

Caniaba Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Caniaba Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

I am very proud of my staff, my students and my community at Caniaba Public School. Caniaba Public School is a dynamic centre of learning. I would like to thank our students, our community, including our P&C Committee, and our staff for the support to Caniaba PS during 2019.

Message from the school community

It has been a privilege being the P&C President during 2019. Caniaba PS is a wonderful school and is supportive of our community body. This year we secured a grant through the Lismore Workers Club and ran many fundraising events e.g. election BBQs, a Pie Drive and a stall at the Terania Cross Country Event. These funds are earmarked for the Creative Arts/Community Space which will be built at the school during 2020.

Message from the students

We have loved our time at Caniaba PS. Our teachers work hard to make sure our learning is engaging and of high quality. Our teachers and parents have high aspirations for us as we head into our secondary schooling. Thank you Caniaba for a wonderful primary schooling.

Year 6 2019.



School background

School vision statement

Caniaba Public School will be the centre of a thriving, creative, inclusive community of life-long learners. We will work closely with our community and key stakeholders to ensure all students are supported to get the best start and to continue on a path of life-long learning. Children are at the centre of all Caniaba Public School's decision-making.

School context

Caniaba Public School is a small primary school located 8 km west of Lismore on the Caniaba Plateau. The school has an enrolment of 52 students ranging in age from five to twelve years, coming from 48 families. Our community is very diverse and we strive to cater for the learning needs of all of our students. Students are supported and guided by experienced staff and School Learning Support Officers. Teaching/Learning Programs are individualised, differentiated and supported by our parent and community body. We work in collaboration with key stakeholder groups to support the learning of all of our students.

Caniaba Public School is a proud member of the Terania PSSA, the Big Scrub/First North Community of Schools group and the Rivers P-12 Learning Community.



Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

In Term 1 2020 Caniaba PS will have External Validation where a panel of Principals will validate our evidence against our self-assessment of the School Excellence Framework. We are very excited to be showcasing our school and the amazing opportunities offered to our students. The 2020 SEF-SaS will be completed early in Term 1 2020.

Strategic Direction 1

Engagement for Student Learning

Purpose

Engaged students thrive when community partnerships are strong.

Our purpose is to ensure a learning environment which supports students to be confident, successful, resilient, self-regulating, respectful, ambitious and engaged as part of a positive whole-school community.

Improvement Measures

All key stakeholders in our community are actively engaged in student learning

The proportion of students who are highly engaged in their learning increases each year

Overall summary of progress

Our data supports our self-assessment of more engaged students and increased learning outcomes.

Progress towards achieving improvement measures

Process 1: Strengthening targeted professional learning to use evidence-informed pedagogy to enhance student engagement, learning outcomes and whole-school wellbeing

Evaluation	Funds Expended (Resources)
Action plan written with staff and AP PBL which will be implemented in 2020	Staff PL meeting Wellbeing meeting

Process 2: Targeting literacy and numeracy priorities using evidence-informed pedagogy. Choosing best practice Literacy/Numeracy interventions (including for High Potential and Talented students)

Evaluation	Funds Expended (Resources)
All K/1 students working on an ILP	Literacy experts (2 RR teachers) Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$6000.00)

Process 3: Strengthen systems and protocols to enable teachers to use effective assessment and data to drive improvement and value-adding

Evaluation	Funds Expended (Resources)
Stretch Targets discussed with DEL and with staff. Interventions for Reading and Numeracy discussed and organised in School Plan to commence in Term 1 2020. School Process Tracking Plan completed for Term 1 2020.	Staff meeting

Next Steps

Quality Teaching Rounds will commence in Term 1 2020.



Strategic Direction 2

Leading Teaching & Learning

Purpose

A strong culture of learning is underpinned by Quality Teaching and effective partnerships.

Our purpose is to challenge each student to achieve and grow in literacy and numeracy through high expectations, future-focused learning, effective leadership and quality teachers engaged in strong relationships with the whole-school community.

