

2022 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 of the previous calendar year 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 25 March 2023 at 08:04 PM by Carly Pluck (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 27 March 2023 at 10:31 AM by Dani Armstrong (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

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.

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.

'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.

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 disabilities 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.

At Canterbury Primary School, we believe that finding opportunities to enhance student voice, agency and leadership improves student engagement, wellbeing and achievement outcomes, and therefore aim to deliver a learning program that provides purpose, context and a genuine audience.

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, and in addition, our learner dispositions (curiosity, creativity, self-efficacy, self-regulation, resilience and collaboration) provide all community members with a shared language of learning, outlining the characteristics or attitudes that we aim to foster in all learners.

At the time of February 2022 census, a total of 604 students were enrolled, which included 278 female students and 326 male students. 18% of students had English as an additional language, and 1% were Aboriginal or Torres Strait Islander.

Our workforce comprised 41.19 full-time equivalent (FTE) staff members. This included 1 Principal, 1 Assistant Principal, 4 Learning Specialists, 30 teaching staff, 5 specialist teachers (Music, Art, Mandarin and PE), 3 Integration Aides, 1 Business Manager, 3 administration staff, 1 First Aid Officer, 1 librarian 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.

Progress towards strategic goals, student outcomes and student engagement

Learning

Students at Canterbury Primary School have continued to achieve high outcomes in all areas of English and Mathematics, well-exceeding similar school and state measures. This is reflected in both teacher judgements (98.3% of students at or above age expected standards in English, and 98.4% of students at or above age expected standards in Mathematics) and NAPLAN data (98.9% of Year 3 and 97.6% of Year 5 students in the top three bands for Reading, and 95.7% of Year 3 and 96.4% of Year 5 students in the top three bands for Numeracy), included within this report.

Specific to 2022, our Annual Implementation Plan (AIP) focused on supporting the 2022 Priorities Goal, which was a state-wide goal determined by the Department of Education, in response to the pandemic. The 2022 Priorities Goal continued to focus on student learning, specifically in numeracy.

At Canterbury Primary School, we tailored our response by focusing on embedding consistently high-quality instructional and collaborative practices, which ensured that learning was differentiated and at point of need. Our success was enhanced by stability in staff and school leadership, which supported the distribution of responsibilities, allowed us to align our efforts and resulted in high level positive endorsement in the Staff Opinion Survey, reflecting a school climate that is approximately 10% higher than the state measure.

Highlights in relation to our work in 2022 include, but are not limited to:

- Engaged all students in a school-wide writing and visual arts project, titled 'Humans of Canterbury' in Term 1, which provided a genuine audience and purpose to their learning experience while at school. This project allowed us to re-engage learners post-pandemic, connect our community, and foster a sense of belonging and inclusion; reinforcing the pivotal role that wellbeing plays in student learning.
- Implemented data-driven and evidence-based improvements in numeracy, school-wide. This was informed by a review of our Zoned Maths program, with a panel comprising DET Senior Education Improvement Leaders, DET Education Improvement Leaders, local secondary school Principal and numeracy leader, CPS teaching staff and members of the school's leadership team.
- Greater consistency between individual teachers and classrooms, achieved through a targeted professional learning plan, clear assessment schedule, updated resources and high quality classroom displays.
- Completed DET's Professional Learning Communities (PLC) Training, ahead of implementation in 2023.

Wellbeing

The Attitudes to School Survey, which is completed by students in Years 4 – 6, demonstrates high level positive endorsement for both the Sense of Connectedness factor (90% positive endorsement), and Management of Bullying factor (91.5% positive endorsement), as evidenced in this report. This reflects that students have a sense of belonging, and that they perceive the school handles bullying appropriately.

At Canterbury Primary School we understand, as mentioned, the pivotal role that wellbeing plays in a student's education. In our 2022 Annual Implementation Plan (AIP), we included key improvement strategies, actions and activities specific to improving student wellbeing. Some of our highlights included, but were not limited to:

- Formalising a wellbeing team that was led by members of the school's leadership team, and comprised staff members from across the school. This team met regularly to oversee AIP implementation, monitor progress, and consider additional opportunities or areas for improvement.
- Implemented a consistent approach to how we teach the Health Curriculum at Canterbury Primary School, with a well-resourced and developmental scope and sequence from Prep to Year 6.
- Delivered an ongoing, targeted and varied professional learning program, which supported teacher understanding and practice.
- Refined our school-wide wellbeing framework with the input of students, parents and carers. This provides a shared understanding of what wellbeing programs, policies and processes exist at Canterbury Primary School, and is communicated via our school website, enrolment packs, transition evenings and induction sessions.

