

2018 Annual Report to The School Community



School Name: Canterbury Primary School (3572)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 18 March 2019 at 01:50 PM by David Wells
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 23 March 2019 at 08:08 AM by Eve Mitsopoulos
(School Council President)

About Our School

School context

Canterbury Primary is a dynamic school, with high levels of student, parent and community engagement and participation. Our vision is for students and teachers to exceed their potential and develop the skills and attributes to flourish in our increasingly complex world. Our mission is to create a passionate and connected learning community that inspires, challenges and supports each student through providing engaging and purposeful learning experiences. Our school values, Respect, Responsibility, Integrity and Resilience guide the decisions and behaviours of all members of our school community.

We strive to provide a student-centred learning culture where authentic learning fosters intrinsic motivation and where partnerships with parents and the broader local and global community are pivotal to enhancing student learning opportunities. The phrase "Our community – our world" encapsulates our belief that our collective actions, attitudes and dispositions impacts the world we live in, both locally and globally.

Innovative use of digital technologies is evident across the school. Coding, creative problem solving and an embedded 'Maker Culture' support high levels of autonomy and choice in learning. The Maker Space and Kitchen classroom enables teachers to provide interest based learning opportunities with a focus on problem solving and creativity.

Specialist programs are provided in Visual Arts, Music, Physical Education, Health and Chinese Mandarin language. A well-developed partnership with a school in Suzhou, China, enhances language learning, enriching and broadening cultural understandings through shared projects and student and teacher exchange visits.

Immersion into everyday life is afforded through a reciprocal homestay program which also enables the forming of genuine and enduring relationships. The partnership between our schools is strong and provides a model of success for the DET. In 2018 the development of the documentary 'Diversecities', screened at the local Cinema and also on television on Community Channel 31, outlined the importance and success of this program and provides a resource for other schools to use in enhancing sister school relationships.

In 2018 there were 592 students enrolled. Equivalent full time staff comprised 2 Principal class, 34 teachers and 11 Education Support staff. The Student Family Occupation and Education (SFOE) index is 0.0701 indicating a community with a high socio-economic status advantage relative to other Victorian government schools. There has been an increasing percentage of students with a language background other than English (17%), most notably from China, who are well supported by a strong English as an Additional Language (EAL) program.

Framework for Improving Student Outcomes (FISO)

Excellence in teaching and learning – Curriculum planning and assessment, Building practice excellence

Throughout 2018 there was a systematic focus on developing consistency in teacher practice across the school in planning, instruction and assessment with strong consideration for student voice and agency, and deep learning experiences. A partnership with Corwin involved high quality professional learning around the Visible Learning research and highly effective practices to improve student learning. A thorough analysis of practice through the School Capability report delivered by Corwin identified improving teacher clarity as a priority area. High Impact Teaching strategies around teacher clarity (setting goals, explicit teaching and feedback) and a consistent approach to setting learning intentions and success criteria aimed to develop assessment capable learners through enhanced understanding of where they are at, where they are going and what are their next steps. The role of the two Learning Specialists was to model practice around these High Impact Teaching strategies through lesson observations attended by teams of teachers who would then reflect together facilitated by the school's Instructional Coach. Teaching teams worked collaboratively to analyse a range of data in weekly sessions with the Instructional Coach, identifying individual student needs and developing interventions. Applying the principle that if students are engaged in their learning and the learning is appropriately challenging and targeted to ZPD (the Goldilocks principle - not too easy and not too hard) has ensured improvement in student

wellbeing and a minimisation of behaviour issues. Targeted professional learning for all staff in reading comprehension, spelling, science and maths ensured greater consistency in instructional approaches and assessment. Student engagement in contextualised and relevant learning opportunities improved, with greater consistency in approaches to enabling student voice and co-designing of learning experiences.

Achievement

2018 student achievement data continues to demonstrate that our students operate at a high level performing consistently well above the median of all Victorian Government Primary Schools in all measures. NAPLAN data indicates continued improvement in reading outcomes with 85% of Year 3 and 69% of year 5 students achieving in the top two bands. Numeracy continues to be a strength with NAPLAN data indicating consistently high results across both Year 3 and 5. NAPLAN relative gain numeracy data indicates 48% of students have achieved high growth from Year 3 (2016) to Year 5 (2018). School comparison measures indicate that Canterbury PS is performing exceptionally well in numeracy with consistent 'higher' ratings compared to schools with similar intake characteristics. These results are attributable to the strong zoned maths program across the school. The school's Instructional Coach worked with each Year level teaching team to analyse data and plan interventions. This has been effective in ensuring greater consistency in practice across the school. Working with all teaching teams enabled the Instructional Coach to target individual teacher need and build capacity through strong coaching. Consistent whole school planning documents linked to Annual Implementation Plan (AIP) priorities and goals in maths, English and Science while also considering other priority areas around student voice and agency. In 2018 there was a focus on improving reading comprehension skills, vocabulary and spelling strategies. The Professional Learning Plan organised professional learning targeted and aligned to AIP priority directions. AIP teams developed and delivered high quality professional learning in a strategic and sequential way to build instructional capacity. Research and evidence informed all teaching and learning and professional learning was determined by school data needs analysis. Moderation of learning enabled consistency and identification of next steps in teaching. Whole school moderation activities took place each term with focus areas in Maths, English- Writing and Science to build assessment capabilities and consistency in teacher judgements. Learning Specialist modelled lessons focussing on implementation of High Impact Teaching Strategies selected strategically for sequential impact (i.e setting goals, feedback and teacher clarity - learning intentions and success criteria). In 2019 there will be a strategic focus on aligning lesson observations, identification of problems of practice and feedback processes to continue building teacher practice for improved student learning outcomes.

Engagement

Student voice and agency are integral to the planning processes at Canterbury Primary School with a developing consistency in the approaches to co-designing learning. Student input in learning is evident in planning documents. Students acknowledge and value the opportunity to contribute to their learning design and opportunities as evidenced by very strong Attitudes to School survey results. All measures of the survey were in the fourth quartile in positive endorsement relative to all Victorian government schools and higher than schools with similar intake characteristics. The strong positive endorsement for Stimulated learning (96%) and student voice and agency (96%) factors indicates a highly engaged student cohort. Student Leadership is enhanced through a student parliament where formal student leaders have roles as Ministers with portfolios of responsibility. Parliament ensures strong accountability with student leaders reporting back on their portfolio responsibilities each fortnight sitting. All student action comes under scrutiny from other student members through question time. In 2019 the Student Parliament will be expanded to include a Senate (Years 4 and 5) as well as the current House of Representatives (Year 6). Student led initiatives for school improvement will be increased and formalised through the introduction of Bills as acts of parliament. Student attendance in 2018 was 94% - across all year levels and consistent with schools with similar intake characteristics. The average number of absence days was 12. Student absence is impacted significantly by a large number of family holidays during term time. The school will continue to maintain protocols governing student absence due to a high correlation with student outcomes.

Wellbeing

Canterbury Primary School places strong emphasis on student wellbeing and recognises the important role it plays in maximising students' learning experiences and their ability to contribute to the school community. Building relationships and developing a strong sense of community within classes and across the school has ensured greater connectedness among students as indicated by the student Attitudes to School survey with positive endorsement higher than similar schools for the Sense of Connectedness and Managing Bullying factors, and in the 90th percentile relative to all Victorian government schools. The continued use of 'Restorative Practices' has contributed significantly to the development and maintenance of positive relationships between students.

The Health curriculum was a priority in 2018 with specialist teachers delivering sequential weekly lessons across the school with a focus on the Respectful Relationships program and healthy choices. The Physical Education program reinforces healthy lifestyle and regularly partners with expertise and positive role models in the community to promote healthy living. Brain food and brain breaks, including mindfulness and exercise breaks are widely used in the junior school to promote and teach students about the importance of self-awareness and self-care. A variety of lunchtime activities is offered to engage and support students in their social/ emotional development. These activities are well attended with Year 6 student leaders mentoring junior students.

Our school has a successful transition program into, through and beyond the school. Our pre-Prep to school program ensures students and parents are well supported and connected when they commence school. This program involves extensive pre-school contact, transition visits and an orientation program for students and parents. In 2018 we partnered with Camberwell High School, our local government secondary school, on a project to improve the transition from primary to secondary schooling. This included developing a connection between teachers including reciprocal visits enhancing understandings of students needs and backgrounds prior to commencing Year 7. In 2019 we will continue to work on improving Year 6 to 7 transition ensuring our students are well prepared for the next stage of learning.

Financial performance and position

In 2018 Canterbury Primary School programs were strongly supported by 'Locally Raised Funds'. 95.5% of Essential and Optional Education items were received \$252,426.00 along with voluntary contributions of \$50,101.00 and revenue relating to camps, excursions and the China Study tour of \$237,620.00 with associated payments \$231,460.00 forming the majority of Miscellaneous Expenditure.

The Annual Canterbury Art Show once again significantly contributed to revenue in Locally Raised Funds \$225,766.00 which was offset by fundraising expenses for the event of \$166,929.00,

Property & Equipment Services includes Grounds Maintenance, Contract Cleaning (to 30 June) and significant building works new cabinetry, painting Leadership portables, replacement Highfield Road fence, new awning on the gym and cyclical building maintenance, new accessibility ramp.

Additional State and Commonwealth Grants were received including Intercultural Champions program to enable teachers to deepen their understanding to provide students with the 21st century skills they need to succeed in an increasingly complex and interconnected world; Inclusive Education/Equipment Boost to ensure equity of access for students with additional needs; Respectful Relationships to improve implementation of the Victorian Health Curriculum; and Accessibility Ramp funding to improve accessibility to school buildings.

Centrally paid staff savings of \$280,797.00 contributed to the Net Operating Surplus.




Asset Acquisitions in 2018 was a new Server \$6,362.00.

