

# 2022 Annual Report

## Canterbury Public School

### CANTERBURY PUBLIC SCHOOL



*Participation, Equity & Excellence*

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# Introduction

The Annual Report for 2022 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	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
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	Delivering
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

**AP Curriculum & Instruction:** \$120,456.80

**QTSS release:** \$89,408.54

**Professional learning:** \$32,241.70

### Summary of progress

Please refer to the Strategic Direction 1 annual reflection for a summary of progress.

### 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 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%.	The school continues to exceed state and similar school results with 55.67% of students achieving in the top two bands in Reading in 2022. The school continues to exceed our upper bound target of 52.3% by 3.37%.
• Increase the percentage of students achieving in the the top two bands of NAPLAN Numeracy from 34.8% in 2019 to at or above our lower bound target of 39.8%. Uplift required is 5%.	NAPLAN data indicates continued strong growth in Numeracy results. 41.76% of students achieved the top two bands, exceeding the lower bound target of 39.8%. This is a 6.96% increase on the previous year's results.
• Increase the percentage of students achieving expected growth in NAPLAN Reading from 64.96% in 2021 towards our lower bound target of 66.9%. Uplift required is 2%.* *There will be no expected growth data in 2022 as there was no NAPLAN in 2020.	There is no expected growth data in 2022 as there was no NAPLAN in 2020. This means that Year 5 students who completed NAPLAN in 2022 do not have Year 3 NAPLAN results in order for the growth to be measured.
• Increase the percentage of students achieving expected growth in NAPLAN Numeracy from 47.93% in 2021 towards our lower bound target of 66.8%. Uplift required is 10%.* *There will be no expected growth data in 2022 as there was no NAPLAN in 2020.	There is no expected growth data in 2022 as there was no NAPLAN in 2020. This means that Year 5 students who completed NAPLAN in 2022 do not have Year 3 NAPLAN results in order for the growth to be measured.
• Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching	A schoolwide focus on effective mathematics instruction and programming in 2022 has resulted in 100% of teams reviewing and discussing weekly the impacts of mathematics programs on student progress, as well as making

practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.	amendments to ongoing and future programs. Literacy programs display timely adjustments made in the form of registrations on an individual classroom teacher basis, however a more collaborative approach to evaluation and adjustments should be targeted moving forward.
<ul style="list-style-type: none"> <li>Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.</li> </ul>	100% of programs display clear assessment of and for learning through backwards mapping curriculum design. Programs contain direction of what students need to produce, how well they need to do it and what assessment is required to make reliable judgments on student achievement. Planned self-assessment opportunities were evident in 89% of English programs. Moving forward, more work can be done in Kindergarten and the Support Unit to build self-assessment opportunities into lessons.

## 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

**Socio-economic background:** \$35,268.36

**Aboriginal background:** \$12,738.33

**English language proficiency:** \$77,985.55

**Low level adjustment for disability:** \$131,645.45

**Integration funding support:** \$251,912.00

**New Arrivals Program:** \$44,382.00

### Summary of progress

Please refer to the Strategic Direction 2 annual reflection for a summary of progress.

### 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
<ul style="list-style-type: none"><li>• Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs. W-ILN-SG</li></ul>	<p>From a sample of teaching and learning programs across K-6 (mainstream and support unit classes), 100% of programs included well-developed and evidence-based approaches to incorporate the three aspects of the Quality Teaching Model (Intellectual Quality, Significance and Quality Learning Environment). All programs included backward mapping of content and skills from the syllabus, stepping stones for appropriate lesson development and formative assessment strategies (e.g. "Look Fors" per lesson).</p> <p>90% of all lessons in numeracy and literacy continue to provide quality differentiation (adjustments and accommodations) to meet individual student learning needs. Through teacher evaluations of each lesson, individual student learning needs are regularly monitored and reviewed.</p> <p>80% of teaching and learning programs sampled across K-6 also explicitly identified low support (high potential and gifted) and high support students for task and assessment adjustments.</p>
<ul style="list-style-type: none"><li>• Students are achieving higher than expected growth on internal school progress and achievement data. SPM - E -</li></ul>	<p>In 2021, Year 1 students completed a phonics screener. Students at risk of not meeting their stage related benchmarks were targeted in the Intensive Literacy Intervention Program (if not already in the program). In 2022, these students had an average increase of 45% in the same assessment showing substantial growth over one year.</p> <p>Tracking student growth with internal data is a goal for 2023.</p>
<ul style="list-style-type: none"><li>• Increase from the baseline the percentage of targeted students meeting their individual learning goals/stage benchmarks so that equity gaps are closing.</li></ul>	<p>100% of 51 targeted students (e.g. students with a diagnosed disability, Aboriginal students) had individual goals identified in 2022.. Data on the 7 Aboriginal students who attend the Deadly Learning Program demonstrated that 43% of students achieved their goals in Semester 1 which increased to 71.25% in semester 2. A further 28.75% of students partially achieved their</p>

