

2021 Annual Report

Canterbury South Public School



CANTERBURY SOUTH PUBLIC SCHOOL

5109

Introduction

The Annual Report for 2021 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 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.

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School vision

At Canterbury South Public School our collective vision is to empower students to celebrate their uniqueness. We embrace high impact, innovative teaching and learning programs that nurture and guide each child to achieve their full potential. We value collaborative learning practices that build flexible and resilient learners who are prepared for a continually changing world.

School context

Canterbury South Public School is located on Bidiagal land of the Eora people. The school was established in 1926 and has an enrolment of 255 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 who speak English as an additional language or dialect. There are currently 36 different language backgrounds with **Greek, Arabic and Vietnamese backgrounds being the largest groups.**

Canterbury South Public School is undergoing a major upgrade which will include new and improved education facilities to support the school community. The benefits include new classrooms to cater for increased enrolments and an upgrade of core facilities.

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

- Unlock and fulfil their learning potential
- Be equipped with contemporary skills for cognitive flexibility and adaptation
- Achieve year on year growth in their learning
- Engage in wellbeing programs that guide and nurture resilience
- Experience high impact innovative teaching and learning
- Reflect on their personalised learning goals
- Partner with their teachers, families and the community to support their educational engagement.

Through rigorous assessment, our school has identified the need for improvement in the following areas:

Data Driven Literacy Practices

Quality Numeracy Practices

Co-Teaching Environments

High Expectation Teaching Strategies

Expertise in Innovation and

Creating a whole school culture that is strongly focused on wellbeing and self-regulation.

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	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Excelling
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: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy we will develop and sustain whole school processes for collecting and analysing data to further develop and refine data driven teaching practices that are responsive to the learning needs of 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.

- Data driven Literacy practices
- Quality Numeracy practices

Resources allocated to this strategic direction

Low level adjustment for disability: \$25,000.00

Professional learning: \$8,600.00

Literacy and numeracy: \$6,150.00

Summary of progress

Item analysis of 2020 NAPLAN Numeracy data suggested a need for school wide improvement in teaching fractions, decimals and percentages. Co teaching practices within stage teams and timely analysis of student progress using PLAN 2 descriptors enabled process quality and demonstrated positive impact and improvement. Evaluation and planning for a new Mathematics scope and sequence took place and is due to begin implementation in 2022 providing teachers the opportunity to build conceptual understanding over various stages in the year to match the learning needs of students in their class. Professional learning opportunities planned for 2021 included the successful implementation for Quality Teaching rounds for stage 2 teachers. Advice was sought for NSW Numeracy Team to drive whole school improvement in 2022. In 2022, we will engage in professional learning that deepens teacher syllabus knowledge and understanding of high impact strategies that directly target explicit teaching in Mathematics. Explicit whole school practices need to be embedded to support teachers to regularly gather, analyse and triangulate classroom data. Assistant Principal Curriculum and Instruction will support teachers to investigate and evaluate a wider range of data sources to develop plans and strategies for improvement.

Analysis of 2020 NAPLAN Data suggested a need for schoolwide improvement in teaching inferential reading comprehension. Co-teaching practices, lessons studies and literacy professional learning sessions were implemented to support teacher improvement in understanding high impact strategies to improve this area of reading. The literacy team embedded formative reflective assessment strategies using the Literacy Progressions and PLAN2 to create a whole school data to monitor and analyse student progress and achievement. In 2021 45.9% of students achieved in the top 2 bands of NAPLAN Reading. Although there has a slight 0.05% up from base line and we have reached our target of 45.9% our 2024 lower bound target is 52.9%. This is a -7.0% variance to the target with a further 6 students required to reach the negotiated target by 2024. This correlates to the formative assessment data from our reading bump it up wall and reading data wall where 90% of students achieved at least one level of progress along the National Literacy Progressions. In 2021 59.0% of Year 5 students achieved at or above expected growth in NAPLAN Reading. This is 8.89% above the system negotiated target baseline of 50.11%.

