2022 Annual Report

Canterbury South Public School

CANTERBURY SOUTH
PUBLIC SCHOOL

5109

Introduction

The Annual Report for 2022 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
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	Excelling
LEADING: Management practices and processes	Excelling

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

Summary of progress

In 2022, the school identified a need for improvement in teaching vocabulary using explicit instruction. To address this need, the APC&I (Assistant Principal of Curriculum and Instruction) organised a professional development course for staff on explicit vocabulary instruction, as well as evidence-based practices for improved comprehension in grades K-6. Teachers were provided with units of learning and demonstration lessons to support them in implementing these high-impact teaching strategies.

Co-teaching teams regularly monitored student progress in vocabulary development, using the Understanding Texts component of the literacy progressions, as well as school-wide vocabulary assessments implemented each term. In term 4, select stage teams trialled revised units of learning focused on the Understanding and Responding to Literature concept outcome, using a range of quality texts and an integrated approach to English outcomes, including vocabulary. The success of this trial will inform professional development plans for 2023, allowing staff to integrate new syllabus outcomes and develop a whole-school scope and sequence, as well as providing adequate resources for quality texts.

In 2022, 40.74% of Year 3 students and 37.5% of Year 5 students achieved in the top 2 bands of NAPLAN Reading, with an average of 39.12% of students. This represents a -13.78% variance from the target of 52.9%.

In terms of Mathematics, the school identified a need for improvement in place value conceptual understandings. In 2023, a new Mathematics scope and sequence will be implemented, incorporating a whole-school approach to Mathematics assessments. This will help ensure that conceptual understandings in Numeracy are assessed and tracked over the course of a student's enrolment, providing a more authentic connection to individual student learning goals.

The introduction of the APC&I role in 2022 also enabled the timely implementation of student diagnostic assessments in the Interview for Student Reasoning, Additive Strategies, and Multiplicative Thinking. Data on individual student understandings was regularly analysed and addressed as part of weekly co-planning team meetings. In 2023, staff will engage in professional learning focused on deepening their knowledge of the big ideas and core concepts that underpin the Mathematics syllabus, supporting a whole-school approach to teaching and learning in this subject area.

In 2022, 29.63% of Year 3 students and 32.5% of Year 5 students achieved in the top 2 bands of NAPLAN Numeracy, with an average of 31% of students. This represents a -10.8% variance from the target of 41.8%.

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
Reading: A minimum of 52.9% of Year 3 and 5 students achieve in the top two bands in NAPLAN.	In 2022 40.74% of Year 3 students and 37.5% of Year 5 students achieved in the top 2 bands of NAPLAN Reading. An average of 39.12% of students. This is a -13.78% variance to the target of 52.9%.
Numeracy: A minimum of 41.8% of Year 3 and 5 students achieve in the	In 2022 29.63% of Year 3 students and 32.5% of Year 5 students achieved in the top 2 bands of NAPLAN Numeracy. An average of 31% of students.

tops two bands in NAPLAN.	This is a -10.8% variance to the target of 41.8%.
Continue to uplift the percentage of students achieving expected growth in NAPLAN reading to be above the system negotiated target baseline of 50.11%	Student growth cannot be calculated for 2022 as the NAPLAN test was not run in 2020. Student growth scores require the matching of student NAPLAN results across consecutive assessments so growth can be measured. Since NAPLAN was not run in 2020, we do not have the data needed to calculate student growth scores for 2022.
Continue to uplift the percentage of students achieving expected growth in NAPLAN numeracy from the 2021 progress measure toward the system negotiated target baseline of 62.43%	Student growth cannot be calculated for 2022 as the NAPLAN test was not run in 2020. Student growth scores require the matching of student NAPLAN results across consecutive assessments so growth can be measured. Since NAPLAN was not run in 2020, we do not have the data needed to calculate student growth scores for 2022.
The themes of **Data Literacy** and **Data Analysis** in the element of Data Skills and Use is maintained at Sustaining and Growing. The themes of **Data Use in Teaching and Data Use in Planning** are maintained at Sustaining and Growing.	SEF assessment of the element of 'Data Skills and Use' indicates maintenance at Sustaining and Growing.
The element of **Assessment** in the Learning Domain is maintained at Sustaining and Growing.	SEF assessment of the element of 'Learning Culture' indicates maintenance at Sustaining and Growing.