In 2023, we have resourced additional staff who have key responsibilities for student wellbeing and inclusion, which provides greater support for students, staff, parents and carers. We have continued to reflect on what opportunities we have to further enhance student wellbeing outcomes and have included these in our 2023 Annual Implementation Plan. These include developing and implementing a student induction program for new students, refining our buddy program, appointing a Wellbeing Coordinator, and seeking further professional learning opportunities to support the current needs of some of our students, such as self-regulation and separation anxiety.

Engagement

Students at Canterbury Primary School are highly engaged both at school, and within their community. Student absences were lower than similar school and state measures, with a 17 day average across the school, which is reflective of absences that were due to positive Covid-19 cases and extended family holidays.

After multiple school closures during 2020 and 2021, it was important to focus our efforts on re-engaging students and our school community upon the return to onsite learning in 2022. We were highly successful in our efforts, and as a result, we were able to foster a sense of community that became the highlight for many when reflecting on the year. Specific achievements include, but were not limited to:

- Provided opportunities for parents and carers to engage in their child's learning, while also profiling our school's approach to teaching and learning, such as Humans of Canterbury, Education Week and Maker Festival.
- Delivered a calendar of events in collaboration with the Canterbury Parents' Association, which aligned fundraising efforts, supported student leadership initiatives and provided social opportunities for parents and carers to volunteer and engage outside of school.
- Re-opened our Makerspace following a significant refurbishment over the January holidays. Students from Prep – 6 participated in fortnightly Makerspace lessons facilitated by STEM specialists. Learning activities complemented classroom programs and provided ongoing opportunities for students to think critically and creatively, while collaborating with others.
- Conducted a school-wide review of our CPS House Names, with a successful re-launch in Term 4 with new names (Mabo, Flinders, Goldstein and Freeman) that are modern, diverse and reflective of our school values.
- Delivered our regular camping program to all students in Years 2 – 6, including the return of our Year 6 Canberra Camp.
- Continued to offer students additional opportunities, specifically in sport, which resulted in our Year 5 & 6 female students winning the Football State Championship, and being awarded the runners up at the State Basketball Tournament.

Financial performance

In 2022, Canterbury Primary School maintained a very sound financial position.

The Financial Performance and Position Report shows an end of year surplus of \$778,124. This reflects stable student enrolment figures and measured expenditure. Canterbury Primary School was strongly supported by 'Locally Raised Funds', which includes strong Parent Payments and excursions/incursions receipts throughout the year (these were increased from 2020 with more activities made possible). 'Locally Raised Funds' also includes significant fundraising efforts including a highly successful major fundraiser in Term 4, raising net \$45,037. These funds have ensured the Maker Space refurbishment could be completed, along with building refurbishments/improvements in several learning spaces across the school.

Canterbury Primary School was the grateful recipient of a \$25,000 grant from the Victorian Government; an initiative for creating additional outdoor education spaces which came from the pandemic. This allowed the construction of a new shade sail structure, completed within 2022.

The 2022 state budget held a commitment for our school under the Minor Capital Works Fund Round 2 for a total project cost of \$499,127 to upgrade junior student toilets. This will be managed by the Victorian Schools Building Authority (VSBA) in 2023. In 2022, Canterbury Primary School Council committed to spend \$287,760 on replacing the aging synthetic turf oval and cricket pitch, which the VSBA will oversee in 2022. During 2022, Canterbury Primary School Council entered into a new agreement for IT support (JB HiFi Commercial).

Our school received \$5,000 Equity Funding provided through the Department of Education (DET). This was used to support the professional learning needs identified in our Annual Implementation Plan, which supported all teaching staff and integration aides to participate in the Inclusive Classrooms Training, allowing us to better understand and cater for individual learning difficulties and disabilities.

For more detailed information regarding our school please visit our website at

<https://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 2.0 (FISO 2.0).

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 604 students were enrolled at this school in 2022, 278 female and 326 male.

18 percent of students had English as an additional language and 1 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).

