

# 2020 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](http://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 2020 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 27 April 2021 at 09:48 AM by Carly Pluck (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 27 April 2021 at 12:29 PM by Eve Mitsopoulos (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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## What does the 'About Our School' section refer to?

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

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.

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

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*

### Engagement

Student attendance at school

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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. These levels 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').

## About Our School

### School context

Canterbury Primary School is located in Canterbury, approximately 16 kilometres east of Melbourne CBD.

Our school vision is to create a passionate learning community that inspires, challenges and supports all students to achieve their personal best and to make a positive contribution to the world in which they live. Our school values (respect, responsibility, integrity and resilience) guide the decisions and behaviours of all members of our school community.

Canterbury Primary School strives to provide a student-centred learning culture where authentic, relevant learning fosters intrinsic motivation and where partnerships with parents and the broader community are pivotal to enhancing student learning opportunities. We believe that finding opportunities to enhance student voice, agency and leadership will improve student engagement, wellbeing and achievement outcomes. Students from Prep to Year 6 have a say in what they learn, how they learn and how they will be assessed. Teachers are skilled in planning learning experiences that engage students through their own interests, while still addressing student needs, skills, dispositions and relevant curriculum standards. We believe that learning requires purpose, context, and audience.

In 2020, our enrolment was 657 students (313 female and 344 male). We had 29 classes, which comprised of 4 classes in each year level, except for Year 1 which had 5 classes. Less than 1% of students were Aboriginal or Torres Strait Islander, and 18% of students had a language background other than English, who participated in a well-resourced and differentiated English as an Additional Language (EAL) program.

In 2020, our school had a staff of 49.7 full-time equivalent (FTE) comprising 2 Principal Class Officers, 3 Learning Specialists, 29 Classroom teachers, 9 Specialist teachers (covering Art, Music, Mandarin, Physical Education and Health subjects), 6 Learning Support teachers, 5 integration/teacher aides, 2 Business Managers, 2 Administration staff, 1 First Aid Officer, 1 Library technician, 1 Food technician, and 1 Grounds/maintenance person.

Canterbury Primary School falls into the lowest socio-economic band value, which is based on the school's Student Family Occupation and Education index (SFOE), taking into account parents' occupations and education. The Student Family Occupation and Education is a measure of 'context' which speaks about the demographic of the school community. SFOE scores range between 0 and 1.0 and are converted to bands based on a quartile approach (low, low-medium, medium, high). A 'low' score represents high parent education level and high socio economic advantage, and a 'high' score represents low parent education level and low socio economic advantage.

### Framework for Improving Student Outcomes (FISO)

In 2020, our Annual Implementation Plan (AIP) focused on the implementation of Key Improvement Strategies (KIS) related to the FISO dimensions of Curriculum Planning and Assessment, and Setting Expectations and Promoting Inclusion. The KIS documented in our AIP were:

- Build, document and implement a guaranteed and viable curriculum based on the Victorian Curriculum
- Develop and refine an agreed CPS research-based classroom curriculum delivery and instructional model in all areas of English, Mathematics and Science
- Build a consistent whole school approach to the use of data and evidence to track student learning and growth, analyse and inform next level of learning
- Embed the school's mission, vision and values into the everyday work of the school.

Despite the disruption caused by school closures in 2020, we had success in each of these areas, which has led to valuable groundwork in preparation for continued success in 2021. Some highlights in relation to the above KIS, include:

- The implementation of Literacy, Numeracy and Science 'Toolkits'. These toolkits provided teachers across the school with greater access to learning resources to support teaching and assessment practices within the classroom. As we progress into 2021, these toolkits provide a common starting point for teachers to better differentiate to student

point of need within the classroom.

- Induction processes were strengthened for new and beginning teachers with weekly, targeted professional development focused on understanding and implementing our CPS Instructional Framework.
- Assessment of student achievement data continued during the remote period, however the delivery was modified to suit the online format. Teachers met weekly to analyse student work, moderate teacher feedback and collaboratively plan next steps in teaching and learning. Common assessment tasks used in Prep - Year 6, particularly in reading, were utilised to allow for teachers to moderate across year levels.
- Students with English as an Additional Language were provided with support through a whole-school tiered approach to identify the level of intervention required, for example, one on one support or in class differentiation.

