

Canterbury South Public School

2019 Annual Report



"THINK OF OTHERS"

5109

Introduction

The Annual Report for 2019 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.

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School background

School vision statement

Canterbury South Public School community will strongly be focused on implementing evidence-based practices to continually improve student learning. Students will be inspired to connect, thrive and learn in a dynamic school learning community.

Canterbury South Public School will build a culture of high expectations by providing innovative teaching strategies that maximise the potential in all students to succeed.

School context

Canterbury South Public School was established in 1926. The school has an enrolment of 290 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 36 different language backgrounds with Greek, Arabic and Vietnamese backgrounds being the largest groups.

Canterbury South Public School provides an innovative learning environment where all students are encouraged to become critical and creative individuals who are resilient and confident.

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

- Rich learning experiences
- Developing the vital skills for cognitive flexibility and adaptation
- A learning environment that promotes complex problem solving
- Wellbeing programs that promote emotional intelligence and collaboration
- Innovative teaching and learning programs that focus on embedded explicit teaching strategies and feedback
- Teaching and learning programs that empower students to direct their own learning and facilitate a growth mindset
- Collaborative partnerships between home, school and community that commit to fostering a school wide culture of responsibility for student learning.

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
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	Excelling
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Confident Successful Learners

Purpose

To prepare young people for successful lives as engaged citizens with unlimited opportunities. To ensure all students have a strong foundation in Literacy and Numeracy and confidence in their ability to learn.

Improvement Measures

100% of classrooms are engaged in problem based learning and developing critical and creative problem solving skills.

Increased number of students demonstrating expected growth in internal diagnostics data.

All staff use *I can* statements that align to the DoE Literacy and Numeracy Learning Progressions to track student learning achievement.

Progress towards achieving improvement measures

Process 1: Quality Professional Learning in Literacy

Draw on research to develop and implement high quality professional learning in Literacy teaching practices.

Evaluation

Funds Expended (Resources)

All staff developed *I can* statements for writing that align to the DoE Literacy Learning Progressions to track student learning achievement. K–2 teachers were able to implement these into their teaching practice. The team discussed future directions. Continued professional learning and the use of the Language, Literacy and Learning program (L3) in ES1 and Stage 1 ensures evidence-based pedagogy is supporting reading from Kindergarten to Year 2. The 7 Steps to Writing Success program to support writing Year 2 to Year 6 was also implemented.

\$5000

Process 2: Quality Professional Learning in Numeracy

Draw on research to develop and implement high quality professional learning in Numeracy teaching practices.

Evaluation

Funds Expended (Resources)

All teachers participated in professional learning using TEN and TOWN intervention strategies to increase the number of students demonstrating expected growth in internal diagnostics data (PAT). Most teachers implemented these strategies into their pedagogy and this was reflected in programs and learning outcomes. The team discussed future directions and agreed that the staff would engage in professional learning using PLAN2 to build on teacher understanding and integrate the Numeracy Progressions into classroom practice.

\$2500

Next Steps

Look at our school practices and identifying impact data.

Analyse data from internal and external sources.

Strategic Direction 2

Future Focused Collaborative Teaching

Purpose

To ensure our school infrastructure meets the needs of a growing population and enables future focused learning and teaching. To embed evidence-based teaching methods to optimise learning for all students, ensuring explicit systems are implemented to facilitate collaborative practice for ongoing school wide improvement.

Improvement Measures

100% of teachers embedding future focused pedagogies into their teaching.

100% of teachers using collaborative teaching practices.

Progress towards achieving improvement measures

Process 1: Collaborative Teaching / Future Focused Learning Programs

Designing, implementing and evaluating whole school future focused learning programs through the use of STEM, Real World Problem Based Learning.

Evaluation	Funds Expended (Resources)
The evidence demonstrates that 100% of teachers are collaboratively planning and implementing future focused pedagogies in the classroom. All teachers have taken part in STEM challenges and this is evidenced through teacher programs, lesson photos and teacher surveys. The evidence also shows that 100% of teachers have gained a deeper understanding of future focused, collaborative pedagogies and are more confidently embedding these practices.	\$10 000 for teacher professional learning and technology.

Process 2: Collaborative Teaching

Facilitate change that creates opportunities for teachers to collaboratively teach.

Evaluation	Funds Expended (Resources)
This team has combined with the Future Focus project team as the significant school build and relocation, impacted on the ability to navigate space and do this project any justice.	

Next Steps

Build capacity of all teachers to program and teach collaboratively.

Strategic Direction 3

Positive Partnerships

Purpose

To inspire students to connect, succeed, thrive and learn. To improve student and community wellbeing, dynamic thinking and engagement.

Improvement Measures

An increased in the number of students reporting a sense of belonging, positive partnerships, expectations and success at school.

A Reconciliation Action Plan has been implemented to embed a whole school approach to Connecting to Country.

A decrease in negative playground incidents of intolerance and disrespect.

Progress towards achieving improvement measures

Process 1: Whole School Wellbeing

Implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each level of the schooling.

Evaluation	Funds Expended (Resources)
Evidence suggests there is a school wide responsibility for student learning and wellbeing. The implementation of a whole school approach to wellbeing has enabled students to connect, succeed and thrive at various levels of schooling. Data collected from the Tell Them From Me Survey indicated an increase in the number of students who felt a sense of belonging and success at school. Sentral data showed a significant decrease in negative playground incidences throughout Term 4 compared to Term 1. Data also showed that 100 % of students participated in the Term 4 rewards day school picnic event for displaying exemplary playground behaviour throughout Term 4.	\$1200

Process 2: Aboriginal Culture and Education

Implement a whole school approach to developing a greater understanding and respect for Aboriginal culture and fostering positive partnerships with Aboriginal community.