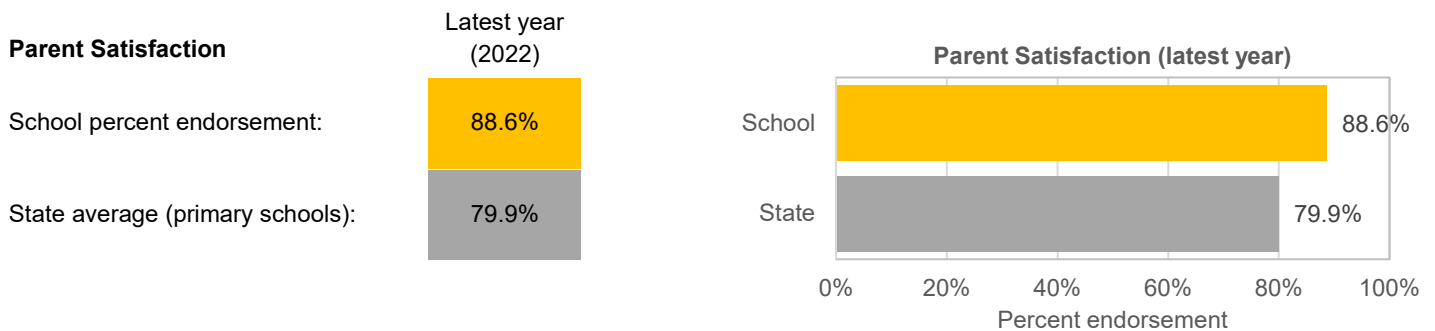
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

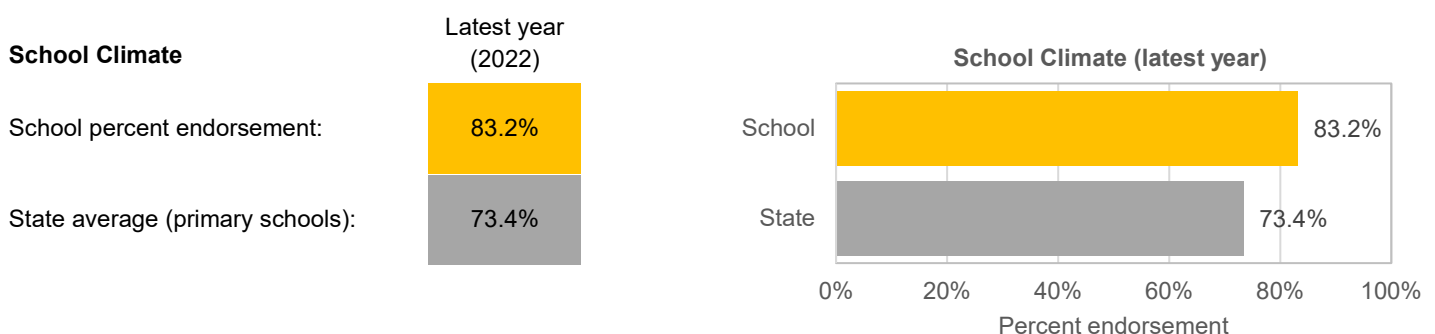


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

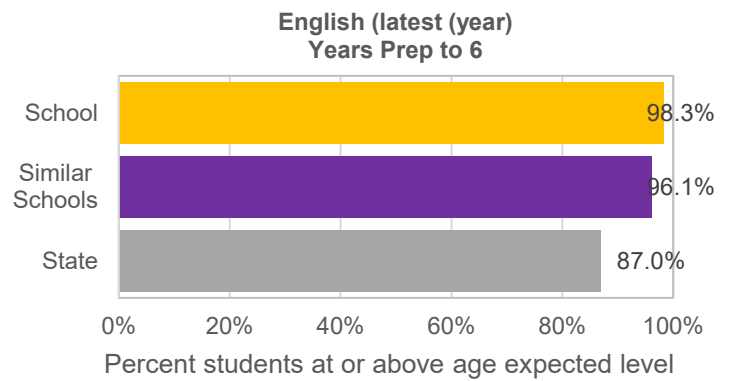
98.3%

Similar Schools average:

96.1%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

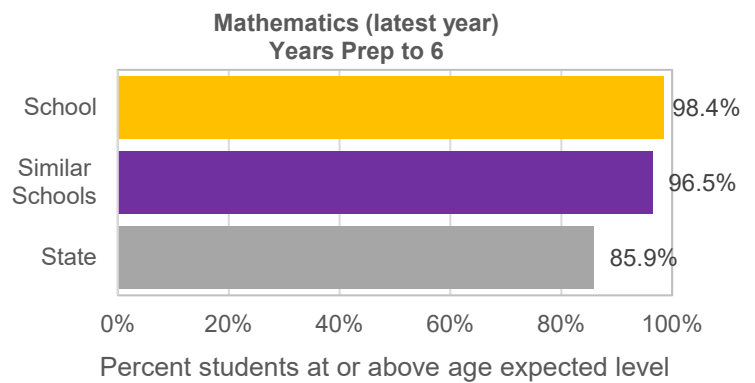
98.4%

Similar Schools average:

96.5%

State average:

85.9%



LEARNING (continued)

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.

