School context statement

In 2014, Canterbury Vale School had a maximum enrolment of 21 students at a time, from Years 7 to 10. Students were enrolled at various times throughout the year through the Regional Placement Team.

Each student enrolled has a history of challenging behaviours in regular education settings and Canterbury Vale supports these students in a small school environment. During the course of the year Canterbury Vale School supported 23 students.

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

Canterbury Vale School’s enrolment is capped at 21 students in accordance with the NSW DEC requirements of a 7:1 student to teacher staffing ratio for SSP behaviour settings.

A total of 23 students were enrolled at Canterbury Vale School at some time throughout 2014.

<table>
<thead>
<tr>
<th></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>17</td>
<td>17</td>
<td>16</td>
<td>17</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>Female</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

Student attendance profile

Student attendance rates for 2014 were 90.1%. This figure accounts for unexplained absences on all days regular students were required to be present at Canterbury Vale School.

Due to the short term placement of students at Canterbury Vale School, longitudinal tracking of attendance does not provide data of statistical significance.

Management of non-attendance

Parents or carers are telephoned every day a student is absent, and a computer based student attendance marking system generates reports based on student attendance and punctuality, notifying executive staff of attendance concerns. Students who are persistently late or absent without reason are required to complete all missed work in their own time.

Home School Liaison Officers and other DEC resources are engaged for students who become an attendance concern.

Class Sizes

All classes at Canterbury Vale School have a maximum of seven students as per the DEC staffing ratio for SSP Behaviour settings.

Structure of classes

Students are usually grouped according to stage. During 2014 Canterbury Vale School ran a Stage 4 class, a Stage 4/5 class and a Stage 5 class. Students move between lessons to different teachers specialising in different subject areas, as they would in a regular high school setting.

Retention to Year 12

Canterbury Vale School offers short term placement to students from Years 7 to 10. Upon completing their time at Canterbury Vale School, students either return to a mainstream education setting, vocational training or enter the workforce.

Post-school destinations

57% of Year 10 students from 2014 have transitioned to mainstream or alternate settings in order to complete their Higher School Certificate while 43% of Year 10
students have commenced apprentice or traineeships and are working full time.

**Post-school destinations**

<table>
<thead>
<tr>
<th>Post-school destinations</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>employment</td>
<td>43</td>
</tr>
<tr>
<td>TAFE entry</td>
<td>0</td>
</tr>
<tr>
<td>university entry</td>
<td>0</td>
</tr>
<tr>
<td>School</td>
<td>57</td>
</tr>
<tr>
<td>unknown</td>
<td>0</td>
</tr>
</tbody>
</table>

**Principal’s message**

Canterbury Vale School was established in 2006 and provides education for students in Years 7 to 10 with behaviour difficulties who are experiencing challenges in maintaining their position in regular mainstream schools. Canterbury Vale has developed sound partnerships with mainstream schools and businesses due in part to the success of our integration and transition programs.

Our “Making Choices” framework has proven successful in supporting students in making positive choices, thinking about the decisions they make, and the consequences that come along with decision making.

Our structured reward system has enabled students to experience success and public recognition for acting safely, cooperating with others, following directions and staying on task. When students demonstrate that they can do these things for sustained periods of time they receive Principal’s Awards. Principal Award ceremonies are celebrated with parents, carers, friends and home school representatives. These, once a term ceremonies acknowledge and highlight the consistent efforts of individual students – academically and socially. The ceremonies are conducted by the student body and showcase the work being done at Canterbury Vale.

Students have also had opportunities to engage in short TAFE courses across a range of areas, enabling students to gain insight into a variety of possible work options.

Students participate in Work Health and Safety courses, and if successful throughout the course receive an WH&S white card. This card enables students to gain experience in a wider range of work experience options.

This year was the third year of the Record of School Achievement (ROSA) award. As the School Certificate is no longer part of the formal assessment, those students leaving at the conclusion of Year 10, transitioning to work or TAFE receive the ROSA.

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.

Vicki Baczynskyj

**Workforce information**

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

**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>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>2.788</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.326</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>9.314</td>
</tr>
</tbody>
</table>

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

At present there are no permanent staff members at Canterbury Vale School from an Aboriginal or Torres Strait Islander background.

