

2020 Annual Report

Canley Vale Public School



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Introduction

The Annual Report for 2020 is provided to the community of Canley Vale 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

Only being at Canley Vale Public School for the second half of the 2020 school year has enabled me to observe the many processes and practices in place using the lens of an outsider looking in. I am delighted by the efforts and commitment to personal and collective improvement across our school.

2020 was an unprecedented year with unusual challenges to navigate and overcome with the COVID-19 pandemic. Through it all, the students, staff and community members continued to strive for excellence. We celebrated academic success, ensured the welfare of our students was paramount, improved facilities and provided a vast array of experiential opportunities for our students to connect, succeed and thrive.

Our school was highlighted in a number of media events throughout the year. We were recognised for providing exemplary connections between school and home during the period of online at home learning. The school loaned numerous technology devices to families to enable students to continue their learning from home and setup daily schedules through Seesaw and Google Classroom for all students. Both online and hard copy resources were provided so that students would not be disadvantaged in their learning. This was showcased in an interview between Mark Scott, The Secretary of the NSW Department of Education and Mr Lanham, Acting Principal of Canley Vale Public School at the time. I would like to acknowledge Mr Bradley Lanham for his leadership of the school during the first half of 2020 and wish him well in his new Principalship role for 2021 and onwards.

Our school continues its commitment to excellence in academic, cultural and sporting spheres, with many fine achievements being realised throughout the year, despite the COVID-19 pandemic. I attribute these successes to the growing sense of community and sharpening focus from our staff, students and parents on evidence-based practice. Our improvements have been built upon genuinely examining our strengths, identifying areas of need, accepting the challenge to attempt new and sometimes uncertain processes and strategies in order to obtain new learning and improved outcomes.

While many traditional extra curricula opportunities were put on hold in 2020, students were still provided with opportunities to shine. Our student leaders were highlighted as they led weekly assemblies via zoom, as we were unable to meet face to face as a whole school. Creative and critical thinking skills were used to overcome obstacles brought about by restrictions imposed on schools. I would like to congratulate our Debating team who were announced as Zone Champions in the Premier's Debating Challenge which was also carried out via Zoom across the state.

I would like to take this opportunity to thank our school staff for their professionalism and dedication to their roles in the school. It is this dedication that provides for the opportunities and academic successes of our students. There were many obstacles thrown in their path during 2020 and everyday teachers remained enthusiastic and determined to ensure our students were receiving the very best education they could deliver, under extreme circumstances. Our support staff continued to ensure the day to day running of the school with assistance to teachers, through our Administration Staff, Community Liaison Officers, School Learning Support Officers, Technical Support Officer and General Assistants, working tirelessly to ensure communications between school and our community stayed unencumbered before, during and after the 'at home' learning period. While COVID-19 brought many challenges, we saw the increased resilience of

our students, staff and community members. Online learning, lessons and meetings were completed in new and innovative ways. The school ensured that connections were being made daily through Seesaw, Google Classroom and Zoom.

Thank you to the community for their ongoing support in 2020. While many parent programs were put on hold or deferred and our P&C meetings could not be held within school, the connections continued between school and home. We look forward to 2021 and the rebuilding of our community activities and partnerships. The school staff missed the community being allowed within our school gates and we look forward to 2021 returning to our culture of openness and sharing with all members of our wider school community.

A comprehensive situational analysis, in consultation with our school community, has been carried out and has identified areas of focus for 2021-2024 in the new planning cycle.

Margaret Creagh

Principal



School vision

At Canley Vale Public School our purpose is to create a quality learning environment to develop confident, creative, capable and responsible multicultural citizens of the future.

School context

Canley Vale Public School is a large and dynamic school located in the heart of South Western Sydney catering to the needs of 890 students P-6 and their families. The school serves a culturally diverse community with 97% of students identified as EAL/D; Chinese, Vietnamese and Khmer are the most highly represented cultures however recent newly arrived students and their families are of Arabic, African and Pacific Island background. Some of these families are identified as being refugees.

The school provides a wide range of academic and extra-curricular programs aimed at developing the 'whole child'. These programs include Early Action for Success, Community Languages, Schools as a Community Centre, Preschool, Community and Multicultural events, choir, dance, debating, public speaking and various sporting activities. Students are provided with leadership opportunities and development via such programs as the Student Representative Council.

The school is a hub of the local community and often serves as a meeting place for parents. It also provides a venue for weekend/after hours languages schools and an OSHC (Out of School Hours Care) facility. Community Liaison Officers assist the school to maintain positive and open channels of communication between staff, students, parents and community members. The school enjoys support from many local businesses, in particular, Cabra-Vale Diggers Club and Club Marconi.

Professional learning for all staff is a major focus and much of this is accomplished via the delivery of regular team-based sessions, whereby grade teams work with our Instructional Leaders and Deputy Principals. Other links with partner primary and high schools are forged and maintained via initiatives such as the Community of Schools Performing Arts Program and weekly PSSA sport.

