2008 Annual School Report
Canterbury Public School

NSW Public Schools – Leading the way
Messages

Principal's message

The school community worked together to develop an agreed statement of purpose which would influence future school planning. This followed a forum in 2007 which had engaged students, parents and teachers in highlighting the core values of the school. The statement is as follows:

*Canterbury Public School celebrates diversity and strives for excellence, opportunity and participation. Our learning environment and quality education provide a foundation for lifelong learning.*

*Our community works within a culture of trust and respect where each individual is supported and challenged to achieve their best.*

*We collaborate to develop shared goals and take responsibility to achieve them.*

*We actively promote social justice, citizenship and leadership within and beyond the school.*

I congratulate the students on their achievements in the classrooms, the arts, in sporting activities and as citizens within and beyond our school community.

The commitment of the staff to achieve excellence and their focus on high expectations for all students is consistent with our school values. I acknowledge the staff for their professionalism and dedication.

Parents and community members have supported school programs and I thank them for their committed effort throughout the year. The P&C has had an exceptionally successful year with a school fete and continued assistance and expertise through many committees.

I am continually encouraged by the effort and enthusiasm of students, teachers, school staff and parents to commit to ongoing improvement for our students and our school.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

*Mrs. Cheryl Robens*

P&C message

It is with happy exhaustion that we look back on our achievements through the past year. Of the many wonderful activities we organised or took part in, the highlight would have had to be our school fete in August. It was a fantastic day for everyone, including all of our wonderful volunteers, the end proceeds totalling $21,000.

Other fundraising events for the year included a trivia night, an election day BBQ and *Scary Fairy*. All of our fundraising efforts over the last two years have resulted in over $40,000.

The P&C funded kindergarten resources, a bike rack, digital cameras for the classrooms, library resources, the installation of an improved drainage system for the grassed area of the playground and whiteboards.

Other initiatives included the introduction of parent class representatives, assistance with the installation of rainwater tanks and improved drainage in the grass area, school banking and improvements to the school grounds through monthly working bees.

One of our primary functions as a group is to work closely with the school as representatives of the school community. We do this in several ways: by providing representatives on merit selection panels to appoint new teaching staff, on the school evaluation committee to help determine progress and plan for improvements for student learning; by assisting with grant applications to acquire important extra funding for the school; by providing input into the School Environment Management Plan (SEMP).

I would like to acknowledge and warmly thank all the parents, grandparents and other members of the community who volunteered their time to assist in classrooms with reading, maths, music classes, covering books in the library or assisting on school excursions.

Again I would like to extend my appreciation to everyone who volunteered their time and energy throughout the year.

*Ms. Kylee Gardiner – President*
Student representative’s message

The Student Representative Council, (SRC) developed leadership skills, raised money for charity, held multiple fundraisers, contributed service to the school and helped the community in different ways.

Fifty-two students, including the SRC attended the Young Leaders’ Conference. We learnt about many different leadership skills which will benefit us throughout our future as leaders.

We held a Mothers’ Day stall for our first fundraiser, and sold makeup and chocolates.

Our first charity fundraiser for the year was Colour for a Cure. Senior members of the SRC helped to style and colour K-6 kids’ hair. Nearly every student in our school had their hair coloured.

The SRC hosted the Harmony Day assembly and our hall was filled with orange students. Our theme was How can you make a difference? We had three guests; a student, a teacher and a parent who talked to our school about how they make a difference.

Our second fundraiser of the year was a So You Think You Can Dance competition. Many students from K-6 participated. Unfortunately we didn’t raise as much money as we would’ve liked, but it was a lot of fun.

For our second charity fundraiser we supported the Stewart House Foundation by selling Stewart House dolphins.

Our third fundraiser was a Fathers Day stall. We sold soap, gardening kits, socks, tools, super glue, hair gel and car wash. Members from our SRC took turns to help sell even though it was pouring down rain.

At the end of every term the SRC led the pennant assembly. Pennants were awarded to children who had achieved fifty-four orange awards.

The final fundraiser was a disco held in our school hall. On the same night the SRC held both a K-2 disco and a 3-6 disco. We sold glow sticks and flashing necklaces. It was our most successful fundraiser. The total of all fundraising was approximately $1000. This money will be carried over to support a big SRC project in 2009.