**Teacher qualifications**

All teaching staff meet the professional requirements for teaching in NSW public schools

All teaching staff meet the professional requirements for teaching in NSW public schools.
The Principal holds additional special education qualifications.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>60%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>40%</td>
</tr>
</tbody>
</table>

**Professional learning and teacher accreditation**

**Professional learning**

During 2014 professional learning programs were provided for all teachers and school administrative support staff.

All staff received training on changes to child protection legislation and emergency management.

Staff members attended a training course on the use of Apple Configurator and implementation of iPads in the classroom.

One teacher attended courses delivered by a regional Learning and Engagement consultant.

One teacher attended several Literacy courses delivered by the Centre for Professional Learning.

All staff attended a structured regional staff development day for Behaviour School settings for the Term 3 staff development day.

Two staff members attended courses on implementing iPads into the classroom and using Apple Configurator.

Staff accreditation for emergency care, resuscitation and anaphylaxis were also updated.

The Assistant Principal attended computer coordinator courses throughout the year, which focused on maintenance of the school network and ICT in the classroom.

One staff member received accreditation towards a Certificate III in Hospitality from CHP School of Hospitality.

Two staff member received a WH&S ‘white card’ accreditation.

Staff members also received specific training on workplace placement for students and attended various functions organised by training providers throughout the year.

**Beginning Teachers**

Canterbury Vale School had one beginning teacher in 2014. The school/teacher has been tailoring their professional learning to meet the challenges of working at a school for students with challenging behaviours. This has included courses on classroom management and team teaching with other members of staff.

**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><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>224271.84</td>
</tr>
<tr>
<td>Global funds</td>
<td>56139.60</td>
</tr>
<tr>
<td>Tied funds</td>
<td>41525.20</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>28407.04</td>
</tr>
<tr>
<td>Interest</td>
<td>5583.66</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>309.80</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>356237.14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
</tr>
</tbody>
</table>

| **Balance carried forward** | 229604.33 |

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
Canterbury Vale School supports students that have been unable to continue their schooling in regular education settings.

Specialised staff provide an individualised curriculum with an emphasis on students better managing transition points, such as post-school environments and reintegration back to their regular education setting.

In line with the school plan, major gains have been achieved with regards to work placement, academic performance, integration and behaviour.

Academic achievements

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.

The Year 9 cohort that sat for NAPLAN at Canterbury Vale School during 2014 was fewer than five students. Due to the small number of students, statistical data is not available.

Record of School Achievement (RoSA)
Students who left school after the completion of Year 10 were all eligible for a RoSA. 80% of enrolled Year 10 students elected to complete the non-compulsory literacy and numeracy assessments. Due to privacy issues related to the small number of students these results cannot be reported on.

Other achievements

Student Welfare
Due to the changing nature of the school community, student welfare processes are continually evaluated and reviewed. As the students’ histories of behaviour are the reasons that they attend Canterbury Vale, the need to celebrate success, whilst supporting their efforts to improve their behaviour remain vital.

The “Making Choices Framework” continues to be part of the school’s policy and involves the students thinking about their choices for learning, their interactions with others and their desired outcomes whilst being supported through the process.

Behaviour monitoring sheets continued to provide vital data to monitor student progress by pinpointing specific behaviours and their frequency.

Extensive use of the Sentral Welfare software application continues to streamline the reporting of student welfare and behaviour issues and has enabled staff to monitor potential issues more effectively.

The celebration of student success continues to be a cornerstone of our program. Consistency and effort with behaviour and academics is regularly celebrated to recognise the efforts that students are making. During 2014 we celebrated three “Principal’s Award” ceremonies with parents, community members and representatives from mainstream schools in attendance. These assemblies were delivered by students, giving them invaluable organisation and presentation experience.

All of these initiatives have seen students rewarded for their efforts as well as encouraging them to think more positively about their school environment, their role in the school and make good choices about their learning.

Each term students that have met their behaviour goals and consistently demonstrate appropriate behaviour for a sustained period of time are eligible to attend an excursion. In 2014 these were well attended.

Significant programs and initiatives – Policy and equity funding

Integration
A priority for our school is for students to be successfully reintegrated back to their mainstream settings. In the past this had a particular focus for students in Year 7 and 8, with older students participating in work experience programs and generally transitioning to full time employment; however, as the school leaving age has been raised to 17 years, Canterbury Vale
School’s integration program has been expanded accordingly.

By the end of 2014, fourteen students were engaged in the school’s integration program, while another eight students had been successfully reintegrated back to their home schools, on a full-time basis. Reports indicate that they are experiencing continued success in a mainstream environment.

Of the thirteen graduating students, one made a successful transition to Year 11 in a mainstream setting, while the other 10 returned to Year 10 at their respective schools. A further one student transitioned to an alternate setting to continue their education, while two students were successful in securing apprenticeships and a further two students attended post school agencies for employment assistance.

Hospitality and Barista training

During Term 2 five more students and 1 staff member had the opportunity to complete a statement of attainment certificate at Canterbury-Hurlstone Park RSL School of Hospitality. The certificate, which forms part of the Certificate III in Hospitality, comprises 3 modules; Prepare and serve espresso coffee, serve food and beverage to customers and safe food handling and hygiene all of which are a mandatory requirement for those people who wish to work in the food and beverage industry. Due to students already having some experience on the coffee machine at school, and completing the module within the prescribed time, the course facilitator also gave the students some introductory training in coffee art. This opportunity was received with enthusiasm by the students who continued to practice during their Friday mornings working in the CVS school café.

TAFE

This year CVS supported four student enrolments in various TAFE courses which met the individual student interests and supported possible future career paths. One student was enrolled in an airbrushing evening course at Padstow TAFE which ran of an evening. In addition three other students participated in PPI course at various TAFE institutes in the Sydney area. These courses funded by the government ran for 1 or 2 days a week (dependent on the course) for 10 weeks. One student enrolled in a beautician course which lead to her being accepted for work experience the following term at a local health and beauty retailer. Two other students completed an automotive based PPI and both secured fulltime automotive apprenticeships as a post school option.

Canterbury Vale ‘In School Café’

With funding received from ClubGRANTS staffing was secured to facilitate the weekly organisation and supervision of the ‘In school Café’ subsequently leading to another successful year of operation. This Canterbury Vale initiative, to address the limited opportunities for work experience in the local area for the students, has
proven to be, not only a highlight in the week for the students, but also the staff of CVS, Hampden Park and Wangee Park schools. In addition it has seen an increase in student engagement, confidence, organisation, teamwork and leadership all taking place in a safe supportive environment.

The basis of the operation comprises of three students whom are selected each Friday morning to take orders, prepare coffee and cake orders and deliver to our own and neighbouring schools within specific time parameters. This year however, the students have also embraced the extension of this operation with some small scale catering for groups of visitors to the school. The students who participated, demonstrated skills in customer service, an eye for detail with presentation, maturity and great time management skills under pressure.

Two students who participated in the program this year have both been able to utilise the skills and knowledge they have acquired outside of the Canterbury Vale school setting. One student secured two terms of work experience in a small coffee shop which also lead to some casual paid work. The other student secured a full time position in a coffee shop as a post school option.

**Police Citizens Youth Club Project**

During 2014 Canterbury Vale School was involved in a fitness and boxing program with the Belmore P.C.Y.C.

The program was run for ten consecutive weeks on a Monday and was attended by 4 Canterbury Vale School Students. The program was based at the P.C.Y.C gym and involved a boxing and fitness routine that helped to boost fitness and self-esteem in the students.

The program was well received by students and the school hopes to continue the program in 2015.

**Wangee Park School Partnership**

On four different occasions during 2014 students and staff at Canterbury Vale School participated in a combined sports day with our neighbouring school Wangee Park.

Wangee Park School caters for 27 students with severe and complex disabilities.

During the combined sports days students had the opportunity to partner and engage with a student from Wangee Park and assist them to participate in a modified sports program held on site.

The event is also an opportunity for groups to enjoy lunch together and to socialise in a safe, caring and positive environment.

In 2014 Canterbury Vale School had approximately 23 students engage in this program and attendance and behaviour records indicate that the partnership was successful in increasing engagement and empathy in our students.

**Premiers Sporting Challenge**

During 2014 as a part of the fitness program at Canterbury Vale School students participated in the Premiers Sporting Challenge (PSC). Each term each student’s participation in sport and PE was recorded and logged with the Premiers Sporting Challenge organisation.

As a result of the 19 participating student’s efforts in 2013, Canterbury Vale School received 6 diamond awards and 7 gold awards. Records also indicated that over 65% of CVS students
averaged over 280 minutes of sports or fitness activities each week.

Canterbury Vale School was also fortunate to have Mario Fenech visit as a part of the Premiers Sporting Challenge Ambassador Program and to engage the students in a skills training session at the school.

WALCA Program
During 2014 Canterbury Vale School continued its partnership between the school and WALCA (Work and Leisure Centre for Adults with a disability). The partnership aims to improve student literacy and to engage WALCA clients in the community.

WALCA provides services for adults with severe and complex physical and intellectual needs. The partnership is designed to improve literacy levels among Canterbury Vale students and build a positive relationship between the school and the WALCA clients.

Through the partnership the Canterbury Vale students are supported to produce story books for the clients of WALCA.

By the end of 2014 there were 11 students directly involved in the partnership with that number likely to increase in the new school year. In 2015 the school expects to measure improved literacy skills among students, and an increase in self-esteem, and community empathy as a result of the partnership activities.

School planning and evaluation 2013—2015

School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Staff, student, school and community partner surveys.
- Program and Policy review and evaluation.
- Analysis of both external and internal data related to student achievement.

School planning 2013-2014:

School priority- Student engagement and attainment

Outcomes from 2012–2014

1. Workplace learning opportunities evidenced through strategic connections and partnerships with outside agencies.
2. External qualifications in areas related to employment for students.
3. Reduction in unexplained absences.
4. Efficient integration procedures established for transition to home school.

Evidence of achievement of outcomes in 2014:

- Increased number of students engaged in successful, collaboratively supported work experience placements.
- Significant number of students successfully completing externally
authorised employment related qualifications including; Barista training certification, WHS White Card certification.

- Reduced number of unexplained student absences by 13% from 2011 levels.
- Reduced individual student absences due to suspension by 25%.
- Successful management of home school integration program.

Strategies to achieve these outcomes in 2014:

1. Utilisation of external support agencies such as Ostara.
   Continued effective partnerships with high quality work experience sites.
2. Barista training and food handling certification and White Card WHS training provided for students.
3. Utilisation of Sentral software to track and monitor student attendance and behaviour data.
4. Daily contact with parents/carers regarding attendance and punctuality issues.
5. Regular communication with Home School Liaison Officer as required.

School priority - Literacy and Numeracy

Outcomes from 2012–2014

1. Improved diagnostic assessment of student literacy and numeracy levels upon enrolment and planned exit.
2. Measurable improvement in student literacy and numeracy skills demonstrated through post intervention assessments.

Evidence of achievement of outcomes in 2014:

- Successful implementation, delivery and management of whole school diagnostic assessment program.
- Teachers implementing targeted continuum-based literacy and numeracy strategies across the curriculum.
- Increased number of students completing school based pre-intervention diagnostic assessments from 80% to 100% by December, 2014.
- Increased number of students completing school based post-intervention diagnostic assessments from 50% to 100% by December, 2014.
- A 25% increase in the number of students demonstrating a 2+ year gain in reading age and numeracy basic operation proficiency from baseline level within a 12 month period.

School priority - Curriculum and Assessment

Outcomes from 2012–2014

1. Implementation of the Australian Curriculum with clear alignment between professional learning and student learning needs.
2. Embedding appropriate assessment and reporting practices into all teaching and learning programs.
3. 100% of Year 10 students to complete DEC Record of School Achievement (ROSA) credentials.

Evidence of achievement of outcomes in 2014:

- Successful implementation of Australian Curriculum (NSW Literacy, Numeracy, Science and History Syllabuses).
• Effective ongoing delivery and management of whole school assessment and reporting practices.

• 90% of Year 10 students have completed DEC Record of School Achievement (ROSA) credentials.

**Strategies to achieve these outcomes in 2014:**

1. Teacher Professional Learning based around use of Australian Curriculum and approved syllabuses.
2. Utilisation of refined whole school diagnostic assessment practices and procedures.
3. Effective delivery of cross curriculum integrated units of work embedded with an established formative assessment schedule.
4. Classes streamed according to general ability levels to ensure targeted literacy and numeracy support.
5. Development and use of substantive Individual Education Plans for all students.
6. Formalised staff reflection on best practice based on the Quality Teaching Model.

**School priority - Leadership and Management**

**Outcomes from 2012–2014**

1. Strengthened leadership and management capacity of all school executive and staff.
2. Key school programs, policies and procedures strengthened following evaluation and revision.
3. Students’ home schools to receive specialist support from Canterbury Vale School staff.

**Evidence of achievement of outcomes in 2014:**

1. All school staff provided with leadership development opportunities in identified targeted areas.
2. Increase in leadership and management capacity of staff through focused professional development.

3. All staff met with Principal and supervisors to identify individual professional learning goals that formed the foundation of collaboratively constructed learning plans.
4. 100% of school programs, policies and procedures were reviewed, critically evaluated and updated according to current best practice.
5. Effective on and off site support for students’ home schools as part of a robust integration program.
6. Regular consultation with, and visitation to, students’ home schools by executive, teaching and support staff.

**Strategies to achieve these outcomes in 2014:**

1. All school policies, established as of 2011, to be reviewed, evaluated and updated in consultation with executive and staff.
2. Teacher Professional Learning opportunities to be provided in leadership and management.
3. All staff to engage in the development of professional learning plans in consultation with Principal and supervisors.
4. Regular networking with ED/BD Community of Schools members as well as successful sourcing of external best practice models.
5. Revision of ‘Making Choices’ behavior management framework in consultation with Community of ED/BD Schools and district facilitators.
6. Revision of Canterbury Vale student welfare policy.
7. Utilisation of Sentral Edupro software for data collection and tracking.
8. Continued effective communication and support for students’ home schools.

**Parent/caregiver, student, and teacher satisfaction**

During 2014, the school sought the opinions of parents, students and teachers about the school.
Responses were overwhelmingly positive with many parents, carers and home school personnel indicating that students have demonstrated that they can manage their behaviours more effectively across a variety of different settings.

Students from previous years continued to visit and update us on their progress, including HSC results, successes at TAFE and workplace opportunities.

Several ex-students talked at length about the positive impact the school has had on their lives and shared these experiences with current students.

The responses of different groups are presented below.

- 90% of students surveyed were generally happy with Canterbury Vale School. E.g. They felt safe, supported and happy while in attendance.
- 85% of parents and carers indicated that they were happy with the support that the school offered their children and the manner in which communication was conducted.
- 100% of teachers surveyed were happy to be at Canterbury Vale School and felt supported in their work.

In 2014 Canterbury Vale School consulted with staff, parents, carers, home-schools and external stakeholders in order to identify strengths, opportunities and areas of further development for the school plan 2015 – 2017. This consultation was followed by three collaborative school planning sessions where all school staff combined to identify and strategise areas of potential improvement. As a result, three key strategic directions have been identified that will drive school planning across the school. These include:

**Transition**: The provision of quality opportunities and support structures to allow students to thrive in their transition to work, study or alternate pathways.

**Student Learning**: The provision of quality teaching and learning that add value to a student’s literacy and numeracy levels and ability.

**Positive Community Contribution**: To enhance positive school experiences through the development of respect, responsibility, community and self, through the provision of consistent and supportive school culture and structures.

**Future Directions**

**2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan is available on the school’s website.

The vision for the future is that Canterbury Vale School will strive to create confident, respectful and responsible young adults through the provision of a quality education that is supportive, engaging and consistent. Through guiding students to manage their own behaviours, Canterbury Vale School aims to ensure that each and every student achieves their full potential and contributes positively to our rapidly changing world.
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.

Vicki Baczynskyj, Principal
Michael Bolt, Assistant Principal
Andrea Fletcher, School Administrative Manager
Terrence Young, Class Teacher
Deborah Weir, Class Teacher

School contact information

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Ph: 02 9750 - 0072
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Email: cantervale-s.school@det.nsw.edu.au
Web: www.cantervale-s.schools.nsw.edu.au
School Code: 5759
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: