2, were identified and have begun to be addressed. K–2 teachers attended L3 training over the year leading to new practices being embedded. This resulted in highly differentiated English programs supporting the needs of all learners in K–2. Next steps include implementing new reading resources and exploring alternative ways of supporting students with additional needs to make further progress in collaboration with the Learning and Support Team. Teachers were also prepared for the removal of PLAN and the Literacy Continuum as diagnostic tools through training in the use of the new National Literacy Progressions. As a result, teachers felt more confident in using the progressions to assess student achievement and plan future directions.</p>
Staff practice increasingly demonstrates authentic use of technologies to engage and challenge students.	\$0	<p>Survey data captured an increased use of technology by staff across the board. Technologies used included Seesaw, Lego WeDo, Minecraft, Stikbot animation, Book Creator and TinkerCAD. Students reported increased levels of engagement with lessons that used technology, in particular when challenged to be creative during a learning experience.</p>
All students complete future focused rich tasks.	\$0	<p>All staff, supported by the ICT mentor, collaboratively designed and implemented rich learning experiences based on Key Learning Areas that incorporated a range of technology including robotics, 3D printing software, gaming, sandbox environments and virtual reality.</p>

Next Steps

ICT: Teaching staff would like further up–skilling in technology and software that is readily available and easily accessible (user friendly). Staff have expressed interest in having more professional learning in regards to using SeeSaw as a quality formative assessment tool to track student progress, offer quality feedback and have as an addition to creating purposeful learning experiences that can be shared at home. As a team, our next steps would be to provide this professional learning and to assist staff in this area of development. Additionally, we will continue to capture data in terms of staff and family usage of SeeSaw in terms of viewing, comments, likes and the amount of people connected to a learning journal. Further to this, professional learning will also be offered to families during Orientation week, Education week and other social events to ensure more families are connected to their child's learning journal and can provide their child with quality feedback by adding comments and initiating discussions at home. We will also seek feedback from families in regards to their experience in using SeeSaw and if there is a way to improve this and streamline it across all stages.

Mathematics: Good progress has been made in upskilling K–2 teachers in TEN training however a K–6 focus would be of benefit, allowing all staff to build pedagogical content knowledge to improve students' engagement and learning in mathematics. The employment of a curriculum leader to lead maths professional learning, planning and programming K–6 and run parent workshops will have a significant impact on practice and performance.

English: There needs to be a K–6 focus on programming and planning. This whole school focus on Quality Teaching and the teaching and learning cycle, incorporating quality curriculum and assessment design aligned to the English

syllabus objectives and outcomes, should bring improved teaching practices and learning outcomes.

Strategic Direction 2

STRATEGIC DIRECTION 2: Success for every student in a supportive learning environment

Purpose

To ensure school is a secure and supportive environment that allows students to flourish and succeed. Social and emotional learning, and student wellbeing is at the centre of school programming and practices.

Overall summary of progress

1. The Gifted and Talented committee carried out a professional learning session for staff in Term 2, introducing staff to practical ways to extend and challenge students through quality differentiation. A distribution of committee members across stages led to increased focus on students working above during collaborative planning and data analysis sessions. Some teachers were also supported by a professional with expertise in this field to explore ways that existing programs can be further differentiated to extend and challenge students' thinking. This resulted in the implementation of strategies to support and extend high achieving students across the school.
2. Throughout this year, the PBL team (made up of staff, students and parents) have met three times per term and provided staff with professional learning, leading to improved consistency in approaches across the school. An external evaluation of whole school PBL indicated greater use of positive rewards and increased awareness of school-wide expectations from staff and students. This has led to an increased number of students receiving PBL rewards (Captain Canterbury awards, badges and trophies) in comparison with last year.
3. Classroom teachers have continued to collaborate with families and support staff to plan for students' learning and necessary adjustments. Annual review meetings were held for all students with a current Disability Confirmation and 85% of students had a parent or carer attend the goal setting meetings in Term 1. Collaboration between the Learning and Support Team and the Family Referral Service led to increased supports in place for families within and outside of school, with over 30 families accessing this service and being referred onto appropriate resources. Additional parent engagement opportunities included regular Support Unit parent network meetings and parent workshops in target areas (such as anxiety, online safety and resilience).