Improvement Measures

Increased use of evidence-informed strategies to identify and address needs of diverse learners

30% growth in the number of students reaching the top two bands in NAPLAN Literacy/Numeracy

100% of students achieving higher than minimum growth in NAPLAN Literacy/Numeracy

All students engaged in high quality learning experiences showing creative and critical thinking, and reflective practices which enable a GROWH mindset

Progress towards achieving improvement measures

Process 1: All staff will be strategically supported through targeted PL in line with our school plan targeting all students in quality teaching/learning experiences to increase student outcomes and creative, critical thinkers

Evaluation	Funds Expended (Resources)
Both teachers on track with PL in Leadership for their HAT & LT Accreditation	
Numeracy plan completed for students to move into ability grouping	
Leadership capability growth on track	

Process 2: Staff build a nurturing, friendly, supportive environment to support a community of life-long learners through collaboration, collegiality and quality teaching/learning practices

Evaluation	Funds Expended (Resources)
All staff attended Cos Days	Staff meeting
QTR training completed and action plan in place to commence Term 1 Week 2 2020	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$1 300.00) 	<p>2 Aboriginal students attended the Lake Ainsworth Camp.</p> <p>2 Aboriginal students attended the Lord Taverner's Camp.</p>
English language proficiency	<p>Itinerant Teacher Hearing x 2</p> <p>Resources – readers, numeracy equipment</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • English language proficiency (\$400.00) 	<p>Student left at the beginning of Term 4 as parents moved. Resources went with student so ILP could continue with Itinerant Teacher Hearing at his new school</p>
Low level adjustment for disability	<p>School Learning Support Officer</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$12 860.00) • Socio-economic background (\$10 000.00) 	<p>Student outcomes in Reading have increased significantly. All 3 students will require ongoing support in 2020.</p>
Quality Teaching, Successful Students (QTSS)	<p>Teaching Principal/Supervisor (Beginning Teachers)</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$5 000.00) 	<p>Provided comprehensive and focused support for teachers with the accreditation processes they needed to undertake (1 x Proficient Teacher; 1 x Highly Accomplished Teacher; 1 x Lead Teacher). PT competed. HAT ongoing (maternity leave); LT ongoing (relieving in a higher position)</p> <p>All staff completed and evaluated PDPs.</p>
Socio-economic background	<p>Teacher (Fridays)</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$16 000.00) 	<p>Teacher worked with staff, students and community to promote communication between home & school, and preschools; TTFM surveys and updating current news items on Class Dojo and Caniaba's FB page. Plan established for school rebadging in terms of 3 main ideas which are promoted in all correspondence.</p>
Support for beginning teachers	<p>Quality Teacher Adviser</p> <p>Supervisor</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$17 000.00) 	<p>Proficient Teacher Accreditation completed</p> <p>Highly Accomplished Teacher Accreditation on-going (Maternity Leave)</p> <p>Lead Teacher ongoing – teacher currently relieving as AP PBL</p>



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	44	47	32	26
Girls	32	29	25	21

Student attendance profile

School				
Year	2016	2017	2018	2019
K	91.9	95.6	94.2	97.1
1	92.6	91.6	96.3	94.1
2	96.2	90.2	94.6	94.3
3	92.2	93.5	93.3	93.1
4	95.3	93.4	94.7	91.4
5	93.3	94.6	91.4	95.3
6	85.9	90.5	92.1	97.1
All Years	92.8	92.5	93.8	94.5
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Attendance is entered into SENTRAL daily and EBS weekly. Non-attendance is addressed each day through a text message to parents. Following 3 days of unexplained absence parents are phoned. Letters of concern also following up non-attendance if required. Caniaba monitors attendance closely and works with the Home School Liaison Officer on attendance plans when concerns have not been addressed. We encourage students to attend every school day, and this is linked to our Positive Behaviour for Learning Top of the Tree Awards. Attendance requirements are attached to our school newsletter at the beginning of each year.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which

details the management of non-attendance.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.39
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.17
School Administration and Support Staff	1.41

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

In 2019 staff at Caniaba PS attended Professional Learning in Quality Teaching Rounds, Art of Leadership, Leading a Quest Numeracy and all Community of School group meetings held each term. Our SAM attended Professional Learning in Finance systems and SAM collegial meetings each term. The Principal remains a member of the Principal Executive Leadership Group of the Rivers College.

1 teacher completed her Proficient Teacher Accreditation and 2 staff members are completing their Highly Accomplished and Lead Teacher Accreditation.



Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	103,248
Revenue	854,620
Appropriation	824,834
Grants and contributions	29,488
Investment income	299
Expenses	-800,561
Employee related	-667,377
Operating expenses	-133,183
Surplus / deficit for the year	54,060

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.



Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	25,208
Equity Total	74,990
Equity - Aboriginal	4,903
Equity - Socio-economic	24,812
Equity - Language	400
Equity - Disability	44,875
Base Total	641,669
Base - Per Capita	13,374
Base - Location	1,510
Base - Other	626,785
Other Total	65,171
Grand Total	807,038

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.



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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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.

Literacy

IN NAPLAN Reading, Spelling and Grammar & Punctuation average growth at Caniaba PS is well–above both State Groups and Statistically Similar School Groups.