<ul style="list-style-type: none"> <li>• Increase from the baseline the percentage of targeted students meeting their individual learning goals/stage benchmarks so that equity gaps are closing.</li> </ul>	<p>PLP goals in Semester 1. This rose to 57% in Semester 2. Of the remaining 8 Aboriginal Students who attend ILIP, 28% achieved their personalised goals, 48% partially achieved them and 23% did not achieve their goals.</p>
<ul style="list-style-type: none"> <li>• Increase from the baseline the percentage of high potential students meeting their expected growth (PLAN2, check-ins, NAPLAN).</li> </ul>	<p>High potential students were formally identified in 2021. As a part of student handovers between 2021 and 2022 classroom teachers, the identification of high-potential students continued in 2022. Check-In assessment data for high potential students indicate growth in numeracy from 2020 to 2022 and in reading over the same time period. However extended lockdown periods in 2021, extended staff and student absences in 2022 and the inclusion of Stage 4 outcomes in the 2022 Check-In assessment have likely impacted the quality of this data. Similarly, due to COVID-19 and the cancellation of NAPLAN 2020, the expected growth of high potential students in 2022 cannot be calculated.</p>
<ul style="list-style-type: none"> <li>• Increase the number of talent development programs in the intellectual, physical, creative and social/emotional domains.</li> </ul>	<p>The number of talent development programs has remained consistently high from 2021 to 2022 despite the challenges of schools remaining open but with less staff due to extended periods of illness. Drama ensemble club commenced in 2022. Students achieved high praise and performed at the 2022 NSW Public Schools State Drama Festival. 40% of students in Years 2-6 achieved zone level competition in either swimming, cross country or athletics. Over 70% of students participated in at least one extracurricular program in 2022.</p>

## 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

### Summary of progress

Please refer to the Strategic Direction 3 annual reflection for a summary of progress.

### 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
<ul style="list-style-type: none"><li>• Increase the percentage of students attending school at greater than 90% of the time from 80.4% in 2019 to our lower bound target 85.4%. Uplift is 3%.</li></ul>	Attendance was heavily impacted by the continued effects of COVID-19 including extended absences and NSW Health advice to keep children home if they have symptoms.
<ul style="list-style-type: none"><li>• Increase the percentage of students expressing a positive sense of wellbeing from 2022 of 87.4% towards our upper bound target of 92.4%. Uplift is 3% in 2023.</li></ul>	2022 data is not available from the Department of Education.
<ul style="list-style-type: none"><li>• All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption.</li></ul>	<p>All learning environments are well managed with a consistent, school-wide approach that is underpinned by the school's Positive Behaviour for Learning (PBL) framework. 70% of students report (via TTFM surveys) that the school has a positive learning climate (up 3% from 2021).</p> <p>100% of teaching programs are collaboratively designed and differentiated with input from specialist EAL/D and learning and support teachers. This means that students engage in productive learning with minimal disruption.</p>
<ul style="list-style-type: none"><li>• Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve.</li><li>• Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.</li></ul>	<p>CPS has formative and summative assessment procedures embedded in literacy and numeracy programs across stages, overseen by each team's Assistant Principal.</p> <p>Feedback is an important part of the assessment cycle embedded in programs, ensuring explicit feedback is given in a way that helps each student.</p> <p>While programs are structured to ensure teachers are aware of possible errors and misconceptions which will arise in students' understanding, the school did not collect data on how these are explicitly addressed across each stage. This will be a focus in 2023.</p>
<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</li></ul>	The percentage of students with scores that placed them in the desirable quadrant with high skills and high challenge from 2022 is 30%. This is down 7% from 2021. However this data should be interpreted with caution due to a third of students not participating this year due to unforeseen