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Personalised adjustments are in place for all students identified as Gifted and Talented.		The GaT committee carried out a professional learning session for staff in Term 2, introducing staff to practical ways to extend and challenge students through quality differentiation. A distribution of committee members across stages led to increased focus on students working above during collaborative planning and data analysis sessions. Some teachers were also supported by the expertise of a volunteering community member to explore ways that existing programs can be further differentiated to extend and challenge students' thinking. This resulted in greater consideration of high achieving students within their class. Program samples demonstrated some examples of this, however, it was inconsistent.
Decrease in negative behaviour (Step 5 reflections) in EBS4.		The behaviour data did not reflect a decrease in negative behaviour incidents, instead, it demonstrated an increase in recorded behaviours. This was impacted by improved consistency by all staff in recording behaviour incidents using EBS4.
Increased attendance at parent/teacher interviews.		During Term 1, data shows that 85% of our parents or carers attended goal setting meetings.
Student work samples show evidence of feedback from		This is an ongoing focus to ensure that students receive timely performance-based feedback from

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
community, students and staff.		peers, teachers and parents.

Next Steps

1. To support future directions, the continued focus on quality assessment for learning, and personalised learning within stage-based collaborative time will support teachers to provide appropriate level of challenge to all students across Key Learning Areas.
2. The creation of an Assistant Principal, Wellbeing role to lead the whole school review of PBL expectations across the school, develop a data-informed tiered approach to supporting the positive behaviour of identified groups and individuals, and create more visible and consistent PBL approaches across the whole school community.
3. Next, the Learning and Support Team in collaboration with teaching staff and families, will review the Personalised Learning and Support Plan processes (e.g. goal setting meetings, data analysis, tracking, reviews, interventions) to ensure all students have the necessary adjustments and will continue to track the progress of these individuals against their goals.

Strategic Direction 3

STRATEGIC DIRECTION 3: Belonging to a connected community

Purpose

To ensure a positive school culture where all members of the school community feel valued. Students, teachers, families and the broader community have a voice, share decision making and work together to enhance the educational experience at school.

Overall summary of progress

English Language Learners: All teachers participated in Teaching English Language Learners (TELL) professional learning throughout Term 3. Six of the staff members participating went on to achieve accreditation in this program, with the EAL/D teacher becoming a TELL trainer. This led to staff being more engaged in supporting their EAL/D students and families through teaching and learning strategies specific to supporting language learners. Teaching programs across K–6 demonstrated the use of these strategies across KLAS. The EAL/D teacher participated in regular network meetings, upskilled staff in using interpreters and communication with families.

Significance: Limited progress was made towards developing how we embed the element of 'Significance' in programs across the school. This remains a key area to focus on in 2019.

Minority Community Representation: The Aboriginal Community was highly involved in decision-making as well as planning of significant events within the school including a cultural immersion camp for all families to Weilmoringle and NAIDOC Week.

Canterbury families with children in the support unit are now represented by a support unit community member of the P&C. Families are also increasingly engaged in community events including the Parent Network Morning Tea and Afternoon Tea each term.

Canterbury families from EAL/D backgrounds engaged in a range of community events including Multicultural Day

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff are better equipped to teach the curriculum to English language learners.	The cost of the TELL course was \$nil	<p>Staff are now more able to cater for the diverse language needs in their classroom through differentiating tasks and placing social interactions as a main part of learning. Students are engaged in learning and participate in quality communication (or non-verbal communication for non-verbal students). The community outcome has not been evaluated.</p> <p><i>How do we know:</i></p> <ul style="list-style-type: none">• Data from the walkthroughs demonstrates that we currently sit in the band 2 and 3 (1 being most effective strategies and 5 being least effective). A visual inspection of some teaching programs clearly shows explicit catering for EALD students.• Six teachers achieved the full accreditation of the TELL course (meaning they attended all six modules and completed all in between activities). <p>Anecdotal evidence also indicates that teachers are incorporating more of the TELL strategies and games into their programs.</p>
Increased evidence of 'Significance' elements from the	Nil	Due to change of school leadership and the ripple effect, the following planned projects didn't go