Evaluation	Funds Expended (Resources)
An increased number of students reported a sense of belonging and positive partnerships due to the implementation of initiatives like the Koori Club. The Reconciliation Action Plan has been implemented and embedded in school planning to continue to provide a whole school approach to Connecting to Country. The Aboriginal Education team has embedded Aboriginal perspectives in teaching and learning programs as evident in the analysis of Stage 1 and Stage 3 programs. As a result, students are showing evidence of an everyday understanding of the impact of our First Nations peoples.	RAP (Nurragannawalli actions) \$2000 – Professional learning and the purchase of other resources

Next Steps

Analyse our Tell Then From Me to drive improvement programs

Build the capacity of Aboriginal parents, families and community members to actively engage and participate in education and training processes.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$5000	This year educational resources were purchased to support the embedding of Aboriginal perspectives into teacher programs. All Aboriginal students have an individual learning plan (ILP) and are making progress across literacy and numeracy continuums. One student was the recipient of the Deadly Kids Doing Well Award. The whole school participated in NAIDOC week activities facilitated by an Indigenous parent. All children participated in a new Acknowledgment Of Country at fortnightly assemblies. Lunch time Koori Club continued to be successful.
English language proficiency	0.4 EAL/D Teacher Allocation \$31000 Flexible Funding	Throughout the year students needs were catered for by EaLD, LaST, SLSO and classroom teachers. Specific learning needs were discussed on the regular basis at LST meetings. As a result, students received the necessary support to meet their individual learning requirements. Students who are at risk in 2020 were identified and teachers held transition meetings to discuss teaching and learning plans for these students and how to best cater for their individual learning needs.
Low level adjustment for disability	0.8 STL \$32000 Flexible Funding	LaST and SLSOs provided ongoing support for targeted students. Teachers attended network meetings and provided feedback to other staff members. A School Learning Support Officer was employed to support students with additional needs who do not have targeted funding.
Quality Teaching, Successful Students (QTSS)		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. A whole school timetable was established to implement a STEM/robotics program where a classroom teacher was taken off class to team teach with staff K–6.
Socio–economic background	\$22000 Flexible Funding	SLSOs supported student learning targeting specific students with high needs. All teachers in K–2 were trained in L3. L3 is a search based intervention program for K–2 students, targeting reading and writing. Funds were used to engage third party providers who delivered Sustainability and Wellbeing Programs for all classes Year K–6.
Support for beginning teachers	\$27000	Beginning teachers were supported through additional release time for professional learning. Time was also provided for professional discussions with their supervisor. Teachers engaged in meetings for accreditation and areas of interest with a beginning teacher mentor. In 2019, three teachers worked towards developing their accreditation documentation.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	146	147	147	140
Girls	119	129	140	147

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.8	96	94.6	92.2
1	95.6	92.5	95	91.6
2	93.5	96.1	92.6	94.4
3	94.5	94.5	94.1	92.1
4	95.7	92.7	95.1	93.6
5	95.7	93.6	92.2	94.9
6	93.1	94.3	94.2	91
All Years	94.7	94.3	94	92.8
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

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
Assistant Principal(s)	3
Classroom Teacher(s)	10.48
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
Teacher ESL	0.4
School Administration and Support Staff	2.52

*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.

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	474,661
Revenue	2,787,426
Appropriation	2,643,490
Sale of Goods and Services	19,836
Grants and contributions	116,889
Investment income	5,612
Other revenue	1,600
Expenses	-2,470,489
Employee related	-2,264,535
Operating expenses	-205,954
Surplus / deficit for the year	316,937

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	64,242
Equity Total	219,266
Equity - Aboriginal	5,147
Equity - Socio-economic	22,218
Equity - Language	74,034
Equity - Disability	117,867
Base Total	2,137,011
Base - Per Capita	67,341
Base - Location	0
Base - Other	2,069,670
Other Total	154,355
Grand Total	2,574,875

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.

Parent/caregiver, student, teacher satisfaction

Students, teachers and parents were invited to participate in the Tell Them From Me survey during 2019. The survey was completed by 93 students in Years 4, 5 and 6. The survey showed students at Canterbury South Public School, when compared to NSW Govt Norms, believe that quality instruction, teacher / student relations, classroom learning climate and teacher expectations were factors for successful student engagement. In all four school-level factors, CSPS scored higher than the NSW Govt Norms.

Key findings from the survey include:

Students

School Mean of 8.5 for Quality Instruction

School Mean of 8.5 for Positive Teacher / Student Relationships

School Mean of 7.2 for Positive Learning Climate

School Mean of 8.8 for Expectations for Success

Parents

School supports Learning (7.3/10)

School supports Positive Behaviour (7.7/10)

Parents support Learning at Home (6.2/10)

Teachers

The survey showed teachers at Canterbury South Public School, when compared to NSW Govt Norms, scored higher in all of the eight drivers for Student Learning.

Leadership 9.1

Collaboration 9.3

Learning Culture 9.6

Data Informed Practice 9.2

Teaching Strategies 9.3

Technology 7.1

Inclusive School 9.4

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.

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.