We visited the residents of Amity Nursing Home. We met lots of friendly residents that we hope to see in the future. We invited the residents from the Amity nursing home and the SRC from Canterbury Girls High School to have afternoon tea with us. The SRC members from our school brought in food to share. At the end of December we visited the nursing home to celebrate Christmas.

The SRC put together a policy. It was published in the school newsletter for all parents and students to read and give their opinions. All feedback that was received was helpful.

The SRC, in partnership with the SRC at Canterbury Girls High School held a mini conference on the theme of giving service. Students from Ashbury P.S., Canterbury South P.S., Canterbury Girls High and Canterbury Boys High schools, as well as the SRC and Year 5 students from our school attended. One hundred and fifty students participated in drama, craft, mentoring and leadership workshops and the Peace Park project. A guest speaker from the Exodus Foundation addressed the group.

At the end of the year Canterbury families were invited to contribute to the Toys ‘N’ Tucker appeal.

Christina Kyriakopoulos, Adrienne Driscoll and Tara Brett
School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

Student Enrolment

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>131</td>
<td>136</td>
<td>146</td>
<td>165</td>
<td>163</td>
</tr>
<tr>
<td>Female</td>
<td>110</td>
<td>110</td>
<td>118</td>
<td>127</td>
<td>128</td>
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</tbody>
</table>

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2008 class size audit conducted on Tuesday 25 March 2008.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
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<tbody>
<tr>
<td>1-2K</td>
<td>2</td>
<td>11</td>
<td>23</td>
</tr>
<tr>
<td>1-2K</td>
<td>1</td>
<td>12</td>
<td>23</td>
</tr>
<tr>
<td>1-2P</td>
<td>1</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>1-2P</td>
<td>2</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>1-2V</td>
<td>1</td>
<td>13</td>
<td>24</td>
</tr>
<tr>
<td>1-2V</td>
<td>2</td>
<td>11</td>
<td>24</td>
</tr>
<tr>
<td>2K</td>
<td>2</td>
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<td>24</td>
</tr>
<tr>
<td>3-4M</td>
<td>4</td>
<td>11</td>
<td>26</td>
</tr>
<tr>
<td>3-4M</td>
<td>3</td>
<td>15</td>
<td>26</td>
</tr>
<tr>
<td>3-4T</td>
<td>3</td>
<td>19</td>
<td>26</td>
</tr>
<tr>
<td>3-4T</td>
<td>4</td>
<td>7</td>
<td>26</td>
</tr>
<tr>
<td>4-5C</td>
<td>5</td>
<td>16</td>
<td>27</td>
</tr>
<tr>
<td>4-5C</td>
<td>4</td>
<td>11</td>
<td>27</td>
</tr>
<tr>
<td>5-6C</td>
<td>6</td>
<td>20</td>
<td>29</td>
</tr>
<tr>
<td>5-6C</td>
<td>5</td>
<td>9</td>
<td>29</td>
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<tr>
<td>5-6K</td>
<td>6</td>
<td>18</td>
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<td>5</td>
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<td>28</td>
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<td>K-1W</td>
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<tr>
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<td>K</td>
<td>13</td>
<td>20</td>
</tr>
<tr>
<td>KD</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
</tbody>
</table>

Structure of classes

Wherever possible, students were grouped in Stage classes instead of Year classes. Teachers within these Stage class groups worked together to implement quality teaching and learning programs that addressed individual and group needs.

School picnic at Nielsen Park.
Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

In 2008 the teaching establishment was as follows:

<table>
<thead>
<tr>
<th>Position</th>
<th>Full-time</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Classroom teachers (special education)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Teachers Itinerant Hearing</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Community Languages</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Release Teacher</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Counsellor</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>9</td>
</tr>
</tbody>
</table>

Staff retention

Through the year there were four new permanent appointments; two assistant principals, a class teacher, a reading teacher and an itinerant teacher for hearing. At the end of 2007, an assistant principal transferred to a new position and another took leave for more than twelve months which created these vacancies.

Staff attendance

Staff members have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 95.8%.

