

# 2021 Annual Report

## Canterbury Public School

### CANTERBURY PUBLIC SCHOOL



*Participation, Equity & Excellence*

# Introduction

The Annual Report for 2021 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 Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

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## School vision

Canterbury Public School's vision is to work in partnership with the school community to:

- \* challenge, inspire and support every child to reach their potential and embrace learning as an active and creative life-long pursuit;
- \* equip students with the skills, values, understandings and efficacy to have choice and opportunity in future education, employment and life and be happy and successful in an ever- changing and complex world;
- \* nurture confident, informed and community-minded citizens with a strong sense of identity, belonging and social responsibility in an inclusive environment.

## School context

Canterbury Public School is a NSW government school established in 1879 catering for students from Kindergarten to Year 6. It is situated on a large site in Sydney's inner west district, with abundant space for children to play and learn.

Canterbury proudly serves a diverse, highly engaged and supportive community. There are 42 home languages in the Canterbury community, the dominant language being Mongolian. Other dominant languages include Vietnamese, Mandarin and Greek. The school's current enrolment of 390 students consists of 16 mainstream classes and five support unit classes for students with a moderate intellectual disability and for students on the autism spectrum.

Enrolments have increased rapidly since 2015 after residential development grew in the catchment. Development has stabilised and the school is growing steadily as fewer students leave in Year 6 than enrol in Kindergarten. The school is maintaining an Aboriginal enrolment of approximately 4%.

Our school strives for participation, equity and excellence, equipping students with the academic, social, emotional, cultural and physical skills and understandings necessary to thrive in future education, careers and life. The school prides itself on being small enough to know, value and care for every student, yet large enough to provide a full range of inclusive, quality learning and wellbeing programs.

Canterbury staff include highly experienced teachers and education leaders as well as early career teachers. Teachers work in partnership with families and the wider education community to ensure that learning is personalised, engaging and informed by student progress and research-based practice.

In addition to the core curriculum, Canterbury offers an array of extracurricular programs to support every child to be engaged at school, find like-minded friends, explore interests and hone talents. Authentic opportunities allow students to perform, compete and contribute as part of their participation in programs.

Strong partnerships with adjacent local high schools have contributed to highly effective transition programs, enhanced capabilities and collaboration of teachers and leaders, and the continuity of quality education from primary to high school.

Average NAPLAN scores over the past seven years indicate that equity gaps are closing for students from low socioeconomic (SES) backgrounds. The progress and achievement of Aboriginal students in NAPLAN Reading and Numeracy is equivalent to or greater than the progress and achievement of all students in the school.

The school needs to continue its practice in closing equity gaps as well as ensuring that all cultural and SES groups are represented in gifted and high performing students identification and education programs. Increasing enrolments mean increased staffing, requiring quality induction, ongoing training and resourcing in the school's strategic improvement priority areas. While community engagement is high, there needs to be continued focus on ensuring all cultural groups are represented and have a voice in school direction.

NAPLAN scores over time indicate that the school exceeds Statistically Similar School Group (SSSG) and state averages in NAPLAN Reading Year 3 and is closing the gap in NAPLAN Reading Year 5. The school is above state average and on par with SSSG in NAPLAN Numeracy Year 3 and is closing the gap in NAPLAN Numeracy Year 5. The school has significantly reduced the number of students at or below minimum standard in Reading (from 35% to 15%) and Numeracy (30% to 11%).

The school has achieved excellent growth across the cohort in NAPLAN Reading however high performing and high potential students' growth could be improved. The school is subsequently committed to implementing strategies to further support gifted and high potential students.

Limited growth is evident across the cohort from high support to high performing students in NAPLAN Numeracy which is why Numeracy is and will continue to be a whole school improvement focus.

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.

Evidence from Tell Them From Me data indicates students' engagement has increased in all nine measures, categorised as social, institutional and intellectual engagement. 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.

This plan has been developed after extensive whole school evaluation over the past two years and ongoing consultation with students, staff, parents and carers. Triangulated feedback has been collected through regular surveys, SRC and Student Leadership meetings, P&C meetings, community meetings (e.g. Aboriginal Education Community, Support Unit morning teas, Multicultural community breakfasts), presentations to community at Meet the Teacher night, Probetunity surveys, staff meetings, cyber suggestion box and the draft plan issued to every family for final consultation.

## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

To ensure student progress drives continuous improvement in teaching practices in Reading and Numeracy

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- English
- Mathematics

### Resources allocated to this strategic direction

**Literacy and numeracy:** \$11,000.00

**QTSS release:** \$85,882.39

**Socio-economic background:** \$35,905.14

**Professional learning:** \$30,000.00

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>System negotiated targets</b> <ul style="list-style-type: none"><li>• Increase and maintain the percentage of students achieving in the the top two bands of NAPLAN Reading from 55.4% in 2019 to at or above our <b>upper bound</b> target of 52.3%.</li></ul>	The school continues to exceed state and similar school results with 54% of students achieving in the top two bands in Reading in 2021.
<b>System negotiated targets</b> <ul style="list-style-type: none"><li>• Increase the percentage of students achieving in the the top two bands of NAPLAN Numeracy from 34.8% in 2019 towards our lower bound target of 39.8%. Uplift required is 3% in 2021.</li></ul>	NAPLAN data indicated strong growth and attainment in Maths. 38.6% of students achieved in the top 2 bands in Year 3, however only 31% of Year 5 students achieved in these bands, with a substantial number in the next 2 bands. Scout School Target Setting data includes exempt students (including 11 Year 5 students in the support unit) therefore the Scout target setting data of 34.7% is a very conservative and misleading figure.
<b>System negotiated targets</b> <ul style="list-style-type: none"><li>• Increase the percentage of students achieving expected growth in NAPLAN Reading from 62.96% in 2019 towards our lower bound target of 66.9%. Uplift required is 2%.</li></ul>	The school continues to exceed state and similar school results with 76.6% of students achieving at or beyond expected growth in Reading in 2021.
<b>System negotiated targets</b> <ul style="list-style-type: none"><li>• Increase the percentage of students achieving expected growth in NAPLAN Numeracy from 37.93% in 2019 towards our lower bound target of 66.8%. Uplift required is 10%.</li></ul>	56.82% of students still achieved at or above expected growth in numeracy compared to 37.93% in 2019 which is an 18.89 uplift. Year 5 2021 average scaled growth exceeds both the state and SSSG averages for the first time in NAPLAN's history. This is despite Scout School Target Setting data including 11 exempt Year 5 students in the Support Unit.
<b>School determined targets</b> <ul style="list-style-type: none"><li>• Consolidation: Teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their subject/stage.</li></ul>	100% teachers are proficient in their teaching of numeracy and literacy to meet the needs of students in their specialist area or stage.
<b>School determined targets</b> <ul style="list-style-type: none"><li>• Assessments are developed/sourced and used regularly across the whole</li></ul>	There has been a significant uptake in K-2 staff being familiar with and using existing assessment applications to monitor students' progress in phonics and phonemic awareness. 100% staff K-6 are using numeracy

school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.

assessment applications and tools to help promote consistent and comparable judgment of student learning and progress in order to reliably inform differentiated practices.

## Strategic Direction 2: Equity and excellence

### Purpose

To support every student to fulfil their potential through adaptive and differentiated teaching practices which address individual learning needs and ensure continuous growth for all students

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High Expectations for All Students

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$127,343.00

**Integration funding support:** \$309,069.00

**Aboriginal background:** \$14,276.47

**Literacy and numeracy intervention:** \$47,090.00

**English language proficiency:** \$106,032.00

**New Arrivals Program:** \$22,000.00

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>School determined targets</b> <ul style="list-style-type: none"><li>• Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. C-D-SG.</li></ul>	90% of all lessons in literacy and numeracy programs include quality differentiation (adjustments and accommodations) to meet high and low support students' needs.
<b>School determined targets</b> <ul style="list-style-type: none"><li>• The school has identified what growth is expected for each targeted student. SPM -SG - E.</li></ul>	100% students were set personalised growth goals, established, monitored and evaluated by the student, their teacher and parents and carers.
<b>School determined targets</b> <ul style="list-style-type: none"><li>• Establish the baseline of attainment for targeted students.</li></ul>	Growth Goals were established for 100% students, therefore establishing a baseline of attainment for each student. The next step is aligning NAPLAN and check-in baselines.
<b>School determined targets</b> <ul style="list-style-type: none"><li>• Identify high potential students and establish the baseline of attainment for these students (PLAN2, check-ins, NAPLAN).</li></ul>	High potential students have been identified and their progress in external assessments is monitored.
<ul style="list-style-type: none"><li>• Establish the baseline of high potential students accessing and experiencing success in an increased number of talent development programs in the intellectual, physical, creative and social/emotional domains.</li></ul>	90% of identified high potential students are engaged in one or more extracurricular talent development programs facilitated weekly by the school.



### Strategic Direction 3: Engagement and connection

#### Purpose

To maximise student investment in their education and sense of belonging at school

#### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Engagement
- Connection

#### Resources allocated to this strategic direction

#### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>System negotiated targets</b> <ul style="list-style-type: none"><li>• Increase the percentage of students attending school at greater than 90% of the time from 2019 towards our lower bound target 85.4%. Uplift is 3% in 2021.</li></ul>	83.34% of students attended school at greater than 90% of the time in the first semester of 2021 (second semester is not part of the target measurement due to lockdown). This is on track towards the 2022 goal of 85.4%.
<b>System negotiated targets</b> <ul style="list-style-type: none"><li>• Increase the percentage of students expressing a positive sense of wellbeing from our baseline of 82.9% towards our lower bound target of 87.4%. Uplift is 3% in 2021.</li></ul>	The 2021 was not achieved.
<b>School determined targets</b> <ul style="list-style-type: none"><li>• The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.</li></ul>	The Tell Them From Me suite of surveys as well as locally designed data collection tools were used in 2021 to monitor and refine a whole school approach to wellbeing and engagement.
<b>School determined targets</b> <ul style="list-style-type: none"><li>• Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning.</li><li>• Teachers provide explicit, specific and timely formative feedback related to defined success criteria.</li></ul>	This was not measured in 2021 due to the extended Learning from Home period.
<b>School determined targets</b> <ul style="list-style-type: none"><li>• The percentage of students with scores that placed them in the desirable quadrant with high skills and high challenge from 2020 at 35% towards NSW State Norms (53%). Uplift equals 5% in 2021.</li></ul>	There was an uplift of 2% in 2021 to 37%. The percentage of students who lacked confidence in their skills and did not feel they were challenged dropped to 5%.
<b>School determined targets</b>	The percentage of students who are interested and motivated in their

<ul style="list-style-type: none"> <li>• The percentage of students who are interested and motivated in their learning increases from 2020 69% towards NSW State Norms (78%). Uplift is 5% in 2021.</li> </ul>	<p>learning was 64%.</p>
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Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$22,000.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Canterbury Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Expectations for All Students</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The school had two students who received funding and support under the Newly Arrived Program. Both students were in kindergarten and received in class support. One student returned to their home country during Term 2. The other student made excellent gains in acquiring foundational English language.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Classroom teachers and EAL/D specialist teachers will continue to monitor the progress of NAP students and adjust support according to need.</p>
<p>Integration funding support</p> <p>\$309,069.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Canterbury Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Expectations for All Students</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLaSPs)</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> <li>• consultation with external providers for the implementation of strategies to support individual student needs in the mainstream classroom.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> 16 students with disabilities that risk impacting their rate of learning progress receiving the support they need to access stage appropriate curriculum. This was achieved through regular additional staff support in the classroom at key learning times, social skills support in the playground, productive partnerships between students, parents and carers, teachers and external providers including Department of Education Student Services personnel and allied health professionals. PLaSPs were developed and reviewed in collaboration and the Learning Support Team supported the classroom teacher and assistant principal to support and monitor the progress of their students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Building in further opportunities for PLaSPs to be regularly reviewed in partnership with each child's team. Positive Partnerships training for the Learning and Support Team coordinator.</p>

<p>Socio-economic background</p> <p>\$35,905.14</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Canterbury Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Mathematics</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through the Mathematics initiative to support student learning through quality teaching practice and differentiation.</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items.</li> <li>• additional staffing to implement the Mathematics initiative to support teachers K-6 to identify and cater for students with additional needs.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Strong growth in mathematics outcomes and the further closing of equity gaps as seen in students' academic results.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Closer monitoring of individual students from lower socio-economic backgrounds to ensure they continue to progress at or above cohort expectations.</p>
<p>Aboriginal background</p> <p>\$14,276.47</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Canterbury Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Expectations for All Students</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• employment of specialist additional staff (LaST) to support Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• engaging the Department's Aboriginal Education Team to facilitate professional development in Aboriginal Histories and Cultures.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Tailored additional support for every Aboriginal student in the school to work towards their Personalised Learning Pathway goals. 100% Aboriginal families working in partnership with their child's teacher to meet or exceed targeted learning outcomes. Increased staff knowledge and understanding of Aboriginal cultures and histories. Increased integration of Aboriginal perspectives in all K-6 programs across all key learning areas. Increased non-Indigenous students' understanding of Aboriginal histories and cultures. High levels of engagement in the Koori Kids program which is led by Aboriginal school community members and non-Indigenous teaching staff in</p>

