

2020 Annual Report

Canterbury Boys High School



8107

Introduction

The Annual Report for 2020 is provided to the community of Canterbury Boys High 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 Boys High School is committed to demonstrating excellence in boys' education through the provision of high quality educational opportunities in a nurturing, innovative learning environment that fosters student achievement and embeds the core values of truth, honour and respect..

School context

Canterbury Boys High School (348 students, 90% LBOTE) situated in Sydney's inner-west, focuses on quality teaching and learning in a supportive and nurturing environment that develops leadership and encourages students to take responsibility for their own learning. Strong partnerships beyond the school provide a range of learning opportunities to ensure a successful transition from school to work or further study.

Our school has a culture of high expectations that values diversity, where truth, honour and respect are embedded in all aspects of school life. We aim to provide a high quality and well rounded education.

Staff are passionate about boys' education, and preparing students to be 21st-century lifelong learners and active citizens in a global community.

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

Strategic Direction 1

CONNECT" - Building strong advocacy within our community

Purpose

To increase advocacy, local community confidence, engagement and involvement in the range of high quality educational opportunities available at Canterbury Boys High School.

Improvement Measures

- Increases in student enrolment
- CBHS and Community of School students, staff and parents articulate raised confidence of CBHS to implement a quality transition program that showcases the opportunities available at CBHS
- Increased popularity of the CBHS social media networks as a means to communicate with parents and community members the school's activities and promote visible celebration of school achievements

Progress towards achieving improvement measures

Process 1: • Strengthen the COMMUNITY OF SCHOOLS STRATEGY, including: coordinated teacher professional learning, curriculum and transition activities, parent/carer participation in COS activities.

| Evaluation | Funds Expended (Resources) |
|---|--|
| The meetings are highly effective in establishing authentic relationships with our families. It supports the boys transition into high school and allows us to get a better understanding of the students strengths and areas we need to support. | - \$5000 in casual relief - \$1500 to spruce the ties |

Process 2: • Communicating the school's high expectations framework through RESPONSIVE COMMUNITY ENGAGEMENT strategies

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| Allowed us to successfully manage our way through 2020 with the full support of the staff, student and parent body. | nil |

Strategic Direction 2

THRIVE "- Embracing innovative and supportive learning environments

Purpose

To create a strategic and planned evidence-informed approach to develop whole school learning and wellbeing processes that support student achievement, resilience and success in a nurturing and innovative learning environment; where collective responsibility is shared between students, teachers and parents/carers.

Improvement Measures

- Staff implement practices in line with current models of best-practice in supporting student engagement and wellbeing
- Increase the rate of data collected and shared to effectively support whole school learning and wellbeing processes
- Tell Them From Me data indicates improved positive relationships between school community members and enhanced sense of belonging and success in school.

Progress towards achieving improvement measures

- Process 1:**
- Collaborate with school community members to evaluate, re-design and implement a strategic and coordinated WHOLE-SCHOOL LEARNING & WELLBEING STRATEGY through the creation of core values, a behaviour expectation matrix, improved data monitoring and integration of current theories supporting student wellbeing

| Evaluation | Funds Expended (Resources) |
|--|---|
| School community (student, staff and parent) satisfaction surveys (e.g. Tell Them From Me) to inform future strategies | Higher duties allowance to employ HT Secondary Studies to lead this program |

- Process 2:**
- Implement and evaluate a strategic and coordinated approach to LMBR PLATFORMS that enable the Learning Support team to lead whole-school processes that more effectively support student learning, engagement and wellbeing

| Evaluation | Funds Expended (Resources) |
|--|---|
| Systems at the school are working effectively to allow teachers to concentrate on supporting students to improve outcomes. | Higher duties allowance to employ HT Secondary Studies to lead this program |

Strategic Direction 3

LEARN" - Developing quality classrooms where students excel

Purpose

To foster a school-wide culture of high expectations and a shared sense of responsibility for improving teaching practice in order to improve student learning for all students and in every classroom through a coordinated and sustained approach to curriculum planning and delivery and quality assessment practices.