Teacher qualifications

All teaching staff members meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>46%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>54%</td>
</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>224,469.70</td>
</tr>
<tr>
<td>Global funds</td>
<td>181,013.58</td>
</tr>
<tr>
<td>Tied funds</td>
<td>126,233.49</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>113,259.50</td>
</tr>
<tr>
<td>Interest</td>
<td>15,806.83</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>7,808.66</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>668,591.76</strong></td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>39,235.78</td>
</tr>
<tr>
<td>Excursions</td>
<td>30,001.27</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>35,269.51</td>
</tr>
<tr>
<td>Library</td>
<td>7,493.84</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>24,141.74</td>
</tr>
<tr>
<td>Tied funds</td>
<td>195,204.44</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>52,151.25</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>41,751.38</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>25,034.99</td>
</tr>
<tr>
<td>Maintenance</td>
<td>41,627.33</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>7,808.66</td>
</tr>
<tr>
<td>Capital programs</td>
<td>2,601.82</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>502,322.01</strong></td>
</tr>
</tbody>
</table>

Balance carried forward: 166,269.75

The Federal Government funded a Community Water Grant with plans to minimise mains water usage and an Investing in Schools grant to upgrade the school library. School expenditure for 2008 matched the previous year with this exception.

A full copy of the school’s 2008 financial statement is tabled at the annual general meeting of the Parents and Citizens Association. Further details concerning the statement can be obtained by contacting the school.

School performance 2008

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Achievements

Arts

Every class put together a display for an evening Festival of the Arts. These showcased sculpture complemented by music and dance within an environmental theme.

Choir

Students in Years K-6 were offered the opportunity to participate in a school choir, with fifty-four students participating throughout the year.

The choir performed at many school functions including the Sorry Day assembly, the Anzac assembly, the school fete, Recognition Day and our Festival of the Arts. The choir also participated in Sing Around Australia together with the junior and senior choir from Canterbury Girls High School. The final performance for the year was held at a local nursing home where the students entertained the residents with Christmas carols.

Our choir was also invited to participate in two workshops held at Canterbury Girls High School. At the end of each workshop students, staff and parents attended a choral concert. Both workshops were extremely valuable experiences and allowed students to be extended musically.

A CD was compiled by Canterbury choir with the help of the music department at CGHS and sent to the Department’s Arts unit with the hope of being accepted into the Primary Proms or the Primary Choral Festival in 2009.

Recorder

Junior and senior recorder groups met each week throughout the year. They were given many opportunities to perform publicly. Highlight performances were at the school fete and at the state Festival of Instrumental Music at the Sydney Opera House.

Sport

The school sport program focussed on skill development in cricket, kick ball, t-ball, netball, dance and fitness. Students had the opportunity to develop skills and teamwork.

All students aged 8-12 years participated in the annual school swimming carnival at Canterbury pool. The majority of those who placed 1st, 2nd or 3rd in the finals of their 50m events went on to represent our school at the Wiley Park Primary School Sports Association (P.S.S.A) zone carnival.

Primary students participated in PSSA in the winter season in netball and soccer. Students that remained at school improved their skills in a variety of sports including football, soccer and cricket.

Primary students also participated in a dance program. Some students then represented the school at an interschool competition, some successfully gaining places.

In Term 2 students aged 8-12 years participated in the cross country carnival at Canterbury South P.S. Those who placed 1st, 2nd or 3rd in their age race went on to represent our school at the Wiley Park P.S.S.A zone carnival. Students from K-2 and the special education classes participated in a cross country carnival which was held within our school grounds.

Students participated in our athletics carnival which was inclusive of all students regardless of their ability. Again those who placed 1st, 2nd or 3rd in their age race went on to represent our school at the Wiley Park P.S.S.A. zone carnival. At this level of competition, one student took 2nd place for long jump and another was placed 3rd in the shot put.

Students from Years 2 to 6 participated in a two week intensive swimming program and improved their swimming skills. Eight students from the special education classes also participated in the intensive swimming scheme, to improve their skills, confidence and self help skills in water.

Stage 2 students attended a one night camp at Brewongle Education Centre and enjoyed a variety of educational activities.

Stage 3 students attended a four day camp at Broken Bay Sport and Recreation Centre. The students participated in activities such as abseiling, archery, boomerang throwing, ropes challenge and a camp cookout.
Students in Kindergarten and Stage 1 participated in an organised dance program for ten weeks. Students practised body movement and control, demonstrating different ways the body can move by composing and sequencing simple movement patterns. They applied these movement skills in a variety of dance performances.

These classes also participated in Jazzercise and all classes participated in weekly fitness lessons throughout the year.