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Quality Teaching Framework across teaching and learning programs.		<p>ahead, however are still deemed important and relevant.</p> <ul style="list-style-type: none"> Focus on ensuring Significance (QTR) exists across learning experiences: 2019 Commitment to continue this focus for 2019, with or without QTR going ahead. If QTR doesn't go ahead we need to find another method for measuring change of practice in relation to significance and Aboriginal Perspectives. 8 Ways: 2019 whole staff professional learning or an alternative learning experience to support staff in embedding Aboriginal perspectives in 2019 to be implemented.
Greater representation of minority groups participating in school decision making.		The Aboriginal and Torres Strait Islander committee has taken steps to promote a positive school culture where all members of the school community feel valued. The community have had a voice and shared in decision making to enhance the educational experience at school (e.g. through constructing Personalised Learning Pathways (PLPs) for students, designing NAIDOC events and planning for future educational directions with staff).

Next Steps

EALD: Further engaging EAL/D families and community members, through regular events such as morning teas and direct communication with parents about school events. Working with EAL/D families to promote attendance at school wide events, such as parent workshops. EAL/D teachers will continue to promote the interpreter service to support home/school communication. Providing professional learning for staff around EAL/D learning progressions, including how to report on these in a child's report.

Get back on track with embedding 'Significance' by implementing professional learning for teaching staff to improve the teaching of Aboriginal perspectives, including understanding the protocols of working with community.

2. Support Unit Families: For more SU families to be apart of the P&C developing a connection to the rest of the community. We would like to see a greater turn out during Network Morning Tea and Afternoon Tea. Greater engagement in school through open classrooms.

3. Aboriginal Community Involvement: A clear vision for an outdoor learning area (incorporating indigenous elements) to be established. This will be achieved through strong consultation with the community in partnership with the Environment team in order to successfully apply for community grants and make progress towards this vision.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$16,778	<p>Continuation of mentoring project with Canterbury Girls High School within Koori Kids sessions. Outcomes of this program has seen Aboriginal and Torres Strait Islander students continue to develop their confidence, leadership and communication skills across the school. As a result, there has been greater representation of Aboriginal students on our Student Leadership Team and Student Representative Council. All of our Stage 3 Koori Kids attended a state-wide STEM camp and participated in 'Yarn Up' public speaking.</p> <p>Funds used to employ an Aboriginal School Learning and Support Officer (SLSO) resulted in improved wellbeing and learning outcomes for targeted students.</p>
English language proficiency	1.0 EALD teacher (RAM funding)	EALD students continued to be supported in class with targeted assistance in literacy and numeracy.
Low level adjustment for disability	\$28,931	<p>This was used towards funding a full-time Learning and Support Teacher role to support staff with:</p> <ul style="list-style-type: none"> • Professional learning • Personalised Learning and Support Plans • Tailored interventions (e.g. Multilit and Minilit reading, social skill programs and classroom supports) • Transition plans <p>This led to individuals and groups of students receiving appropriate adjustments with differentiated teaching and learning strategies being implemented.</p>
Quality Teaching, Successful Students (QTSS)	\$69,652	This funding was used to support professional learning of staff across the school, in line with professional development goals. Staff engaged in professional practices, such as collaborative planning, observations, team-teaching and action research. This included providing time for teams to undertake professional learning around the the new Literacy and Numeracy Learning Progressions to support with assessment and planning.
Socio-economic background	30 000	This money was used to employ additional staff to support students' literacy and numeracy development.
Support for beginning teachers	\$20 000	A mentor was employed one day a week to support beginning teachers in their induction, teaching and learning programs, behaviour management, and accreditation process. This initiative was responsive to the needs of each individual beginning teacher with a focus on quality practice aligned to the teaching standards.
Targeted student support for refugees and new arrivals	1.0 NAP/EALD Teacher (NAP funding)	The school had no refugee students enrolling in 2018. Throughout the year, 25 students from overseas enrolled. Of those, 21 students were eligible for Newly Arrived funding. The school also had two international students. All

