

2020 Annual Report

Canterbury Public School



CANTERBURY
PUBLIC SCHOOL



Participation, Equity & Excellence

1497

Introduction

The Annual Report for 2020 is provided to the community of Canterbury Public School as an account of the school's operations and achievements throughout the year.

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

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Amidst an extraordinary year complete with catastrophic events which started with natural disasters before the COVID-19 pandemic which forced lockdowns and flipped learning and teaching on its head, we can be proud of our community's resilience and determination: Together - at least in spirit or over Zoom - we ensured continuity of quality education, regular routines and psychological security to safe guard and build upon the learning and wellbeing of every child at Canterbury Public School. That must surely be our school's greatest achievement of 2020.

I am enormously proud of our whole school community's work to ensure the continuity of:

- Relationships with students and the community, the glue that holds us together to achieve the best for our students
- High expectations for all students and staff
- Quality teaching and learning programs K-6 (academic, sport, social and emotional)
- Assessment practices to track and monitor student progress, feedback to students and parents, identify students with additional needs
- Continuity and expansion of programs despite human fatigue and lost revenue (e.g. extracurricular programs, welfare programs, intervention programs)
- Communication with families through newsletters, Seesaw, SZapp alerts, phone calls, emails, Zoom meetings and workshops
- Weekly virtual assemblies to celebrate students' educational and wellbeing achievements
- Some school traditions that we as a community value including finding COVID-safe ways to celebrate or commemorate significant national days and weeks, host incursions and events (Inquisitive Minds, NAIDOC Week, National Sorry Day, Reconciliation Week, Presentation Day, Graduation Assembly, Recognition Day)
- Transition programs to support Year 6 to 7, Kindergarten and Support Unit 2021, students enrolling in our school from other schools
- Improvements to the physical site through DoE and P&C (Aboriginal garden, upgrades to classrooms, office spaces and corridors, asphalt markings, community garden)

Consolidation of initiatives to improve student learning outcomes and wellbeing

- Intensive Literacy Intervention Program (Daily 1:1 and small group intensive teaching for students experiencing difficulties in aspects of literacy for students K-6)
- Deadly Learning Program (Weekly 1:1 strength-based program supporting Aboriginal students to achieve their Personalised Learning Pathway goals in consultation with parents)
- Positive Behaviour for Learning implementation of whole school teaching and learning programs and reward system to educate students about the behaviours we expect to see
- Social and Emotional Learning implementation of whole school teaching and learning programs in order to educate and support students in building positive relationships, positive self-identity, self-regulation and management, asking for help
- Wellbeing position to lead Learning and Support Team, Positive Behaviour for Learning, Social and Emotional Learning, welfare and family referral support
- Expansion of extracurricular clubs (e.g. drama club, yoga, Dungeons and Dragons)
- Counting Cards home counting and number facts program
- Kids Who Read, Succeed! K-6 home reading program (extended substantially this year as a result of high-level student engagement)
- Launch of our new Homework policy and Discipline policy
- Increased inclusivity and access for students with a disability (playground, sport, classroom, incursions and camp)
- Expansion of Seesaw as a window into your child's learning at school and including orientation program parents and carers
- Consolidation of quality teaching in mathematics which has had a profound impact across all learning areas in terms of improved teacher practice
- Investment in weekly and term team planning to build the capacity of teachers and increase collaboration to improve learning programs, consistency and ultimately student outcomes
- Mentoring program for beginning teachers and education leaders
- Investment in teacher professional learning (e.g. Aboriginal Histories and Cultures, technology (Zoom video conferencing, Google Classroom, Google Drive), mathematics, Quality Teaching, PBL, SEL, reporting to parents, curriculum and assessment design, teaching and assessing reading, behaviour management, evaluation methodology, Child Protection, Code of Conduct, anaphylaxis and CPR)

Additional 2020 highlights (Despite Learning from Home and COVID restrictions impacting onsite participation)

- Education Week
- Book Week
- NAIDOC Week
- Barnardos partnership with Margot Thomas to support families in need
- Multicultural Day
- Support Unit network morning tea (including one via Zoom)
- Community Garden Bee and expansion of membership
- Aboriginal Community Group
- Increased student and staff access to learning tools e.g. iPads, laptops, IWBs

- Performing Arts Concert (video due to COVID)
- Expansion of band and strings membership
- National Sorry Day
- Reconciliation Week
- Stage 3 Camp (thanks to the determination of Ms Aiello and her team)
- Life Education
- Inquisitive Minds 3-6
- Deadly Kids Award
- Premier's Debating Challenge
- Korean Performance Competition
- Halloween Disco
- ANZAC Day and Remembrance Day services (video due to COVID)
- 2021 Calendar
- 100% families attended goal setting meetings
- Expansion of the P&C
- No NAPLAN this year however the Year 3 and Year 5 Check-in assessments: We have been able to compare Year 5 students' raw scores to their raw scores in the Year 3 NAPLAN reading and numeracy assessments and our preliminary findings suggest that student growth over the last two years has been excellent. This check-in assessment has also validated school-based assessment findings and has provided additional evidence in order to continue to make reliable decisions about 'where to next' for individuals, small groups and cohorts.

Plan for rebranding the school was placed on hold due to COVID. The plan is still to…

1. Review the current CPS brand identity, its messaging and identify key areas of opportunity to implementation across the brand identity (eg logo, colours, graphics, messaging).
2. Provide direction on the brand strategy and core messaging direction relevant to the different audiences (extensive consultation with staff, students, parents).
3. Create concept designs across a range of collateral based on the revised brand strategy (present draft to P&C next year)
4. Document the concept work and strategic work in a guideline document and supply artwork files for an agreed number of applications and templates.

We have really missed our community's presence and participation; the social events, fundraising events, volunteers in the classroom and sports field/court, PSSA and Fathering Project to name a few.

I would like to take this opportunity to thank all members of the P&C and the executive team for their support and contributions this year (exec, grant writing committee, uniform committee and fundraising team).

When I reflect on all that we have achieved in 10 tumultuous months, I feel enormously proud to serve as principal of such a positive, understanding, hard-working and supportive community.

School vision

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

Guiding Principles.

We create a positive and successful learning environment.

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

We support and respect each other.

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

We are life-long learners.

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

School context

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

Self-assessment and school achievement

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

Strategic Direction 1

STRATEGIC DIRECTION 1: Future focused teaching, learning and communication

Purpose

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

Improvement Measures

Tell Them From Me Survey: focus on learning report indicates growth in Technology drivers.

Improved Literacy/Numeracy results across each cohort.

Staff practice increasingly demonstrates authentic use of technologies to engage and challenge students.

All students complete future focused rich tasks.

Progress towards achieving improvement measures

Process 1: Professional Learning and peer coaching - ICT

Evaluation	Funds Expended (Resources)
All classes now utilise online student portfolios to share daily insights into learning with parents. Students are engaged in the use of technology and are motivated to strive for their best and continue to improve. Technology is accessible and reliable and used across classrooms to enhance teaching and learning and is available and expertly integrated into lessons by every teacher.	

Process 2: Quality teaching - Literacy: focus on differentiation K-6.

Evaluation	Funds Expended (Resources)
This project was absorbed into the Mathematics project.	

Process 3: Mathematics: focus on early arithmetical strategies, mental computation and place value

Evaluation	Funds Expended (Resources)
A research informed, evidence-based approach informs all aspects of the teaching and learning cycle. Students demonstrate improved achievement and engagement in Mathematics. Staff are competent in the use of backward mapping, rich task design and creation and use of formative assessment practices. Our school community has a clearer understanding of how we teach Mathematics and how to support their child's learning at home.	

Next Steps

- Continuing to improve lesson design that fully extends our low support students to ensure that ALL students are challenged in every Mathematics lesson
- Consistent and reliable student summative assessment that allows us to continuously track student progress and achievement and analyse, measure and evaluate the impact of our practice over a sustained period of time, facilitating ongoing improvement
- To continue building collective efficacy by creating opportunities for teachers to observe and provide feedback on each other's practice
- To identify or create whole school platforms to capture achievement data in order for the school to more effectively capture student progress over time. Teachers would then have improved access to respond to trends in student achievement, at individual, group and whole school levels.

- To further promote the use of technology as a tool to capture formative and summative assessment results and ensure it is used systematically to evaluate student learning over time and to assist in the implementation of changes in teaching practices that lead to measurable improvement.
- To improve the use of technologies that support learning and is expertly integrated into lessons by teachers.