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
Increase the percentage of students achieving in the top 2 bands of NAPLAN reading to be above the system negotiated target baseline of 45.9%.	In 2021 45.9% of students achieved in the top 2 bands of NAPLAN Reading. Although there has a slight increase of 0.05% up from the baseline and we have reached our target of 45.9% our 2024 lower bound target is 52.9%. This is a -7.0% variance to the target with a further 6 students required to reach the negotiated target by 2024. This correlates to the formative assessment data from our reading bump it up wall and reading data wall where 90% of students achieved at least one level of progress along the National Literacy Progressions.

Increase the percentage of students achieving in the top 2 bands of NAPLAN numeracy to be above the system negotiated target baseline of 34.4%.	In 2021 24.7% of students achieved in the top 2 bands of NAPLAN Numeracy. This is a -17.1% variance to the target with a further 13 students required to reach the negotiated target.
Increase the percentage of students achieving expected growth in NAPLAN reading to be above the system negotiated target baseline of 50.11%.	In 2021 59.0% of Year 5 students achieved at or above expected growth in NAPLAN Reading. This is 8.89% above the system negotiated target baseline of 50.11%.
Increase the percentage of students achieving expected growth in NAPLAN numeracy to be above the system negotiated target baseline of 62.43%	In 2021 58.8% of students achieved expected growth in NAPLAN Numeracy. This is a -1.06% variance to the target.
The element of Data Skills and Use in the Teaching Domain is validated at Sustaining and Growing.	<p>All teachers contribute to gathering and analysing data using PLAN2 descriptors, PAT data, Check In Assessment data and NAPLAN data in Literacy and Numeracy. (SEF 2.2.2- Data Skills and Use)</p> <p>The leaders comprehensively analysed student progress and achievement data for insights into student learning and discusses results within stage teams. (SEF 2.2.2- Data Skills and Use)</p>
The element of Assessment in the Learning Domain is validated at Sustaining and Growing.	<p>Systematic and reliable assessment information such as Data Walls to evaluate student learning over time and implements change in teaching that lead to measurable improvement. (SEF 1.4.4- Assessment)</p> <p>Case management meetings in Literacy and Numeracy support teachers' consistent, evidence-based judgement and moderation of assessments. (SEF 1.4.4- Assessment)</p>

Strategic Direction 2: High Impact Teaching

Purpose

In contemporary learning environments, high impact teachers collaborate with knowledgeable others to develop quality differentiated learning experiences.

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.

- Co-teaching environments
- High expectation teaching strategies

Resources allocated to this strategic direction

Literacy and numeracy: \$3,000.00
English language proficiency: \$17,500.00
Professional learning: \$6,000.00
Low level adjustment for disability: \$100.00

Summary of progress

In 2021 explicit systems were embedded to facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. The creation of permanent innovative and collaborative learning spaces insured the success of co-teaching pedagogy. Executive staff devised a systematic and formal approach to ongoing collaboration and reflection during weekly stage meetings. All teachers engaged in differentiated professional learning according to their PDP goals. All teachers engaged in evaluating their practice aligned to the Co-teaching Handbook to gain a deeper understanding and start to implement strategies from the handbook to further develop skills in co-teaching practice. Next year, teachers will continue to deepen their knowledge of collaborative teaching practices (including Learning Walks, QTR Lesson Study, Co-teaching) using a systematic whole school approach in a co-teaching environment accessible to all staff.

This year, all teachers reflected on the WWB document and the Australian Teaching Standards to establish PDP goals. All teachers used SMART format to write meaningful goals. Updated school-wide systems to review and refine PDP goals twice a term in weekly stage meetings. The executive attended a two-day leadership workshop in growth coaching. This has now been embedded in stage goal-setting discussions. Next year, a whole school tracking document for mapping staff goals against the Australian Teaching Standards will be implemented to deliver differentiated professional learning across the whole school.