<p>Aboriginal background</p> <p>\$14,276.47</p>	<p>consultation with the school's Aboriginal families.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Continuation of daily intensive literacy intervention for Aboriginal students who need it.  Continuation of weekly Deadly Learning Program lessons (1:1 or 1:2 teacher-student ratio).  Continuation of weekly Koori Kids Program with community consultation.  Additional staff development in the development and review of Personalised Learning Pathways.</p>
<p>English language proficiency</p> <p>\$106,032.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Canterbury Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Expectations for All Students</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• provide EAL/D Progression levelling PL to staff</li> <li>• engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  80 students were assessed as needing additional help with English proficiency. Nine students were assessed as having limited or at the Beginning stages English, 31 students were assessed at the Emerging stage of English, 24 students were assessed at the Developing stage of English and 16 students were assessed at the Consolidating stage of English proficiency. In mainstream classes, students were supported with their English development through the use of an EAL/D Teacher. Students at the Beginning and Emerging stages received withdrawal and in-class support as well as program adjustments. Students at Developing and Consolidating received in class support from the EAL/D Teacher as well as program adjustments.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  We now need to refine and embed internal tracking and monitoring systems from K-6 to ensure teachers closely track student growth and attainment beyond the EAL/D team.</p>
<p>Low level adjustment for disability</p> <p>\$127,343.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Canterbury Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Expectations for All Students</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• targeted students are provided with an evidence-based intervention (Multilit) to increase learning outcomes</li> <li>• employment of a specialist teacher to provide daily small group literacy intervention to targeted students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p>

<p>Low level adjustment for disability</p> <p>\$127,343.00</p>	<p>Please see Strategic Direction 2 annual reflection.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Please see Strategic Direction 2 annual reflection.</p>
<p>Literacy and numeracy</p> <p>\$11,000.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Canterbury Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Mathematics</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• resources to support the quality teaching of literacy and numeracy</li> <li>• targeted professional learning to improve literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Please see Strategic Direction 1 annual reflection.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Please see Strategic Direction 1 annual reflection.</p>
<p>QTSS release</p> <p>\$85,882.39</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Canterbury Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Mathematics</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Please see Strategic Direction 1 annual reflection.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Please see Strategic Direction 1 annual reflection.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,090.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Canterbury Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Expectations for All Students</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional LaST to address the identified needs for students who require additional support in literacy</li> <li>• employment of an instructional leader to address literacy and numeracy learning needs and build the whole teacher staff's capacity to deliver</li> </ul>

<p>Literacy and numeracy intervention</p> <p>\$47,090.00</p>	<p>differentiated literacy and numeracy programs for students</p> <p><b>The allocation of this funding has resulted in:</b> Please see Strategic Direction 1 annual reflection.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Please see Strategic Direction 1 annual reflection.</p>
<p>COVID ILSP</p> <p>\$101,283.14</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers to deliver small group tuition</li> <li>• employing staff to provide online tuition to student groups in literacy during learning from home</li> <li>• employing teaching staff to support the administration of the program</li> <li>• development of resources and planning of small group tuition</li> <li>• releasing staff to participate in professional learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Data from the Phonics Diagnostic Assessment in Term 1 and Term 4 demonstrated an improvement in attainment and growth for students in years 1 and 2. In Term 1, 35% of students assessed were 'sometimes' observed achieving PKW3 (blends phonemes of taught graphemes to decode VC (at) and CVC (bat) words and applies this knowledge when reading decodable texts) and PKW4 (says the most common phoneme for all single-letter graphemes). In Term 4, this rose to 88% of students. The achievement of sometimes demonstrating PKW8 (reads multisyllabic words, including those with prefixes and suffixes, and applies when reading continuous texts (in-, ex-, dis-, -ful, -able, -ly) increased from 27% to 54% in the same period, helping to close the gaps between students accessing this program and their Stage 1 peers. Students ability to sometimes segment and represent CCVC and CVCC words containing consonant digraphs and consonant blends (sh-o-p, b-e-s-t) (PKW5) also improved from 35% to 77%. Finally, 50% were able to 'always' demonstrate PhA4 (identifies the number of phonemes that make up a spoken, one-syllable word comprised of less than five phonemes) in Term 4, week 4, an increase of 19% from Term 1.</p> <p>Analysis of reading levels in Years 3 to 6 shows that from Term 1 to Term 4, 90% of students engaged in ILIP experienced positive growth. Further to this, 58% of students made progress while accessing ILIP remotely (via Zoom) while Learning from Home during Term 3. 76% of students on the program are at or within 4 levels of their expected reading level showing good levels of attainment and the closing of equity gaps for these students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To ensure we can monitor students' growth and attainment efficiently, we must ensure we capture consistent data throughout the year (e.g. using the Phonics Diagnostic Assessment, running records). Further to this, we need to establish a clear schedule for assessment and school wide benchmarks for attainment and growth, as well as how data is used to inform which supports are appropriate moving forward.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	187	191	209	194
Girls	180	178	178	175

