

# 2023 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 12 March 2024 at 08:28 PM by Carly Pluck (Principal)

- This 2023 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 14 March 2024 at 07:19 AM by Dani Armstrong (School Council President)

# How to read the Annual Report

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## 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.

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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

### 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).

Key terms used in the Performance Summary are defined below:

### Similar Schools

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.

### NDP and NDA

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.

## 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').

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## Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

### Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

# About Our School

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## 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 2023 census, a total of 624 students were enrolled, which included 293 female students and 331 male students. 20% of students had English as an additional language, and 1% were Aboriginal or Torres Strait Islander.

Our workforce comprised 42.31 full-time equivalent (FTE) staff members. This included 1 Principal, 2 Assistant Principals, 3 Learning Specialists, 1 Leading Teacher, 32 teaching staff, 6 specialist teachers (Music, Art, Mandarin, PE and Library), 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.

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## 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 (99.1% of students in Prep - 6 at or above age expected standards in English, and 99.2% of students in Prep - 6 at or above age expected standards in Mathematics) and NAPLAN data (95.2% of Year 3 and 96.5% of Year 5 students achieving a proficiency level of Strong or Exceeding in Reading, and 96.4% of Year 3 and 96.5% of Year 5 students achieving a proficiency level of Strong or Exceeding in Numeracy), included within this report.

Our Annual Implementation Plan (AIP) focused on supporting the DET state-wide priorities goal, which continued to focus on student learning, specifically in numeracy, post-pandemic. With a significant mathematics professional learning focus undertaken during 2022, much of our work in 2023 was focused on embedding this work, however further achievements were made, including:

- Improved induction processes, where all new or returning staff engaged in 1:1 professional development alongside the school's mathematics leader.
- A consistent school-wide approach to Zoned Mathematics, with improvements made to assessments, teacher analysis, planning processes and parent communication.
- Participation in a Community of Practice alongside other local primary schools, supporting network improvement and collaboration between schools and the system.
- Delivery of professional development opportunities that improved teacher clarity and allowed students across the school to engage deeply with problem-solving tasks.

In addition to the priorities goal, our school also chose to include a focus on how we teach reading at Canterbury Primary School, and made a number of achievements, including:

- Conducted an internal review of the school's reading program, which involved Principal class, English Coordinators, English as Additional Learning Coordinator and the Tutor Learning Coordinator to have greater oversight across the school, and ensure that improvements made were consistently applied across all programs.
- Reviewing and refining the school's curriculum and instructional frameworks.
- Delivery of professional development opportunities focused on reading comprehension.

Lastly, our school successfully implemented the Professional Learning Communities program, where staff engaged in continuous improvement cycles focused on improving student learning and wellbeing, ensuring that data and evidence formed the starting point

for the improvement cycle, and was the foundation for all discussions. This supported an improvement in our Staff Opinion Survey, specifically in the category 'monitoring effectiveness using data', which saw an increase in positive endorsement from 83% in 2022 to 94% in 2023.

## Wellbeing

At Canterbury Primary School, we believe that learning and wellbeing are just as important as one another, and when integrated, support all students to thrive at school. As part of our 2023 Annual Implementation Plan, student wellbeing was a key priority, and we made some significant improvements in this area, which has put our school in a strong position as we commence 2024. Some of our highlights include, but were not limited to:

- Recruiting a Student Wellbeing Coordinator, who is part of the school's leadership team and has key responsibilities aligned with the Annual Implementation Plan.
- Developing and implementing a student transition program for any new student enrolments that commence during the school year. This has eased family anxieties, improved communication processes and ensured that students are well supported to develop friendships and continue with their learning, despite moving schools.
- Improving internal processes, including documentation, Student Support Group (SSG) meetings and teacher handover practices.
- Conducted research into the DET's Mental Health Menu in preparation for the 2024 rollout.