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

Professional learning: $7,500.00

Summary of progress

In 2022, Canterbury South Public School made a significant transition to a co-teaching model for all teachers and students. This involved establishing cyclical co-teaching methods, where teachers worked together to plan, teach, debrief, and reflect on their lessons. This approach to teaching was aligned with contemporary learning environments and aimed to create a holistic and integrated approach to curriculum and assessment.

The school leadership team and stage teaching teams engaged in ongoing professional learning with the Department of Education's School Learning Environments for Change Advisors to support the implementation of a co-teaching guide and philosophy. Stage teams also investigated the practices of other co-teaching environments in mentor schools to develop a plan for implementing excellent collaborative practices at Canterbury South Public School.

All staff at Canterbury South Public School demonstrated a personal responsibility for maintaining and developing their professional standards with the support of their stage supervisors. They used the GROWTH coaching model to set individualised and meaningful professional development goals. The school's executive team worked collaboratively with staff to reflect on progress and make any necessary amendments and adjustments. Next year, the GROWTH model framework will continue to be used to assist in developing professional learning goals.

In the future, Canterbury South Public School plans to continue building on the success of its co-teaching model. This will involve further collaboration and professional learning among teachers, as well as ongoing support from the Department of Education's School Learning Environments for Change Advisors. The school will also continue to evaluate and refine its co-teaching practices, with a focus on optimising learning outcomes for all students. Additionally, Canterbury South public School plans to share its experiences and expertise with other schools interested in implementing co-teaching, in order to support the wider adoption of this approach to teaching.

One of the next steps for high impact teacher professional learning at Canterbury South Public School is to continue using the GROWTH coaching model to support the development of individualised professional development goals. This will involve providing teachers with ongoing opportunities to reflect on their progress and make any necessary adjustments to their goals. Additionally, the school plans to continue providing support and resources for teachers to engage in ongoing professional learning, such as attending conferences and workshops, participating in online learning communities, and collaborating with colleagues. The school will also continue to evaluate the effectiveness of its professional learning programs and make any necessary adjustments to ensure that they are meeting the needs of teachers and supporting improved student outcomes.

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 sound understanding of and are using collaborative strategies for teaching and learning. (WWB p.34)	Explicit systems are embedded to facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. (SEF 2.4.1- Collaborative practice and feedback)

Staff have a sound understanding of and are using collaborative strategies for teaching and learning. (WWB p.34)	Staff have a sound understanding of and are using collaborative strategies for teaching and learning. (WWB p.34)
Middle leaders have developed a proficient understanding of mentoring and coaching practices so that teachers can reflect on their goals.	Middle leaders have developed a proficient understanding of mentoring and coaching practices so that teachers can reflect on their goals.
The theme of **Coaching and Mentoring** in the element of Learning and Development is maintained at Sustaining and Growing.	SEF assessment of the element 'Coaching and Mentoring' indicates maintenance at Sustaining and Growing.
The element of **Effective Classroom Practice** in the Domain of Teaching is maintained at Sustaining and Growing.	SEF assessment of the element 'Effective Classroom Practice' indicates maintenance at Sustaining and Growing.

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

Summary of progress

The digital skills and capabilities scope and sequence was developed in the first semester by the team at the school. In response, the team identified the need for new resources and professional learning opportunities. To support the use of new technology, a 3D printer was purchased and targeted professional learning was provided. The team also introduced a new process for every class to use the digital technologies lab on a weekly basis. The ongoing review of digital resources led to the purchase of DashBots to replace outdated robots, and laptops were allocated to each classroom with a ratio of one device for every three students. As indicated in the original timeline, the relocation of our school to a new building prevented the delivery of a staff survey to evaluate the effectiveness of these technologies.

The progress made in integrating technology into the classroom can be seen in the regular use of the STEM room, the staff's experimentation and expertise with new technologies, and the innovative use of technology in all key learning areas. This progress can be measured through observations of lessons, conversations with staff, survey data, resource purchasing, and technology audits. All stakeholders have been involved in implementing different platforms to foster high expectations of learning progress and achievement for all students. Effective partnerships with parents and students have motivated students to do their best and continually improve. This has been demonstrated through three-way student conferences where students are actively involved in setting their own learning goals. The team has also accessed professional learning opportunities to build teacher capacity in implementing programs that foster student voice. As a result, measures have been put in place to improve student wellbeing, such as setting whole-class learning goals, conducting student surveys, and using student conference data.

In the future, the school plans to continue integrating technology into the classroom and promoting digital literacy among students. This will involve regularly reviewing and updating the digital skills and capabilities scope and sequence, and providing ongoing professional learning opportunities for staff to keep up-to-date with the latest technologies. The team will also continue to monitor the effectiveness of technology resources and make necessary purchases to ensure that students have access to the latest and most relevant technology. Additionally, the school will continue to foster partnerships with parents and students to support the use of technology in the classroom and encourage student engagement and achievement. The goal is to create a learning environment that is fully equipped to support the needs of learners and prepare them for success in an increasingly digital world.

In 2023, the school plans to continue focusing on student learning goals and supporting students in achieving their full potential. This will involve regularly setting and reviewing whole-class and individual learning goals, and providing students with the support and resources they need to succeed. The team will also continue to provide opportunities for students to be actively involved in setting their own learning goals and monitoring their progress. Additionally, the school will continue to conduct student surveys and use the data to inform instruction and support student wellbeing. The goal is to create a learning environment that is student-centered and supports the unique needs and aspirations of each student.

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..	Students in years 4, 5 and 6 reported advocacy at school at an average of 85%, a sense of belonging at an average of 71% and expectations of success at an average of 96%.
Increase the percentage of students attending > 90% of the time to be at or above the lower bound system negotiated target of 87.0%	In 2022 there has been a decrease in the percentage of students attending school 90% or more of the time by 30.3% compared to 2021 student attendance.
The element of **Learning Culture** in the Domain of Learning is maintained at Sustaining and Growing.	SEF assessment of the element of 'Learning Culture' indicates maintenance at Sustaining and Growing.

Funding sources	Impact achieved this year
Integration funding support $98,700.00	Integration funding support (IFS) allocations support eligible students at Canterbury South Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around behaviour intervention • intensive learning and behaviour support for funded students • employment of staff to provide additional support for students who have high-level learning needs • consultation with external providers for the implementation of individualised plans **The allocation of this funding has resulted in the following impact:** 100% identified students with integration support funding were supported to engage in teaching and learning activities through high impact differentiated teaching and learning programs. Well-developed evidence-based approaches, programs and assessment processes were identified and regularly monitored and reviewed to ensure individual student learning needs were met. All support plans were regularly updated and personalised ensuring students received identified support in the classrooms. **After evaluation, the next steps to support our students will be:** To continue to assess student needs and timetabling of SLSO staff to ensure optimal support and best outcomes for identified students. The use of integration funding will be reviewed throughout the year and decisions made in response to changes in student plans and needs.
Socio-economic background $30,000.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support Covid ILSP program implementation. • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items **The allocation of this funding has resulted in the following impact:** 40% of students who have been part of the intensive Minilit program have graduated from the program. Classroom teachers and COVID ILSP teachers achieved measurable goals by the end of Semester 2 2022 for 100% of students engaged in the COVID ILSP program. **After evaluation, the next steps to support our students will be:** To continue to engage a literacy mentor to support identified targeted students who need intensive support in literacy and to provide them with small group tuition opportunities in Multilit. In 2023 the school will be expanding this role to work inline with the COVID ILSP teacher to ensure targets are met.

Aboriginal background $15,000.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support literacy and numeracy programs • staffing release to support development and implementation of Personalised Learning Plans • employment of specialist additional staff (COVID ILSP) to support Aboriginal students **The allocation of this funding has resulted in the following impact:** An increased number of Aboriginal students (21%) wanting to participate in Koori Club and articulating a desire to connect to culture and country. This has also seen students work more positively towards achieving their SMART goals as part of the Learning Pathways. Targeted families have engaged better with the school and attendance has seen a positive shift. Our TTFM data indicated that 100% of Aboriginal students agree or strongly agree that they feel like their culture is valued at school. **After evaluation, the next steps to support our students will be:** To continue to focus on improving literacy and numeracy skills for our Aboriginal students and to deliver differentiated and personalised support. In 2023 the school will work more closely with the AECG Rep to enact and embed the Aboriginal Education Policy across the school in all we do.
English language proficiency $41,000.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Canterbury South Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support delivery of targeted initiatives **The allocation of this funding has resulted in the following impact:** The formation of an extra class in Stage 2 has been seen a positive impact in outcomes for students at all four phases of ELL. Smaller classes has ensured staff can focus on delivering strategic, directed quality teaching especially to identified students in this cohort. **After evaluation, the next steps to support our students will be:** To continue to look closely at cohorts and their needs and inject the funding where support is necessary. In 2023 the school will focus on personalised and targeted professional learning of all staff that is aligned to the implementation of the the new curriculum.
Low level adjustment for disability $122,336.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**

Low level adjustment for disability $122,336.00	• Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • targeted students are provided with an evidence-based intervention through a transition program in preparation for Kinder 2023. • additional class teacher to support ES1 **The allocation of this funding has resulted in the following impact:** The employment of an additional teacher allowed all students in ES1 to benefit from smaller classes. Teacher/student ratio allowed for the many students with un-diagnosed needs to be better supported while others were able to grow and achieved the expected outcomes. **After evaluation, the next steps to support our students will be:** To look at the number of students with needs and employ specialised/staff to support them. In 2023 a restructure of the Learning Support Team and its function will see funds used to employ additional SLSO staff and a Learning Support Team Coordinator.
Professional learning $25,390.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Co-teaching environments • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • Professional learning in explicit vocabulary instruction, K-2 English and Mathematics syllabus, co-teaching environments, student personal learning goals and digital capabilities outcomes. • Co-teaching team's inquiry cycle professional learning aligned to identified student learning needs based on data analysis. **The allocation of this funding has resulted in the following impact:** The High Impact Professional Learning (HIPL) model within the inquiry cycle adopted by teams supports the professional growth of all teachers whilst targeting identified student needs for growth. **After evaluation, the next steps to support our students will be:** Whole school professional learning in Mathematics and the new K-6 English and Mathematics syllabus.
QTSS release $45,968.00	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Canterbury South Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • Assistant Principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff **The allocation of this funding has resulted in the following impact:** QTSS release provided flexibility within the timetable to facilitate cooperative RFF time where all members of a co-teaching team could meet with the Assistant Principal and APC&I for an extra hour each week to engage in co-

QTSS release $45,968.00	planning and co-reflection of programs. A culture of collective teacher efficacy established between co-teaching team members. QTSS time enabled authentic collaborative production of data driven and evidence based programs. **After evaluation, the next steps to support our students will be:** To use an additional allocation of QTSS time in 2023 for co-teaching process and practices.
COVID ILSP $84,306.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy/numeracy • leading/providing professional learning for COVID educators • releasing staff to participate in professional learning **The allocation of this funding has resulted in the following impact:** Identifying focus areas for improvement in K-2 English. Implement evidence based, explicit and effective early literacy intervention program MiniLit for teaching reading skills to children who are achieving in the bottom 25% in Stage 1. Participating students report increased abilities and confidence in target outcomes phonemic awareness, phonics, fluency, vocabulary and text comprehension. **After evaluation, the next steps to support our students will be:** The implementation of a full time COVID ILSP program that targets student focus groups according to identified needs in Check in Assessment, NAPLAN and school diagnostic assessments.
AP Curriculum & Instruction $120,456.00	Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this Staffing - Other funding include:** • Maintaining an explicit focus on the leadership of effective, evidence informed literacy and numeracy teaching and assessment practices for improved students learning outcomes across the curriculum. **The allocation of this funding has resulted in the following impact:** Working alongside Assistant Principals to lead teaching and learning with a focus on enhancing quality literacy and numeracy instruction and developing self and others. **After evaluation, the next steps to support our students will be:** A targeted approach to professional learning for teachers in Mathematics outcomes and understanding the Big Ideas in Number. Working alongside Assistant Principals and Teachers to make connections within the new

| AP Curriculum & Instruction

$120,456.00	English syllabus outcomes to create units of learning using quality texts.

Student information

Student enrolment profile

Students	Enrolments			
	2019	**2020**	**2021**	**2022**
Boys	140	133	126	129
Girls	147	125	117	113

Student attendance profile

School				
Year	**2019**	**2020**	**2021**	**2022**
K	92.2	89.0	93.6	87.5
1	91.6	88.7	93.9	86.7
2	94.4	91.3	92.7	91.0
3	92.1	92.7	91.6	85.7
4	93.6	88.5	94.8	81.1
5	94.9	92.0	92.4	90.4
6	91.0	93.8	93.6	86.9
All Years	92.8	90.9	93.3	87.1
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

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)	3.8
Classroom Teacher(s)	8.23
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
School Administration and Support Staff	2.42

*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[1]	2022 Aboriginal and/or Torres Strait Islander representation[2]
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 **Actual** ($)
Opening Balance	806,764
Revenue	2,920,419
Appropriation	2,805,804
Sale of Goods and Services	15,463
Grants and contributions	89,975
Investment income	8,077
Other revenue	1,100
Expenses	-2,861,282
Employee related	-2,436,161
Operating expenses	-425,121
Surplus / deficit for the year	59,136
Closing Balance	865,901

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.

	2022 **SBAR Adjustments** ($)
Targeted Total	98,748
Equity Total	212,458
Equity - Aboriginal	15,010
Equity - Socio-economic	30,894
Equity - Language	41,059
Equity - Disability	125,495
Base Total	1,982,200
Base - Per Capita	61,401
Base - Location	0
Base - Other	1,920,799
Other Total	249,074
Grand Total	2,542,480

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.

Parent/caregiver, student, teacher satisfaction

Students and teachers and parents were invited to participate in the Tell Them From Me survey during 2022. The survey was completed by 67 students from Years 4, 5 and 6, a total of 15 staff and 30 parents.

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 8.4 for Explicit Teaching Practices and Feedback

School Mean of 7.5 for Positive Learning Climate

School Mean of 9.2 for Expectations for Success

Data with regard to social-emotional outcomes indicates that we have work to do in building a positive sense of belonging.

74% of our students indicated they felt accepted and valued by their peers and others in the school compared to the NSW Govt Norm of 81%

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 8.4

Collaboration 8.6

Learning Culture 8.4

Data Informed Practice 8.1

Teaching Strategies 8.2

Technology 7.1

Inclusive School 8.2

Parent Involvement 7.1

Parents

The parent survey covered seven separate measures based on parents' perceptions of their children's experiences at home and school. Our results when compared to NSW Govt Norms, indicate that our school is performing higher most areas, however, we have room to improve in ensuring our parents feel welcome and they they are better informed.

Parents feel welcome 6.7

Parents are informed 6.3

Parents support leaning at home 7.2

School supports learning 7.6

School supports positive behaviour 7.8

Safety at school 7.4

Inclusive school 7.3

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.