Canley Vale Public School is supported by a small but dedicated P & C Association, formed in 2010 to provide a further avenue via which parents and school community members are able to actively participate in, and contribute to, the education of students.



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>

Self-assessment using the School Excellence Framework

Elements	2020 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	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
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	Excelling

Strategic Direction 1

Quality Teaching and Learning

Purpose

To develop a collaborative school culture where continuous improvement underpinned by future focused teaching and learning is the responsibility of all stakeholders.

Improvement Measures

Attainment of stipulated EAfS targets.

All classroom teachers use PLAN 2 and learning progressions and syllabus outcomes to inform teaching and learning.

All teachers use NESA compliant scope and sequences.

All teachers ensure 100% of students demonstrate self regulation.

Increased student growth in NAPLAN from Year 3 to Year 5 in Reading.

Overall summary of progress

Canley Vale Public School continued to build a collaborative school culture where continuous improvement is the responsibility of all stakeholders. The focus in 2020 was to ensure regular entry of data inclusive of learning progressions K-6, to drive teaching and learning programs. All classroom teachers reflected on formative assessment data during weekly professional learning meetings. Staff regularly met and collaborated to create quality teaching and learning programs.

Kindergarten to Year 2 teachers continued to implement Language, Learning and Literacy (L3) pedagogy. Year 3-6 teachers reflected on internal data and NAPLAN item analysis from 2018-2019 and Check In Assessment data in 2020 to drive teaching.

Our Compliance and Programming team ensured NESA compliant scope and sequences were easily accessible for all teachers.

Feedback to students in lessons K-6 continues to be a focus for student learning.

Progress towards achieving improvement measures

Process 1: Consistent use of school wide data to inform teaching and learning programs in Literacy and Numeracy.

Evaluation	Funds Expended (Resources)
<p>Canley Vale Public School is an Early Action for Success (EAfS) school. With two Instructional Leaders K-2, we also continued to support learning in Years 3-6 with an Instructional Leader for Numeracy (school funded) and the support of the Deputy Principal for Literacy. Interventionists were also assigned across stages to support students 'at risk' which proved to be invaluable once students returned after 'at home' learning. All K-2 teachers continued to use L3 pedagogy in their classrooms.</p> <p>NAPLAN 2020 was cancelled this year and schools could opt-in to Check-in Assessments for Years 3 and 5. Canley Vale participated in these Check-in Assessments. These focused on Reading and Numeracy. The data revealed:</p> <p>Yr 3 Reading: Strength in comprehension and a need to focus on vocabulary development. To continue improvement in comprehension, there is still a need to focus on purpose, author's intent and inferencing.</p> <p>Yr 3 Numeracy: Strength in Number Sense and Algebra and Measurement and Geometry, compared to Statistically Similar School Groups (SSSG). Need to focus on: Probability of things most likely to occur; Metres to</p>	

Progress towards achieving improvement measures

centimetres; and Number sentences (perimeter and multiplication problems).

Yr 5 Reading: Strength in processes and a need to focus on vocabulary development. To improve comprehension there is a need to focus on: point of view, main idea and purpose of a text that argues. To improve vocabulary there is a need to focus on: identifying the meaning of a word from its context; personification; text bracket usage; and similes.

Yr 5 Numeracy: Strength in Statistics and Probability and Measurement and Geometry, compared to State; and Number Sense and Algebra, compared to Statistically Similar School Groups (SSSG). Need to focus on: Equivalent fractions in context.

EaFS results in K-2 indicate that students in:

Kindergarten showed 77% of students achieving Additive Strategies 3 (Target 85% AdS2) on PLAN2 against the Numeracy progressions.

Year 1 student results showed 89% achieving Additive Strategies 4 (Target 85% AdS4) on PLAN2 against the Numeracy progressions.

Year 2 student results showed 91% achieving Additive Strategies 5 (Target 85% AdS5) on PLAN2 against the Numeracy progressions.

Professional learning in numeracy focused on the Working Mathematically outcomes: Reasoning and Communicating, through the use of open ended Number Talks from Kindergarten to Year 6.

Kindergarten's reading targets for L3 showed 48% of students reached Level 9 or above, 83% of Year 1 students reached Level 18 or above and 89% of Year 2 students reached Level 22 or above.

Due to COVID-19, students shifted to online learning. This had a noticeable impact on our Kindergarten students. Intervention support was placed into Kindergarten classrooms early in Term 3, however, students did not make the expected gains by the end of 2020. Year 1 students showed minimal impact due to COVID-19, dropping 3% from the previous year. Year 2 students excelled in reading, improving by 6% from 2019.

3-6 Literacy teaching and learning directions continued, based on 2019 NAPLAN data analysis. The focus was to move students identified in the middle bands to top bands. Students in the lower bands were provided intervention support as required.

Professional Learning (PL) focused on the analysis of NAPLAN and internal data and the development of effective differentiated programs. Data revealed a forward movement of students from instruction at 'word level' comprehension toward 'text level' comprehension and the use of reciprocal reading strategies.