Improvement Measures

- DoE data sources indicate improved results in academic rigour as identified by students, teachers and parents.
- Student performance data increases through quality formative and summative feedback
- Increase the percentage of students demonstrating growth in writing, through DoE sources and school measures.

Progress towards achieving improvement measures

- Process 1:**
- Develop the professional learning and practice of teachers through the implementation of cross-KLA and faculty-based PROFESSIONAL LEARNING COMMUNITIES that share a common purpose to raise academic rigour of tasks through data-informed practices, backward mapping and quality assessment and feedback processes

| Evaluation | Funds Expended (Resources) |
|---|---|
| the appointment of the second deputy has allowed CBHS to improve professional learning for all staff and support them obtaining their goals set out in their PDP. | Employment of additional staff to allow second deputy to support the PDP process at the school and ensure that faculties are being supported properly throughout the school year. |

- Process 2:**
- Implementation of a professional learning LITEARCY program in context of subject-KLA that increases teacher confidence and improves student growth

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| RAP data indicates effect of strategies on student performance and highlights areas for future directions | |

| Key Initiatives | Resources (annual) | Impact achieved this year |
|--|--|---|
| Aboriginal background loading | In 2020 all ATSI students were supported in developing their Personalised Learning Plan by the the newly formed ATSI team. | Aboriginal and Torres Strait Islander students and their parent/carers review, reflect upon and evaluate their individual learning plans to inform future learning goals. |
| English language proficiency | <ul style="list-style-type: none"> - Additional EALD teacher support for our students funded from our equity allocation - Additional SLSO support in the classroom. - targeted support for stage 6 students to pass the minimum standards exam to ensure they received a HSC. | 2020 targets were achieved with plans for future years to continue to support EALD students as required. |
| Low level adjustment for disability | <ul style="list-style-type: none"> - Professional Learning for all staff to effectively support the needs of all students in their classroom. - Appointment of HT Secondary Studies to lead the implementation of programs and assessment tasks designed to support all learners. | <ul style="list-style-type: none"> - Over 80% of students of students achieved above expected growth in reading in years 7 and 9. - School performed above state average in the 2020 Check In examination. |
| Socio-economic background | <ul style="list-style-type: none"> Integration funding (\$48, 000) DP and HT SS salaries (\$56, 000) Student Support Officer one day a week (\$380p/w) | In 2020 socio - economic funding was used to focus on aligning our spending with the three strategic directions of the school plan and our long-term goals.A comprehensive review of wellbeing processes provided direction for 2021 and beyond |
| Support for beginning teachers | <ul style="list-style-type: none"> - Beginning Teacher allocation for the department. (\$14, 500) - reduced face to face teaching time for teacher. | All beginning teachers at Canterbury Boys High School are supported within the departments very clear guidelines. This means they are given every opportunity to succeed and thrive within their first few years of teaching |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2017 | 2018 | 2019 | 2020 |
| Boys | 348 | 347 | 346 | 356 |
| Girls | 0 | 0 | 0 | 0 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2017 | 2018 | 2019 | 2020 |
| 7 | 92.6 | 91.6 | 91 | 89 |
| 8 | 91.3 | 91 | 88.5 | 86.3 |
| 9 | 88.2 | 86.6 | 86.5 | 85.3 |
| 10 | 91.8 | 86.8 | 86.4 | 82.2 |
| 11 | 87 | 85.5 | 88.3 | 87.9 |
| 12 | 90 | 86.2 | 85.5 | 85.3 |
| All Years | 90.1 | 88 | 87.7 | 86.1 |
| State DoE | | | | |
| Year | 2017 | 2018 | 2019 | 2020 |
| 7 | 92.7 | 91.8 | 91.2 | 92.1 |
| 8 | 90.5 | 89.3 | 88.6 | 90.1 |
| 9 | 89.1 | 87.7 | 87.2 | 89 |
| 10 | 87.3 | 86.1 | 85.5 | 87.7 |
| 11 | 88.2 | 86.6 | 86.6 | 88.2 |
| 12 | 90.1 | 89 | 88.6 | 90.4 |
| All Years | 89.6 | 88.4 | 88 | 89.6 |

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.