Targeted student support for refugees and new arrivals	1.0 NAP/EALD Teacher (NAP funding)	newly arrived overseas students with a language proficiency of beginner or emerging had regular small class English survival lessons. Students were also supported in the classroom with specialist EALD teachers. All students made steady progress in English acquisition.
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Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	137	157	171	187
Girls	123	150	159	180

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.7	94.7	93.1	94
1	92.7	94.7	95.2	94.6
2	90.9	93	94.9	95.5
3	94.3	90.8	94.5	95.4
4	95.2	93.4	93.7	93.3
5	93.4	94.6	96.5	91.6
6	95.3	94.8	94.1	92.7
All Years	93.7	93.8	94.6	94.1
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Canterbury Public School has an attendance policy which outlines the importance of regular attendance at school. 'Regular attendance at school is essential to assist students to maximise their learning potential. Schools, in partnership with parents, are responsible for promoting regular attendance of students. Encouraging regular school attendance is a core school responsibility shared by all members of the school community.' Parents and caregivers are responsible for:

- * Ensuring that their children of a compulsory school-age are enrolled at and attend school regularly, or are alternatively registered for home schooling with the Board of Studies and receive instruction in accordance with the conditions to which their registration is subject.
- * Ensuring that their child/ren

arrive at school by 9.20am. * Avoiding making dental and medical appointments during school hours, where possible. * Signing an 'Early Leavers Pass' when children need to leave before 3.20pm. * Explaining the absences of their children to the school in a timely manner (within 7 days of the absence from school). * Taking effective measures, in partnership with the school, to resolve attendance issues involving their children. * Applying for an exemption of attendance (prior to the period of absence) if their child will be absent for more than 15 consecutive days. Application forms are available from the office. Teachers are responsible for:

- * Providing a safe learning environment which fosters a sense of belonging to the school community.
- * Maintaining accurate records of students' attendance, including marking the roll each day and recording all absences and partial absences on the roll using the appropriate 'Attendance Register Codes' and procedures.
- * Seeking verbal or written advice promptly from parents regarding unexplained full or part day absences. This may include sending home a reminder form for unexplained absence/s– Calling a parent/caregiver after 3 consecutive days(including partial days) absent.
- * Notifying the stage supervisor if there has been less than 85% attendance in a fortnight.
- * Alerting the stage supervisor if a student's attendance is of concern.
- * Implementing programs and practices (school flowchart and monitoring sheets) to address attendance issues when they arise.
- * Providing clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance. Assistant Principals responsible for:
- * Monitoring attendance records to ensure they are maintained appropriately by the class teacher.
- * Ensuring that staff, parents and students are regularly informed of attendance requirements.
- * Recording a notification of less than 85% attendance in a fortnight for a student under their direct supervision and making a call to the family.
- * Investigating cases of unsatisfactory attendance and part/full day absences from school and implementing appropriate intervention strategies. The Principal is responsible for:
- * Ensuring that all students are enrolled in line with the requirements set out in the 'Enrolment of Students in Government Schools: A Summary and Consolidation of Policy' (1997)
- * Ensuring that all attendance records are Page 13 of 21 Canterbury Public School 1497 (2017)
- Printed on: 20 March, 2018 maintained in an approved format and are an accurate record of the attendance of students.
- * Ensuring that the school's policy and intervention procedures/documentation are adhered to consistently by all staff.
- * Ensuring that all attendance records including details of transfers and exemptions are accessible as required.
- * The Home School Liaison Officer and Director Public Schools are informed of any attendance issues.
- * Liaise with appropriate services (internally and externally) to determine the best intervention and support for each student and their family.
- * Ensuring that school staff are provided with information of attendance requirements and their obligation to monitor and promote regular attendance.

Class sizes

Class	Total
ES1/1	20
ES1/3	19
ES1/2	18
S1/2	25
S1/1	25
S1/4	25
S1/3	25
S2/1	29
S2/3	28
S2/2	29
S2/4	29
S3/2	30
S3/1	30

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	22.61
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
Teacher ESL	0.6
School Counsellor	1
School Administration and Support Staff	7.82

*Full Time Equivalent

In 2018 two Aboriginal staff were employed at Canterbury PS. We continue to strengthen partnerships with Aboriginal members of our school community as well as our local Aboriginal Education Consultative Group.

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	50

Professional learning and teacher accreditation

In 2018 staff undertook considerable amounts of professional learning. The professional learning chosen was guided by personal goals established in Professional Development Plans and through analysing whole school Strategic Direction priorities. All teaching staff took part in the Teaching English Language Learners (TELL) course over Term 3, with six teachers achieving the full accreditation of the course (meaning they attended all six modules and completed all in between activities). Six teachers across Early Stage 1 and Stage 1 successfully completed their first year of Language, Literacy and Learning (L3) training which included observations by external trainers throughout the year and high-level data analysis by teachers to improve the teaching and learning of English at Canterbury Public School. Staff also completed training in ICT, PDHPE (iPlay), Music and mentoring. Furthermore, staff participated in team-based inquiry using the new Literacy and Numeracy Progressions in preparation for 2019, attended professional network meetings and engaged in collaborative planning days each term.

Staff completed a full year of Professional Development Plans. This included staff nominating individual and stage yearly goals. As part of this, teachers and supervisors meet twice yearly to monitor progress against goals.

Several graduate teachers were supported to gain accreditation at a Proficient level through additional professional learning opportunities with executive support.

Students from the University of Sydney were also mentored by staff during various practicums throughout the year, with all student teachers meeting their standards.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	258,613
Revenue	5,253,744
Appropriation	4,960,688
Sale of Goods and Services	16,095
Grants and Contributions	269,388
Gain and Loss	0
Other Revenue	3,100
Investment Income	4,473
Expenses	-5,129,481
Recurrent Expenses	-5,129,481
Employee Related	-4,561,858
Operating Expenses	-567,622
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	124,264
Balance Carried Forward	382,877

The school's financial management processes and governance structures meet financial policy requirements through the finance team made up of the principal and school administration manager. Financial reports are shared with the P&C at least annually.

A proportion of the balance carried forward will contribute to the strategic employment of staff above establishment in order to achieve the school's strategic directions in 2019 as well as a commitment to upgrading the school's canteen in order for it to meet health and safety requirements prior to the new operators commencing in January 2019.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	2,431,564
Base Per Capita	69,632
Base Location	0
Other Base	2,361,932
Equity Total	248,745
Equity Aboriginal	13,669
Equity Socio economic	25,161
Equity Language	108,105
Equity Disability	101,810
Targeted Total	1,071,500
Other Total	1,014,473
Grand Total	4,766,282

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

47% of students in Year 5 exceeded expected growth in Reading and 52% in Writing.

52% of students in Year 5 exceeded expected growth in Numeracy.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

State Priorities: Better services – Improving Aboriginal education outcomes: 50% of our Aboriginal students exceeded expected growth in Reading and 25% exceeded expected growth in Numeracy.

Premier's Priorities: Improving education results : 45% of Year 3 students were in the top two bands for Numeracy and Reading. 30% of Year 5 students achieved in the top two bands for Reading.

There is work to be done in Numeracy next year to ensure that all students reach their learning potential.

Parent/caregiver, student, teacher satisfaction

The Tell Them From Me (TTFM) Advocacy, Expectations, Belonging: Quadrants report shows the relationships between advocacy at school/sense of belonging (two measures of student wellbeing) and academic expectations of students, as self-reported by students. 80% of Canterbury students reported high levels of advocacy at school and academic expectations. 69% of students reported high levels of belonging at school and high expectations for success.