Numeracy

IN NAPLAN Numeracy average growth at Caniaba PS is well–above both State Groups and Statistically Similar School Groups.



Parent/caregiver, student, teacher satisfaction

Parents completed the 'Partners in Learning' Tell Them From Me survey in Term 4 2019. Parents feel welcome; Parents are informed; Parents feel that the school supports learning; Parents feel that the school supports positive behaviour; Parents feel that their students feel safe at school; and Parents feel that Caniaba PS is an inclusive school. All of these areas were well above NSW Government Norms. In Educational Aspiration 29% of parents said that their students would go on to University, with 65% unsure; 71% of parents said that their child would complete Year 12 with 29% unsure; 47% of parents said that their child would attend TAFE with 53% unsure. 82% of parents would recommend Caniaba PS to other parents.

During Term 4 parents were also asked to complete a Positive Behaviour for Learning survey. 40% of parents strongly agreed and 60% of parents agreed that Caniaba PS provides information about PBL through newsletters, parent brochures, PBL focus information, matrix, reward systems, behaviour consequences and other communication. 60% of parents strongly agreed and 40% of parents agreed that they know our expectations of Be Safe Be Fair Be a Learner; 80% of parents strongly agreed and 20% of parents agreed that their children know the expectations of PBL; 80% of parents strongly agreed and 20% of parents agreed that their child has a clear understanding of the behaviour that is expected at school; 60% of parents strongly agreed and 40% of parents agreed that students are rewarded appropriately for following school expectations; 60% of parents strongly agreed and 20% of parents agreed that they are aware of current procedures for rewarding students, with 20% of parents unsure; 60% of parents strongly agreed and 40% of parents agreed that behaviours that do not comply with school expectations are dealt with appropriately; 60% of parents strongly agreed and 20% of parents agreed that they are aware of current procedures for supporting students who exhibit non-compliant behaviour, with 20% of parents disagreeing; 60% of parents strongly agreed and 20% of parents agreed that teachers use consistent language and procedures when rewarding or supporting behaviour choices, with 20% of parents unsure; 60% of parents strongly agreed that expected behaviours for each school setting are taught at school, with 40% of parents unsure; 60% of parents strongly agreed and 40% of parents agreed that PBL posters teaching expected behaviours for each setting are visible and easy to find. Any areas of concern will be added to our PBL Action Plan to be followed up throughout 2020. We will survey parents on PBL again at the end of 2020.

Teachers completed the Tell Them From Me Survey during Term 4 2019. However a report could not be obtained due to less than 10 respondents. When addressed at a staff meeting 100% of staff feel supported at Caniaba PS and 100% of staff feel that their professional learning needs are met. 100% of staff feel valued at Caniaba PS.

Students completed Tell Them From Me surveys in Terms 1 & 4 2019. 82% of students participate in sports; 56% of students participate in extra-curricula activities; 76% of students have a positive sense of belonging; 100% of students have positive relationships at school; 88% of students value schooling outcomes; 82% of students feel that they have positive behaviour at school; and 82% of students try hard to succeed. The school mean for important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives was higher at Caniaba PS than the NSW Government Norm. 44% of students strongly agreed and 31% of students agreed that they feel proud of their school. More than 65% of students set challenging goals for themselves in their schoolwork and aim to do their best.







Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

All teaching/learning programs include 8 ways of pedagogy which ensures we are inclusive and consider our Aboriginal students and community in our planning. In 2019 we were incredibly privileged to secure renowned international artist, Jeremy Donovan, to paint a mural on our tennis shed. His children's link to the Widjabul people of the Bundjalung people was incredibly special to our community. Jeremy's teaching of the history of the Caniaba area and its links to Aboriginal people to our students was inspiring. Our students now hold that history in their hearts and minds for future generations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

During 2019 we once again hosted Japanese students visiting Southern Cross University. The connection these students have made with our community is strong and we look forward to hosting them again in 2020. We celebrated Harmony Day once again. We pride ourselves on being an inclusive school.

Other School Programs (optional)

During 2019 the Year 5/6 students completed a project in designing and completing totems and wooden people to display at the front of Caniaba PS. This project began when Lismore Bunnings donated goods. The project included visiting the local art gallery and speaking with internationally renowned woodworkers; back alley public art and the local museum where studied the history of Lismore's logging industry. The project is complete and the display looks amazing.

During Term 4 2019 all students K-6 completed a woodwork project with a volunteer parent – students in K-4 completed a money box and students in Years 5/6 completed a Flappy Bird.