**Achievement**

2020 achievement data demonstrates that students at Canterbury Primary School continue to operate at a high level, performing above similar schools and the state average for students working at or above age expected standards in English and Mathematics, based on teacher judgements.

In 2020, the school continued to work on its strategic plan goal of ensuring high levels of learning growth for every student in English, Mathematics and Science. The school was receptive to feedback from students, staff and parents during remote learning periods and continually modified the teaching and learning program to make ongoing improvements reflective of student needs and the feedback that was received. We experienced the most success when learning was timetabled and tasks were shared with parents ahead of virtual community circle and explicit teaching. Tasks were mostly reflective of what learning looks like in the classroom, with the inclusion of learning intentions, success criteria, differentiated tasks and teacher feedback, using voice recordings or written comments, which was a consistent approach across the school.

Support was provided to students who required assistance, particularly those who were struggling with literacy based tasks, or those who had a language background other than English. We recognised that support provided to students had to be individualised, as there was no one-size-fits-all approach when supporting students with a variety of needs, backgrounds and family circumstances. Examples of the type of support that was provided during the remote learning period included; individual or small group withdrawal sessions via WebEx, individualised timetables, on-site attendance and take home packs, that were put together by teachers and provided families with a greater level of flexibility to engage with the learning program, without having to worry about logging on to multiple video conferences at particular times throughout the day. All students who required assistance and/or were identified as needing additional support during 2020, have had an Individual Education Plan developed in partnership with school leadership and the child's family and/or if required, have been included in our 2021 Tutor Program.

**Engagement**

Students at Canterbury Primary School are highly engaged and connected to their school. Students value the opportunity to co-design learning alongside their teachers and regularly reflect high levels of school pride, this is evidenced in our Attitudes to School Survey data, where we consistently achieve high percentage endorsement for factors including Student Voice and Agency (98%) and Stimulated Learning (100%).

- We have a highly passionate and proactive staff who worked tirelessly during 2020 to ensure that students didn't miss out on regular programs or opportunities, some examples include:
- Given our camping program was disrupted, teaching teams planned alternate timetables during the time that students were meant to be on camp, for example, Year 4 students who usually travel to Phillip Island, could participate in a range of different activities at home, such as a virtual visit to the Penguin Parade, trivia, beach yoga, stargazing, camp singalong, postcard writing or even replacing their normal bed with a sleeping bag!
  - Students in the junior school continued to participate in Discovery Learning type tasks, such as setting up shops or a post office at home. Teachers then planned lessons that linked areas of the curriculum to this type of play, including letter writing and the use of money.
  - Year 6 student leaders met weekly with members of the school leadership team via video conferencing to reflect on what we could be doing to engage and connect with students across the school. During this time, student leaders planned, developed and successfully launched a student newsletter. These newsletters captured what was happening

across the school and included a number of different features, such as activities you could do at home, competitions, book of the week and the email address to a CPS newsletter account, which allowed students to send in drawings, jokes or photos to be included in upcoming newsletters.

- Term 3 Parent Teacher Interviews were scheduled via video conferencing, with a high level of engagement from our parent community.

To support student engagement during the transition back to onsite learning in Term Four, our teaching staff worked collaboratively via video conferencing to plan classroom projects, cross level transition activities, and whole school events, such as the Book Week Parade and the Summer Fun Day, planned alongside the Canterbury Parent's Association. Overall students returned with a great sense of excitement and relief to be back at school, while the time and energy that went into planning these activities and events ensured that student engagement was sustained during the term.

In 2020, the average number of student absence days was 9.1, lower than the state average of 13.8 days. Significant absences in 2020 were due to students being stuck overseas or in other parts of Australia, and some students who did not return to onsite learning given medical conditions. These students were supported with an alternative learning plan and a range of learning resources to complete at home with parental support. During periods of onsite learning, we continued to send SMS messages to parents requesting them to notify the school of any absences.

### Wellbeing

At Canterbury Primary School, we understand the pivotal role that wellbeing plays in a student's education. While it is always important to ensure that support strategies are varied and modified to suit individual needs and circumstances, this was particularly evident in 2020 as students, parents and staff navigated the many parts of the year affected by Covid-19.