While the Attitudes to School Survey, which is completed by students in Years 4 – 6, demonstrates high level positive endorsement, exceeding similar school and state measures, for both the Sense of Connectedness factor (85.1% positive endorsement), and Management of Bullying factor (78.4% positive endorsement), we have a renewed focus on these areas in 2024, as outlined in our Annual Implementation Plan. Our plan and targets are varied and inclusive of the entire school community, comprising students, staff and families. Key improvement strategies include community events, the implementation of evidence-based programs, such as UR Strong, targeted and differentiated professional learning for staff, parent forums and the exploration of new partnerships, such as the Fathering Project, which aims to engage, inform and support fathers and father figures within our school community.

Additionally, we continue to review internal processes and documentation to ensure that our approach and practice remains relevant and effective, and will prepare for 2025 rollout of the DET Disability Inclusion model, which will increase the support we offer our students who have a disability.

## Engagement

Students at Canterbury Primary School are highly engaged both at school, and within their community. We are fortunate to have a school community that is highly supportive and involved, which further promotes student engagement and school-connectedness. Student absences were lower than similar school and state measures, with a 14.4-day average across the school. This is a significant improvement in comparison to 2022 data, where there was a 17-day average across the school. Absences in 2023 mostly reflected extended family holidays, however we did continue to experience absences related to positive Covid-19 cases. We anticipate that this data will further improve in 2024.

We continued to engage students and their families in a variety of activities throughout the year. Highlights include:

- A school-wide event, celebrating 115 years at Canterbury Primary School. This Prep – 6 history and writing based project was held during Term 1, and included 'Flashback Fridays' where students could engage in a different decade each week, rich learning tasks that explored how our school had evolved since opening in 1908, and culminated in a special open night, where families were invited to participate in, and celebrate our students' learning journey, and our school's birthday!
- The introduction of the Twilight Movie Night, which was the major fundraiser for 2023. This event was highly successful, with an audience of over 700, comprising students and their families. The nature of this fundraiser reduced volunteer fatigue and workload, was easily managed within school operations, and most importantly, was a student-centered event.
- Delivered a calendar of events developed 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.
- Students were provided with a variety of different lunchtime clubs, which they were able to engage with if they chose to. These clubs were offered to all students in Prep – 6, and catered for a wide range of interests, including coding, robotics, sewing, Lego, chess, yoga, sport, choir, rock band, art, library, gardening and much more. This provided students with greater opportunities during lunchtime, and helped foster student relationships through shared interests.

## Financial performance

In 2023, Canterbury Primary School maintained a healthy financial position. The Financial Performance and Position Report shows an end of year surplus of \$1,068,292. This reflects strong student enrolment figures and measured expenditure.

Canterbury Primary School was strongly supported by 'Locally Raised Funds', which includes Parent Payments, excursions/incursions receipts and significant fundraising efforts. These funds have allowed refurbishment of several learning spaces.

The school received Minor Capital Works Fund Round 2 funding of \$499,127 to upgrade the junior student toilets. These works were managed by the Victorian Schools Building Authority (VSBA) and completed in 2023.

Canterbury Primary School Council committed to spend \$287,760 on replacing aging synthetic turf, to be overseen by the VSBA.

These works couldn't be completed in 2023, resulting in a carry-forward of those committed funds. School Council entered into agreements for the supply of school uniform with Spartan School Supplies, for outside school care provision with Team Kids and IT support with JB HiFi Commercial.

Our school received \$8,571 Equity Funding provided through the Department of Education (DET).

**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 624 students were enrolled at this school in 2023, 293 female and 331 male.

20 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).

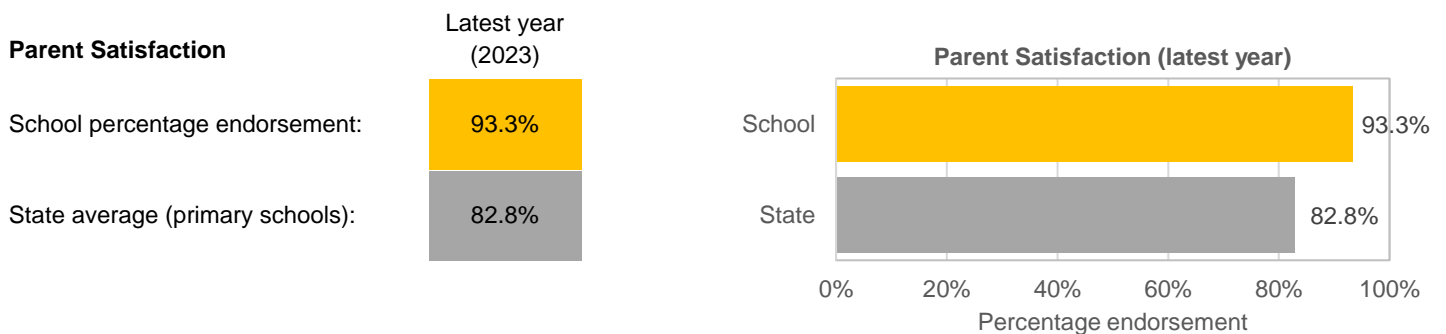
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

