

2020 Annual Report

Caniaba Public School



1492

Introduction

The Annual Report for 2020 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.

School contact details

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School vision

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 33 students ranging in age from five to twelve years, coming from 28 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.



Storyboard Day

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	2020 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
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	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

The External Validation panel considered our School Excellence Framework self-assessment survey in Term 2 2020. They validated our findings but found that Professional Standards and Educational Leadership were actually excelling. We are very proud of our results and we will work towards moving more elements into excelling for our next EV in 2024.

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

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)
<p>A review of the activities and practices in this area took place at the end of 2020. It found that teachers were supported to trial innovative and evidence-based practices through their Professional Learning Plans. These opportunities have led to enhanced student engagement and positive learning outcomes for all students as shown by whole-school assessment practices and data analysis.</p> <p>All teachers connected positively with the Quality Teaching Rounds during 2020 to improve Effective Classroom Practice.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$6000.00)• Professional learning (\$1200.00)

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)
<p>An evaluation of the activities and practices in this area took place at the end of 2020. It found that targeted ability grouping of students in literacy and numeracy enabled teachers to successfully set individual learning plans and collect and analyse data frequently to best support student needs. Our data has shown an increase in literacy outcomes across the school, particularly in comprehension.</p> <p>The What Works Best themes were covered by all staff during Quality Teaching Rounds and staff meetings after school. Links sent by our Director, Educational Leadership enabled engagement in deep conversation and an increase in knowledge of What Works Best. Quality Teaching Rounds have made significant impact on Effective Classroom Practice and staff professional discussions. The QDAI on Literacy/Numeracy targets was reviewed and updated for the 2021-2024 school plan.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$5000.00)

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)
<p>A review of the activities and practices in this area took place at the end of 2020. It found that the systems and protocols of data collection and analysis have improved and are used to drive whole-school improvement, particularly</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Literacy and numeracy (\$1800.00)

Progress towards achieving improvement measures

in literacy and numeracy. Progressive Assessment Tests were purchased for literacy (reading and spelling) and numeracy across the whole-school and together with the Year 3 & Year 5 check-in assessments and internal assessments, student progress is monitored more closely and used more effectively to monitor the progress of all students.

Our data shows that 87.5% of students at Caniaba PS are working at or above their expected Reading level and 90% of students at Caniaba PS are working at or above their expected level in Numeracy.

Caniaba PS uses internal as well as external data to assess student progress and achievement against syllabus outcomes.



Cooking like a chef!

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)
<p>An evaluation of the activities and practices in this area was completed at the end of 2020. It found that all staff were supported through targeted professional learning to build teacher capabilities and leadership capacity.</p> <p>Professional Development Plans were linked to our School Plan Strategic Directions and Teacher and Principal Standards.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Literacy and numeracy (\$2000.00)

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)
<p>An evaluation of the activities and practices in this area was completed at the end of 2020. It found that Caniaba PS continued to build a nurturing, friendly, supportive environment to support life-long learning across our school community - students, staff and community.</p> <p>Identified areas for improvement through Tell Them From Me surveys were identified to be implemented in the 2021-2024 Strategic Improvement Plan.</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$2 656.00) 	All Aboriginal background loading was expended to support our Aboriginal students. This enabled inclusion in many activities to specifically support learning and wider world experiences. Specific online learning experiences were funded during the Covid lockdown. Learning packs enabled our students to engage in appropriately levelled educational studies. Regular contact with parents ensured communication channels were open.
Low level adjustment for disability	Classroom Teacher Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$44 609.00) 	The Low Level Adjustment for Disability staffing allocation (0.3) and flexible funding from school operational funds supported the formation of 3 small-sized classes for 2020. This enabled increased teacher time for every student. The Learning and Support Teacher assisted classroom teachers when needed and attended meetings with Student Services staff before and after school to reduce class disruption. All students were supported with adjustments and accommodations to enhance learning experiences. Our data has supported the use of Low Level Adjustment for Disability funding and staffing allocation to form three small classes. Results showed improvement for all students, and significant improvement for a high percentage of students at Caniaba.
Quality Teaching, Successful Students (QTSS)	Staffing Allocation 0.091 Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$9 954.00) 	A successful program of focused mentoring, skill building, collaboration and Instructional Leadership for all teaching and non-teaching staff.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$23 971.00) 	Our data has supported the use of Socio-economic background funding and staffing allocation to form a three small classes. Results show improvement for all students, and significant improvement for a high percentage of students at Caniaba.
Integration funding support	SLSO full-time Funding Sources: <ul style="list-style-type: none"> Integration funding support (\$24 780.00) Low level adjustment for disability (\$11 000.00) 	School Learning Support Officer support for students in K/1/2 resulted in an increase in literacy & numeracy outcomes for all students. The support allowed smaller groups for reading, writing and numeracy. Kindergarten students were supported in their positive school transition. Two identified students received extra support with their learning. The classroom teacher was able to send quality time with each student with the support of the SLSO in her room every day.
Literacy and numeracy	2 casual teachers Funding Sources: <ul style="list-style-type: none"> Literacy and numeracy (\$1 332.00) 	All Literacy and Numeracy funds were expended supporting classroom teachers in Data collection, analysis and use in T/L programs. The workshop was led by the Principal. This enabled staff in building skills in data literacy, using PLAN 2 and Semester 1 and Semester 2 reporting to parents on student progress.

Professional learning	10 casual teachers Funding Sources: <ul style="list-style-type: none">• Professional learning (\$13 200.00)	All Professional Learning Funds were expended on Tier 2 PBL Training and Quality Teaching Rounds. All staff were involved in Quality Professional Learning. Additional funds came from our Low Socio-economic funding.
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Crazy Hair Day

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	47	32	26	24
Girls	29	25	21	17

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.6	94.2	97.1	95.5
1	91.6	96.3	94.1	91.4
2	90.2	94.6	94.3	95.5
3	93.5	93.3	93.1	95.1
4	93.4	94.7	91.4	95.7
5	94.6	91.4	95.3	88.3
6	90.5	92.1	97.1	94.4
All Years	92.5	93.8	94.5	93.4
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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.



Swimming Carnival

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.34
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.



Pirate Day

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	157,308
Revenue	666,799
Appropriation	659,421
Grants and contributions	7,288
Investment income	90
Expenses	-672,813
Employee related	-625,035
Operating expenses	-47,779
Surplus / deficit for the year	-6,015
Closing Balance	151,294

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.



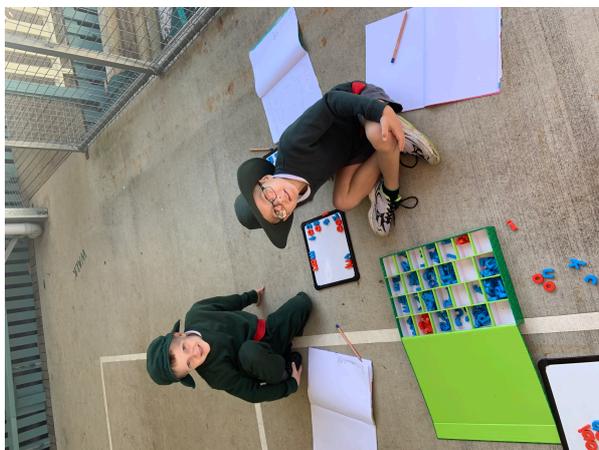
We love Art at Caniaba

Financial summary - Equity loadings

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

	2020 Approved SBA (\$)
Targeted Total	0
Equity Total	71,636
Equity - Aboriginal	2,656
Equity - Socio-economic	23,971
Equity - Language	400
Equity - Disability	44,609
Base Total	497,759
Base - Per Capita	11,304
Base - Location	1,359
Base - Other	485,097
Other Total	58,178
Grand Total	627,573

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



Softball Clinic

Parent/caregiver, student, teacher satisfaction

91% of students have High Advocacy, High Expectations. Results from TTFM show the school rates higher than State and SSSG.

82% of students have High Belonging, High Expectations. Results from TTFM show school rates higher than State and SSSG.

In all areas of the Parents in Learning TTFM surveys the school mean was above the NSW Gov't norm.

All areas of the TTFM survey have positively improved over time. The data from both internal and external data show that our community is positive about school.



Volleyball

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.

At Caniaba PS we celebrated NAIDOC day in November and created three excellent Aboriginal Artworks. Aboriginal perspectives are taught across the school in all Key Learning Areas. Our links to the local history of Caniaba through Aboriginal eyes is strong.

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.

Our Anti-racism procedures are updated each year. Caniaba PS has a zero tolerance to any form of racism. We are an inclusive school and we value difference.

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.



Year 6 Farewell High Tea