School context statement
Canterbury South Public School is a small K-6 school with an enrolment of 259 students, including 72% of students from non-English speaking backgrounds. There are 11 classes from Kindergarten to Year 6. Canterbury South Public School 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 including academic, social, emotional, cultural and sporting endeavours.

The staff of Canterbury South Public School comprises of twenty three dedicated and committed team members. The teaching staff members hold a range of teaching experiences, with all meeting the professional requirements for teaching in NSW public schools. Our team includes the Principal, 13 class teachers, an English as an Additional Language/Dialect teacher, a part-time Learning and Support Teacher, a teacher-librarian, a part time Reading Recovery teacher and specialist Visual Arts and Music teachers that provide Relief from Face to Face (RFF). The school administration staff consists of one full-time School Administration Manager, two part-time School Administration Officers, two School Learning Support Officers and a part-time General Assistant. All staff members support excellence in quality teaching and learning programs. Active participation in ongoing professional development is demonstrated by all teaching and administration staff.

Principal’s message
Throughout the year, Canterbury South Public School has maintained high expectations of our staff and students, all working cooperatively to achieve the best possible educational outcomes for each individual student. Quality teaching and learning programs were implemented across all Key Learning Areas, ensuring development of the whole child.

Canterbury South Public School prides itself on fostering a positive and caring learning environment where each child is recognised and supported for their individual learning needs. In 2014 our school built further on this strong student-centred foundation.

Canterbury South Public School values and celebrates its diverse and multicultural community. As a school community, we continue to promote tolerance and harmony. Our school works in close partnership with our parents and community members through decision-making processes and active involvement in a range of school activities. Thank you to our parents and community for your valuable input and support.

I am proud to present this report which highlights the achievements of Canterbury South Public School.

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

Daniela Frasca

P&C President message
2014 was an extremely successful year for the P&C association of Canterbury South Public School. The executives, members, volunteers and teachers worked tirelessly to raise a staggering $26,000.

We were able to achieve this by holding various events including, raffles, Bunnings BBQ, discos, fun run & pizza popcorn movie nights just to name a few.

We also introduced fortnightly Friday afternoon cake stalls to our list of events. Each fortnight a class was chosen to bake goodies that we sold on a Friday afternoon to students and parents. This also proved to be a much loved and successful event.

We supported the school and honoured its 2013’s commitments of $1,000 to the library, $1,000 to the music program and $500 towards the water refilling station.

We were also able to upgrade parts of the playground in the High Street play area where we spent $20,000 for the laying of Astro turf (artificial grass) and a soft fall/handball courts area. We are very proud of this achievement and the ability to be able to provide this for our school’s environment and our children’s enjoyment.

In 2014 we ensured we were inclusive of all school community members and in doing so have also made strong bonds and friendships with the local and wider community. I am very proud of what we were able to achieve together and I
thank everyone for their help and support in 2014.

Maria Caltaux

Student representatives’ message

2014 has been a very busy year for the Student Representative Council at Canterbury South Public School.

This year SRC representatives from Kindergarten to Year 6 attended meetings and were involved in our fundraising ensuring all students had a voice in our school community.

The SRC made it their duty to lead whole school events and act as role models to all students. All members of the SRC were responsible for delivering messages to their class and upholding our school values and following the school rules.

We held a number of fundraising events throughout the year including the school’s tree planting day, launching the school’s No Waste program and finally the annual school talent quest, "Canterbury South's Got Talent".

Next year will be another important year for our SRC who will continue to organise important whole school events and projects.

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>90</td>
<td>104</td>
<td>104</td>
<td>100</td>
<td>105</td>
<td>117</td>
<td>124</td>
</tr>
<tr>
<td>Female</td>
<td>71</td>
<td>80</td>
<td>83</td>
<td>81</td>
<td>89</td>
<td>100</td>
<td>107</td>
</tr>
</tbody>
</table>

Management of non attendance

Rolls are constantly monitored with class teachers seeking absence notes and contacting parents if students have an unexplained absence. Constant monitoring of students who are repeatedly late also occurs, with reports to the Home School Liaison Officer made at least once a term.