Post school destinations

| Proportion of students moving into post-school education, training or employment | Year 10 % | Year 11 % | Year 12 % |
|--|-----------|-----------|-----------|
| Seeking Employment | 6 | 3 | 6 |
| Employment | 2 | 2 | 15 |
| TAFE entry | 0 | 0 | 10 |
| University Entry | 0 | 0 | 63 |
| Other | 0 | 0 | 0 |
| Unknown | 0 | 0 | 2 |

Year 12 students undertaking vocational or trade training

28.26% of Year 12 students at Canterbury Boys High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

91.3% of all Year 12 students at Canterbury Boys High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

| Position | FTE* |
|---|------|
| Principal(s) | 1 |
| Deputy Principal(s) | 1 |
| Head Teacher(s) | 6 |
| Classroom Teacher(s) | 25.8 |
| Learning and Support Teacher(s) | 1.1 |
| Teacher Librarian | 1 |
| Teacher ESL | 0.6 |
| School Counsellor | 1 |
| School Administration and Support Staff | 9.38 |
| Other Positions | 1 |

*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 | 808,163 |
| Revenue | 6,280,146 |
| Appropriation | 6,161,166 |
| Sale of Goods and Services | 34,431 |
| Grants and contributions | 49,684 |
| Investment income | 803 |
| Other revenue | 34,063 |
| Expenses | -6,310,656 |
| Employee related | -5,700,170 |
| Operating expenses | -610,486 |
| Surplus / deficit for the year | -30,510 |
| Closing Balance | 777,653 |

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 | 54,989 |
| Equity Total | 456,154 |
| Equity - Aboriginal | 3,602 |
| Equity - Socio-economic | 163,597 |
| Equity - Language | 120,515 |
| Equity - Disability | 168,440 |
| Base Total | 5,297,284 |
| Base - Per Capita | 85,076 |
| Base - Location | 0 |
| Base - Other | 5,212,208 |
| Other Total | 306,486 |
| Grand Total | 6,114,913 |