During remote periods of learning, a number of different support strategies were put in place. This included, but was not limited to:

- Supporting the mental health needs of our students. Teachers and members of the school leadership team worked collaboratively to identify the best support strategies for individual students, such as regular virtual check ins, development of Individual Education Plans, parent phone calls, modified timetables, access to support provided by Health and Wellbeing contacts through the Department of Education (DET) or ensuring that students attended the onsite program, particularly those who were deemed as vulnerable.
- Although classes met virtually each day, peer connectedness across year levels and within the school was a priority as we progressed through Term 3, which covered the harshest and longest lockdown period. To address this, specialist teachers offered virtual lunchtime clubs twice per week for each year level. During these sessions, students could log on, eat lunch together and play games. Some teaching teams also offered students optional afternoon virtual sessions, such as cooking, as a way of breaking up the week and regular routine.
- Additional supports and information for parents on topics such as, setting up routines, the importance of physical activity, motivating your child and supporting your child with the transition back to school, were provided by DET psychologists and were included in weekly parent newsletters.

During the transition back to onsite learning and throughout Term Four, our staff continued to prioritise student wellbeing by:

- Clear communication and processes were developed, shared with parents via Compass. Our 2020 School Captains also created a short video for students across the school to demonstrate new processes, such as entry and exit points, which supported student understanding regardless of age or year level.
- There were a minimum of 4 lunchtime clubs offered to all students during the transition back to school, supporting friendships, confidence and re-engagement with school.
- Highly valued programs, such as Bike Education and our Year 5 Student Leadership Program commenced, while other programs, such as swimming in the junior years was rescheduled for Term 1 in 2021.
- Our Visiting Nurse program commenced in November and all Prep families were offered access to this service.

### Financial performance and position

In 2020 Canterbury Primary School maintained a very sound financial position. The School Strategic Plan, along with the 2020 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

The Financial Performance and Position report shows an end of year surplus of \$727,489.00. This surplus occurred as several school programs were unable to run due to school closures during 2020 and the impact of the global pandemic. Canterbury Primary School was strongly supported by 'Locally Raised Funds'. 90% of Essential and Optional Education items were received \$269,917.00 along with voluntary contributions of \$51,184.50 and revenue relating to excursions of \$14,003.00 and associated payments of \$13,989.00. Prepaid excursion levies \$66,589 will be carried forward to 2021. Equity funding was used to support students with additional needs throughout their transition into school and during periods of remote learning.

The Annual Canterbury Art Show, although not proceeding in the form of a physical event in 2020, contributed to revenue in Locally Raised Funds \$52,709.00 which was offset by fundraising expenses of \$49,338.00. The funds will support priority projects in 2021.

Property & Equipment Services includes Grounds Maintenance and Building Works. Significant building works included the replacement of several air conditioners, upgrade of data cabling in Discovery Centre, building repairs and maintenance. Commonwealth funding of \$10,000 was received for the installation of 2 drinking fountains in the junior playground.

Asset Acquisitions in 2020 included a new retaining wall, installation of internal window & door partition in the Innovation Centre, reinstatement of verandah on admin building and replacement of outdoor furniture.

**For more detailed information regarding our school please visit our website at**  
<http://canterburyyps.vic.edu.au/>

# Performance Summary

The Performance Summary for government schools 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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 657 students were enrolled at this school in 2020, 313 female and 344 male.

18 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

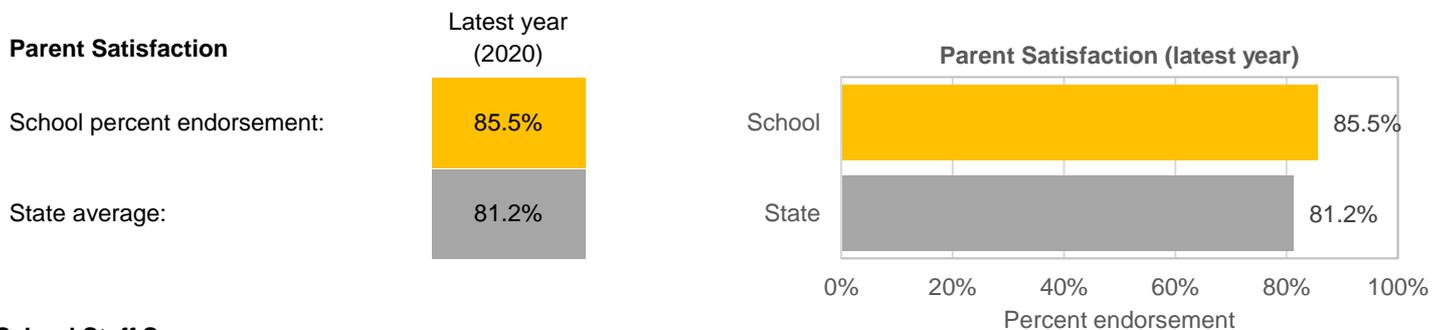
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