Process 2: Embedding best practice in all classroom teaching and learning programs P-6.

Evaluation

Funds Expended (Resources)

School based NESA compliant scope and sequences have ensured the consistent delivery of content from K-6. The Compliance and Programming team monitored the currency of each Key Learning Areas' (KLAs') Scope and Sequence and ensured accessibility through the CVPS Team Drive. KLA teams will maintain changes into the future. The Creative Arts scope and sequence was not completed in 2020 due to COVID restrictions placed on the team for professional learning to collaboratively design it.

All teachers programmed their sequenced lessons with Learning Intentions and Success Criteria (LISC) Teachers incorporate LISC into the beginning of

Progress towards achieving improvement measures

each lesson verbally and often as a visual.

K-2:

Literacy professional learning in Semester Two, was an introduction to Phonological Awareness and Phonics Assessments and our Scope & Sequence was refined. Follow up sessions focussed on working with students in groups and developing individual plans to target group needs.

Numeracy professional learning in Semester Two, focused on the Working Mathematically outcomes: Reasoning and Communicating, through the use of open ended Number Talks from Kindergarten to Year 6.

A planned budget was also put aside for teams to evaluate Mathematics programs and modify lessons to ensure working mathematically was embedded in the lessons. By the end of 2020, Term 3 and 4 programs for all grades were evaluated and updated.

3-6:

Professional learning commenced with analysis of NAPLAN 2019, across all strands of Literacy. Resources and activities to support writing, spelling, grammar and punctuation were discussed during grade professional learning sessions.

Our main focus was on Reading. Collaborative analysis of data during grade Professional Learning sessions, Initially identified common threads of identifying and interpreting at literal and inferential levels.

Teachers in Years 3 to 6 were also introduced to PLAN2 and the National Numeracy Learning Progressions. They were upskilled in the sub-element of Additive Strategies and Quantifying Numbers.

In lieu of NAPLAN, our school opted in to the Check In Assessment. We used the data from the Check In and previous NAPLAN assessments to analyse trends in Mathematics. After the analysis of internal and external data, our school's future directions are communicating, problem solving and the explicit teaching of mathematical language.

Process 3: Review, develop and implement assessment practices K-6.

Evaluation	Funds Expended (Resources)
<p>All teachers K-6 enter Numeracy and Literacy data from the progressions into PLAN2 to inform future teaching and learning. Teachers entered Additive Strategies and Quantifying Numbers K-6 for Numeracy. In Literacy teachers entered data in Understanding Texts.</p> <p>K-2: Continue to use Best Start Kindergarten Assessment (BSKA) PLAN2 data to track student progress.</p> <p>3-6: Teachers in Years 3-6 continued to use best practice informed by internal and external data sources to inform their teaching and learning programs in Literacy, with a particular focus on Guided Reading.</p> <p>Internal Data included: Common Assessment Tasks to analyse 3 levels of comprehension, correct usage of grammar and punctuation; and correct usage of sentence structure; and Guided Reading group progression to track progress across skill/needs based groups. Teachers refined their reading programs to address the needs of all students.</p> <p>Year 3 and 5 teachers implemented Check In Assessment as NAPLAN online was cancelled due to COVID. The Check In Assessment provided additional data to inform future directions.</p>	

Progress towards achieving improvement measures

Deputy Principal Instructional Leaders (DPILs) provided professional learning in PLAN2 data entry for all teachers in Years 3-6.

Next Steps

Our future direction for students K-6 will be to set learning goals involving parents and carers in the process. Teachers will use evidence-based research, such as 'What Works Best', to implement based best practice and develop quality teaching strategies to improve student outcomes.

In 2021, dedicated Deputy Principals (x2) Instructional Leaders will be employed to ensure equity across K-6 with instructional leadership in Literacy and Numeracy . The focus for 2021 professional learning will be maintaining PLAN2 data entry in the area of Understanding Texts and Creating Texts in Literacy and continuing to develop effective strategies for teaching reading. This will build on the framework for reading that has evolved over the past three years of the current school plan.

We will be investigating and delivering the new High Potential and Gifted Education policy to all staff in 2021.

We plan to implement Quality Teaching Rounds (QTR) to build significant improvements in the quality of teaching and have positive impacts on teacher morale and school culture as a result of encouragement and recognition of teachers' good work (Quality Teaching Rounds in NSW Public Schools). The Deputy Principals / Instructional Leaders will trial the process before inviting other teaching staff to participate. QTR provides the opportunity to watch colleagues in action, leading to powerful conversations about teaching practice.

Literacy Focus for 2021:

K-2 -Our focus will be on phonic knowledge, word recognition and phonological awareness. Students will record the sounds they hear (phonemes) and focus on blending and segmenting to be evidenced in spelling. Vocabulary development will also be key across all grades K-6.

3- 6 - Speaking and listening will be highlighted to identify the main idea, purpose, audience and context, to impact upon applied comprehension. Vocabulary development through similes, idiomatic expressions and synonyms will support improvement in comprehension . Teachers will maintain best practice in Common Assessment Tasks and Consistent Teacher Judgement (CTJ). Teachers will utilise PLAN2 data to monitor student progress and inform their next steps for teaching. Check In Assessment and the Progressive Achievement Test (PAT) data will be referenced to develop quality teaching and learning across all areas of Literacy.

Numeracy Focus for 2021:

K-6: Our focus will be on statistics and probability, measurement and geometry. The language and technical terms (Metalanguage) will be important components to support understanding of mathematical concepts. Using Check-in data for Years 3-6 and number talks across K-6 should provide a consistent approach for improvement of student outcomes. Using the learning progressions for Additive Strategies and Quantifying Numbers to gather baseline data will provide quality consistent data for planning future teaching and learning activities to support student growth in Numeracy.

Working mathematically is an overarching area of focus as students require language problems to decipher what is being asked. Other online assessments will be added to our assessment schedule to prepare students for successful future environmental assessment conditions.



Strategic Direction 2

Systems Learning

Purpose

To develop a school culture of high expectations in regard to efficient and consistent practices relating to service delivery.

Improvement Measures

Attendance data indicates an improvement from 94.3% to 97%.

100% of staff understand and implement school and Department policies, programs and procedures.

Unexplained attendance data indicates improvement.

All new staff and beginning teachers undergo immediate induction.

Increased utilisation of SENTRAL modules.

Use of SCOUT to analyse and evaluate student and school performance data by individuals and teams.

Overall summary of progress

The Systems Team worked towards ensuring Canley Vale Public School staff maintains a culture of high expectations in regard to efficient and consistent practices relating to service delivery of school procedures and departmental policies. In 2020 the team focus was to further improve attendance data, for staff to understand school and departmental policies, programs and procedures, new and beginner staff induction, expansion of Sentral usage and further develop the use of SCOUT reports by staff to analyse student and school performance. The COVID-19 pandemic affected our ability to improve some of our systems from 2019 and some practices were deferred and others elevated due to ever changing Department of education policies, including our enrolment policy.

Progress towards achieving improvement measures

Process 1: Review development and implementation of school based procedures including attendance, learning support, staff induction and beginning teachers

Evaluation	Funds Expended (Resources)
<p>Following the implementation of the Attendance and Punctuality Procedures in 2018 and a slight decrease in 2019 to 94.3% it was hoped in 2020 that attendance would improve with the implementation of an SMS system to support attendance practices. Unfortunately due to COVID-19 the school attendance data dropped to 93.3%. Our attendance data for students attending school 90% of the time or above is at 80.6%. It was also decided that the SMS technology implementation would cause further strain on the wellbeing of our families already affected by on-line learning and restricted access to the school. Staff were proactive in communicating attendance concerns with parents during COVID-19 'at home' learning and when school returned to 'onsite' learning. Most parents and carers informed the school of the reasons for their child's absence in a timely manner.</p> <p>All new staff were provided with an induction program delivered via the Deputy Principal, to ensure they were adequately trained in school policies and procedures. The induction process is constantly reviewed and updated as required. This program has been well received and its impact will be evaluated at the end of 2021.</p> <p>The Learning and Support Team (LST) continued to meet regularly and ensure all student referrals were followed up ensuring support was provided and/ or sourced for students in need. The wellbeing of all students was a high priority during the period of 'at home' learning and check-ins were made</p>	

Progress towards achieving improvement measures

regularly by numerous teachers, not just our classroom teachers. An increase of Access Requests applications were completed and were successful for students to attend support classes in 2021 based on special needs.

Process 2: Review, development and implementation of Department policies, programs and procedures, including External validation, accreditation and SCOUT.

Evaluation	Funds Expended (Resources)
<p>A proactive approach was taken to maintain high expectations of staff and their understanding of school and department policies and procedures. 2020 included a comprehensive peer assessment of classrooms and workplaces including the staffroom, in line with WHS policies. Staff also undertook compulsory online and face to face COVID-19 safe training in the following:</p> <p>CPR, Anaphylaxis, Code of Conduct, Child Protection, Data Breach Response Plan, Corruption Prevention, Disability Standards for Education, and Phishing Training</p> <p>2020 saw a further increase in the use of SENTRAL by all staff to enhance the delivery of programs across the school and to better track the wellbeing of all students. Staff signing-on daily using SENTRAL was introduced late in 2020 as a trial and will be adopted in 2021 due to its success. Weekly staff administration and Learning and Support Team meetings were also introduced on SENTRAL for consistency and ease of access to locating school based information.</p> <p>The intention was to expand the knowledge base across the school to ensure teachers consistently utilised SCOUT reports to inform their teaching and learning. However, lack of dedicated time continues to hinder progress in relation to this goal. Professional learning will be planned for in 2021.</p> <p>Year 3 and Year 5 teachers were trained in SCOUT reports, specifically so that Check in Assessment results could be accessed and utilised due to the cancellation of NAPLAN. Professional learning was delivered to develop the knowledge of SCOUT reports functionality and how to use the tool to support teaching and learning at a classroom level.</p>	

Next Steps

Attendance:

After a comprehensive situational analysis and systems targets in place, we will review the school's attendance procedures in relation to the new Strategic Improvement Plan to increase the percentage of students attending school more than 90% of the time. We will look at strategies to improve attendance overall, work with the Home School Liaison Officer and closely monitor those students falling below 85% attendance. Consistency in following up absences with parents on the part of staff will continue to be a focus in 2021. Teachers will revisit the procedures during professional learning sessions and grade/team meetings. Punctuality will also be a focus as it has been a concern throughout the school year.

Department policies, programs and procedures:

Staff will continue to be proactive with on-line and face to face mandatory training. Procedures that were deferred in 2020 will be looked at early in 2021. Our own procedures will be implemented to support and align with Department of Education policies that are reviewed in 2021. New and reviewed policies will be delivered to staff and shared with our wider school community.

Staff Induction:

Quality induction training will be maintained and delivered to all new staff at the earliest possible time on starting at Canley Vale Public School. Casual staff, Pre-Service Teachers and staff returning from extended periods of leave need to ensure they have induction that also includes WHS measures. Beginning Teachers will also have an extended period of induction to ensure understanding of Department of Education guidelines, procedures and policies as well as school

based induction. Induction for staff will also involve any new technology based programs or platforms, like Sentral, that will enhance our current systems at Canley Vale Public School.

SCOUT:

Further professional learning will be provided to all relevant teachers and staff in 2021 so that Scout functionality can be fully utilised for the benefit of our students.



Strategic Direction 3

Wellbeing

Purpose

To enable our school community to connect, succeed and thrive.

Improvement Measures

100% of staff satisfaction regarding stress and support at work.

Increased school community member participation in school programs, events and initiatives.

100% of staff aware of and correctly implementing Wellbeing and Discipline policy.

Parents value extra-curricular programs and initiatives.

Students visibly monitor their own wellbeing and that of others.

Overall summary of progress

COVID-19 impacted on our Wellbeing initiatives as restrictions necessitated a change of direction.

Our staff were acknowledged for their dedication and commitment to ensuring the wellbeing of all school community members and were supported by departmental communications and wellbeing initiatives; internal school communications between colleagues and actions to ensure staff felt they were valued and cared for.

Parents and community were involved on a more personal level through regular communication from staff; they were provided technology to support online learning ; were gifted a token of appreciation from the teachers via their children; and were publicly acknowledged via social media platforms for their ongoing confidence and support of our school processes.

Our students were provided ongoing support at many levels, including personal contact and monitoring by staff and familiar wellbeing programs were continued in a COVID safe environment to ensure stability and a sense of normality within the school environment.

2020 was an extremely difficult year for all stakeholders (students, staff and community), however, resilience has been a characteristic that has strengthened in all members our wider school community. Extra curricular activities, excursions and events were all put on hold, yet new skills were learnt that enabled everyone to navigate new learning pathways and experiences.

Progress towards achieving improvement measures

Process 1: Review, develop and implement whole-school wellbeing practices for students.

Evaluation	Funds Expended (Resources)
<p>As a result of COVID-19 we witnessed a positive impact with strengthened, regular communication between our students, their families and school staff. During online learning, personal phone calls ensured clear communication and support was provided to keep the connections open between home and school.</p> <p>During online learning, teachers and students connected with each other on a daily basis via Zoom or Google Classroom or Class Dojo or SeeSaw. It was decided at the school level, that during the 'return to school phase', students were to be reunited with their grade peers. This decision ensured students could be with their friends to facilitate their wellbeing rather than being returned alphabetically or in family/sports house groups. This was well received by the students, particularly the older grades.</p> <p>The Student of the Month (SoM) program was reinstated in the second half of</p>	

Progress towards achieving improvement measures

the year. To facilitate catch up, we rewarded two students per class or cohort (Community Language) per month. Students were recorded via ZOOM and presentations were played in class every Wednesday morning as virtual assemblies. This ensured students were acknowledged and recognised by themselves and others. This also gave our student leaders a platform to showcase their leadership skills and build their profile.

To ensure a sense of normality we continued with our familiar programs including Gold Award Picnic Day (K-6) and Platinum Pizza Party for Y6. 2020 activities were adjusted to be COVID safe, with COVID-19 Safety plans in place.

We developed a reciprocal relationship with The Smith Family and The Junction Works. At a community level these organisations were seeking ways to help our communities and we in turn were able to utilise their services to support our students and community.

The Quality Learning Environments continued to expand in 2020. Many exciting projects were undertaken and planned for and will extend into 2021. These included: the new grassed areas in front of the school, a new artificial turf playing surface and the Pevensey Street frontage. Sandstone walls were built to provide an appropriate space to commemorate special events; murals on the Preschool wall and large posters around the school denoting different landscapes; display boards were installed outside Year 6 classrooms and inside and outside Kindergarten classrooms. We commenced playground designs for WALI incorporating gross motor and play equipment.

Process 2: Review, develop and implement whole-school wellbeing practices for adults across the school community (i.e. staff and parents)

Evaluation	Funds Expended (Resources)
<p>COVID restrictions and concerns impacted on the stress levels of all staff members. As a result, the executive staff were mindful of providing ongoing support to all colleagues by promoting an ongoing 'check in' process throughout the year. Vulnerable staff and partners of vulnerable persons were supported to access alternate work arrangements whilst this was applicable. Meetings were held via 'Zoom' to ensure access to information and support.</p> <p>The Departmental 'Being Well' program was promoted and encouraged staff to manage their own wellbeing. At school level we continued SaSS Recognition Week, World Teachers Day and Exec Breakfasts. These were all adapted to be compliant to a COVID safe plan. A special morning tea was given to staff by the Wellbeing Team, to acknowledge staff commitment during these challenging times. Informal feedback from staff indicated gratitude for the support provided.</p> <p>In preparation for 2021 and beyond, P-2 staff including all Learning and Support and most SLSOs and all Senior Executives participated in PAX training (Peace Productivity Health Happiness). This training is designed to teach students how to monitor their wellbeing and behaviours.</p> <p>All new staff were made familiar with the Wellbeing and Discipline processes during their induction meetings. A review of our current procedures has begun and will continue in 2021.</p> <p>Community participation was encouraged through different avenues in 2020 due to COVID restrictions. Many of our programs including PaTCH, Canley Cafe and Community Information sessions held at school were cancelled. Parents were contacted by all staff to ensure equitable access to information regarding online learning and to foster the continued connection between home and school.</p>	

Progress towards achieving improvement measures

Our relieving principal initiated 'Cooking Shows' to strengthen home and school relationships whilst valuing cultural diversity. It provided moments of light heartedness which was a welcome addition to our school communities wellbeing. It garnered a positive response from our local and statewide community.

Our new principal initiated an innovative communication protocol 'Walk and Talk'. Parents and families were invited to walk with the principal and Community Liaison Officers on a regular basis. During these sessions families were encouraged to participate in surveys and were informed about school business. They were encouraged to ask questions and make suggestions about our school.

Following students' return to school, we initiated executive gate duty and further built relationships with parents through face to face conversations. QR Codes were introduced and have been a welcome addition to opening lines of communication as they provided direct verbal translation and ease of access to all information for all members of our community. An initiative which originally intended to monitor parent access to the playground has evolved to promote relationships between the school executive and our families. These gate duties have been welcomed by staff and families alike and will continue in 2021.

Our parent appreciation morning tea and certificates of appreciation were cancelled due to COVID-19. The Wellbeing Team acknowledged the hard work of our parents and sent a gift home to them via their children. The message was to thank and acknowledge the hard work and support of parents during this challenging time.

Next Steps

In 2021 we anticipate the uptake of PAX pedagogy as a whole school initiative P-6 and training of the remainder of the teaching staff will occur.

The Quality Learning Environment will include a new playground area in Wali to promote gross motor development and provide student's with a venue for outdoor play. We envisage a more welcoming environment with the inclusion of murals and playground markings to encourage a sense of fun and wonder.

We anticipate a return to our regular wellbeing practices for all community members, all dependant on restrictions and the implementation of COVID safe practices.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal background \$1,357	All Aboriginal students are supported with a Personalised Learning Plan to meet their learning needs. This is completed in consultation with the family and the student. Only one student identified as Aboriginal during 2020 and was only in attendance for part of the school year. All students across the school P-6 participated in NAIDOC Week activities, which was held later in the year due to COVID-19.. Aboriginal perspectives continue to be embedded across all curriculum areas. The student leadership body wrote and implemented a new Acknowledgment of Country to be used at school assemblies.
English language proficiency	English language proficiency \$660,350 (FTE - 5.6 - \$612,550 + Flexible - \$47,800)	Funds were used to support EAL/D pedagogy across the school with the allocation of 5.6 FTE EAL/D. Canley Vale Public School has 97% of families from a language background other than English. Teachers provided 3 modes of delivery: * In-class support - Team teaching on English Conceptual Units with EAL/D pedagogy integrated through units. * Intensive - New arrival students are withdrawn for intensive English classes throughout the week. * Resources - Resources are provided to classroom teachers to support the implementation of classroom programs. Funds were also used to appoint an EAL/D Assistant Principal at higher duties to coordinate the EAL/D program across the school, to work with families of New Arrivals and to provide support for EAL/D staff through professional learning. Appointment of SLSO (0.16 FTE) to provide bilingual support for targeted EAL/D students.
Low level adjustment for disability	Low level adjustment for disability \$312,568 (FTE 1.8 - \$196,891 + Flexible funds \$115,676)	Learning and Support teachers worked across the school from Preschool to Year 6 to meet the needs of students as they arose through the Learning and Support Team (LST) referral process. Various targeted programs ensured that all the learning and wellbeing needs of students were being individually catered for. Our LaS allocation of 1.8 saw the delivery and support of programs across the school, including MiniLit and MacqLit to small groups of students. SLSOs were appointed through the low-level disability funding supported students and teachers across all grades P-6.. An Assistant Principal for LST managed

Low level adjustment for disability	<p>Low level adjustment for disability \$312,568</p> <p>(FTE 1.8 - \$196,891 + Flexible funds \$115,676)</p>	<p>access requests and ensured that programs were being effectively monitored, evaluated and refined.</p>
Quality Teaching, Successful Students (QTSS)	<p>Quality Teaching Successful Students (QTSS) \$168,670</p> <p>FTE - 1.542</p>	<p>Assistant Principals were allocated a day per week to support colleagues in their teams in the implementation of research based best practice. Staff are engaging more readily with classroom observations as a result. This will be continued into the 2021-2024 Strategic Improvement Plan and will form an integral part of Strategic Direction 2.</p>
Socio-economic background	<p>Socio-economic background funding \$1,247,837</p> <p>(FTE - 1.9 + Flexible \$1,040,007)</p>	<p>School Learning Support Officers (3.84 FTE) are utilised to provide in class support to assist students requiring adjustments to their learning and environment. SLSOs were key personnel in the implementation of IEPs and PLaSPs. As a result, students with additional needs had their individual needs met. The SLSOs also ran small withdrawal groups such as MacqLit and PLaSP groups. This supported the programs funded through the Low level adjustment for disability. This ensured that students were supported and could engage with a differentiated curriculum.</p> <p>Instructional Leaders (Years 3-6) worked collaboratively with EAFS Instructional Leaders and teachers, providing demonstration lessons, observations, team teaching, discussion and reflection. Instructional Leaders also led evidence-based professional learning to develop best practice in pedagogy across the whole school. One Instructional Leader was employed through funding to run the 3-6 Numeracy programs and the other IL was the 3-6 DP who ran the Literacy programs.</p> <p>Three extra classroom teachers were employed above entitlement. One was employed to create an Above Established class to reduce the numbers in Stage 1 classes. The other two classroom teachers were employed as Interventionists. Interventionists worked with 'amber students' to deliver targeted intervention for students. They also worked with classroom teachers to differentiate numeracy instruction and activities in the classroom.</p> <p>Funding was utilised to ensure that all students were able to access educational experiences and programs equitably across the school. To support whole-school programs identified in the School Plan, we supplemented our professional learning allocation with our socio-economic background funding.</p> <p>Speech pathologists were employed to target the speech needs of students in Preschool to Year 2 with whole class and small group withdrawal programs. Two speech therapists were employed for two days per week each.</p>

Socio-economic background	<p>Socio-economic background funding \$1,247,837</p> <p>(FTE - 1.9 + Flexible \$1,040,007)</p>	<p>A Technology Support Officer was employed to ensure the technology across the school was operational so that quality education programs could be implemented. This proved to be essential during the year in relation to the COVID-19 pandemic and the extraordinary increased workload involved with online learning during the period of 'at home' learning.</p> <p>Community Liaison Officers are also employed in Vietnamese, Khmer and Chinese to support communications between school and home. These also proved invaluable during 2020 with the ongoing restrictions and constant changes to school operations as a result of the pandemic.</p>
Support for beginning teachers		<p>While the 2020 school year did not attract Beginning Teacher funding our school programs for our New Scheme Teachers continued to operate.</p> <p>The 3rd intake group of Beginning Teachers continued to receive 1 full day session (5 hours) per term with the school-based induction coordinator to complete the sequential delivery of Strong Start, Great Teachers program (SSGT). The Beginning Teaching Induction Program was received favourably by all teachers involved.</p> <p>Survey results indicated that the training provided opportunities for:</p> <ul style="list-style-type: none"> • collegial discussions • developing curriculum knowledge, classroom management strategies, lesson planning and assessment ideas • awareness raising and implementation of the Quality Teaching Framework and Australian Professional Standards for Teachers • understanding requirements for accreditation.
Targeted student support for refugees and new arrivals	<p>Refugee student support \$11,559</p> <p>New Arrivals Programs \$39,837</p>	<p>Refugee SLSO offered bilingual support to refugee students to support learning, engagement and wellbeing needs.</p> <p>New Arrivals teacher appointed to support the individual needs of students. The funding varied throughout the beginning of the year according to New Arrivals. During the period on 'at home' learning our EAL/D teachers and New Arrivals Programs teachers provided regular check-ins with students and families to ensure learning was continuing. Community Language teachers and Community Liaison Officers were also used to support any language barriers that were present.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	448	472	464	450
Girls	413	423	424	410

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.3	93.9	92.6	92
1	93.3	94.3	94.1	89.9
2	93.2	94.2	93.7	94.3
3	94.6	94.8	95	91.5
4	95.2	94.8	94.4	94.2
5	95	96.7	95.2	93.1
6	95.2	96.3	95	94.3
All Years	94.3	95	94.3	92.8
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.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	36.48
Literacy and Numeracy Intervention	1.05
Learning and Support Teacher(s)	1.8
Teacher Librarian	1.4
Teacher ESL	5.6
School Administration and Support Staff	7.37
Other Positions	7

*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.



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	742,705
Revenue	10,486,771
Appropriation	10,225,451
Sale of Goods and Services	39,239
Grants and contributions	184,035
Investment income	395
Other revenue	37,650
Expenses	-10,454,783
Employee related	-9,457,678
Operating expenses	-997,105
Surplus / deficit for the year	31,988
Closing Balance	774,693

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.

	2020 Approved SBA (\$)
Targeted Total	23,958
Equity Total	2,222,112
Equity - Aboriginal	1,357
Equity - Socio-economic	1,247,837
Equity - Language	660,350
Equity - Disability	312,568
Base Total	5,756,340
Base - Per Capita	218,318
Base - Location	0
Base - Other	5,538,022
Other Total	2,101,715
Grand Total	10,104,125

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.

Check-in Assessments

During 2020 Check-in Assessments were carried out online for Year 3 and Year 5 students. This was an opt in program through the Department of Education. Canley Vale Public School opted in for this program to enable teachers to gather additional data to support the learning needs of our students and 'where to next' when planning future teaching and learning programs.



Parent/caregiver, student, teacher satisfaction

In 2020, the school participated in a number of surveys and activities to gather information from students, staff and members of the community.

All stakeholders (students, staff and community members) participated in the Tell Them From Me surveys online. These surveys are devised by The Learning Bar which assists schools in capturing the views of students in Years 4-6, teachers and parents.. School staff also participated in an online survey created through Google Forms while we developed the Situational Analysis to create our new 2021-2024 Strategic Improvement Plan. Parents provided regular feedback through information and feedback held during our weekly Walk and Talk sessions with the Principal.

All information gathered was analysed and used to plan for 2021 directions and the new Strategic Improvement Plan for 2021-2024.

Student Satisfaction

Students in Years 4-6 participated in the online Tell Them From Me survey in April and again in September 2020. Analysis of the Tell Them From Me report from the 330 students who participated has shown that:

- * 68% of students felt accepted and valued by their peers and others at school. This is significantly lower than the state average for government schools and a 4% decline from 2019 results. Increasing our students positive sense of belonging will be a focus in our 2021-2024 Strategic Improvement Plan.
- * 74% of students have friends at school that they can trust and who encourage them to make positive choices. This is lower than the state average for government schools and a 5% decline from 2019 results. The interruption to school learning in 2020 may have made an impact on these results and student wellbeing will be a focus in strategic direction 3 in the new school plan.
- * 87% of students participated in school sports, which was 4% higher than the state average for government schools.
- * 92% of students exhibit positive behaviours at school, which is 9% higher than the state average for government schools.

Parent Satisfaction

61 parents completed the Tell Them From Me online survey. This is an increase in responses compared to the 2019 survey, where we had only 6 parents participate. The feedback results show positive results in the way the school communicates with parents and carers.

- * Parents feel they were well informed about school activities through newsletter and social media platforms (Facebook, Skoolbag, Twitter).
- * Parents feel welcome when they visit the school.
- * The school's administrative staff are helpful to parents when they have a question or problem.
- * Written information from the school is clear and in plain language.
- * Parents participation at school was down on previous years, which was to be expected due to the restrictions around the pandemic.

Teacher Satisfaction

In 2020, teachers completed two surveys. The Tell Them From Me survey and an online survey through Google Forms.

49 teachers participated in the Tell Them From Me survey, which was an increase from the 2019 participation rate. Data around the Eight Drivers of Student Learning from the survey indicated:

- * Leadership - 76% of teachers work with school leaders to create a safe and orderly school environment.
- * Collaboration - 81% of teachers report they collaborate with colleagues about strategies that increase student engagement.
- * Learning Culture - 82% of teachers report they set high expectations for student learning.

* Data Informs Practice - 81 % of teachers report they use assessments to understand where students are experiencing difficulty in their learning.

* Teaching Strategies - 82% of teachers report they make connections in students knowledge when presenting new concepts.

* Technology - 72% of teachers report they use technology to enhance learning in the classroom.

* Inclusive School - 88% of teachers report they establish clear expectations for classroom behaviour.

* Parent Involvement - 71% of teachers report they work with parents to solve problems interfering with their child's progress.

Feedback centred around school programs and improvements from the online Google Forms survey that all staff completed. This feedback will guide planning for the Strategic Improvement Plan for 2021. The survey data indicated:

* 71% of staff reported that the community, students and staff of Canley Vale Public School are the best things about the school.

* Staff reported that the school has a great learning culture.

* Staff reported that professional learning needs to be consistent for all teachers.

* Staff would like to see clear communication between teaching and support staff, including transparent communication for the office.

* Staff would like to see a consistent approach to student wellbeing for rewards and behaviour management.

* Staff would like to see improved playground areas that promote outdoor learning and have clear expectations for student use.



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.