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
Staff have a basic understanding of and are beginning to use collaborative strategies for teaching and learning. (WWB p.34)	Teachers improved collaborative practice through reflections, lesson observations and learning from each other, particularly through the lesson study in reading. Explicit systems of co-teaching have been embedded in teacher practice and include collaborative planning and weekly stage evaluations. This evidence demonstrates staff have achieved a basic understanding of collaborative strategies for teaching and learning.
Middle leaders have developed an understanding of mentoring and coaching practices so that teachers can achieve their goals.	Higher quality PDP goals that connected with the Australian Teaching Standards and the What Works Best document were our ideal outcome. We had hoped that all staff would consistently be engaging with the What Works Best document and reflecting on their practice throughout the year. Continuous and authentic reflection and effective teaching is evident and we have developed an understanding of mentoring and coaching practices in middle leaders.
The theme of Coaching and	Formal mentoring and coaching methods to improve teaching are evident in

<p>Mentoring in the element of Learning and Development is validated at Sustaining and Growing.</p>	<p>all classrooms. The development of 100% of middle leaders and leaders included formal training in Growth Coaching and mentoring.</p>
<p>The element of Effective Classroom Practice in the Domain of Teaching is validated at Sustaining and Growing.</p>	<p>All teachers engaged in high impact teaching practice through collaborative planning and programming, data evaluation and implementation of evidence based lessons. Most teachers regularly demonstrate expert explicit teaching techniques such as questioning and assessing to identify student learning needs.</p>

Strategic Direction 3: Empowered Students

Purpose

To create a whole school culture that is strongly focused on wellbeing and self-regulation. Through communication, collaboration, critical thinking and creativity students will take ownership of their learning and develop skills that will allow them to make sense of their world.

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.

- Expertise and Innovation
- Every student, every class, every day

Resources allocated to this strategic direction

Low level adjustment for disability: \$5,300.00

Professional learning: \$2,824.00

Socio-economic background: \$328.00

Summary of progress

In 2021 team of expert teachers was established to improve the use of and expertly integrate technology in the school. The milestone team developed school-wide systems including a scope and sequence and an integrated unit delivered by an expert teacher. In response to the findings of a student opinion survey in 2020 and a school-wide audit of available technology, areas of need were identified. Technology was purchased by the school to provide students with access at a ratio of 2:1 to ensure teaching and learning practices in the new school environment are equipped with contemporary and emerging technology and resources.

Staff created new attendance monitoring processes where each stage would discuss, reflect and follow up on attendance concerns weekly. A school-wide approach to improving attendance was established through the use of an interactive attendance monitoring display accessible to all. The team analysed TTFM survey data from Term 1 to identify areas of concern within the wellbeing sphere. As a result, measures were put in place to improve student wellbeing achievement. This included whole class learning goals for all KLAs that were shared with community.

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
TTFM Wellbeing data (advocacy, belonging, expectations) increases to be between the lower (92.5%) and upper (97.5%) bound system-negotiated targets.	<p>The positive changes that were evident were that students took ownership for their learning. TTFM data was analysed and it provided staff with some clarity on student welfare issues that were previously not identified.</p> <p>The changes have occurred to some extent, however, they were impacted by COVID-19 home learning. This was evident through student goals being implemented by all stages and regular communication with parents to discuss poor attendance.</p> <p>Leaders to continue to analyse the TTFM Wellbeing Data to promote and support students to feel a sense of belonging at school and therefore increase attendance above the system-negotiated target baseline.</p>
Increase the percentage of students attending > 90% of the time to be above the system-negotiated target baseline of 82.3%.	Teachers discussed student attendance during stage meetings and then followed up on students who had poor attendance in an effort to increase attendance. The learning from home period had a significant impact on student attendance and monitoring. This made it difficult to assess whole school attendance and more difficult to achieve our system-negotiated baseline of 82.3%. We have a negative variance of 3.8% from our baseline.