Regular articles in the school’s newsletter remind parents of the importance of punctuality and attendance at school.

Workforce information

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2.0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>8.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.315</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.8</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.15</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.422</td>
</tr>
<tr>
<td>Total</td>
<td>15.787</td>
</tr>
</tbody>
</table>
The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. In 2014 there were no indigenous members of staff.

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>Degree or Diploma</td>
<td>70</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>30</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation
School priorities for professional learning were identified to support targets in the school plan. The most significant program in 2014 was Taking Off With Numeracy (TOWN) training. Teachers were required to implement their learning in classroom practice and monitor student achievement over a period of time.

In 2014 two teachers gained accreditation at Proficient through BOSTES and two were working toward accreditation at the end of the school year. An additional three teachers are maintaining their accreditation.

School Development Days focused on Mathematics and Science. Teachers worked in stage teams to develop their understanding in using the new K – 6 Mathematics 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 Professional Learning (TPL) funds were expended.

Beginning Teachers
The department has increased support for all permanent beginning teachers in their first two years of teaching. At Canterbury South beginning teachers were supported by increasing release time to participate in a range of development activities, including formal mentoring from both teachers within the school, attending regional network meetings and observing highly accomplished teachers at other schools.

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>100,958</td>
</tr>
<tr>
<td>Global funds</td>
<td>164,843</td>
</tr>
<tr>
<td>Tied funds</td>
<td>165,914</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>129,932</td>
</tr>
<tr>
<td>Interest</td>
<td>7,157</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>21,822</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>$590,626</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>17,007</td>
</tr>
<tr>
<td>Excursions</td>
<td>17,507</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>52,332</td>
</tr>
<tr>
<td>Library</td>
<td>4,393</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1,910</td>
</tr>
<tr>
<td>Tied funds</td>
<td>132,421</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>57,558</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>65,551</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>33,691</td>
</tr>
<tr>
<td>Maintenance</td>
<td>47,994</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>10,963</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>$439,327</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>$151,299</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2014
Academic achievements

ES1 to Stage 1 Literacy and Numeracy
The Literacy Continuum framework takes into account the areas of reading, comprehension, vocabulary knowledge, writing, speaking, phonics, phonemic awareness and concepts about print.

Students are involved in daily literacy sessions where they are supported by guided, modeled and independent activities that are planned to assist the development of successful literacy skills. All students are matched to their appropriate text level which is critical for consolidating their reading skills.

The K-2 CSPS home reading program is well supported by parents and all students are required to read to an older person each evening and keep a record in a reading log.

End of year reading targets for Kindergarten students are B2 to B4 levels or above.
End of year reading targets for Year 1 students are that students will be reading at F2 to F3 levels or above.
Targets for Year 2 students are that by the end of the year students will be reading at F3 to Extension levels or above.

This year we have undertaken professional learning in order to improve our understanding of the Numeracy Continuum. As a result, we have observed measurable gains in student achievement.

Teachers use the Numeracy Continuum as a guide to identify student achievement and design programs that will meet the numeracy learning needs of all students. Aspects of the Numeracy Continuum include counting sequences, problem solving and number patterns. Numeracy learning and understanding is supported by daily numeracy lessons with an emphasis on learning number facts through frequent, ‘short, sharp’ lessons which build on prior knowledge through explicit teaching using hands on, concrete materials.

NAPLAN
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN). Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

Significant programs and initiatives

Aboriginal education
Each year Aboriginal students are recognised for their academic achievement at the Deadly Kids - Doing Well Awards Ceremony. They celebrate the academic achievements, leadership skills and attendance of Aboriginal and Torres Strait Islander students in Sydney’s public schools.
This year Maliyan Blair was nominated and received his award at this wonderful event. What a fantastic achievement Maliyan!
The students and staff continue to develop an awareness of Aboriginal history, culture and contemporary Aboriginal Australia through the inclusion of Aboriginal perspectives across the curriculum. The Welcome to Country continues to be included in all school assemblies and functions.