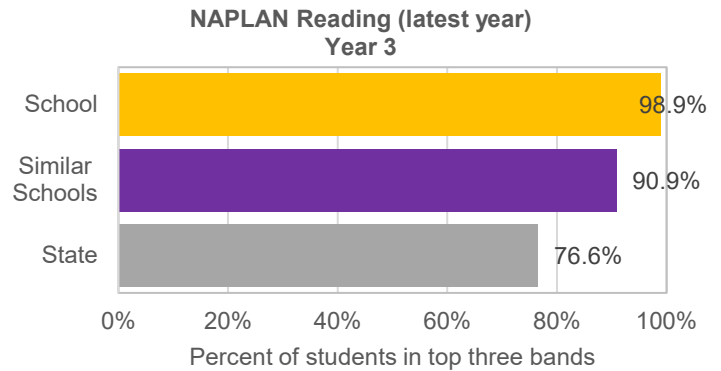
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

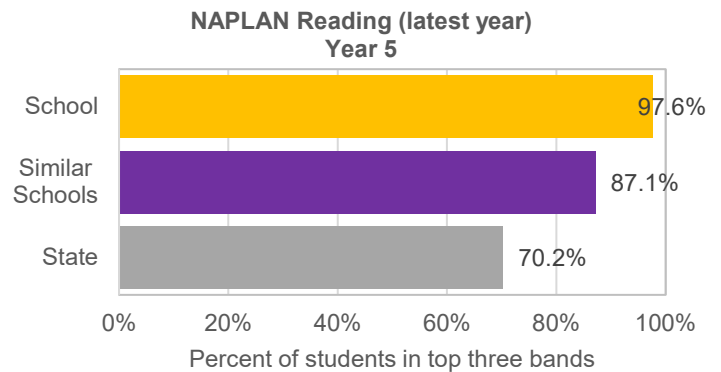
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	98.9%	98.2%
Similar Schools average:	90.9%	90.9%
State average:	76.6%	76.6%



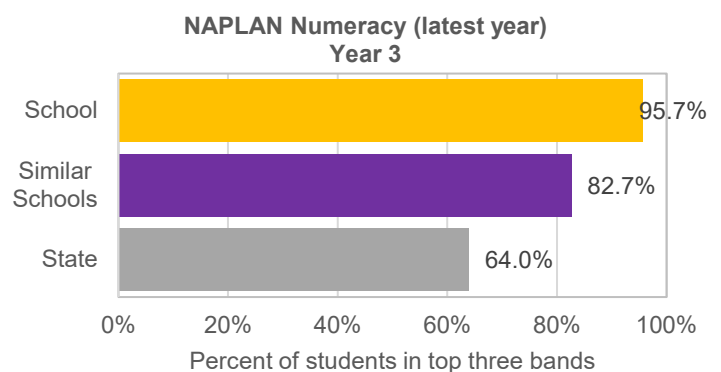
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	97.6%	94.1%
Similar Schools average:	87.1%	85.9%
State average:	70.2%	69.5%



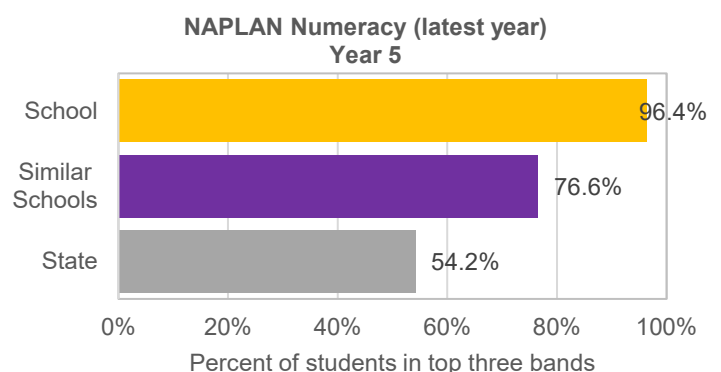
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	95.7%	94.1%
Similar Schools average:	82.7%	85.3%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	96.4%	92.6%
Similar Schools average:	76.6%	80.0%
State average:	54.2%	58.8%