<p>The element of Learning Culture in the Domain of Learning is validated at Sustaining and Growing.</p>	<p>Before all changes and obstacles, we expected to see a genuine change in teacher pedagogy as classroom technology would have been embedded in teaching and learning programs. Teachers would have expertise in new digital technologies and awareness in how to implement them in the classroom. Consequently, students would also have improved digital literacy skills and outcomes. The auditing of physical technologies is evidence that we are on our way to implementing these changes completely. The surveying of staff and student capabilities is also an indication of this.</p>
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$70,906.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Canterbury South Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: Students with integration funding were supported to engage in teaching and learning activities through high-impact differentiated teaching and learning programs. This was possible through the funding used for SLSO where students had one-on-one support. The students were able to make progress and achievement in literacy, numeracy and wellbeing.</p> <p>After evaluation, the next steps to support our students with this funding will be: Used to support students with additional needs to reach student learning and well being goals.</p>
<p>Socio-economic background</p> <p>\$23,982.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Canterbury South Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Expertise and Innovation • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support program implementation • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in: Smaller class sizes and an extra class. This has ensured teachers have more time to dedicate to individual student learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to support student learning through allocation of human resources.</p>
<p>Aboriginal background</p> <p>\$11,206.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Canterbury South 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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Aboriginal background</p> <p>\$11,206.00</p>	<ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • purchase of school resources to support students • supporting ongoing Koori Club initiatives <p>The allocation of this funding has resulted in: Our 11 Indigenous students have been supported through PLP goals differentiated teaching strategies and wellbeing programs such as Koori club. The initiatives have increased school engagement which is evidenced through higher school attendance and activity participation.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to support our Indigenous students through additional support in the classroom and continue wellbeing programs to improve engagement.</p>
<p>English language proficiency</p> <p>\$39,923.60</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Canterbury South Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Co-teaching environments • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • employment of additional staff to support delivery of targeted initiatives • provision of additional resources for new innovative learning environments <p>The allocation of this funding has resulted in: Co-teacher programs being reviewed continuously according to PLAN2 descriptors and syllabus outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: To ensure teachers will have an understanding of how the EAL/D progressions support English language proficiency.</p>
<p>Low level adjustment for disability</p> <p>\$115,247.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Canterbury South Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Co-teaching environments • Expertise and Innovation • Every student, every class, every day • Data driven Literacy practices • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • purchase of targeted resources for innovative learning environments • allocation of funding to staff for executive relief • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted professional learning to upskill staff in co-teaching practices • wellbeing resources targeted to student needs <p>The allocation of this funding has resulted in: Improved student-to-teacher ratios and development of targeted programs for students with identified learning needs. Teachers improved their</p>

<p>Low level adjustment for disability</p> <p>\$115,247.00</p>	<p>understanding and practice of the co-teaching pedagogy. Students are proficient in their use of different technologies.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to allocate resources to improving teacher's co-teaching practice and students' expertise and innovation. Targeted programs will continue to be delivered in withdrawal and in-class settings to improve student outcomes.</p>
<p>Professional learning</p> <p>\$17,424.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Canterbury South Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data driven Literacy practices • Quality Numeracy practices • Co-teaching environments • Expertise and Innovation • Every student, every class, every day <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted professional learning • teacher release for co-teaching reflection <p>The allocation of this funding has resulted in: Improvement in teacher's literacy and numeracy instruction. Embedded collaborative teaching practices to improve lesson quality.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to improve teacher practice based on identified PDP goals.</p>
<p>Literacy and numeracy</p> <p>\$9,150.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Canterbury South Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Numeracy practices • Co-teaching environments <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in: Teachers being able to attend professional learning to support their PDP goals and purchase resources to support their teaching practices and student learning in the classroom.</p> <p>After evaluation, the next steps to support our students with this funding will be: To support the teaching and learning of literacy and numeracy.</p>
<p>QTSS release</p> <p>\$50,901.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Canterbury South Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>QTSS release</p> <p>\$50,901.00</p>	<ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • assistant principals provided with additional release time to support classroom programs • implementation of instructional rounds to strengthen quality teaching practices • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: Teachers improving practice through reflections, lesson observations and learning from each other.</p> <p>After evaluation, the next steps to support our students with this funding will be: To ensure teachers continue to reflect on their teaching and student data. This will regularly identify areas for observation and feedback in order to support the achievement of their short term personal goals and improve student literacy and numeracy achievements.</p>
<p>Literacy and numeracy intervention</p> <p>\$35,317.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Canterbury South Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Used to maintain class teacher allocation <p>The allocation of this funding has resulted in: Smaller class sizes to support teaching and learning of literacy and numeracy</p> <p>After evaluation, the next steps to support our students with this funding will be: To support teaching and learning of literacy and numeracy.</p>
<p>COVID ILSP</p> <p>\$95,383.15</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy - [reading] • leading/providing professional learning for COVID educators <p>The allocation of this funding has resulted in: Improved reading ability according to benchmark reading levels, improved vocabulary score and improvement in learning sight words as part of the</p>