Strategic Direction 2

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

Purpose

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

Improvement Measures

Personalised adjustments are in place for all students identified as Gifted and Talented.

Decrease in negative behaviour (Step 5 reflections) in EBS4.

Increased attendance at parent/teacher interviews.

Student work samples show evidence of feedback from community, students and staff.

Progress towards achieving improvement measures

Process 1: Professional Learning - Gifted and Talented

Evaluation	Funds Expended (Resources)
This project was absorbed into the Mathematics project.	

Process 2: Positive Behaviour for Learning (PBL)

Evaluation	Funds Expended (Resources)
The school has implemented a strategic and planned approach to whole school wellbeing processes with community consultation resulting in research-based, reviewed and updated systems and processes e.g. PBL matrix, flowchart & discipline policy. There is school wide responsibility to collect, record, analyse and use behaviour data to further inform learning and wellbeing programs. The school promotes wellbeing and positive, respectful relationships by authentically integrating PBL and social and emotional learning into the PDHPE curriculum. All students use the language and strategies taught to express emotions, seek help and resolve conflict.	

Process 3: Learning & Support - data informed practice

Evaluation	Funds Expended (Resources)
This project was halted.	

Next Steps

Further embed consistent strategies to teach and support behaviour in our classrooms K-6 and implement Zones of Regulation to support the new PDH syllabus and enhance the PBL program.

Provide additional opportunities for teachers to share and model strategies to support student wellbeing and behaviour in the classroom, to further improve consistency of practice across the school.

Increase opportunities for students and community to provide feedback or suggestions about whole school practices to support student behaviour and wellbeing

Strategic Direction 3

STRATEGIC DIRECTION 3: Belonging to a connected community

Purpose

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

Improvement Measures

Staff are better equipped to teach the curriculum to English language learners.

Increased evidence of 'Significance' elements from the Quality Teaching Framework across teaching and learning programs.

Greater representation of minority groups participating in school decision making.

Progress towards achieving improvement measures

Process 1: Quality Teaching - Teaching English Language Learners - TELL

Evaluation	Funds Expended (Resources)
This project was halted.	

Process 2: Aboriginal and Torres Strait Islander education - Community Learning (Cultural knowledge, understanding and capability)

Evaluation	Funds Expended (Resources)
The school leadership team regularly seek feedback from the Aboriginal community which is analysed and actioned to ensure continuous school improvement. The team models instructional leadership and supports a culture of high expectations and community engagement through providing professional learning for staff, ensuring the implementation of quality Personalised Learning Pathways (PLPs) and improving the delivery of Aboriginal education in the Koori Kids group and across the whole school. This allows the school to ensure equity concerns related to the outcomes and wellbeing of its Aboriginal students are carefully supported.	

Process 3: Leadership - shared governance

Evaluation	Funds Expended (Resources)
This project was halted.	

Next Steps

1. The leadership team will ensure that a wider range of student satisfaction measures are used to expand student voice, particularly in relation to school policy, learning and engagement.
2. The leadership team will share its analysis of community satisfaction measures with the broader school community to ensure the reasons for changes are made clear to community, beyond the P&C.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$13 078.00) 	Every Aboriginal and Torres Strait Islander student was supported by 1:1 or small group daily or weekly tuition to work towards their Personal Learning Pathway goals through the Deadly Learning Program or Intensive Literacy Intervention Program. As a result, every student achieved or exceeded their goals, senior students reported that they felt more confident and ready for the academic challenges of high school and students' literacy results improved.
English language proficiency	Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$108 706.00) 	EAL/D students' English language acquisition was supported by targeted teaching by a full time specialist EAL/D teacher resulting in improved growth and achievement in literacy and numeracy.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$125 429.00) 	Employment of two specialist Learning and Support Teachers, an SLSO administering Multilit and the continuation of the Intensive Literacy Intervention Program resulted in K-6 students with additional literacy needs receiving daily support through tailored 1:1 or small group intervention programs. This led to students receiving appropriate adjustments with differentiated teaching and learning strategies being implemented and increased confidence and skills in literacy learning.
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$82 476.00) 	This funding provided every teacher with additional weekly professional development in research-based, evidence informed Mathematics and Numeracy practice led by the Deputy Principal Curriculum Leader and resulted in outstanding growth in students' self-efficacy and achievement in Mathematics.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$29 993.00) 	This funding was used to employ an Assistant Principal Student Wellbeing to lead equity and wellbeing programs resulting in equity gaps closing, improved attendance, wellbeing and behaviour outcomes.
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$28 962.00) 	A mentor was employed one day a week to support beginning teachers in their induction, teaching and learning programs, behaviour management, and accreditation process. This initiative was responsive to the needs of each individual beginning teacher with a focus on quality practice aligned to the teaching standards. This support led to two teachers achieving their accreditation and their students making excellent gains academically and socially.
Targeted student support for refugees and new arrivals	Funding Sources: <ul style="list-style-type: none"> • Targeted support for refugees and new arrivals (\$43 000.00) 	The school had no refugee students enrol in 2020 but has three refugee students. All 9 newly arrived overseas students with a language proficiency of beginner or emerging had regular small class English language lessons. Students were also supported in the classroom with specialist EALD teachers. All students made steady progress in English acquisition.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	171	187	191	209
Girls	159	180	178	178

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.1	94	95.8	93.5
1	95.2	94.6	94.1	95.5
2	94.9	95.5	94.3	93
3	94.5	95.4	95	91.2
4	93.7	93.3	95.7	94.2
5	96.5	91.6	91.6	94.3
6	94.1	92.7	93.1	93.5
All Years	94.6	94.1	94.4	93.7
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
Assistant Principal(s)	5
Classroom Teacher(s)	22.84
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
Teacher ESL	0.6
School Counsellor	1
School Administration and Support Staff	7.87

*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	591,777
Revenue	5,370,461
Appropriation	5,198,510
Sale of Goods and Services	6,261
Grants and contributions	161,751
Investment income	1,277
Other revenue	2,661
Expenses	-5,650,451
Employee related	-5,260,339
Operating expenses	-390,113
Surplus / deficit for the year	-279,991
Closing Balance	311,787

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	233,313
Equity Total	277,207
Equity - Aboriginal	13,078
Equity - Socio-economic	29,993
Equity - Language	108,706
Equity - Disability	125,429
Base Total	3,611,355
Base - Per Capita	95,778
Base - Location	0
Base - Other	3,515,576
Other Total	1,077,751
Grand Total	5,199,625

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.

Parent/caregiver, student, teacher satisfaction

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

In reviewing this data, the audience should consider the 2020 results in the context of COVID and its effects on children, schools, families and communities. For example when comparing school results against Tell Them From Me NSW State norms, it is important to know that the state norms have remained unchanged for nearly a decade. Consequently, the school is extremely proud of its community's level of satisfaction, especially as compared to pre-COVID state norms that appear in the 2020 report.

96% of Canterbury students value schooling outcomes compared to the state norm of 96%. 85% of students reported having positive behaviour at school, which is higher than NSW state norms. 92% of students reported that their teachers provide quality instruction.

In the Tell Them from Me parent survey, Canterbury parents and carers scored the school at or higher than the state average in all seven measures including Parents feel welcome, Parents are informed, Parents support learning at home, School supports learning, School supports positive behaviour, Safety at school, and Inclusive school. In the Tell

Them from Me teacher survey, Canterbury teachers scored the school at or higher than the state average in 7 out of 8 drivers of student learning including Leadership, Collaboration, Learning culture, Teaching strategies, Inclusive school, and Parent involvement. Technology and Data informs practice were two measures that scored below state average however on closer examination, the statements that teachers were asked to respond to were heavily weighted in non-research-based practices.

The school has observed an uplift in attendance which had been on the decline since 2011. For the first time in ten years, attendance exceeds SSSG and state averages.

Students' scores have increased in all nine measures of student engagement, categorised as social, institutional and intellectual engagement. Participation in sports and some clubs was impacted due to COVID restrictions. Students that value schooling outcomes and students with positive behaviour at school has exceeded the NSW Government Norms.

Students' interest and motivation has increased 11% and effort has increased by 5%. Participation in extracurricular activities is 10% above NSW Government Norm and has increased by 20% since 2017.

There has been a significant increase in parity between the extent of equalities in student engagement among socioeconomic groups and a decrease in the percentage of students displaying early signs of disengagement.

The percentage of students in the high skill - high challenge quadrant is 35% and will be an area of focus in the 2021-2024 Strategic Improvement Plan.

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.