NSW State Norms (53%). Uplift equals 5% in 2022.	circumstances.
<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 2022.</li> </ul>	The percentage of students who are interested and motivated in their learning decreased from 2021 to 62%, a decrease of 2%. However this data should be interpreted with caution due to a third of students not participating this year due to unforeseen circumstances.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$44,382.00</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 the following impact:</b> The school had 15 students who received funding and support under the Newly Arrived Program. These students were in Kindy to Year 6. All students made significant progress in learning English with all students progressing up one level of English proficiency.</p> <p><b>After evaluation, the next steps to support our students 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>\$251,912.00</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 (PLSPs)</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> <li>• additional staffing to provide 1:1 support for students with disabilities during overnight camps, excursions and in less structured parts of the school day e.g. lunchtime.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 13 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. PLSPs 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 will be:</b> Incorporating strategies from the Positive Partnerships training for students who receive funding with a diagnosis of autism. Professional learning opportunities for staff who support key students on a 1:1 basis in</p>

<p>Integration funding support</p> <p>\$251,912.00</p>	<p>classrooms and on the playground to target established PLaSP goals in collaboration with classroom teachers, APs, the Learning and Support Team and external stakeholders.</p>
<p>Socio-economic background</p> <p>\$35,268.36</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>• 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>• professional development of staff through the mathematics initiative to support student learning.</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items.</li> <li>• employment of additional staff to support the intensive literacy program implementation.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Reduced gaps in literacy and numeracy outcomes for students in the lower SES quartiles.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Closer monitoring and tracking of the progress of individual students from lower socio-economic backgrounds to ensure they continue to progress at or above cohort expectations.</p> <p>Continued investment in additional resources to support students from lower SES to achieve expected outcomes.</p>
<p>Aboriginal background</p> <p>\$12,738.33</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 teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level</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> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Tailored additional support for every Aboriginal student in the school to work towards their Personalised Learning Pathway goals. This includes measurable impacts of working with a specialist teacher once a week to achieve PLP goals. Data shows that 71.25% of students working in the school's 'Deadly Learning Program' achieved their PLP goals in 2022, with the other 28.75% of these students at least partially achieving their goals.</p> <p>100% of Aboriginal families are working in partnership with their child's teacher to meet or exceed targeted learning outcomes outlined in each child's Personalised Learning Pathway document. This includes regular communication between the Specialist Teacher and family members of</p>

<p>Aboriginal background</p> <p>\$12,738.33</p>	<p>students enrolled in the Deadly Learning Program.</p> <p>Increased integration of Aboriginal perspectives in all K-6 programs across all key learning areas.</p> <p>Increased non-Indigenous students' understanding of Aboriginal histories and cultures through clear and consistent implementation of Aboriginal Education aspects of NSW syllabuses across all stages and key learning areas.</p> <p>High levels of engagement (95%) in the Koori Kids program which is led by Aboriginal school community members and non-Aboriginal teaching staff in consultation with the school's Aboriginal families.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continuation of daily intensive literacy intervention for Aboriginal students who need it.</p> <p>Continuation of weekly Deadly Learning Program lessons (1:1 or 1:2 teacher-student ratio).</p> <p>Continuation of weekly Koori Kids Program (to be renamed 'Deadly Kids') with community consultation.</p> <p>In addition to all DoE staff completing Aboriginal Cultural Education professional development, staff will engage in professional development to better understand intergenerational trauma and its impact on education, authentic development and use of an Acknowledgement of Country in every classroom, the importance of Country, quality Aboriginal Education resources, and a review of what we do well and where we need to go next.</p>
<p>English language proficiency</p> <p>\$77,985.55</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 the following impact:</b> Ninety students were assessed as needing additional help with English proficiency. Sixteen students were assessed as having limited or at the Beginning stages English, 33 students were assessed at the Emerging stage of English, 24 students were assessed at the Developing stage of English and 17 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 will be:</b> Continuing 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>\$131,645.45</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 [program name] to increase learning outcomes</li> <li>• targeted students are provided with an evidence-based intervention MultiLit program to increase learning outcomes in early reading development.</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Please refer to Strategic Directions 2 Annual Reflection</p> <p><b>After evaluation, the next steps to support our students will be:</b> Please refer to Strategic Directions 2 Annual Reflection</p>
<p>Professional learning</p> <p>\$32,241.70</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 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>• Releasing teams for one hour a week to work with an instructional leader and the team's assistant principal to design, monitor and evaluate quality, differentiated mathematics programs K-6.</li> <li>• engaging a specialist teacher to deliver professional development in evidence-based approaches to teaching Effective Reading Instruction</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Please refer to Strategic Direction 1 annual reflection.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Please refer to Strategic Direction 1 annual reflection.</p>
<p>QTSS release</p> <p>\$89,408.54</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>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> <li>• assistant principals provided with additional release time to support</li> </ul>

<p>QTSS release</p> <p>\$89,408.54</p>	<p>classroom programs</p> <p><b>The allocation of this funding has resulted in the following impact:</b> Despite the many disruptions due to the extended absences of staff (Covid), in 2022, staff engaged in two hours per week of professional learning (whole-school PL and stage-based planning led by the DP or AP curriculum leader) focused on formative assessment, differentiation, tracking and monitoring student progress using evidence e.g. pre and post-assessment data and effective reading instruction (linking the Big Six to the English syllabuses).</p> <p><b>After evaluation, the next steps to support our students will be:</b> Whilst continuing to consolidate learning in Mathematics, in 2023, the focus shifts to Effective Reading instruction as a whole school initiative. The Big Six (as linked to the English Syllabuses) inform the direction of professional learning, led by the APC&amp;I. During weekly planning time, teachers across each stage will develop capacity in reading instruction.</p>
<p>COVID ILSP</p> <p>\$81,026.00</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 2022.</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/educators to deliver small group tuition</li> <li>• employing/releasing 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> <li>• student assessment to capture growth and attainment in line with the newly established assessment schedule</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Analysis of reading levels for students in Years 1-6 show 100% of students engaged in ILIP experienced positive growth from Term 1 to Term 4. All students achieved an uplift in reading levels. For students in Years 3-6, 45% achieved a sound grade or higher on their end of year reports. In Stage 1, 87% of students achieved a sound grade or higher for reading on their end of year report. For those students who did not meet benchmark, they were at or within 4 levels of their expected reading level showing good levels of attainment and the closing equity gaps for these students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Ensuring quality phonological awareness and phonics teaching and learning occurs in line with the new K-2 syllabus in Early Stage 1 and continues in Stage 1 to reduce any gaps in reading attainment. Establish benchmarks for attainment for Early Stage 1 in these areas to identify at risk students before they enter Stage 1.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	191	209	194	200
Girls	178	178	175	170

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.8	93.5	94.4	88.5
1	94.1	95.5	94.3	89.6
2	94.3	93.0	95.0	88.4
3	95.0	91.2	92.3	93.2
4	95.7	94.2	91.6	89.3
5	91.6	94.3	93.2	89.7
6	93.1	93.5	94.4	86.6
All Years	94.4	93.7	93.7	89.3
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

### 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## 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)	4.8
Classroom Teacher(s)	16.39
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
Teacher ESL	0.2
School Counsellor	1
School Administration and Support Staff	7.87

\*Full Time Equivalent

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	240,607
<b>Revenue</b>	5,083,316
Appropriation	4,850,457
Sale of Goods and Services	4,162
Grants and contributions	221,950
Investment income	3,872
Other revenue	2,875
<b>Expenses</b>	-5,182,925
Employee related	-4,712,532
Operating expenses	-470,393
<b>Surplus / deficit for the year</b>	-99,609
<b>Closing Balance</b>	140,998

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.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	251,912
<b>Equity Total</b>	257,638
Equity - Aboriginal	12,738
Equity - Socio-economic	35,268
Equity - Language	77,986
Equity - Disability	131,645
<b>Base Total</b>	3,551,150
Base - Per Capita	101,279
Base - Location	0
Base - Other	3,449,871
<b>Other Total</b>	522,515
<b>Grand Total</b>	4,583,215

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

The school uses Tell Them From Me as one means to triangulate data on parent/carer, teacher and student satisfaction. This year, the combined impact of COVID, record levels of staff and student extended absences due to illness/health advice and state-wide teacher shortages, heavily limited the school's capacity to broaden the capture of evidence beyond this single survey. Due to the small sample size of the community's feedback reflected in TTFM 2022, results should be read with caution.

Unfortunately a large percentage of students did not participate in the survey this year due to circumstances beyond the school's control and many programs were affected by COVID restrictions so the data quality is impacted. For example, participation in extracurricular activities and sports was 23% down due to PSSA being rained out the entire season and other talent programs being collapsed due to staffing shortages due to COVID. Students' sense of belonging remained stable despite such a challenging year and positive relationships increased by 4%. Factors affecting student outcomes including effective learning time, relevance, explicit teaching practices, safety, advocacy, positive teacher-student relations, positive learning climate and expectations for success all remained consistent. 75% of students expect to go to university and 86% of Aboriginal students feel good about their culture with 14% neither agreeing or disagreeing. The vast majority of students feel proud of their school and know where they can go for help if they need help or see someone else needing help.

Canterbury teachers scored the school at or above the state average in 6 out of 8 drivers of student learning including Leadership, Collaboration, Learning culture, Inclusive school, and Parent involvement. Teaching Strategies, Technology and Data informs Practice were measures that scored below state average however on closer examination, the statements that teachers were asked to respond to were heavily weighted in non research-based practices or out of touch, for example, "I help students overcome personal barriers to using technology."

60 parents returned the survey, that is, 18% families or less completed the survey. 25% surveyed indicated they were involved in parent committees. A third of respondents have a child with a disability or special needs. The school was judged at or above NSW Govt Norms for the following categories: parents feel welcome, school supports positive behaviour, school is a safe place, and the school is inclusive. The school was judged just below NSW Govt Norms for the following categories: parents support learning at home, parents are informed, and school supports learning. Useful communication about child's progress: Respondents scored highest formal interviews, emails and informal meetings. Teacher meetings or contact: 94% respondents said they have talked with their child's teacher at least once (100% families attended interviews in 2022 so it is likely that more than one parent completed the survey per family, and a parent in those families did not engage with the school last year). School reports provide information on how to support at home: 80% said school reports provide information on how to support at home. (100% of reports provide ways to help at home so the implication is that up to 20% of respondents did not find the information useful). Would recommend the school to others: 87% said they would recommend the school and 10% neither agreed nor disagreed. Homework: parent expectations on the amount of time students should spend on homework is consistent with the actual amount of homework issued. What does the school do well? Respondents listed devoted and enthusiastic teachers, high teaching quality, welcoming and caring staff, commitment to wide range of opportunities provided, inclusive, diversity celebrated, well-rounded curriculum, respond quickly to concerns, high standards, positive behaviour, child-centred, every child matters, community events returning 'post'-Covid, appealing grounds and physical environment, OOSHC access, SZapp and newsletter, safe and supportive environment.

# 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.

### Anti-Racism - School statement

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The school has been responsive in supporting students and families to develop an understanding of racism. Several issues were reported in Stage 1. The school utilised the help of the DoE's Anti-Racism department for assistance. There were no further issues.

## 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.

### Multicultural and anti-racism education - School Statement

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The school played host to a Mongolian playgroup organised by the IDEA Pathway Multicultural Centre. Over ten families from our school community attended the playgroup. Interpreters were used for teacher parent interviews to ensure clear communication to enable all students to achieve equitable educational outcomes. Families from culturally diverse backgrounds were personally invited to attend P&C events such as the school picnic. The school's Multicultural Day in Term 4 included performances for students, teachers and families and a shared picnic.