During our NAIDOC week celebrations this year the school held a special assembly in which the students sang the National Anthem in the Luritja language of Central Australia. The NAIDOC drama and guitar group together performed a story to the Kev Carmody and Paul Kelly song ‘From Little Things Big Things Grow’.

The drama group participated in workshops with an Aboriginal actor and parent in our school community, John Blair. The CSPS recorder group performed ‘Maranoa Lullaby’, a traditional Aboriginal Australian Lullaby along with a group of student vocalists. Alfred Coolwell from Beaudesert Queensland of the Mununjali people played the didgeridoo and did some story telling. John Blair, who is a professional tour guide, conducted an educational Talk and Walk with Stage 1 students in our local area discussing Aboriginal Dreamtime, various use of ochre, hunting tools and uses for kangaroo skins. He discussed the use of native plants in the school grounds and surrounding areas. He also visited the students in class to discuss the 6 Aboriginal Seasons of the D’harawal people as part of the student’s Mathematics unit on Time.

Yvette Andrews premiered the video she created and directed to Stage 1 called Aunty and the Bunyip.

Stage 3 students participated in a Guwanyi Walama virtual tour. They transported their classroom to Bennelong Point where the Opera House sits in order to explore its Indigenous history in ‘real rime’.

1/2SY studied the Bediagal people of the local area and created a large communal artwork of the Cooks River and local flora and fauna using plastic bottle tops which was displayed in the CSPS Art Show.

**Multicultural education and anti-racism**

At Canterbury South Public School we value the culturally and linguistically rich backgrounds of our students and families. Tolerance and respect for others is embedded in the curriculum and daily activities. Students at Canterbury South treasure their own culture and appreciate the culture of others. The English as an Additional Language/Dialect (EAL/D) teacher targets beginner and emergent learners as well as supporting students who are further developing and consolidating their English in literacy groups. Integral to the program is the inclusion of technology skill development.

During Term 2 students from Year 3 to year 6 celebrated and promoted Multiculturalism by preparing a speech for the Multicultural Perspectives Public Speaking Competition. Working in their classes, students analysed and identified the qualities of successful public speakers and practised these skills in their own classrooms. Students prepared their final speech at home and presented their ideas to their class. Each class nominated particularly skilled students to take part as finalists in the competition and to model good public speaking before a larger audience.

**Significant programs and initiatives – equity funding**

**Aboriginal background**

Funding received through RAM has supported the writing of individual students’ learning plans with a focus on additional instruction in literacy and numeracy. Aboriginal students are offered the opportunity to maintain connections to their heritage by attending cultural events within the community.

**Socio-economic background**

RAM funding is directly aligned to priorities in the school plan. In 2014 the school used low SES funds to continue the professional learning programs in the school. Canterbury South Public School has used funds received through RAM to ensure professional learning programs are supported through collaborative planning and adequate resourcing for classrooms.
Other significant programs and initiatives

Arts
Art classes for 2014 have focused on the development of skills and techniques and appreciation of art by the students. This has led to a variety of creative pieces being produced by the K-6 students. Classroom art has been influenced by a variety of real or imagined scenarios at each stage level and is skills based, where students had input as to the choice of topic and the medium to be used. The students’ artworks are displayed in classrooms and the school hall for all members of the school community to appreciate and enjoy. Our Artist of the Month awards system continued in 2014 in order to celebrate the diverse imaginative artworks created by students. Our 7th Annual Art Show again displayed a large variety of work created using a variety of mediums including weaving, sewing, printing, book art, ceramics, painting, drawing and collage. There was also a section dedicated to Asian art and the display of lanterns, one created by each student in the school. It attracted a large number of parents, friends and members from the wider community.

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 are provided with opportunities to compete at zone and regional levels. The school fielded teams in the Primary Schools Sports Association (PSSA) in swimming, cross country, athletics, netball, European handball and soccer. Many students represented the zone at regional level. These students include Taiki, Soakai, Vaka, Tate and Hana. Congratulations to Tate who progressed to representing the region at State Level for soccer.