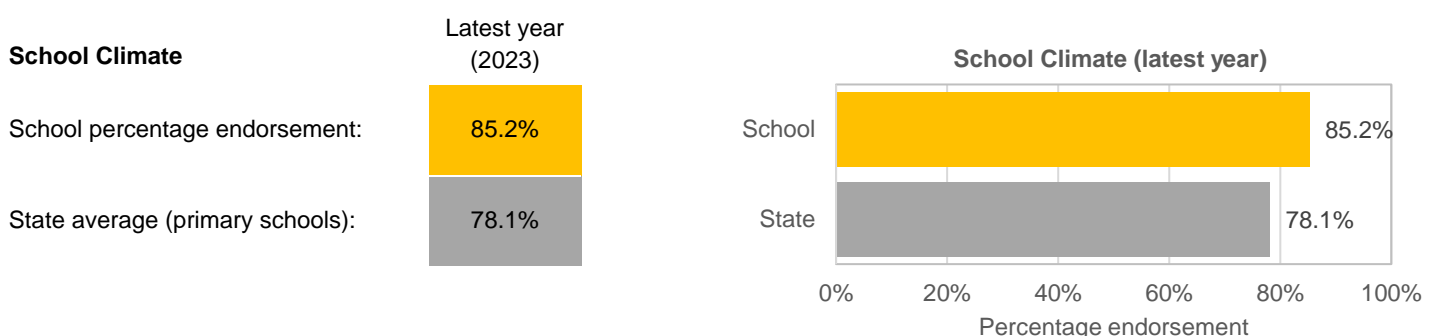


### School Staff Survey

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 against the Victorian Curriculum

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

#### English Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

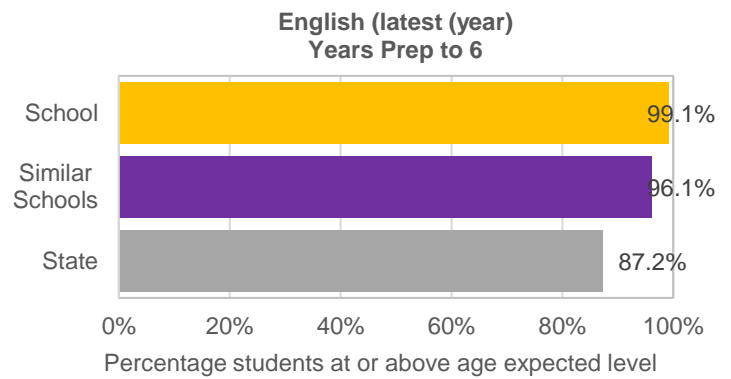
99.1%

Similar Schools average:

96.1%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

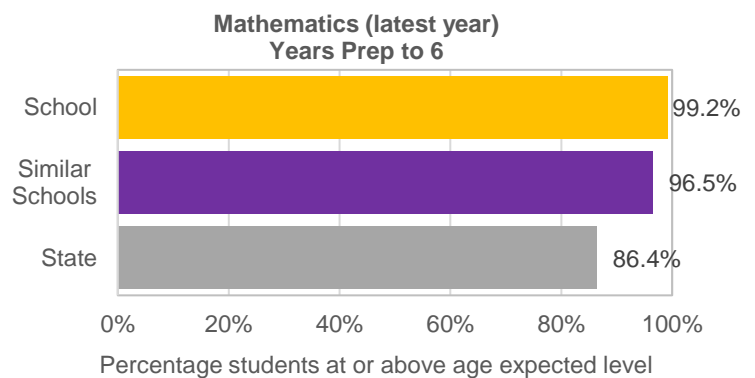
99.2%

Similar Schools average:

96.5%

State average:

86.4%





## 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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

#### Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

95.2%

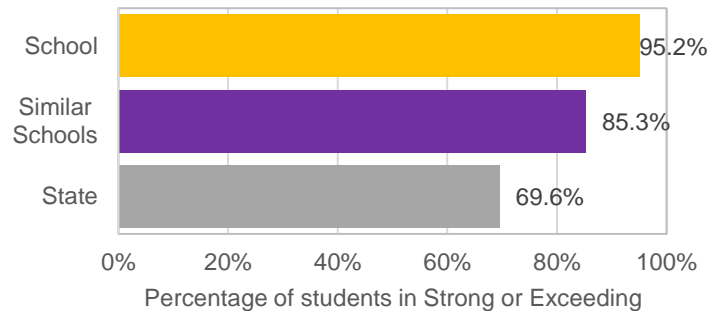
Similar Schools average:

85.3%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

96.5%

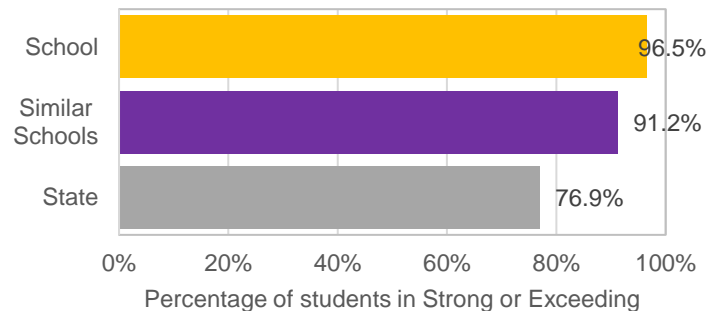
Similar Schools average:

91.2%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

96.4%

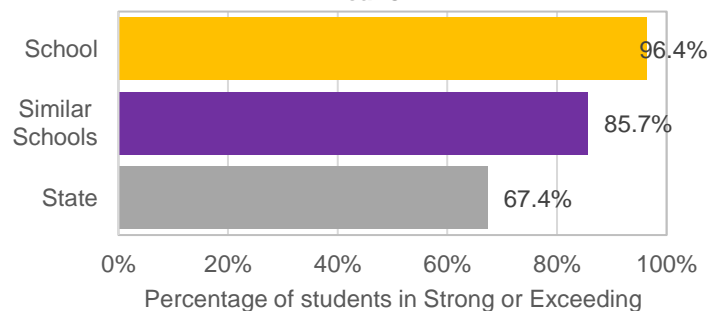
Similar Schools average:

85.7%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

96.5%

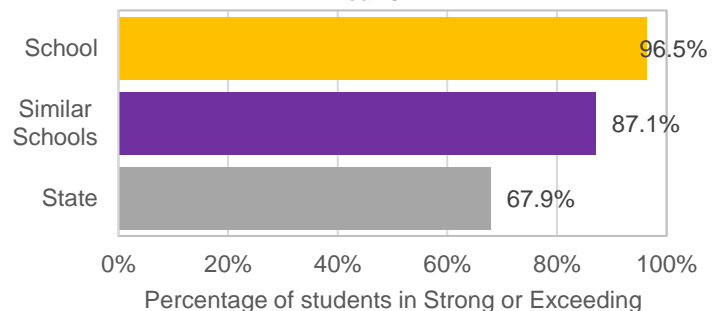
Similar Schools average:

87.1%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



**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 2022**

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading  
Year 3**

Latest year  
(2022)

School percentage of students in the top three bands:

98.9%

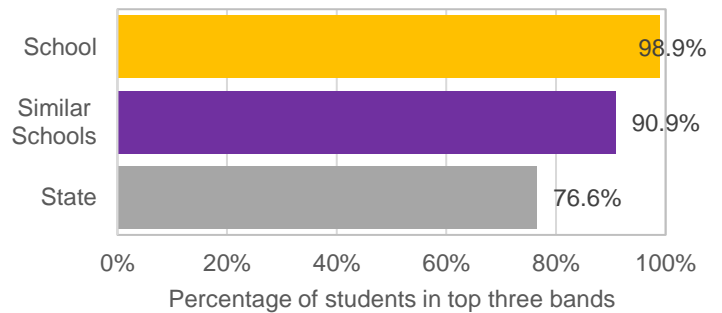
Similar Schools average:

90.9%

State average:

76.6%

**NAPLAN Reading (2022)  
Year 3**



**Reading  
Year 5**

Latest year  
(2022)

School percentage of students in the top three bands:

97.6%

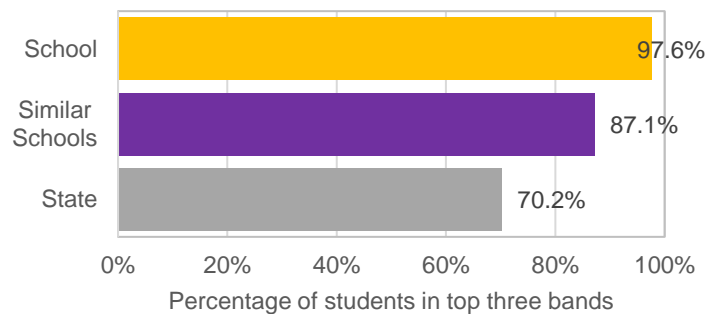
Similar Schools average:

87.1%

State average:

70.2%

**NAPLAN Reading (2022)  
Year 5**



**Numeracy  
Year 3**

Latest year  
(2022)

School percentage of students in the top three bands:

95.7%

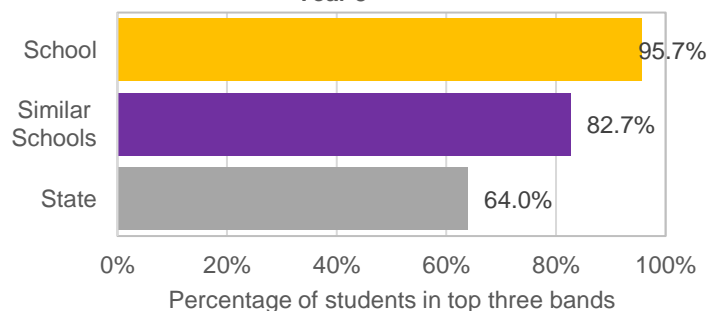
Similar Schools average:

82.7%

State average:

64.0%

**NAPLAN Numeracy (2022)  
Year 3**



**Numeracy  
Year 5**

Latest year  
(2022)

School percentage of students in the top three bands:

96.4%

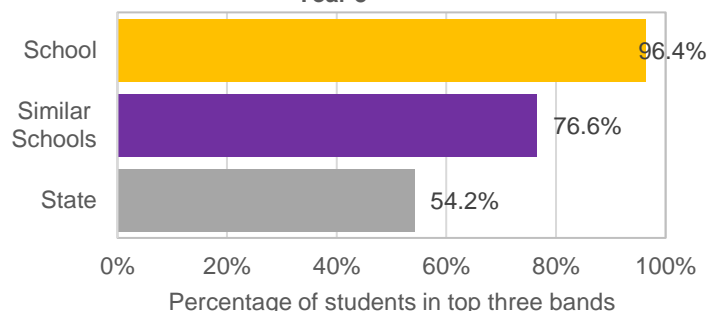
Similar Schools average:

76.6%

State average:

54.2%

**NAPLAN Numeracy (2022)  
Year 5**



## WELLBEING

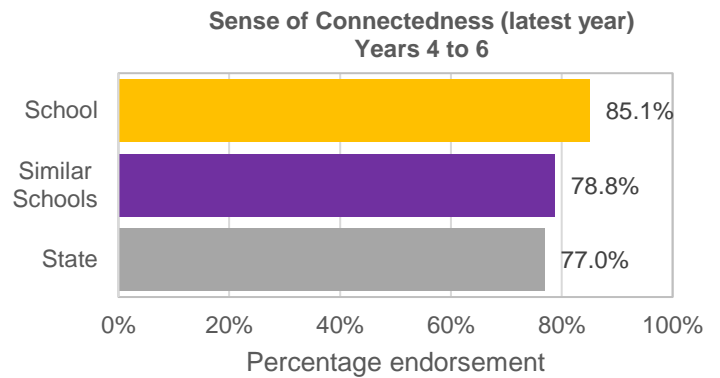
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	85.1%	90.1%
Similar Schools average:	78.8%	79.5%
State average:	77.0%	78.5%

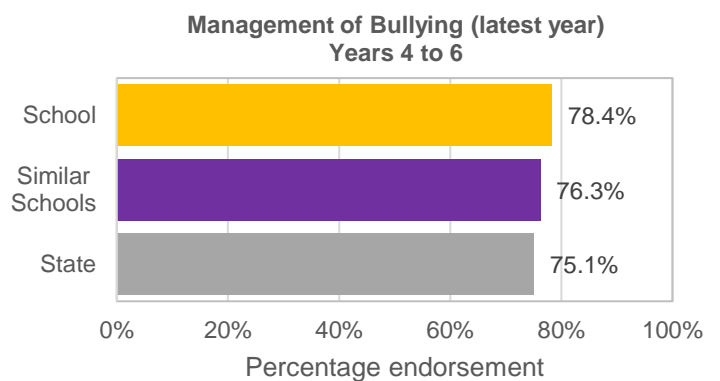


### Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	78.4%	87.4%
Similar Schools average:	76.3%	77.6%
State average:	75.1%	76.9%



## ENGAGEMENT

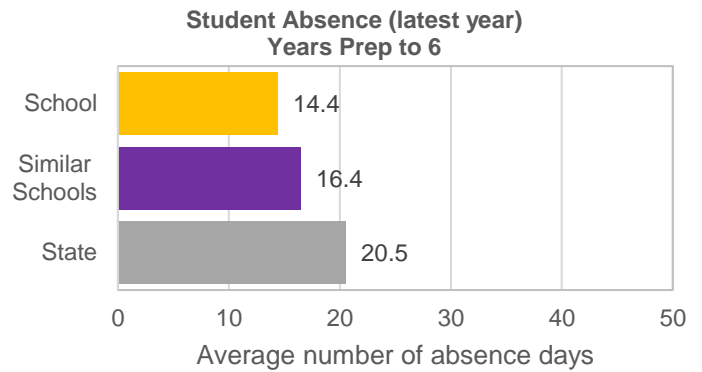
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 (2023)	4-year average
School average number of absence days:	14.4	12.1
Similar Schools average:	16.4	13.2
State average:	20.5	18.1



### 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 (2023):	93%	93%	93%	93%	93%	92%	93%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$5,820,796
Government Provided DET Grants	\$525,092
Government Grants Commonwealth	\$17,503
Government Grants State	\$0
Revenue Other	\$72,092
Locally Raised Funds	\$876,915
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$7,312,398</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$8,571
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$8,571</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,979,288
Adjustments	\$0
Books & Publications	\$3,595
Camps/Excursions/Activities	\$271,103
Communication Costs	\$3,976
Consumables	\$158,317
Miscellaneous Expense <sup>3</sup>	\$33,658
Professional Development	\$19,667
Equipment/Maintenance/Hire	\$74,209
Property Services	\$76,038
Salaries & Allowances <sup>4</sup>	\$209,465
Support Services	\$298,735
Trading & Fundraising	\$85,552
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$30,502
<b>Total Operating Expenditure</b>	<b>\$6,244,107</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$1,068,292</b>
<b>Asset Acquisitions</b>	<b>\$0</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 17 Feb 2024 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 2023

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,349,189
Official Account	\$77,608
Other Accounts	\$60,924
<b>Total Funds Available</b>	<b>\$1,487,722</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$198,551
Other Recurrent Expenditure	\$4,186
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$73,924
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	\$437,760
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$400,000
Maintenance - Buildings/Grounds > 12 months	\$373,300
<b>Total Financial Commitments</b>	<b>\$1,487,722</b>

*All funds received from the Department of Education, 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.*