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

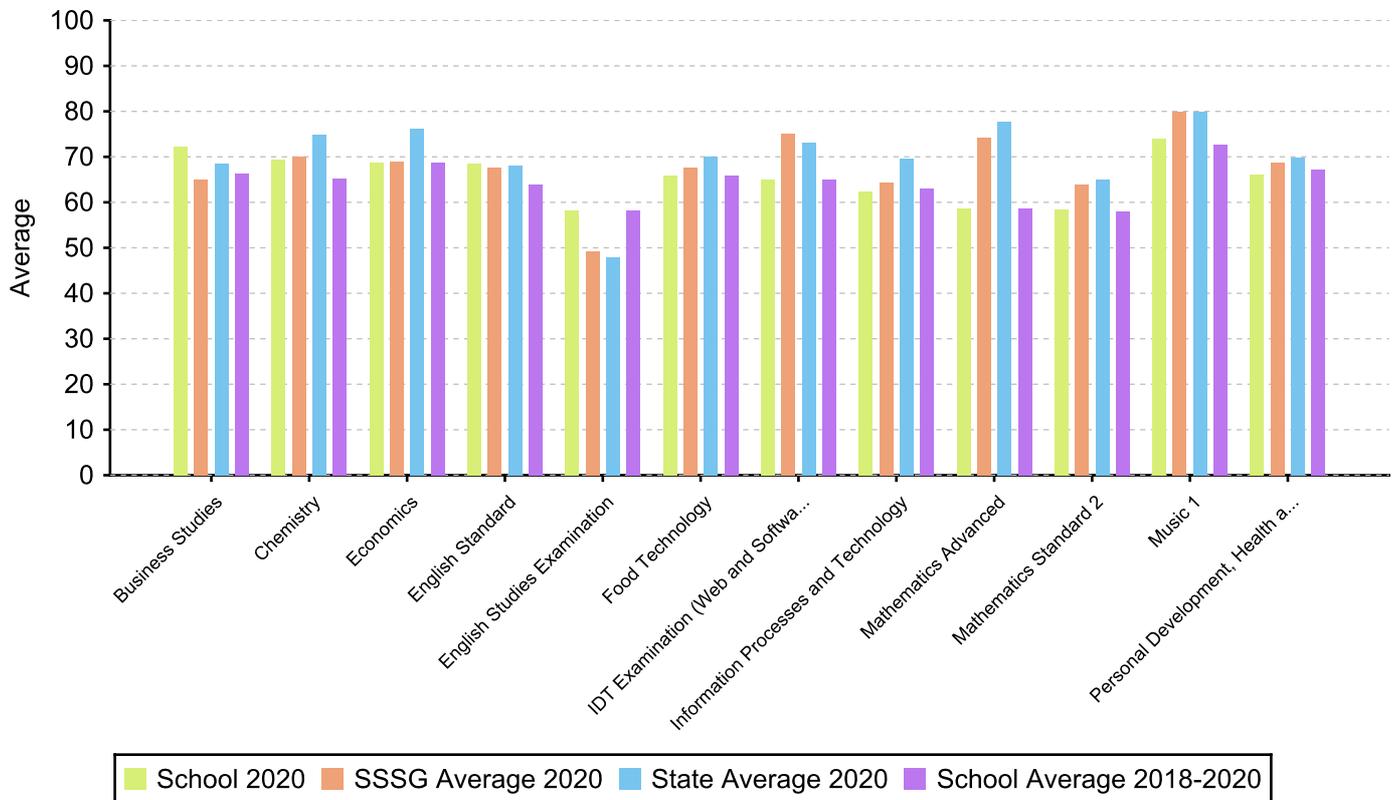
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



| Subject | School 2020 | SSSG | State | School Average 2018-2020 |
|---|-------------|------|-------|--------------------------|
| Business Studies | 72.2 | 65.1 | 68.6 | 66.3 |
| Chemistry | 69.5 | 70.0 | 74.8 | 65.3 |
| Economics | 68.7 | 68.9 | 76.1 | 68.7 |
| English Standard | 68.5 | 67.7 | 68.1 | 64.0 |
| English Studies Examination | 58.2 | 49.3 | 47.9 | 58.2 |
| Food Technology | 65.8 | 67.6 | 70.2 | 65.8 |
| IDT Examination (Web and Software Applications) | 65.0 | 75.2 | 73.1 | 64.9 |
| Information Processes and Technology | 62.4 | 64.4 | 69.6 | 63.0 |
| Mathematics Advanced | 58.6 | 74.2 | 77.7 | 58.6 |
| Mathematics Standard 2 | 58.4 | 64.0 | 64.9 | 57.9 |
| Music 1 | 73.9 | 79.9 | 79.8 | 72.6 |
| Personal Development, Health and Physical Education | 66.2 | 68.8 | 69.9 | 67.2 |

Parent/caregiver, student, teacher satisfaction

Parent feedback was sought on a variety of issues in 2020.

With the onset of COVID the school appointed a COVID council that met fortnightly to discuss issues that were arising and to seek input from parents, students and staff about the impacts on wellbeing and teaching and learning.

A priority focus in 2020 was the Wellbeing Review. Parents and students were given the opportunity to give feedback on the school's current wellbeing practices and give input to the new policy. This and other data were used to develop the Wellbeing and Behaviour Policy which was implemented in 2021.

Feedback was gathered from students, teachers and parents through the Tell Them From Me (TTFM) survey, P & C Meetings, COVID Council meetings and year meetings.

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.