Forty Five students from Year 2 to Year 6 gained certificates for successfully completing the Intensive Swimming Scheme held at Roselands 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.

Sports in Schools program was held in Term 4 for K-6. This five week program focused on a holistic approach to learning skills in PDHPE. The program allowed students to recognise that an active lifestyle and regular physical activity can deliver health benefits.

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

All students in K-6 participated in the Premier’s Sporting Challenge in 2014. Many students gained silver and gold awards for active participation.

Music
In 2014 the specialist music program entered its fourth year with all students Kindergarten to year 6 participating in hourly lessons.

The students did a wonderful job reading rhythm and pitch on the stave in 4/4 and 3/4 time. Students in Year 1 to Year 6 progressed well with their recorders and transferred pieces learned on
the recorder to other instruments such as the glockenspiel. A class set of glockenspiels was purchased from funds donated by the P&C enabling every child to receive instruction and play the instrument at the same time. 4/5M used the glocks to perform a piece at our whole school production A Day at the Fair. Kindergarten moved, chanted, sung and played a range of percussion instruments to various pieces including ‘In the Hall of the Mountain King’.

CSPS participated in the Music: Count Us In program for the first time this year. This is Australia’s biggest school initiative, with more than 500,000 participating students from over 2,000 schools nationwide. The program exists to support teachers to deliver quality music education in the classroom.

On 30th October 2014 at 12:30pm CSPS and Hurlstone Park Childcare Centre, together with more than half a million people across Australia, united to sing the same song simultaneously in celebration of music. Not only did CSPS students sing ‘Paint You a Song’ in 2 parts with harmonies, they also had an ensemble of 30 students playing the recorder, 10 students playing glockenspiel, a student on a guitar and another on piano.

Music was integrated into Creative Interest Groups where the students explored the sounds of China. A team of very talented children from Year 3 to Year 6 performed a piece, ‘Crouching Tiger’, at various school assemblies and to open the Art Show. A group of budding percussionists kept the rhythm on congas and djembes whilst others played a complex piece on recorder accompanied by gong, cymbals and Tibetan prayer chimes. They sounded amazing!

This year saw the introduction of an extracurricular recorder group. A very keen and capable group of 15 students practised before school on a Thursday morning. They were involved in a number of performances including ‘Maranoa Lullaby’, a traditional Aboriginal Australian Lullaby performed with a group of student vocalists ‘Paint You a Song’ and various pieces at the Carols Evening.

The school choir comprised of students from Year 2 to Year who performed at K-6 assemblies and at the Combined Public Schools Music Festival.

Dance
The senior dance group excelled once again when they performed at the Combined Music Festival in August. This year we had the greatest participation since starting the dance group with 34 performers on the night. Together we told the story of a young Canterbury South boy who dreamed of playing soccer for Australia. This dream has become a reality and one of our dancers was privileged to wear our past student Perry’s number 3 Socceroo’s jersey. The group was motivated by the song ‘Up’ by Samantha...
Jade who wrote the song for the Australian soccer team for the World Cup. Pompom dancers whirled, hip hop dancers bopped and the soccer boys bounced their way into a fantastic performance. Their dedication and exuberance over two terms of practice was commendable.

**Dancesport**
Thirty students from Year 4 and Year 5 participated and represented our school in the 2014 Dancesport Challenge program. Students were taught the Cha Cha, Jive, Salsa and Tango across 15 lessons by a professional ballroom dancing coach and extra lessons taught by Miss Lakiss. This culminated in a spectacular Grand Finale night at the Homebush State Sports Centre.

Over 28 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 night 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.

**Public Speaking**
Our Public Speaking competitions form an extension to class curriculum. This year the topics and styles varied greatly. During the finals of the competition the speakers presented to an interested audience of students, parents and the adjudicator who was greatly impressed by the skills and confidence demonstrated by the competitors. The winners of each category were invited to present their speeches at the Zone Canterbury Network Public Speaking Competition during a general meeting which was another rewarding and enjoyable evening for all involved.

