Introduction
The Annual Report for 2015 is provided to the community of Canterbury South Public School as an account of the school’s operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.


Daniela Frasca
Principal

School contact details:
Canterbury South Public School
20 High Street
Canterbury, 2193
www.canterburs-p.school.det.nsw.edu.au
canterburs-p.schools@det.nsw.edu.au
Phone: 9789 5255
Message from the Principal

Welcome to the 2015 Annual School Report! Our commitment at Canterbury South Public School is to provide a safe and intellectually challenging environment that will empower students to become innovative thinkers, creative problem solvers and inspired learners prepared to thrive in the twenty-first century.

We have a highly dedicated staff who work collaboratively to provide an inclusive environment where all students are nurtured and encouraged to achieve their personal best. Our students are motivated to learn and participate in the range of educational opportunities provided for them at our school. Canterbury South enjoys tremendous support from our parents and the local community.

I am proud of the academic achievement of our students and the ongoing success of the strategies being implemented by the school to create high quality learning experiences for our students.

2015 has been a year of outstanding achievements, consolidation and change at Canterbury South Public School.

It has been my absolute pleasure to lead Canterbury South Public School in our ongoing pursuit of excellence in 2015, supported by our dedicated and committed students, staff and parents.

I certify that the information provided in this report is the result of a rigorous school self-assessment and review process undertaken with staff, parent and students and provides a balanced and genuine account of the school’s achievements and areas for development.

Daniela Frasca
Principal
School background

**School vision statement**

Canterbury South Public School is committed to creating a high performing and dynamic school learning community that is inclusive, engaging and supportive. Canterbury South Public School will strive to develop individual strengths through quality opportunities, a love of learning and an ability to achieve.

**School context**

Canterbury South Public School was established in 1926. The school is a small K-6 school with an enrolment of 280 students.

Canterbury South is located adjacent to Cup and Saucer Creek, between Earlwood, Clemton Park and Campsie and is a member of the Canterbury Network of Schools.

Our school caters for a diverse student population with over 72% of students from a language background other than English. There are currently 34 different language backgrounds with Greek, Vietnamese and Arabic backgrounds, the largest groups.

Canterbury South provides a harmonious learning environment where all students are encouraged to become independent, self-motivated learners and citizens, who strive to achieve their personal best in all areas.

At Canterbury South Public School each child is given the opportunity to succeed through experiencing:

- A broad, challenging and rich curriculum which caters for individual needs
- A stimulating and innovative learning environment that is caring and nurturing
- Quality teaching and learning programs, refined and evaluated using current data and sound research
- Learning resources which are relevant, varied and up to date
- Quality learning partnerships between home, school and the community
- An ethos of responsibility, support, challenge and encouragement to succeed.

Canterbury South Public School is an inclusive school that nurtures the social success of each individual by maintaining a positive and caring learning environment.
Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This year, our school undertook a self-assessment process using the elements of the School Excellence Framework. Our school’s achievements and next steps to be pursued are identified. The Framework supports Canterbury South Public School in the pursuit of excellence by providing a clear description of high quality practice across the three domains of learning, teaching and leading.

Learning
At Canterbury South Public School programs address the needs of identified student groups including Aboriginal students, gifted students, students with disability and students for whom English is a second language. Our attendance rates are regularly monitored and action is taken promptly to address issues with individual students. CSPS has identified aspects of, and factors contributing to, wellbeing in the delivery of teaching and learning.
Looking forward, we plan to have in place well developed and current policies, programs and processes that identify, address and monitor student learning needs. Expectations of behaviour will be explicitly taught to students and relate to the variety of school settings such as classroom, playground, hallways, canteen and assemblies through the continued implementation of PBL. We will consistently implement a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.