**Other**

**Public Speaking**

All students from Kindergarten to Year 6 participated in public speaking activities to support learning outcomes in the English strand of talking and listening. The most outstanding speakers from Stages 2 and 3 represented the school in the Multicultural Perspectives Public Speaking Competition. A student from each stage was chosen to represent the school in the St George Public Speaking Competition. Our Stage 2 representative received a highly commended medal and certificate.

**Debating**

Entering the Sydney Region Debating Competition was a 2008 initiative. Our two teams, although novices demonstrated fine debating skills and were highly commended by the adjudicator.

**2020 Summit**

The Federal Member for Grayndler, Anthony Albanese MP, hosted a 2020 Summit for schools where students discussed long-term challenges and opportunities for Australia. Four Year 6 students attended and presented the results of Stage 3 workshops on the topics, climate change, water, sustainability and population and Indigenous Australians in the future.

**Academic**

**Literacy- Best Start Kindergarten to Year 2**

In term 1 the school participated in Best Start Kindergarten Assessment. Information was collected about the literacy and numeracy knowledge, skills and understanding that each student brought to school. This information was then used to inform our teaching and learning programs. We continued to follow individual student progress in Kindergarten using the Best Start continuum.

Stage 1 teachers also participated in professional development about the Best Start program and used the literacy continuum to determine individual student progress. The results have been graphed for all kindergarten and Stage 1 students based on assessments at the end of term 3.

Within early literacy development eight critical aspects have been identified and are used in the continuum of learning. The eight aspects are: reading texts, comprehension, aspects of writing, concepts about print, phonics, phonemic awareness, aspects of speaking and vocabulary knowledge.

These aspects are spread across two graphs for each grade.

**Kindergarten: Graph 1**

Graph 1 indicates that most Kindergarten students were performing at or above stage expectations, (see third cluster and above), with more than half working above Early Stage 1 level in reading, comprehension and writing at the end of term 3.

**Kindergarten: Graph 2**

Graph 2 indicates that most of our Kindergarten students were performing at or above Stage expectations at the end of term 3 with eight students requiring support in talking and listening activities, three requiring extension in vocabulary development and five students offered further
support in phonics. These results enabled us to pinpoint learning needs and design relevant programs.

Year 1: Graph 1
Graph 1 indicates that our Year 1 students required further development in writing and comprehension tasks. Semester 2 programs then focused on these areas.

Year 2: Graph 1
The Year 2 results indicated that more than half of the students were working at or above stage expectations. Therefore a stronger focus on comprehension and writing tasks was implemented to cater to those students working just below and to extend the rest. A focus on grammar and the use of metalanguage was implemented throughout the year to improve reading and writing comprehension.

Year 1: Graph 2
Graph 2 indicates that this particular cohort also required extra assistance in phonics and phonemic awareness. Reading programs were adjusted accordingly.

Year 2: Graph 2
Graph 2 indicates that more teaching time needed to be devoted to phonemic awareness and reading group programs were adjusted accordingly. Special needs funding was used to provide extra support for those students working below stage expectations. The learning assistance teacher was able to provide small group instruction in reading and writing. An intensive phonics and phonemic awareness program was implemented in terms 3 and 4.
NAPLAN- Year 3 and Year 5

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 the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

Literacy – NAPLAN Year 3

Thirty students in Year 3 sat for the National Assessment Program in literacy. The literacy test considered the number aspects of reading, writing and language.

Year 3 literacy results showed that:
• Students achieved the school target with 71% of students achieving Band 3 or higher.
• Girls performed above the state average in literacy and overall reading and language.

• The number of students in Band 6 writing exceeded the state and like-school averages and was higher than the year average over the past three years.
• Students performed below the state average in spelling, grammar and punctuation.
Numeracy – NAPLAN Year 3
Thirty students in Year 3 sat for the National Assessment Program in numeracy. The numeracy test assessed the strands of number, patterns, algebra, measurement, space and geometry as well as providing an overall numeracy result. Year 3 numeracy results showed:
• 54% of students achieved Band 3 or higher which did not meet the school target for growth.
• There was no significant difference in student performance between the strands in numeracy.
• There was no significant difference between the performance of boys and girls.

Literacy – NAPLAN Year 5
Thirty-five students in Year 5 sat for the National Assessment Program in literacy. The literacy test considered the number aspects of reading, writing and language.
• With 74% of students achieving Band 4 or higher, the school target of 75% was almost reached.
• There were more students in Band 8 reading than the school average over the past three years, the state average and like schools.
• There were fewer students in the lower three skill bands in reading and writing than the school average over the past three years, the state average and like-schools.
• Students out-performed state averages with 44% of students placed in Bands 7 and 8 for spelling and 50% in Bands 7 and 8 for writing.
Numeracy – NAPLAN Year 5

Thirty-five students in Year 5 sat for the National Assessment Program in numeracy. The test assessed student performance in the strands of number, patterns, algebra, measurement, data, space and geometry as well as providing an overall numeracy result. Year 5 results in numeracy showed:

- 37% percent of students achieved Band 7 or higher in number, patterns and algebra compared to the state average of 26%.
- While 26% of students were placed in Band 8 for number, patterns and algebra, only 6% were placed in this skill band for space, measurement and data. There was no significant difference between student performance in these numeracy strands for students performing in Bands 3, 4 and 5.

Progress in literacy

Twenty-five students sat the Basic Skills Test in Year 3 and the National Assessment Program in Year 5 here at Canterbury P.S. Twenty-four of these students progressed over one or more skill bands in overall literacy between the tests. The average improvement of these students was 75.5% points which was 5% lower than the state average of 80.7% points although some students achieved as high as 124 points.

Student growth in reading and writing was higher than the state average.

Progress in numeracy

Twenty-six students in Year 3 sat for the Basic Skills Test in Year 3 and the National Assessment Program in Year 5 here at Canterbury P.S. Of these students, twenty-two progressed through one or more skill bands between the tests. Three students progressed more than three skill bands. The average improvement of students was 80.8 points which was higher than the state average growth for boys.
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>80</td>
</tr>
<tr>
<td>Writing</td>
<td>87</td>
</tr>
<tr>
<td>Spelling</td>
<td>90</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>87</td>
</tr>
<tr>
<td>Numeracy</td>
<td>87</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>92</td>
</tr>
<tr>
<td>Writing</td>
<td>94</td>
</tr>
<tr>
<td>Spelling</td>
<td>92</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>92</td>
</tr>
<tr>
<td>Numeracy</td>
<td>94</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Respect and responsibility

If we wish to create a lasting peace we must begin with the children.
Mohandas K. Gandhi (Mahatma Gandhi), Indian leader and pacifist (1869-1948)

At our school Harmony day assembly, the SRC launched the 2008 initiative, *how can we make a difference?* Guest speakers from within our school community provided inspiration as they shared their experiences serving others.

The Students Representative Council (SRC) explored ways that students could give service within and beyond the school community. They arranged three visits between the school and a local nursing home.

Supported by a Harmony grant of $1500 from the Department, they invited the members of the SRC from Canterbury Girls High School to assist in hosting a service learning mini-conference at Canterbury P.S. Student members from Ashbury P.S., Canterbury South P.S. and Canterbury Boys High School explored the possibilities of making a difference, through a series of workshops.

Aboriginal education

Parents of Aboriginal and Torres Strait Islander students met each term to share ideas and inform school programs and events.

The school marked the 10th anniversary of National Sorry Day and the historic apology by the Australian Government on February 13 by holding a day of workshops to celebrate traditional and modern Indigenous culture. Students participated in eight workshops, all of which included Indigenous languages. These workshops highlighted art, dance, yidaki (didgeridoo), tumera (boomerang), tools, spirituality, crafts and flora. In one workshop a member of the Stolen Generations told her story and in another, ‘bush tucker’ prepared by students was tasted.
This Sorry Day event was underpinned by the Stage 3 unit of work, Why Sorry? This unit was designed by teachers at Canterbury PS to provide students with a greater understanding of Aboriginal history, traditional and contemporary culture and current issues. The assessment task for this unit of study was the NAIDOC writing competition where each student wrote a poem titled What did the National Apology mean to me? or Why Sorry? A student was awarded second place in this National competition. The unit of work culminated in Stage 3 students attending a performance of Yibiyung at the Belvoir St theatre.

The school hosted Dare to Lead initiatives throughout the year, to build understanding of Aboriginal issues and improve Aboriginal educational practices for teachers and school leaders within the Region and for our school community.