**Drama**
During Term 2 all students had the opportunity to be involved in drama lessons that culminated in a K-6 ‘A Day at the Fair’ production which was held during Education week. Imagination Theatre workshopped the scenes and co-wrote the songs with each class so that the final product was enriching and exuberant and reflected the talents and creativity of our students. This was the first time that the school had embarked on an evening performance with lights, props and music and the production was enjoyed by students, staff and parents and families. The drama lessons supported the school’s speaking and listening and Creative Arts programs as well as developing confidence and presentation skills of all students.

**Earth Hour**
Earth Hour is a worldwide event organised by the World Wildlife Fund every year at the end of March, to raise awareness about the need to take action on climate change. At Canterbury South every year on the last Friday of March we switch off non-essential lights and power. The children have become very aware of the need to reduce energy consumption and are encouraged to discuss the issue at home and participate in local Earth Hour events.

**Technology**
Integrating technology in all curriculum areas continues to be a key focus at Canterbury South Public School. Teachers integrate a range of Web 2.0 tools that encourage collaboration, creativity and problem solving. Kindergarten students continued to communicate through their class Blog whilst other classes were involved in inquiry based learning through Wikispaces and Edmodo. Mathletics was introduced K-6 to cater for individual student learning needs and to reinforce concepts taught in class. Stage 3 completed a 3-week program focusing on the importance of
Cybersafety and participated in a safety discussion with Constable Jim.

Our technology resources continue to grow. Our P&C purchased 10 new iPads to add to our class set. Through the Department of Education’s T4L rollout we received 20 new desktop computers to upgrade our interactive whiteboard computers and to update the Library Lab. We received a generous grant of $7000 from Canterbury Hurlstone Park RSL Club and as a result, we were able to install Wifi in all classrooms and in the administration building. This significant resource will ensure that we can continue to make the integration of a range of technologies a priority within our classrooms.

During 2014 we also reviewed our communication practices and online profiles. Our school website was re-launched to include new features and information for parents. We created a school smart phone app so that the school calendar and notes were readily available to our school community. We are also able to send notifications to parents via the school app and the school’s twitter account.

**Buddy Program**

This year the successful Buddy Program continued for classes across the school. The program allows our new Kindergarten students and students in Stage 1 to form positive relationships with students in Stage 2 and 3, helping them gain valuable social skills and confidence. The “Buddy Program” encourages the older students to behave responsibly as role models and complete set tasks with the younger students.

The partnered buddies complete tasks such as blogging, arts and crafts, reading and gardening. The Buddy Program is completed on a weekly basis and new activities are provided for the students to complete together. The activities include:

**Blogging and Technology**- Students have access to computers to upload and post current work they have completed on their blogs. This gives parents and carers the opportunity to log onto the class blog and discover what their children have been learning in school.

**Arts and Crafts**- Students work together to produce a creative piece, such as those produced in a variety of craft activities that involve paper cutting and folding, drawing, colouring and painting.

**Gardening**- Students work together in the Community Garden, weeding, watering and pruning to ensure that it continues to be a lovely place for children, parents and other members of the school community to meet, learn and grow plants for enjoyment and consumption.

**Community Garden**

In 2014 all classes were allocated a week each term to look after our Community Garden. With great involvement student’s water, weed, plant and harvest our garden using vegetables and herbs for cooking lessons. Working Bees took place in the community garden where parents, students and teachers meet before and after school to spruce up our garden. With the help of the P&C, the community garden has many gardening tools that help keep our garden fresh and healthy.
Family and Grandparent’s Day Concert
We extended an invitation to our school’s families to attend our Grandparent’s Concert in Term One. All of our students delighted the audience with routines of singing, dancing, poetry and percussion acts. A highlight of the day was a shared morning tea to congratulate the performers and to celebrate our wonderful school community.

Book Week
The Children’s Book Council of Australia’s 2014 theme for Book Week was Connect to Reading. The children at Canterbury South each selected their favourite book from the library, one they read or had read to them. They wrote the title of their book on a thin strip of paper and every piece formed a link in a colourful paper chain that stretched across the library to connect all the children to reading and each other. The children also participated in a book picnic lunch where they shared their book with their buddy, talked about its literary features and why they chose their book. Together they connected to reading in a fun and engaging manner.

Premier’s Reading Challenge
For many years Canterbury South has participated in the Premier’s Reading Challenge. This year is no exception and all the children in Kindergarten, Year 1 and Year 2 completed the challenge. We had an increase in the number of students complete the challenge from Years 5 and Year 6. This year we received 18 gold awards and 2 platinum awards, awarded to Olivia and Tim. To achieve a gold award you must have successfully participated in the challenge for 5 years and to receive a platinum award you must have participated for 7 years.

Excursions
Excursions provide opportunities to extend children’s understanding of the world in which they live. Students have had a variety of experiences this year by participating in the following excursions as part of their class programs.

Students in K-2 participated in visits to:
- Calmsley Hill Farm
- Campsie Library
- Greek Community Nursing Home
- The Cooks River on a Bush Tucker Walk

In 2014 Stage 3 students visited Brasserie Bread Bakery to gain a deeper understanding of the chemical processes involved in making bread and growing yeast. The students took part in a cooking lesson and a tour of the bakery’s warehouse.

In Term 3 they travelled to Canberra for the annual overnight camp. They were able to apply their understanding of the Australian Government System at Parliament House and the High Court of Australia, explore the National Museum and Australian War Memorial and engage with the interactive activities at Questacon.

Stage 3 also travelled to the Australian Museum and Royal Botanical Gardens to investigate desert
environments and to apply their understanding of plant and animal adaptations in a variety of inquiry based learning tasks.

**Mathletics**
The online learning tool Mathletics was introduced in 2014 to support Mathematics learning.

All students had access to the interactive activities and assessments in class, in the library and at home. To support those families without internet access Mrs Bodell opened the library for after school access which was used by students accompanied by their parents.

End of year surveys indicated that 83% of students enjoy Mathletics and feel ‘it’s good’ or ‘it’s fantastic’.

76% of students believe Mathletics has made them better at Mathematics.

Due to the positive feedback from students, staff and parents, the program will again be part of Mathematics learning in 2015.

**Creative Interest Groups**
Creative Interest and Enrichment Groups is an initiative developed by the teaching staff at Canterbury South Public School. Its aim is for students to explore and engage in their special learning interests. Students investigated their particular learning strengths through an in-class questionnaire. The results were compiled and students were placed in Creative Interest groups that nurtured their learning style.

Creative Interest and Enrichment groups operated in Term 3 and Term 4 with an emphasis on Asia and Australia’s Engagement with Asia.

Lessons centred around activities including Bonsai garden making, learning Japanese, Sounds of Asia music, Asian folk tales, volcanoes, Asian cooking and Asian arts and crafts.

**School planning and evaluation 2012—2014**

**School evaluation processes**
NSW public schools conduct evaluations to support the effective implementation of the school plan.

In 2014 our school carried out evaluations of Teaching and Learning. All students from Year 3 to Year 6, teachers and parents were surveyed using the SchoolMap Survey tool.

**Findings and conclusions - Learning**

- 93% of students, teachers and parents agreed that almost always the classroom is an interesting place to learn where opportunities are stimulating and the environment secure.
- 90% of students, teachers and parents agreed that almost always the teacher provides a balance of independent and group learning activities.

**Future directions**
As a result of these findings the school will:
- Support communication about student learning between the home and school.
- Support teachers to upgrade their skills through professional training and development.

**Findings and conclusions - Teaching**

- Over 90% of students, teachers and parents believe that almost always, the way the teacher manages the class, helps students to learn.
- 92% of students, teachers and parents stated that almost always the teacher knows what the students can do and what they need to learn.