Teaching
At Canterbury South Public School teachers regularly review and revise teaching and learning programs. All classrooms are well managed, with well-planned teaching taking place, so that students can engage in learning productively, with minimal disruption. Our teachers work collaboratively to improve teaching and learning in their year groups, stages, faculties, or for particular student groups. They provide and receive planned constructive feedback from peers, school leaders and students to improve their teaching practice. Staff attainment of professional learning goals and teaching requirements are part of the school’s performance and development processes.
In 2016 teachers will receive professional learning around data driven practices. This will ensure regular use of student performance data and other student feedback to evaluate the effectiveness of their own teaching practices.
An embedded and explicit system for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes will continue to be the focus through walkthroughs. Teachers will demonstrate responsibility, adaptability and ethical practice in working towards the school’s goals. Teachers will work beyond their classrooms to contribute to broader school programs through the Community of Schools Teaching Practices network initiative.

Leading
At Canterbury South Public School links already exist with communities of schools, other educational providers and other organisations to support the school’s programs. Our administrative practices effectively support school operations and the teaching and learning activities of the school. Our school leadership team creates an organisational structure that enables management systems, structures and processes to work effectively and in line with legislative requirements and obligations.
In the future we will establish productive relationships with external agencies such as business, industry and community organisations to improve educational opportunities for students.
There will be a streamlined, flexible process that exists to deliver services and information and strengthen parental engagement.

Our self-assessment process will further assist the school to refine the strategic priorities in our school plan leading to further improvements in the delivery of education to our students.
**Strategic Direction 1**

To nurture critical and creative thinkers

**Purpose**

To empower students to become independent, resilient learners who are critical and creative thinkers, who take responsibility for their ongoing learning and are globally prepared for the 21st century.

**Overall summary of progress**

All staff have enhanced their teaching pedagogy in literacy and numeracy and have developed a deeper knowledge and understanding of the continuums to achieve greater student outcomes.

K-6 classes actively engaged in problem based learning through Self Organised Learning Environments (SOLE) developing 21st century learning skills. This had a positive influence on students and their perception of learning. An increase in student directed learning and collaborative practices was also evident.

**Progress towards achieving improvement measures**

<table>
<thead>
<tr>
<th>Improvement measure</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustained student growth in school based assessments (formative and summative)</td>
<td>At the end of 2015 students showed anticipated growth on continuums for TEN, TOWN and L3. All class teachers used formative assessments based on explicit quality learning criteria. Class teachers used data walls to inform their teaching and to support students in achieving their learning goals.</td>
<td>$ 5000</td>
</tr>
<tr>
<td>All K-6 classrooms are engaged in problem based learning, incorporating critical thinking and collaboration.</td>
<td>Teacher professional learning for all staff to develop strategies for problem based learning. Students engaged in problem based learning through SOLE.</td>
<td>$ 2000</td>
</tr>
</tbody>
</table>

**Next steps**

- Devise an explicit matrix for collection of PLAN data with the focus being on Aspects of Comprehension and Aspects of Writing on the literacy continuum and the Early Arithmetic Strategies thread of the numeracy continuum.
- Assessment tasks are created collaboratively to provide accurate collection of data to inform future teaching directions.
- New whole school spelling program implemented to support improvement in spelling results.
- Students reflect on their own learning using formative assessment tools such as Bump it up walls to support their achievement along the continuum.
- Visible learning intentions and success criteria that enable students to articulate the purpose of their learning.
**Strategic Direction 2**

To enhance quality teaching practices

**Purpose**

To commit to identifying, understanding and implementing the most effective teaching methods that support a range of learning styles and ensure improved student engagement.

**Overall summary of progress**

The implementation of the new Performance Development Framework has led to staff engaging in a much deeper reflective process that is guiding the ongoing development of all staff, at an individual and collective level. Regular and effective monitoring and feedback processes are in place to discuss progress, support and to plan for professional growth.

The organisation and implementation of the Teaching Practices Network within our community of schools (CoS) has led to staff taking responsibility for own professional development. This has also fostered positive collegial relationships and opportunities for building capacity and distributing leadership as facilitators of workshops.