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	94	95.8	93.5	94.4
1	94.6	94.1	95.5	94.3
2	95.5	94.3	93	95
3	95.4	95	91.2	92.3
4	93.3	95.7	94.2	91.6
5	91.6	91.6	94.3	93.2
6	92.7	93.1	93.5	94.4
All Years	94.1	94.4	93.7	93.7
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

### Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.



Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Management of non-attendance

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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)	4
Classroom Teacher(s)	17.52
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
Teacher ESL	0.4
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	311,787
<b>Revenue</b>	5,216,100
Appropriation	5,037,723
Sale of Goods and Services	6,807
Grants and contributions	167,970
Investment income	531
Other revenue	3,069
<b>Expenses</b>	-5,287,280
Employee related	-4,933,756
Operating expenses	-353,524
<b>Surplus / deficit for the year</b>	-71,180
<b>Closing Balance</b>	240,607

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

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	270,297
<b>Equity Total</b>	283,556
Equity - Aboriginal	14,276
Equity - Socio-economic	35,905
Equity - Language	106,032
Equity - Disability	127,343
<b>Base Total</b>	3,621,470
Base - Per Capita	102,610
Base - Location	0
Base - Other	3,518,860
<b>Other Total</b>	406,162
<b>Grand Total</b>	4,581,485

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Due to extended Learning from Home, Tell Them From Me data was not administered in Semester 2. The school however received overwhelmingly positive feedback from parents about Canterbury Public School's Learning from Home strategy (live lessons all day, daily wellbeing check-ins, and the continuity of small group intervention programs). Student engagement was also high and attendance online exceeded 95% every day. The school was also recognised by the Department of Education in the 2021 Network Awards.

"Thank you so much for all your amazing lessons this week. \*\*\*\*\* has been enjoying learning how to use the computer and getting the hang of Zoom and breakout rooms. The kids have come a long way with technology in just under two weeks thanks to all your help. \*\*\*\*\* made a thank you sign for you all this afternoon. He enjoyed the PE session. I told him it was compulsory as I knew he needed the exercise!"

"After chatting with a selection of friends with children in home schooling at different schools across the inner west, I would like to congratulate you on the best online program of the lot by far. I really didn't think it was possible for Stage 1 kids to be self directed in their online learning but this Zoom teacher connection is really working. \*\*\*\*\* is currently doing musical statues and is engaged stamping about the lounge room. He asks for a little help with technology but very little. Anyway I would like to thank you all for obviously being a fantastically functioning team of teachers and all the work you are doing for our children. I certainly know it is no easy feat what you are doing. Thank you."

"Just a quick note to say what a cracking job you guys are doing. It must be intense and the tech issues must be really frustrating, but you're dealing with them with grace and patience. I have two completely engrossed children who are enjoying remote learning as much as can be expected from two kids who adore being at school with their mates."

"Dear Tracy, teachers and the admin team, I just wanted to say a quick thank you for all of your hard work in preparing and delivering home schooling this week. Yesterday was amazing - the day flowed seamlessly, and they were both engaged in their learning. Both girls talked about how much fun it was. Yesterday wouldn't have been so smooth without your hard work over the last few weeks. Thank you for your effort, for being passionate about your work and for the dedication you bring to supporting and educating our children. I want you to know that you are greatly appreciated."

"We really appreciate all of you are doing and thanks for the clear communication. Thinking of you all often."

"You guys are awesome! Thank you for all your effort, planning and support."

"Thank you to the Canterbury Public School team. You are all incredible and our family can not thank you enough for your great communication and structures. Words can't express how appreciative we are. Kind regards and a million thanks to everyone there. Keep safe during these hard times."

# Policy requirements

## Aboriginal Education Policy

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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

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All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.