<p>COVID ILSP</p> <p>\$95,383.15</p>	<p>Open Learning Sight Word Program. Support teachers having administered the WARN and WARL assessment to identified students and preparing targeted intervention for at-risk students.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To ensure Support teachers engage in intensive professional learning in MiniLit Sage strategy to ensure that 2022's COVID ILSP reading program is closely aligned to our school's synthetic phonics scope and sequence and provides a support to students in Year 1 and 2.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	147	140	133	126
Girls	140	147	125	117

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.6	92.2	89	93.6
1	95	91.6	88.7	93.9
2	92.6	94.4	91.3	92.7
3	94.1	92.1	92.7	91.6
4	95.1	93.6	88.5	94.8
5	92.2	94.9	92	92.4
6	94.2	91	93.8	93.6
All Years	94	92.8	90.9	93.3
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

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)	8.27
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	2.42

*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 ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	681,274
Revenue	2,676,043
Appropriation	2,559,062
Sale of Goods and Services	17,627
Grants and contributions	98,264
Investment income	691
Other revenue	400
Expenses	-2,465,370
Employee related	-2,230,340
Operating expenses	-235,031
Surplus / deficit for the year	210,673
Closing Balance	891,947

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.

	2021 SBAR Adjustments (\$)
Targeted Total	41,630
Equity Total	227,194
Equity - Aboriginal	11,206
Equity - Socio-economic	23,983
Equity - Language	71,833
Equity - Disability	120,172
Base Total	1,950,624
Base - Per Capita	63,601
Base - Location	0
Base - Other	1,887,023
Other Total	149,624
Grand Total	2,369,072

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.

READING

Our school continues to progress towards our improvement measure by increasing the percentage of students achieving expected growth and achieving in the top two bands of NAPLAN Reading. In 2021 59.0% of Year 5 students achieved at or above expected growth in NAPLAN Reading and 45.9% of students achieved in the top 2 bands.

Identified areas of strength:

- Drawing on a range of skills and strategies to fluently read and comprehend texts
- Identifying and considering viewpoints presented within texts
- Thinking imaginatively and creatively when interpreting a text.

Areas for growth and improvement overall include:

- Interpreting language forms and features
- Applying basic grammatical features, punctuation and vocabulary.

NUMERACY

Our school continues to progress towards our improvement measure by increasing the percentage of students achieving expected growth and achieving in the top two bands of NAPLAN Numeracy. In 2021, 58.8% of students achieved expected growth in NAPLAN Numeracy and 24.7% of students achieved in the top 2 bands.

Identified areas of strength:

- Applying additive strategies
- Position and interpreting maps
- Geometric reasoning

Areas for growth and improvement overall include:

- Interpreting measurement scenarios and problems
- Comparing, ordering and converting fractions, decimals and percentages.

Parent/caregiver, student, teacher satisfaction

Students and teachers were invited to participate in the Tell Them From Me survey during 2021. The survey was completed by 114 students in Years 4, 5 and 6. The survey showed students at Canterbury South Public School, when compared to NSW Govt Norms, believe that explicit teaching practices and feedback, positive learning climate and teacher expectations for success were drivers for successful student outcomes and a positive school climate.

Key findings from the survey include:

Students

School Mean of 8.3 for Explicit Teaching Practices and Feedback

School Mean of 7.6 for Positive Learning Climate

School Mean of 9.2 for Expectations for Success

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 8.7

Collaboration 8.8

Learning Culture 8.6

Data Informed Practice 8.5

Teaching Strategies 8.4

Technology 7.7

Inclusive School 8.5

Our parent community was invited to participate in a school created survey during the Covid Learning From Home period.

Parents

My child had an area at home where they can focus on schoolwork. 88%

My child had access to a computer or tablet at home to do their schoolwork. 97%

My child had access to an internet connection that is fast enough to stream videos. 95%

My child, on the whole, was willing to engage in the home learning. 79%

During lockdown, my child was able to complete all the work set in the time given. 71%

I found the home learning platform (Seesaw / Zoom) easy to navigate. 79%

My child received enough responses from the teacher. 76%

My child knew what was expected of them. 78%

On the whole, my child received the right amount of work. 63%

On the whole, the level of work was about right for my child. 65%

My child coped well with the amount of work set. 62%

We felt confident in supporting our child with their home learning. 61%

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 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

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.