Staff successfully trained in walkthroughs. Implementation has allowed us to make strategic use of partnerships with our CoS. Staff have collaborated to ensure the problem of practice and matrix of expectations supports our whole school focus, improved teaching practice and student learning outcomes.

**Progress towards achieving improvement measures**

<table>
<thead>
<tr>
<th>Improvement measure</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% of teachers and leaders maintain professional competence through annual performance reviews.</td>
<td>At the end of 2015 all Canterbury South Public School staff have a performance development plan based on the new Department policy. Staff are developing an understanding of how to best drive their own plans and to actively seek feedback and mentoring as an important part of their ongoing growth.</td>
<td>$ 4400</td>
</tr>
<tr>
<td>All staff participating and taking responsibility for professional learning offered by the Community of Schools initiative.</td>
<td>Staff were able to engage in, negotiate and access, their own differentiated shared professional learning through the Teaching Practices Network initiative as identified in their performance and development plans. Whole school focus on walkthroughs led to stronger collegial relationships, based on trust, feedback and reflective practices.</td>
<td>$ 13000</td>
</tr>
</tbody>
</table>

**Next steps**

- Increased understanding of the Teaching Standards and the alignment of goals with the school plan and strategic directions.
- A stronger link and an increase in the number of schools taking part in the Teaching Practices Network to allow for rich, diverse workshops to be offered.
- A collaborative network is developed where peer to peer relationships across settings are based on individual like goals and areas for development.
- Walkthroughs will continue to be an integral practice at CSPS. Staff will be engaged in a review of educational priorities and learning opportunities. ‘Walkthroughs’ data will drive professional learning during 2016. All staff will participate in the walkthrough process strengthening personal growth, leadership and team building.
### Strategic Direction 3

To promote a collaborative school learning community

#### Purpose

To build positive and caring relationships between all stakeholders. Strong community culture of mutual trust, open communication and support. The school works to maintain a learning environment that is respectful, equitable and inclusive.

#### Overall summary of progress

Our continued school wide focus on Positive Behaviour for Learning (PBL) has enabled us to achieve significant progress in this strategic direction through a successful approach to student wellbeing and learning culture. PBL has ensured the use of a consistent approach to teaching and learning of appropriate behaviours in the various school contexts. There have been significant observable changes in behaviour featuring more positive and respectful relationships throughout the school community.

After surveying parents, a variety of parent workshops that targeted student learning was offered. These workshops were well attended and feedback from community was very positive.

The special events organised by CSPS were well received by parents with attendance at each of the events increasing.

#### Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Behaviour for Learning (PBL). Students demonstrate positive behaviour techniques in the classroom and the playground.</td>
<td>Sentral data indicates fewer negative behaviour referrals Reduction in students reporting incidents of bullying Students reporting improved engagement in classroom (in Tell Them From Me survey)</td>
<td>$4000</td>
</tr>
<tr>
<td>An increase in parent involvement and engagement in whole school events.</td>
<td><strong>Parent workshops</strong> Over 100 parents collectively attended workshops delivered on NAPLAN, BYOD, Writing, Literacy, Numeracy, PBL, and Cyber Safety <strong>Special Events</strong> Harmony Day/Grandparents Day 150 Open Day 150 Music Count Us In 70 Art Show 200 Education Week 120</td>
<td>$3500</td>
</tr>
</tbody>
</table>

#### Next steps

- Design and teach explicit lessons to reinforce PBL expectations in each of the designated areas.
- Review current school policy and engage staff, student and community in the development of a Wellbeing Policy that meets the needs of all.
- Build a stronger learning community where parents share their experiences and expertise through reciprocal learning opportunities.
## Key initiatives and other school focus areas

<table>
<thead>
<tr>
<th>Key initiatives (annual)</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
</table>
| Aboriginal background funding                  | All students have an individual learning plan (ILP) and are making progress across literacy and numeracy continuums.  
During 2015 funding from Norta Norta and Aboriginal background funding was combined to ensure Indigenous students attended targeted literacy and numeracy groups.                                                                                      | $ 3014 $ 2767 (Norta Norta) |
| English language proficiency funding           | All identified students needing speech therapy were able to access sessions in either whole class, small group or 1:1 sessions from an experienced pathologist.  
All staff including support staff attended training and observed lessons.                                                                                                           | Staffing $ 100501  
Resources $ 6167 |
| Socio-economic funding                         | Staff attended professional learning in L3 and TEN.  
An SLSO was engaged to support identified students needing learning adjustments.  
All teachers were part of the ‘walkthrough’ initiative planned with our Community of Schools.                                                                                                                                   | $ 18100 |
| Low level adjustment for disability funding    | All students requiring adjustments and learning support are catered for within class programs and whole school strategies.  
49 students were referred to the Learning and Support Team this year.  
48 students required adjustments to cater for a disability. 31 students required supplementary and 17 students required other levels of adjustment.                                                                                       | Staffing $ 70351  
Resources $ 6000 |
| Support for beginning teachers                 | Our beginning teacher was released from class an extra hour each week, to participate in a range of activities to support the development of skills. These activities included mentoring and coaching sessions with a team leader, lesson observation, professional learning on classroom management and student engagement and Maths and English curriculums. Support was also provided for the teacher to gather and annotate appropriate evidence to contribute to their accreditation.                           | $ 12 957 |
Mandatory and optional reporting requirements

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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Student attendance profile

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<th>2013</th>
<th>2014</th>
<th>2015</th>
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<tr>
<td>Total</td>
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<td>94.9</td>
<td>95.2</td>
<td>95.3</td>
<td>96.1</td>
<td>93.8</td>
</tr>
</tbody>
</table>

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teacher(s)</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>10</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>9</td>
</tr>
<tr>
<td>Other positions</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>29</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

In 2015 there were no indigenous members of staff.

Professional learning and teacher accreditation

School priorities for professional learning were identified to support targets in the school plan. The most significant programs in 2015 were Taking Off With Numeracy (TOWN), Targeting Early Numeracy (TEN) and Language Learning and Literacy (L3) training. Teachers were required to implement their learning in classroom practice and monitor student achievement over a period of time.

In 2015 one teacher gained accreditation at Proficient through BOSTES. Additionally, three teachers are maintaining their accreditation.

School Development Days focused on PBL, Walkthroughs, English and Science. Teachers worked in stage teams to develop their understanding in using the newly implemented English and Science syllabuses. Evaluations from these days reflect the high value teachers place on having extended time to engage with syllabus materials.

Professional Learning is an integral part of the school’s organisation and contributes to the professional growth of staff and the improvement of student outcomes.

Teacher qualifications

All teaching staff 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>Undergraduate degree or diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>N/A</td>
</tr>
</tbody>
</table>
The department has increased support for all permanent beginning teachers in their first two years of teaching. At Canterbury South Public School beginning teachers were supported by increased release time to participate in a range of development activities, including formal mentoring from teachers within the school, attending regional network meetings and observing highly accomplished teachers at other schools.

Financial information

Financial summary

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

A full copy of the school’s 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>151298.64</td>
</tr>
<tr>
<td>Global funds</td>
<td>161664.83</td>
</tr>
<tr>
<td>Tied funds</td>
<td>172795.31</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>121024.83</td>
</tr>
<tr>
<td>Interest</td>
<td>4582.07</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>13811.70</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>625177.38</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 15101.68   |
| Excursions                 | 17364.41   |
| Extracurricular dissections| 31113.36   |
| Library                    | 5443.18    |
| Training & development     | 1742.88    |
| Tied funds                 | 193378.10  |
| Casual relief teachers     | 44759.18   |
| Administration & office    | 51981.80   |
| School-operated canteen    | 0.00       |
| Utilities                  | 34038.65   |
| Maintenance                | 57296.26   |
| Trust accounts             | 23985.36   |
| Capital programs           | 0.00       |
| Total expenditure          | 476204.86  |