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile

Enrolment Profile

A total of 592 students were enrolled at this school in 2018, 274 female and 318 male.

17 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.






School Staff Survey





Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

















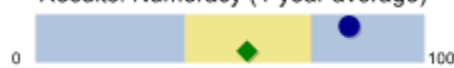




Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school:  Median of all Victorian Government Primary Schools: 




Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Higher</p>

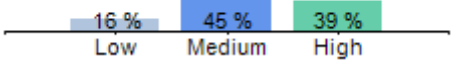
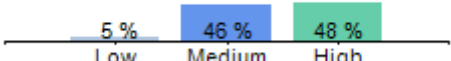
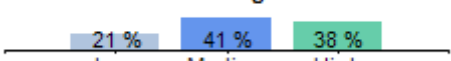
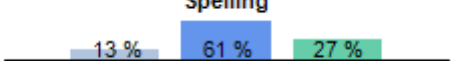
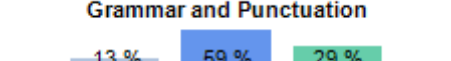
Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
Results for this school:  Median of all Victorian Government Primary Schools: 




Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Similar</p> <p> Higher</p> <p> Similar</p>





Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
Results for this school:  Median of all Victorian Government Primary Schools: 




Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading</p>  <p>16 % 45 % 39 % Low Medium High</p> <p>Numeracy</p>  <p>5 % 46 % 48 % Low Medium High</p> <p>Writing</p>  <p>21 % 41 % 38 % Low Medium High</p> <p>Spelling</p>  <p>13 % 61 % 27 % Low Medium High</p> <p>Grammar and Punctuation</p>  <p>13 % 59 % 29 % Low Medium High</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>






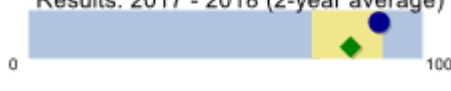


Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
Results for this school:  Median of all Victorian Government Primary Schools: 

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison</p> <p>A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p>	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p> <table><tr><td>Prep</td><td>Yr1</td><td>Yr2</td><td>Yr3</td><td>Yr4</td><td>Yr5</td><td>Yr6</td></tr><tr><td>94 %</td><td>94 %</td><td>95 %</td><td>94 %</td><td>93 %</td><td>93 %</td><td>93 %</td></tr></table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	95 %	94 %	93 %	93 %	93 %	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	94 %	95 %	94 %	93 %	93 %	93 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
Results for this school:  Median of all Victorian Government Primary Schools: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Higher</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Higher</p> <p> Similar</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018

Revenue	Actual
Student Resource Package	\$4,340,599
Government Provided DET Grants	\$423,795
Government Grants Commonwealth	\$29,709
Government Grants State	\$6,927
Revenue Other	\$19,991
Locally Raised Funds	\$934,074
Total Operating Revenue	\$5,755,095

Equity¹

Equity (Social Disadvantage)	\$5,000
Equity Total	\$5,000

Expenditure

Student Resource Package ²	\$3,896,700
Books & Publications	\$7,118
Communication Costs	\$11,152
Consumables	\$117,124
Miscellaneous Expense ³	\$352,297
Professional Development	\$57,752
Property and Equipment Services	\$236,357
Salaries & Allowances ⁴	\$179,620
Trading & Fundraising	\$250,576
Travel & Subsistence	\$16,835
Utilities	\$30,021

Total Operating Expenditure	\$5,155,552
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Net Operating Surplus/-Deficit	\$599,544
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Asset Acquisitions	\$6,362
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Financial Position as at 31 December, 2018

Funds Available	Actual
High Yield Investment Account	\$774
Official Account	\$318,518
Other Accounts	\$225,199
Total Funds Available	\$544,491

Financial Commitments

Operating Reserve	\$193,325
Other Recurrent Expenditure	\$24,918
Funds Received in Advance	\$172
School Based Programs	\$267,508
Asset/Equipment Replacement > 12 months	\$25,000
Maintenance - Buildings/Grounds > 12 months	\$33,500
Total Financial Commitments	\$544,422

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

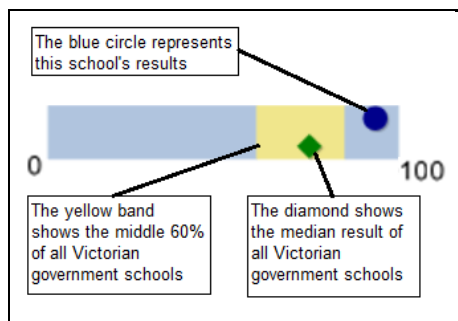
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

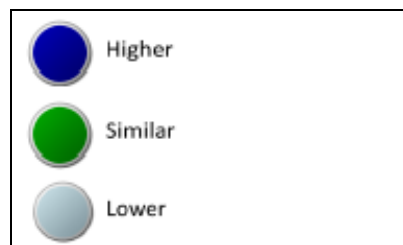


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').