

# 2017 Annual Report to the School Community



School Name: Canterbury Primary School

School Number: 3572



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 2017 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 22 March 2018 at 10:39 AM by David Wells (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 23 April 2018 at 10:34 PM by Eve Mitsopoulos (School Council President)



## About Our School

### School Context

Canterbury Primary is a dynamic school, with high levels of student, parent and community engagement and participation. Our vision is to create a passionate learning community that inspires, challenges and supports all students to achieve their personal best and 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.

The school has a strong student-centred pedagogical approach with an emphasis on student voice and agency, and genuine, contextualised learning opportunities. A school developed 'Pedagogical Principles' model informs planning and teaching approaches to improve student engagement and achievement. Innovative use of digital technologies is evident across the school. Coding, creative problem solving and an evolving 'Maker Culture' support high levels of autonomy and choice in learning. Local and global partnerships enhance opportunities for students to make connections and profile their learning.

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

In 2017 there were 600 students enrolled. Equivalent full time staff comprises 2 Principal class, 36 teachers and 7 Education Support staff. The Student Family Occupation (SFO) index is 0.1079 and the Student Family Occupation and Education (SFOE) index is 0.0709 indicating a community with a high socio-economic status advantage relative to other Victorian government schools. There has been an increasing percentage of students with a language background other than English, most notably from China, who are well supported by a strong English as an Additional Language (EAL) program.

### Framework for Improving Student Outcomes (FISO)

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

Throughout 2017 there was a strong focus on developing consistency and reducing in-school variability in teaching practice - both instructional and student engagement. The appointment of an Instructional Coach working with teaching teams across the school along with the strong development of data literacy through weekly data analysis and intervention planning sessions has had a significant impact on improving consistency in practice. A whole school professional learning focus on 'Assessment for Teaching' - Patrick Griffin - throughout first semester ensured a consistent understanding and improvement in data literacy and assessment practices. The use of a range of data and a focus on ensuring at least 12 months growth for 12 months learning for every student has enabled teachers to target their teaching to student need. A consistent approach to planning with students, enabling student voice to inform teacher practice in alignment with the Victorian Curriculum, has improved student engagement.

Targeted professional learning for all staff in reading comprehension and writing ensured greater consistency in instructional approaches and assessment.

A focus on developing a systematic approach to setting challenging goals and providing effective feedback for all students and teachers in 2018 will make learning progress more visible to students, ensuring greater ownership of learning.

### Achievement

2017 was an excellent year for student achievement at Canterbury Primary School with our students performing consistently above the Victorian average in student learning. School comparison measures indicate that Canterbury PS is performing exceptionally well with consistent 'higher' ratings compared to schools with similar intake characteristics assessed against the Victorian Curriculum. NAPLAN data indicates significant improvement across all areas. Reading results are consistent with similar schools and Numeracy results are higher than similar schools in both Year 3 and Year 5. NAPLAN relative gain in Writing and Numeracy, in particular, shows significant percentage of students achieving 'high growth' and also a very low percentage of students achieving 'low growth'. The appointment of a full time Instructional Coach and the strategic implementation of team data analysis and intervention planning has ensured a consistent school-wide approach to identifying and targeting student learning needs. These strong results are also attributed to



the successful maths zoning program and the ongoing focus on Writing instruction improvement. A whole school focus on enhancing student voice in all aspects of learning and through ensuring high levels of engagement in learning activities has also had a significant impact on student achievement.

In 2018 there will be a continued focus on improving reading comprehension skills, vocabulary and spelling strategies.

## Engagement

At Canterbury Primary School there has been a strong approach to empowering students as partners in their learning through enhancing student voice and agency across all areas of schooling. Involving students in curriculum planning, and the provision of a Maker Space and Kitchen classroom has enabled teachers to provide interest based learning opportunities with a focus on problem solving and creativity. A well-developed student leadership program and a formal student parliament ensure strong input from students in all aspects of their schooling. 2017 Attitudes to School survey reflects the student centred approach with stimulated learning (78%) and student voice and agency (76%) in the fourth quartile relative to all Victorian Primary schools

Student attendance in 2017 was 94% - across all year levels and consistent with schools with similar intake characteristics. The average number of absence days was 12. Student absence is impacted significantly by a disproportionately large number of family holidays with an average of 3.5 days, which is 29% of the overall average absence days. The school will continue to maintain protocols governing student absence due to a high correlation with student outcomes.

In 2018 we will continue to strengthen student engagement through a systematic approach to the setting of challenging goals and providing effective feedback that makes the learning visible to students, ensuring they have a clear understanding of success and what comes next in their learning.

## Wellbeing

Canterbury primary School is committed to student wellbeing and recognises the important role it plays in maximising our students' learning experiences and their ability to contribute to the school community.

Our school has a successful transition program supporting students moving between various stages of schooling. Our pre-school to Prep program ensures students and parents are well supported and connected when they commence school. This program involves extensive pre-school contact, transition visits throughout terms 3 and 4, and an orientation program for students and parents. Transition within school between year levels is enhanced through activities focussed on socialisation. In term 4 teachers conducted class visits spending time with students they would be teaching in 2018. The focus of these visits was ensuring teachers had an understanding of student learning needs before they would actually be teaching them.

In 2017 a variety of lunchtime clubs were introduced in the Maker Space with a focus on supporting specific social/emotional needs. These clubs were well attended with year 6 student leaders mentoring junior students.

In 2018 we will continue to embed the school's values across all aspects of the school community. There will also be a focus on improving transition out of the school from Year 6 to 7 working with local government secondary schools and ensuring our students are well prepared for the next stage of learning.

For more detailed information regarding our school please visit our website at [www.canterburyps.vic.edu.au](http://www.canterburyps.vic.edu.au)



## Performance Summary

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

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

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

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

School Profile	
<p><b>Enrolment Profile</b></p> <p>A total of 600 students were enrolled at this school in 2017, 283 female and 317 male.</p> <p>13 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

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

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



## Performance Summary

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

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



## Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>13%</td> <td>53%</td> <td>34%</td> </tr> <tr> <td>Numeracy</td> <td>7%</td> <td>41%</td> <td>52%</td> </tr> <tr> <td>Writing</td> <td>6%</td> <td>44%</td> <td>50%</td> </tr> <tr> <td>Spelling</td> <td>29%</td> <td>54%</td> <td>17%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>17%</td> <td>41%</td> <td>41%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	13%	53%	34%	Numeracy	7%	41%	52%	Writing	6%	44%	50%	Spelling	29%	54%	17%	Grammar and Punctuation	17%	41%	41%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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## Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>School Comparison</b> A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	94 %	94 %	94 %	94 %	94 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	94 %	94 %	94 %	94 %	94 %	94 %										





## Performance Summary

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

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

# How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

### Achievement

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

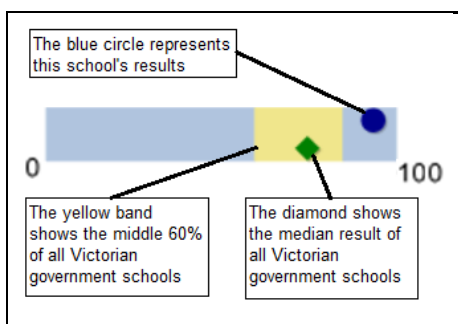
### Engagement

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

### Wellbeing

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

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

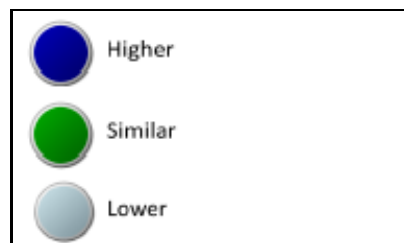


## What does *School Comparison* refer to?

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

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

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



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

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

## What does '*Data not available*' mean?

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

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

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

## What is the *Victorian Curriculum*?

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

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

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

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

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



## Financial Performance and Position

### Financial performance and position commentary

In 2017 Canterbury Primary School programs were strongly supported with 95.5% of Essential and Optional Education items received of \$249,044 and voluntary contributions of \$50,350.00 (included in 'Locally Raised Funds'). The 45th Canterbury Art Show contributed significantly to revenue in Locally Raised Funds of \$215,108 which was offset by fundraising expenses of \$167,540 in Trading & Fundraising. Revenue relating to camps, excursions and the China Study Tour was a further \$256,201 in Locally Raised Funds with associated payments of \$253,795 forming the majority of the Miscellaneous Expenditure. Property and Equipment Services includes Grounds Maintenance (including installation of root barriers, repairs to the oval synthetic turf and resurfacing of basketball courts) and significant building works (painting of the Innovation building and gutter cleaning). Central staffing savings of \$280,797 contributed to the Net Operating Surplus. New Shade Sails were the Assets acquired in 2017 of \$5,250. At the end of 2017 the school was able to commit significant funds to future asset and equipment replacement \$84,147.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$4,156,647	High Yield Investment Account	\$3
Government Provided DET Grants	\$371,948	Official Account	\$260,429
Government Grants Commonwealth	\$14,060	Other Accounts	\$130,719
Revenue Other	\$17,061	<b>Total Funds Available</b>	<b>\$391,151</b>
Locally Raised Funds	\$989,422		
<b>Total Operating Revenue</b>	<b>\$5,549,139</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$5,382		
<b>Equity Total</b>	<b>\$5,382</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$3,875,850	Operating Reserve	\$100,000
Books & Publications	\$10,744	Revenue Receipted in Advance	\$2,800
Communication Costs	\$15,962	Other recurrent expenditure	\$186,802
Consumables	\$134,773	Asset/Equipment Replacement > 12 months	\$84,147
Miscellaneous Expense <sup>3</sup>	\$436,639	Maintenance -Buildings/Grounds incl SMS>12 months	\$17,401
Professional Development	\$35,487	<b>Total Financial Commitments</b>	<b>\$391,151</b>
Property and Equipment Services	\$294,964		
Salaries & Allowances <sup>4</sup>	\$169,526		
Trading & Fundraising	\$292,317		
Travel & Subsistence	\$1,182		
Utilities	\$32,294		
<b>Total Operating Expenditure</b>	<b>\$5,299,738</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$249,400</b>		
<b>Asset Acquisitions</b>	<b>\$5,250</b>		



- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

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