**Future directions**
As a result of these findings the school will:
- Improve the school’s reporting to parents to ensure information about student achievement and development is clearly communicated.
• Clarify intended learning outcomes and the purpose of learning with students.

School planning 2012-2014:
School priority 1

Literacy & Numeracy

Outcomes from 2012–2014
Improved literacy & numeracy outcomes for all students.

Evidence of achievement of outcomes in 2014:
• Improved student growth, as shown in SMART literacy and numeracy
• An increasing number of students achieving the top two bands in NAPLAN literacy and numeracy
• Modified learning continuum language is used in report comment writing
• Teachers using many sources of data including school developed and SMART to improve teaching and learning.

Strategies to achieve these outcomes in 2014:
• Analyse SMART data and identify school strengths and weaknesses and review current teaching practices and investigate new strategies
• Implementation of Taking Off With Numeracy (TOWN) Year 3 to Year 6 program
• Plot all students from Kindergarten to Year 6 on the literacy and numeracy Learning Continuums each term and track their progress.

School priority 2

Curriculum and Assessment

Outcomes from 2012–2014
Whole school action plan developed to increase understanding of and implementation of the Australian Curriculum and NSW Board of Studies Syllabuses.

Evidence of achievement of outcomes in 2014:
• Classroom programs demonstrate knowledge and understanding of the Australian Curriculum and NSW Board of Studies Syllabuses

• Assessment tasks and student reports reflect knowledge and understanding of the Australian Curriculum and NSW Board of Studies Syllabuses
• Use of Program Builder by all staff.

Strategies to achieve these outcomes in 2014:
• Implementation of the Australian Curriculum within ACARA and DEC timelines
• Ongoing development of professional learning communities through stage based teams
• Targeted teacher professional learning during staff meetings, on allocated staff development days and through the DEC.

School priority 3

Engagement and Attainment

Outcomes from 2012–2014
Creative Arts programs expanded and enrichment programs for gifted and talented students implemented.

Evidence of achievement of outcomes in 2014:
• All students with additional learning needs have an individualised learning plan
• Class programs show evidence of differentiating the curriculum
• Whole school drama production with Imagination Theatre to steer production
• Participation in and sharing at TPL sessions on differentiating the curriculum for Gifted and Talented students.

Strategies to achieve these outcomes in 2014:
• Ongoing development of strong Learning Support Team practices
• Continue specialist Art and Music Programs and expand these programs as required
• Continue to hold an Art Show in Term 3
• Establish a G&T extension program.

Parent/caregiver, student, and teacher satisfaction
In 2014 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.
• Discussion at P&C meetings, Coffee and Chats sessions and results of informal meetings and surveys indicate that parents are generally happy with the programs and activities provided by the school.

• Student opinions were discussed through continual evaluation as part of the teaching/learning process.

• Teacher’s opinions were sought, discussed and evaluated through the usual processes of staff meetings, surveys, discussions and impromptu interaction.

• Areas which need reviewing are student welfare, discipline policy, promoting the school and improving community involvement.

Future Directions
2015-2017 School Plan
NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

In 2014 a comprehensive process was undertaken across the school to review current practices and collect evidence, including student results, student behaviour, community engagement and quality teaching, along with survey data from staff, students and parents.

This evidence was used at several workshops over the semester involving all staff, executive and the parent body to share ideas and identify priorities for the 2015-2017 plan.

The process involved a review of the strengths and opportunities and areas of further development across the school. As a result three strategic directions were identified as a basis for a shared commitment to future developments.

The strategic directions show how Canterbury South will move forward with a collaborative, considered and consistent approach to delivering the curriculum. They show the school’s commitment to academic and social progress.

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

Daniela Frasca - Principal
Gemma Rigby – Assistant Principal
Rosemary Monin – Assistant Principal
Grace Sotelo – R/Assistant Principal

School contact information
Canterbury South Public School
High Street, Canterbury 2193
Ph: 9789 5255
Fax: 9718 8006
Email: canterburs-p.school@det.nsw.edu.au
Web: www.canterburs-p.schools.nsw.edu.au
School Code: 5109

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