WELLBEING

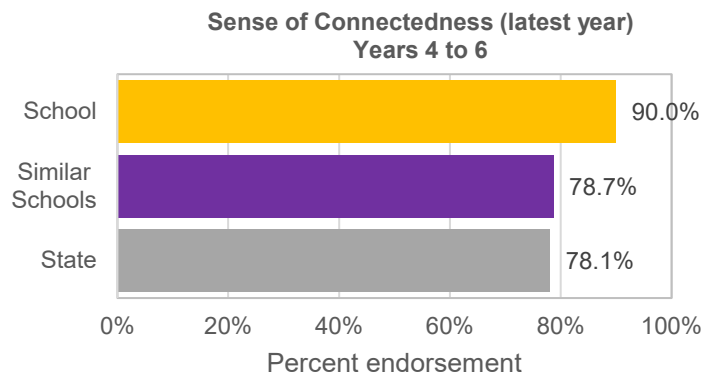
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	90.0%	94.4%
Similar Schools average:	78.7%	80.6%
State average:	78.1%	79.5%

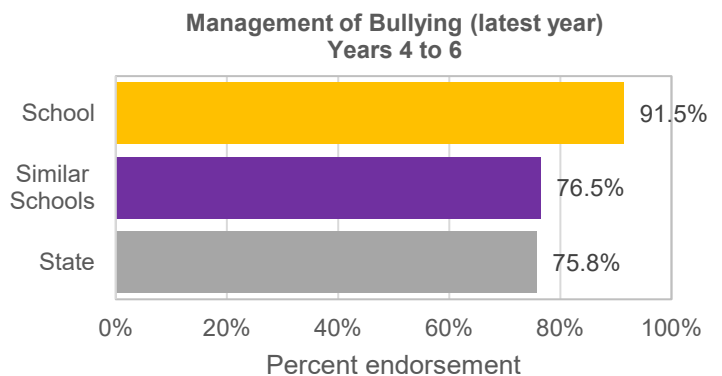


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	91.5%	93.7%
Similar Schools average:	76.5%	79.1%
State average:	75.8%	78.3%



ENGAGEMENT

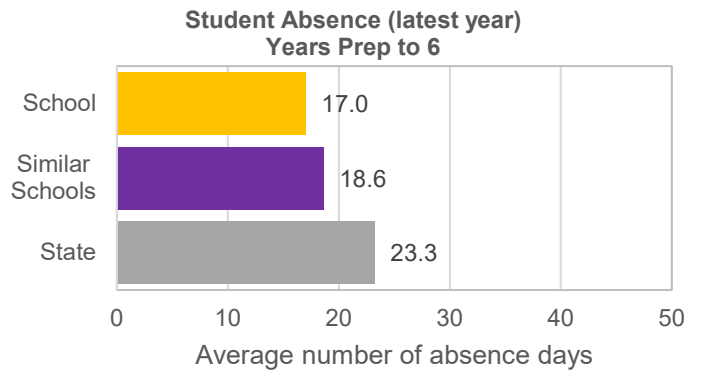
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	17.0	11.7
Similar Schools average:	18.6	12.5
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	91%	92%	91%	92%	91%	92%	90%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$5,179,154
Government Provided DET Grants	\$493,764
Government Grants Commonwealth	\$12,672
Government Grants State	\$25,000
Revenue Other	\$28,564
Locally Raised Funds	\$800,533
Capital Grants	\$0
Total Operating Revenue	\$6,539,686

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$4,634,008
Adjustments	\$0
Books & Publications	\$4,997
Camps/Excursions/Activities	\$252,131
Communication Costs	\$3,750
Consumables	\$140,440
Miscellaneous Expense ³	\$28,290
Professional Development	\$19,411
Equipment/Maintenance/Hire	\$118,145
Property Services	\$72,903
Salaries & Allowances ⁴	\$124,466
Support Services	\$297,376
Trading & Fundraising	\$36,137
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$29,509
Total Operating Expenditure	\$5,761,562
Net Operating Surplus/-Deficit	\$778,124
Asset Acquisitions	\$28,600

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$1,226,351
Official Account	\$56,420
Other Accounts	\$0
Total Funds Available	\$1,282,772

Financial Commitments	Actual
Operating Reserve	\$177,034
Other Recurrent Expenditure	\$24,800
Provision Accounts	\$0
Funds Received in Advance	\$11,242
School Based Programs	\$142,048
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$287,760
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$300,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$942,884

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.