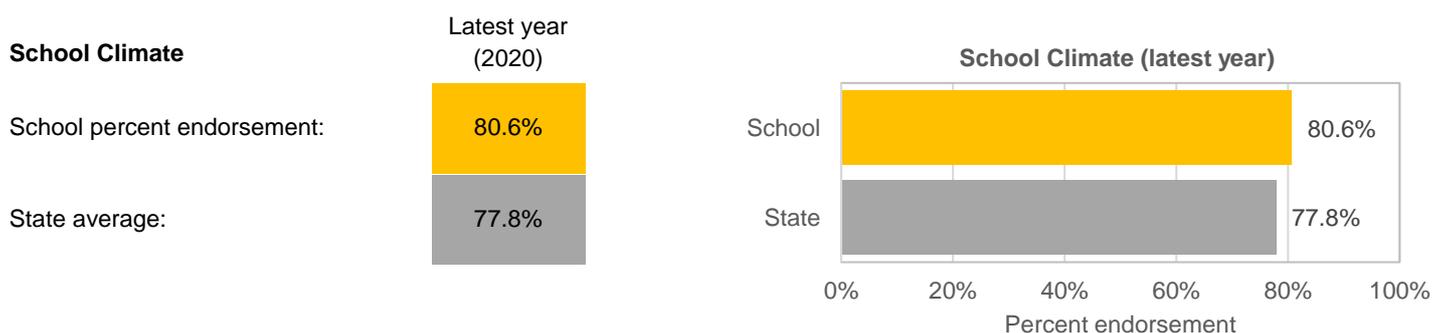


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



## ACHIEVEMENT

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

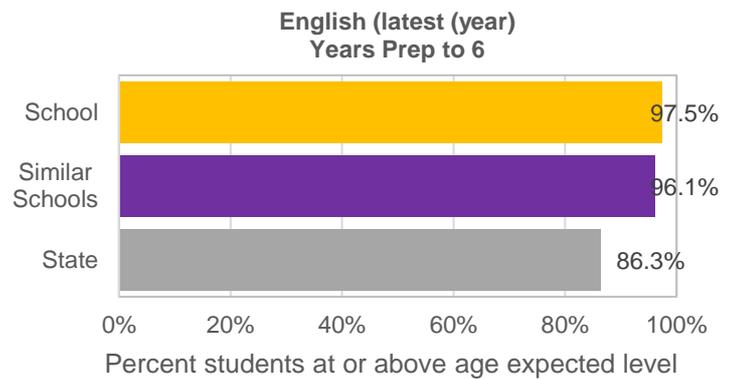
97.5%

Similar Schools average:

96.1%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

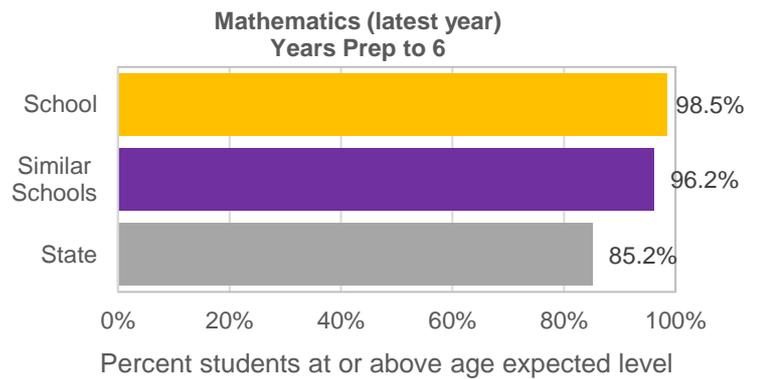
98.5%

Similar Schools average:

96.2%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

#### NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

## ENGAGEMENT

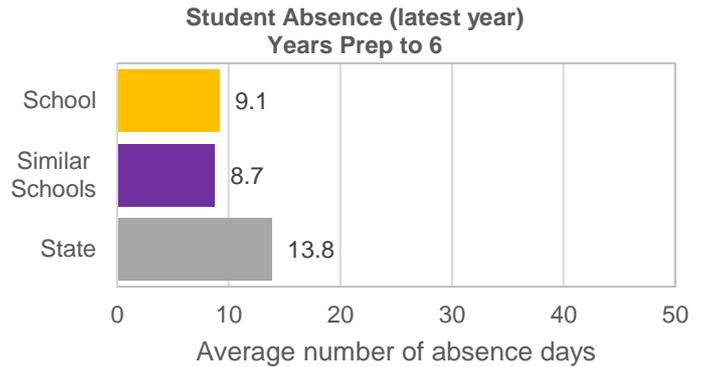
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	9.1	11.6
Similar Schools average:	8.7	12.1
State average:	13.8	15.3



#### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	95%	96%	95%	96%	96%	96%	94%

## WELLBEING

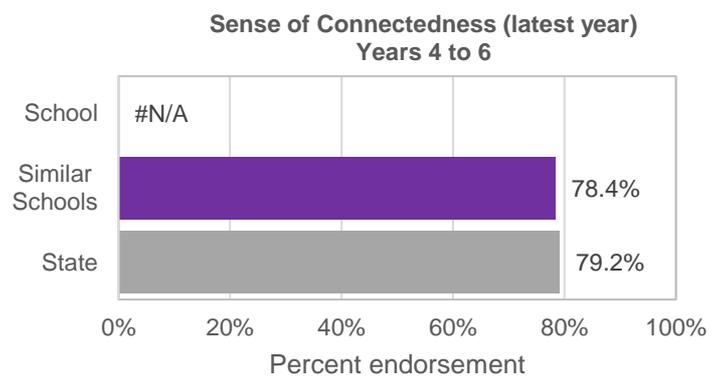
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	91.8%
Similar Schools average:	78.4%	80.8%
State average:	79.2%	81.0%



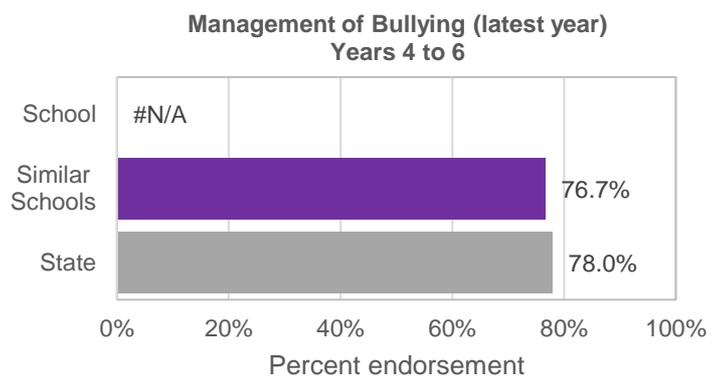
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	91.6%
Similar Schools average:	76.7%	80.1%
State average:	78.0%	80.4%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$5,308,581
Government Provided DET Grants	\$475,200
Government Grants Commonwealth	\$15,510
Government Grants State	NDA
Revenue Other	\$22,540
Locally Raised Funds	\$463,447
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$6,285,278</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$5,846
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$5,846</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,908,510
Adjustments	NDA
Books & Publications	\$5,532
Camps/Excursions/Activities	\$24,389
Communication Costs	\$4,186
Consumables	\$102,037
Miscellaneous Expense <sup>3</sup>	\$20,875
Professional Development	\$23,973
Equipment/Maintenance/Hire	\$131,138
Property Services	\$58,493
Salaries & Allowances <sup>4</sup>	\$41,214
Support Services	\$125,602
Trading & Fundraising	\$74,723
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$37,117
<b>Total Operating Expenditure</b>	<b>\$5,557,790</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$727,489</b>
<b>Asset Acquisitions</b>	<b>\$148,816</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$811,005
Official Account	\$49,387
Other Accounts	\$55,757
<b>Total Funds Available</b>	<b>\$916,150</b>

Financial Commitments	Actual
Operating Reserve	\$100,532
Other Recurrent Expenditure	\$13,885
Provision Accounts	NDA
Funds Received in Advance	\$66,589
School Based Programs	\$292,795
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$181,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	\$117,470
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	\$142,588
<b>Total Financial Commitments</b>	<b>\$914,859</b>

*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.*