

2020 Annual Report

Canterbury South Public School



"THINK OF OTHERS"

5109

Introduction

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

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

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School vision

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

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

School context

Canterbury South Public School was established in 1926. The school has an enrolment of 290 students. Canterbury South is located adjacent to Cup and Saucer Creek, between Earlwood, Clemton Park and Campsie and is a member of the Canterbury network of schools. Our school caters for a diverse student population with over 68% of students from a language background other than English. There are currently 36 different language backgrounds with Greek, Arabic and Vietnamese backgrounds being the largest groups.

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

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

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

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. 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	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Confident Successful Learners

Purpose

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

Improvement Measures

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

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

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

Progress towards achieving improvement measures

Process 1: Quality Professional Learning in Literacy

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

Evaluation

Funds Expended (Resources)

Staff are using explicit teaching strategies to develop students knowledge of comprehension skills. This includes using rich texts to model lessons, build rich vocabulary, model and explicitly teach inferential comprehension skills, analysing multimodal texts.

\$5000 (casual relief)

\$2000 (courses)

\$1500 (resources)

Data collected includes photos of classroom data walls and photos of Bump It Up Walls embedded in classroom teaching and learning as well as student assessment data.

Teacher program samples show growth in reading.
Progression Data Findings:

96% of students moved one or more levels.

45 % of students moved 2 or more levels.

PAT results in Comprehension post test in Term 4 showed that 85% of students improved by at least one stanine.

As a result of the data analysis teachers are more confident in embedding high quality teaching practices in literacy. Teachers have a deeper understanding of progressions and how to teach the skills required for students to improve their comprehension. Student's reading and comprehension achievement has improved.

Process 2: Quality Professional Learning in Numeracy

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

Evaluation

Funds Expended (Resources)

Most teachers understand and explicitly teach Numeracy to students at all levels of achievement measured by improved data. All teachers used the What Works Best framework to further reflect on their progress towards using student data to inform teaching and learning in Mathematics.

Nil Expenditure

Progress towards achieving improvement measures

All classrooms utilise 'learning intentions' and 'success criteria' to support student progress within Numeracy lessons, setting high expectations for student achievement of the outcomes.

Whole school assessment data suggests that students need additional learning experiences in understanding the concepts of fractions, decimals and measurement.

As a result, teachers will engage in professional learning and collaborative practices in 2021 to support the implementation of quality Numeracy programs. Whole school data tracking will occur in the areas of fractions, decimals and measurement.

Strategic Direction 2

Future Focused Collaborative Teaching

Purpose

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

Improvement Measures

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

100% of teachers using collaborative teaching practices.

Progress towards achieving improvement measures

Process 1: Collaborative Teaching / Future Focused Learning Programs

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

Evaluation	Funds Expended (Resources)
This Strategic Direction was put on hold in 2020 due to the Covid-19 pandemic and the change in infrastructure during this time.	

Process 2: Collaborative Teaching

Facilitate change that creates opportunities for teachers to collaboratively teach.

Evaluation	Funds Expended (Resources)
This Strategic Direction was put on hold in 2020 due to the Covid-19 pandemic and the change in infrastructure during this time.	

Strategic Direction 3

Positive Partnerships

Purpose

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

Improvement Measures

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

A decrease in negative playground incidents of intolerance and disrespect.

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

Progress towards achieving improvement measures

Process 1: Whole School Wellbeing

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

Evaluation	Funds Expended (Resources)
<p>Positive, respectful partnerships are evident and widespread among students and staff to promote student wellbeing.</p> <p>Although parts of this year have been disruptive due to Covid- 19 Canterbury South continues to care for students and implemented a planned approach to wellbeing in order to developed positive, respectful partnerships among students and staff.</p> <p>The success has been evident in the number of students participating in the Life Skills program which allowed students to develop an understanding of values. This has had an impact on playground incidences throughout the year whereby a noticeable decline was evident. There were 40 playground offences in Term 1 compared to 14 in Term 4. Week Gr8 celebrations each term and involvement in the National Day of Action Against Violence and Bullying were also school wide initiatives that supported student wellbeing. Students' sense of belonging was strengthened and students reported being happy to attend school each day. Student attendance throughout the year was in line with DET expectations of 95%. Staff wellbeing was promoted through morning teas, lunches and random acts of kindness.</p>	<p>\$5000 (online program)</p> <p>\$1000 (catering Wk Gr8 and wellbeing events)</p>