Environmental programs

The school community worked together to initiate, implement and develop a number of environmental projects. Students, teachers and families took part in activities within and beyond the school which broadened their understanding and knowledge of environmental issues. From meeting the Schworer family who are on a round the world mission powered only by wind, solar and human energy to raise awareness of global warming to using pedal power to make smoothies at our school fete, learning was accompanied by positive actions to improve our environment and change our practice.

Some of the projects and activities included:

- completion of the School Environmental Management Plan (SEMP)
- installation of three rain water tanks to harvest water for toilets and gardens
- completion of our school’s Indigenous garden which provides an outdoor learning space and a quiet area for students
- excursions to the Environmental Education Centre
- participation in the online eco-murder mystery ‘Murder Under the Microscope’ and Canterbury Council’s recycling poster competition
- successful submission by a team of students, teachers and parents for a $3,000 WSN Environmental Solutions grant to create sculptures from recycled materials
- working with local schools and community groups to build and sustain partnerships in environmental education and activities

In 2009 we will continue to develop our environmental programs and demonstrate our commitment to our environment through positive actions.

Information Computer Technology (ICT)

There was a continued focus on improving school technology infrastructure, student and staff skills, the integration of ICT to support curriculum objectives and internet safety.

The following additions were made to improve school technology infrastructure:

- Seventeen computers including four advanced computers capable of video-editing.
- Site licences for Artrage, Comic Life Deluxe, Mixcraft 4 and Memories onTV4 software packages.
- Sixty headsets and fifteen pod casting headsets.
- An upgraded data backup system and an uninterrupted power supply (UPS) for the school server to insure the preservation of student and staff data.

Students and staff initiated many new projects, learning new skills. These included Claymation, video-editing, using the newly installed Interactive Whiteboard (IWB) and using EduWeb (the school intranet) as a learning and communication forum. Students also used online digital learning objects for research.

A technology team was created to improve staff collaboration.

Online safety continued to be a priority with students and staff learning about using the internet and the rights and responsibilities they have when accessing it. The introduction of a blog was an initiative for communicating Kindergarten programs with parents. A blog was also introduced to provide communication forums amongst students and teacher librarians.
In addition the technology team explored and established the direction for ICT education by evaluating current practises and considering data gathered from student, parent and staff surveys.

The following graphs help highlight how ICT has been used to facilitate learning throughout the year.

**Multicultural education**

Classroom practice across all curriculum areas was planned to foster and support multi-cultural education through understanding of other cultures and the promotion of mutual respect. The school’s welfare policy supported this practice.

A specific English as a Second Language (ESL) program supported new arrivals to our country and learners still developing their skills in English.

Community programs in Chinese and Greek gave both native and non-native speaking students an opportunity to develop communication skills and increase their knowledge about these cultures.

**Other programs**

**Leadership and enrichment programs**

Fifty-two students were selected to attend a conference, the National Young Leaders Day. Students were inspired and empowered to serve their school and community and to strive to reach their own personal goals now and in the future.

Our students joined with students from the Canterbury community of schools to develop and share ideas for the Peace Park Project. Two Canterbury P.S. students were nominated to be student representatives on the steering committee for this long-term project.

Fourteen Stage 3 students participated in a six week enrichment program at Canterbury Boys and Girls High schools. Challenging workshops in mathematics, English, science and leadership encouraged the students to work cooperatively in teams as well as independently.

A one day workshop in visual arts at Dulwich Hill High School was attended by four students selected from Stage 3.
Students with Disabilities and Special Needs
Two special education classes supported students with moderate intellectual disabilities. These students participated in many mainstream activities supported by teachers’ aides and Individual Learning Programs (ILPs). Some students were also assisted by speech and occupational therapists and a hearing support teacher.

Three reading classes supported fifty-six students from within Sydney Region public schools. Two of these were intensive, short term classes and one was a long-term class for students with significant reading delay.

Additionally, six students with identified needs were assisted in mainstream classes with state and federal government funds. ILPs were developed by teachers in consultation with parents, counsellors and regional personnel. Review meetings were conducted to evaluate the students’ programs and progress.

Students identified with identified needs in mainstream classes received support from itinerant teachers of behaviour, integration and autism outreach.