Balance carried forward 148972.52
Parent/caregiver, student, teacher satisfaction

In 2015 the school sought the opinions of parents, students and teachers about the school. Their responses are below:

- The majority of parents see PBL as the key to a supportive environment where the values of Safety, Respect and Learning are part of every child’s daily experience.
- Parents in our community feel welcome when they visit the school. They feel included in decisions made with regard to their children’s learning.
- An increasing number of parents feel that there are several useful communication platforms available at the school and would like the school to focus on investigating others.
- An overwhelming number of teachers believe they belong to a strong team where the focus is on collaboration and inclusion.
- All staff believe that improved teaching practices have an impact on the learning outcomes of their students but identified that more formative assessment and data informed practices need to be imbedded in everyday practice.
- Students say that their teachers treat them fairly, tell them when they are doing a great job and care about them.
- Most students say they feel they have a sense of belonging and have established positive relationships but would like to see the school implement programs that support resilience.

Policy requirements

Aboriginal education

Canterbury South Public School is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education.

This year we continued to strengthen our relationship with Mr John Blaire an active member of our School Community. He has been involved in the day to day enlightenment of Aboriginal perspectives within our school. As a result of this working partnership:

- valuable relationships with the wider community have been established
- an outstanding NAIDOC performance was a part of our schools assembly
- official school events were lead and opened with the Acknowledgement of Country
- teacher support was readily available for any lessons
- indigenous students were being mentored
- ongoing teacher professional learning was provided.
During 2015 funding from Norta Norta was expended to support significant programs for indigenous students. A teacher was engaged on a daily basis during morning sessions to facilitate reading groups, homework support and numeracy TOWN groups.

**Multicultural Education and Anti-racism**

The role of the Anti-Racism Contact Officer (ARCO) in schools is to be the contact between students, staff, parents and community members who wish to make a complaint regarding racism.

This year another staff member took part in the official training that was run over two days.

Our school continues to promote the importance of respect for the differences between each other ensuring our school rules of being safe, showing respect and being a learner are upheld. Students, teachers, parents and the community are doing an outstanding job of living together in harmony.

The school drumming group provided an opportunity for all students to become immersed in cultural activities. The drum group performed at the Combined Schools Music Festival, Harmony Day and numerous school assemblies throughout the year.

**Other School Programs**

**Sport**

The students at Canterbury South Public School participate in physical education and sport in a positive manner, displaying good sportsmanship in all areas.

Gifted students were provided with opportunities to compete at zone and regional levels in swimming, cross country and athletics as well as a variety of team sports.

Forty five students from Year 2 to Year 6 gained certificates for successfully completing the Intensive Swimming Scheme held at Canterbury Swimming Centre.

The P&C Fun Run was a very successful event with K-6 students participating in the run. A SNAP Fitness instructor warmed up and cooled down the students before and after the run.

The Carnival of Codes program was held in Terms 1 and Term 3 for students in Year 2 to Year 6. This program was designed to boost student participation in sport through local community sports clubs. It also allowed students to recognise that an active lifestyle and regular physical activity can deliver health benefits.

Additional sports resources were purchased this year through the Premier’s Sporting Challenge grant. This equipment supported skill development as well as enabling students to be active at lunch times.
Music

Throughout 2015 the students have been involved in numerous music events. These include:

Count Us In
The students sang the song ‘Gold’ with thousands of other students across the nation at the 12.30pm on October 29 2015. A seven piece parent/teacher band supported the students by playing various instruments throughout the song.