Process 2: Aboriginal Culture and Education

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

Evaluation	Funds Expended (Resources)
<p>Due to Covid- 19, connections with the local and wider Aboriginal community were difficult to sustain. Different online platforms were used to engage the community with limited effectiveness and so the Reconciliation Action Plan (RAP) was unable to be completed.</p>	<p>\$800 (resources)</p> <p>\$1000 (Koori club)</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$6 994.00) 	This year educational resources were purchased to support the embedding of Aboriginal perspectives into teacher programs. All Aboriginal students have an individual learning plan (ILP) designed to support their individual needs. Due to Covid-19, parent input was accessed via the various platforms including phone and Zoom. This year the whole school participated in NAIDOC week in November. All children participated in the Acknowledgment Of Country at their stage fortnightly assemblies. Lunch time Koori Club continued to be successful during the later part of the year. Funds were mainly expended to support indigenous families who suffered financial hardship.
English language proficiency	Flexible Funding Additional staffing \$66 000 Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$76 357.00) 	Throughout the year EAL/D students needs were catered for by EAL/D, LaST, SLSO and classroom teachers. Specific learning needs were discussed on the regular basis at LST meetings and weekly stage meetings. As a result of Covid- 19, students who identified as being at risk received additional support from these specialist teachers to meet the identified learning goal. Students who continue to be at risk in 2021 were identified and teachers held transition meetings to discuss teaching and learning plans for these students and how to best cater for their individual learning needs.
Low level adjustment for disability	0.8 Staffing STL Teacher \$30478 Flexible Funding Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$117 985.00) 	LaST and SLSOs provided ongoing support for targeted students. An additional School Learning Support Officer was employed to support students with additional needs who did not have targeted funding.
Quality Teaching, Successful Students (QTSS)	0.480 Staffing Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$52 504.00) 	Assistant Principals were released from class one day a week to support professional practice at CSPS using evidence based strategies to improve the quality of classroom teaching, including collaboration, mentoring and reflective practices.
Socio-economic background	Flexible Funding Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$24 684.00) 	The flexible funding provided was expended on staffing to support targeted students and individual needs.
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$0.00) 	Beginning Teacher funds were not received in 2020 as staff at CSPS did not identify as beginning teachers.

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	147	147	140	133
Girls	129	140	147	125

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96	94.6	92.2	89
1	92.5	95	91.6	88.7
2	96.1	92.6	94.4	91.3
3	94.5	94.1	92.1	92.7
4	92.7	95.1	93.6	88.5
5	93.6	92.2	94.9	92
6	94.3	94.2	91	93.8
All Years	94.3	94	92.8	90.9
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)	3
Classroom Teacher(s)	9.44
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
Teacher ESL	0.2
School Administration and Support Staff	2.52

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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	791,597
Revenue	2,712,426
Appropriation	2,620,993
Sale of Goods and Services	17,489
Grants and contributions	71,284
Investment income	1,760
Other revenue	900
Expenses	-2,822,749
Employee related	-2,396,875
Operating expenses	-425,874
Surplus / deficit for the year	-110,323
Closing Balance	681,274

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	37,496
Equity Total	247,896
Equity - Aboriginal	6,994
Equity - Socio-economic	24,684
Equity - Language	98,234
Equity - Disability	117,985
Base Total	2,068,535
Base - Per Capita	69,025
Base - Location	0
Base - Other	1,999,510
Other Total	137,786
Grand Total	2,491,713

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

Students and teachers were invited to participate in the Tell Them From Me survey during 2020. The survey was completed by 87 students in Years 4, 5 and 6. The survey showed students at Canterbury South Public School, when compared to NSW Govt Norms, believe that quality instruction, teacher / student relations, classroom learning climate and teacher expectations were factors for successful student engagement. Our parent community was invited to participate in the School Assessment Tool.

Key findings from the survey include:

Students

School Mean of 8.1 for Quality Instruction

School Mean of 8.6 for Positive Teacher / Student Relationships

School Mean of 7.4 for Positive Learning Climate

School Mean of 8.7 for Expectations for Success

Parents

School ensure that all families have access to school leaders

School trains parents and community members as classroom helpers

School respects and celebrates diversity within the school community

Teachers

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

Leadership 8.6

Collaboration 9.0

Learning Culture 8.5

Data Informed Practice 8.6

Teaching Strategies 8.5

Technology 6.7

Inclusive School 8.6

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.