Learning Assistance
The learning support team met fortnightly to monitor and support the welfare and progress of students. Support included curriculum enhancement and differentiation, allocation of resources and funds, and referrals to itinerant services or outside agencies where appropriate.

Students in Kindergarten were identified and targeted in Term 1 in response to Best Start. Support was provided during literacy sessions focussing on small group instruction in reading, writing, talking and listening. In Term 4, four Kindergarten students were assessed by a speech therapist and therapy recommended.

Students in Stage 1 requiring learning assistance were supported during timetabled literacy groups for reading, writing and talking and listening and were provided with in-class support for numeracy. In Terms 3 and 4, ten students were targeted from Stage 1 for an intensive reading/phonics program. In Term 4, three students in Year 2 were given further assistance in phonics and phonemic awareness, three afternoons each week.

Students in Stage 2 were also targeted for assistance in reading and writing and grouped accordingly. Fifteen students in Stage 2 received specialised assistance in literacy. Four of these students were also provided with individual handwriting programs.

Students in Stage 3 were supported in class with teachers collaboratively planning and teaching learning experiences with a focus on explicit and systematic teaching of grammar. Twelve students, four from each of the Stage 3 classes, were also supported once a week in a small group setting, focussing on grammar and the deconstruction of texts.

Three students in Stages 2 and 3 were further supported in class with Individual Learning Programs in literacy and numeracy and two students were supported in the reading unit.

Volunteer Reading Program
Throughout the year, eight students took part in this program with assistance given by volunteers listening to individual students read for twenty minutes each week.

Even Start
Fourteen students in Year 4 and Year 6 who did not achieve above the minimal standard in the National Assessments in 2007 were eligible to receive funded tuition. Thirteen families elected to receive school-based tuition. Four teachers, all staff members, registered as tutors and formed groups based on identified learning needs. All lessons were conducted after school hours. Ten students successfully completed tuition and three students completed between 50% - 79% of the sessions.

Stage 1 students enjoyed dance lessons during term 2.
Progress on 2008 targets
The targets from the school three year plan, 2006-2008 aimed at achieving excellence in educational outcomes for all students and providing skills for personal growth and social responsibility.

Target 1
To improve K-6 literacy levels with a focus on writing K-6 and reading skills in the early years

Our achievements included:
Improved writing skills in literacy and factual texts:
- 28% of Year 3 students in Band 6 improved on school performance for the past two years.
- 50% of Year 5 students in Bands 7 and 8, 12% in Band 8 which was a significant improvement on school performance in the past two years.
- Teachers monitored and tracked all students in Kindergarten and Stage 1 using the literacy continuum.

Target 2
To improve skills in working mathematically

Our achievements included:
- Student progress between Year 3 and Year 5 in standardised tests in numeracy was more than the state average for student progress
- Students K-2 used a range of mental computation strategies in mathematics.
- Students in Stages 2 and 3 increasingly justified and explained mathematical processes

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations of learning and science and technology.

Educational and management practice

Learning

Background
Parents, students and teachers were asked to take part in a survey on aspects of school culture. The survey was completed by 65 parents, 167 students from Year 1 to Year 6 and 16 teachers.

Findings and conclusions
Parents, students and teachers agreed that classrooms were interesting places to learn and that students were encouraged to try new ways of learning.

While all teachers believed that the school supported communication about student learning between home and school, 80% of parents and 48% of students believed that this occurs only sometimes or rarely.

Students and parents believed that students took pride in their learning and did their best. Similarly, more than 90% of parents and students believed that the school expected students to do their best.

Teachers would have liked more students to take responsibility for their learning, including reflecting on their learning and engaging in self-assessment.

Future directions
Discussion forums with parents and students will provide understanding about the discrepancy in responses between groups about communication. Outcomes from this will inform changes in practice where required.

Teaching programs will continue to provide opportunities for student self assessment and reflection.

Curriculum

Science and Technology

Background
Parents, students and teachers evaluated teaching and learning programs in science and technology. Parents were invited to contribute
their ideas at three focus group meetings run during and after school hours. Students were randomly selected from each year to share their opinions at stage group meetings and teachers contributed their ideas at stage meetings.

Findings and conclusions
Parents believed that they did not have a good understanding about what students were learning in science and technology or an awareness of the resources used. While some students shared little information about the subject with their parents, others shared their enthusiasm about class programs. Parents valued the opportunity to share science projects at home.