Song Writing Competition
Year 5 and Year 6 students workedshopped with two of our musically talented parents to come up with an original rap with a melodic chorus for a song writing competition with the Cooks River Arts & Cultural Alliance. The rap was a narrative called ‘Your Friends, My Friends’ and explored the concepts of bullying and positive relationships.

Festival of Instrumental Music – Sydney Opera House
Fourteen incredibly excited and talented musicians represented Canterbury South Public School for the first time at The Festival of Instrumental Music at the Sydney Opera House. The students played recorder alongside 700 other NSW Public School students and a further 200 students on strings.

Combined Public Schools Music Festival
Ninety one students represented CSPS and joined together with Narwee PS, Wiley Park PS, Peakhurst West PS and McCallums Hill PS for night 2 of The Combined Public Schools Music Festival at the Bankstown Sports Club. It was a huge success. A performance by the CSPS Crouching Tiger Ensemble was followed by the recorder group.

Debating

2015 has seen our school’s most successful Debating seasons.

In November, four of our students; Elysia, Sophia, Nate and Izzy competed in the grand final of the Sydney Public Schools Debating Competition. Getting this far was the culmination of two years hard work.

During 2014, this same team barely won a debate. However, perseverance and experience finally brought success. The Sydney Public Schools Debating Competition has 97 schools competing.
As opposed to 2014, this year brought success after success. With each win, the team grew in confidence and honed their skills.

On the day of the grand final against Arncliffe Public School, the topic was "The Australian government should increase immigration," and we were the negative. We are very honoured and proud of our debating team as Canterbury South has never progressed this far.

On returning from Bathurst, staff discussed the need for Goldfields to make some changes in order to align with the new history curriculum. Negotiations are currently underway to plan the overnight camp in 2017.

Junior Dance Group
In 2015 Mrs Michos formed a K-2 Dance Group. Dancers focused on their rhythm, technique and confidence while dancing on a stage.

Students practiced in CAPA group time learning a dance routine to Bruno Mars “Up Town Funk”.

The K-2 Dance Group participated in the Combined Schools Music Festival at Bankstown Sports Club.

All dancers did a fantastic job performing their routine wearing glittering skirts and vests.

The Dance Group had such a great response from the K-2 students it will be a continuing program in future years. Well done to all our dance super stars.

Camp
Towards the end of Term 3, some 48 students from Stage 3 travelled to Bathurst for their biannual overnight excursion.

The students visited a few places on the way, such as Echo Point, the power station outside of Lithgow, and a short bus ride to Hartley, where we visited a court house.

Students were given a tour of the jail and a historic church. Accommodation at Bathurst was with Goldfields, where students listened to colonial music around a campfire, learned about sheep shearing and the origins of other songs, such as Waltzing Matilda. The following day, the students toured the Goldfields and investigated how diggers found gold, how they lived and day to day life during the Gold Rush.
**Dancesport**

Students from Year 4 and Year 5 participated and represented our school in the 2015 Dancesport Challenge program.

Students were taught the Cha Cha, Jive, Salsa and Tango over 15 lessons by a professional ballroom dancing coach and extra lessons were taught by Mrs Michos.

This culminated in a spectacular Grand Finale night at the Homebush State Sports Centre. Over 30 schools and 800 students participated in the dazzling ballroom dance program. The four finalists did an exceptional job at representing our school and placed in the elimination rounds.

The Grand Finale was full of talent, smiles and sparkling dancing attire. All students who participated in the Dancesport challenge did an amazing job and made our school shine.

**Senior Dance Group**

Canterbury South senior dance group began with 60 students eager to be part of the Combined Public Schools Music Festival, our largest group of students ever.

Rehearsals were carried out during CAPA groups and lunchtimes where 45 students were successful in reaching the performance group.

The children combined their talents in both choreography and dance to produce a performance well above their years.

We showcased three styles of dance hip hop, ballet and jazz. The student’s exuberance and style were showcased in a stunning performance that received rave reviews throughout the community.