Policy requirements

Aboriginal education

School Aims:

- To foster a deeper sense of cultural identity for all Aboriginal students.
- To create a connected and well informed learning community (parents, staff and students) that fosters learning about Aboriginal and Torres Strait Islander peoples and cultures.
- To ensure that Aboriginal students achieve their personal best and have their cultural and academic needs reflected in their Personal Learning Pathways

Attendance Feedback:

Three students were on LAMPS (Lateness and Attendance Monitoring Program) for monitoring of attendance at school.

Events and Programs:

- NAIDOC week celebrations took place over a week, culminating in a NAIDOC Night celebration. Activities included Aboriginal arts and crafts, a special assembly, dance workshops with ex-student mentors and a cultural experience delivered by Glen Thomas for the CPS community.
- Dance program for the Koori Kids group, running weekly for a term.
- Canterbury Girls' High School mentoring programs for Aboriginal students (including an art program, gardening and cooking opportunities and other activities designed to deepen cultural identities and understanding).
- Stage 3 Koori Kids attended a 3 day STEM Camp that fostered students' interest in the STEM subjects and allowed them to experience the practical applications of STEM subjects
- Stage 3 students took part in Yarn Up 2018
- Weilmoringle Excursion for Aboriginal and non-Aboriginal families at CPS. This increased community knowledge about Aboriginal perspectives and fostered the development of new and strengthened existing relationships with the Weilmoringle community, including local Elders.
- Koori Kids showcased their dancing through performing at the Multicultural Day assembly.

School and Student Achievement:

- Regular meetings with members of the Aboriginal community have taken place (twice a term) to promote joint decision making resulting in the organisation of key events, securing support from Elders and planning future directions for 2019.
- Alex Prout was School Captain and received the 2018 School Dux and Public Speaking School Awards.
- SRC had increased representation from Aboriginal students.
- Employment of an Aboriginal SLSO – adding to the support systems in place to develop the wellbeing and learning outcomes for Aboriginal students at CPS.

Future Directions:

The Community would like to see a continued focus on developing whole school initiatives/events that involve Aboriginal and non-Aboriginal students to foster a deeper level of understanding in the community about Aboriginal peoples and their cultures.

CPS community members have also worked with staff to invite Elders to deliver professional learning to staff in 2019 about the protocols around with working with the Aboriginal community. The aim of this is to further strengthen relationships between Aboriginal and non-Aboriginal community members and increase the involvement of Elders in planning teaching and learning opportunities for all students

'Significance' will continue to be a focus next year ensuring aspects such as inclusivity, connectedness and cultural knowledge are embedded into teaching and learning opportunities in meaningful ways.

Multicultural and anti-racism education

The Canterbury school community values diversity and the importance of being a connected community and this is reflected through the 3rd Strategic Direction 2018–2020 "Belonging to a connected community – to ensure a positive school culture where all members of the school community feel valued. Students, teachers, families and the broader community have a voice, share decision making and work together to enhance the educational experience at school."

The school continued with the Korean language teacher program in 2018. Students in K–6 studied Korean with a Korean teacher. As part of this program, selected Stage 1 students performed in The Korean Cultural Centre dance and song competition. This was open to all schools in Australia. Our school came third in the primary school section. The school continued to celebrate diversity through such events as Multicultural Day, NAIDOC Week and Refugee Week. Due to our increasing Mongolian community, we were invited by No. 1 Mongolian School to be a sister school. In December 2018, five teachers from the school visited us to exchange ideas and teaching methods.

This year also saw an increase in the use of onsite interpreters to help our families who speak a home language other than English. School notes are also being translated into our main community languages to improve communication between school and home.

The school has an anti-racism officer who takes an active role in the education of students and families and in strengthening an understanding of cultural diversity within the school. There were no reported incidents of racism in 2018 that were referred to the Principal.