Students particularly enjoyed this key learning area when they were able to actively participate in experiments and design and make tasks. They believed that they were able to assess their own learning and were successful. “We kept on trying and if it didn’t work we checked to see if we had done something wrong”. Students liked to have prior learning acknowledged so that lessons were always challenging.

Teachers agreed that planning for and implementing a range of outcomes-based assessment strategies was inconsistent across the stages. They also agreed that the provision of materials and equipment used was largely the responsibility of individual teachers and that organisation of these resources could be improved.

Future directions
Teachers will:
- Build consistence in student assessment and reporting practices for students in Year 1 to Year 6.
- Improve resources for science and technology reviewing and modifying current storage and systems for borrowing.
- Increase communication to parents about how science is taught in the classroom.

Parent, student, and teacher satisfaction
The school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parents believed that the school provided a wide range of complementary activities and that teachers provided good support to students and were passionate about their work. Parents appreciated the school’s emphasis on acceptance and respect. Parents would have liked to have more clarity about homework expectations and timely communication about events.

Students were enthusiastic about new and expanded opportunities; choir, SRC initiatives, deeper learning about the environment, Aboriginal programs, dance, jazzercise and school camps. Students appreciated opportunities to participate actively in learning programs and would like to see this continued.

Teachers appreciated opportunities to work collaboratively in planning for student learning. They believed that they were supported in their work by the school community and that although they had encouraged students to take more responsibility for their learning they wanted to continue working in this area.

![Our students joined with the Canterbury community of schools at the choir workshop at Canterbury Girls High School.](image)

Professional learning
Professional learning was undertaken by all staff and linked to the school plan, mandatory professional learning required by the Department of Education and professional learning plans for individual teachers.

Teachers worked in teams to plan strategies for teaching and student assessment within syllabus guidelines. Staff development days focussed on developing an agreed statement of purpose, strategies for teaching literacy and particularly writing, Department policy and procedures and child protection.

In total, $43 963 was spent on professional learning. The focus for most of this expenditure was quality teaching in literacy and numeracy.
School development 2009 – 2011

Our targets for school development for the next three years reflect a commitment to improving student performance in both literacy and numeracy and strengthening programs in ICT to support all key learning areas.

Targets for 2009

Target 1

To improve student literacy achievement for every student

Strategies to achieve this target include:
− The Best Start continuum will inform all literacy programs K-2, with teachers focussing on individual growth and teaching to individual student need.
− NAPLAN data will be used when planning for literacy improvement for the current Year 4 and Year 6 student cohort
− Teachers will plan collaboratively using the school Grammar Scope and Sequence
− Increased emphasis will be placed on peer and self-assessment of spoken and written texts

Our success will be measured by:
Improved student performance in standardised tests:
− 80% of students in K-2 will have moved at least two levels along the Best Start continuum from individual starting points
− Students identified in Year 2 as working beyond the Best Start continuum will achieve Band 5 or higher in NAPLAN
− 80% of matched Year 5 students will show expected performance growth or better in their NAPLAN results

Target 2

To improve student numeracy achievement for every student

Strategies to achieve this target include:
− The Best Start continuum and NAPLAN data will inform all numeracy programs K-6, with teachers focussing on individual growth and teaching to individual student need.
− Continued emphasis will be placed on the development of mental computation

Our success will be measured by:
Improved student performance in standardised tests:
− 75% of students in K-2 to have moved at least two levels along the Best Start continuum from individual starting points
− Students identified in Year 2 as working beyond the Best Start continuum will achieve Band 5 or higher in NAPLAN
− 75% of matched Year 5 students will show expected performance growth or better in their NAPLAN results

Target 3

To expand the use of information communication technologies to engage all students and teachers in quality teaching and learning

Strategies to achieve this target include:
− Mentoring for individualised teacher training in ICT
− All teachers trained in using new technologies, eg. connected classroom and interactive white boards
− Teachers use EduWeb and Web 2.0 technologies to integrate ICT with Key Learning Areas
− Child protection programs for students include cyber safety

Our success will be measured by:
− 50% of teachers trained to use interactive whiteboards effectively
− All students in Years 3 -6 and teachers trained in cyber-safety
− 33% of teachers have participated in ICT mentoring programs
− 80% of students indicate positive experiences using ICT in their learning.
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: