

Copacabana Public School

Annual Report



2016



Introduction

The Annual Report for 2016 is provided to the community of Copacabana 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.

Ben Thomas

Principal

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Message from the Principal

My first year at Copacabana Public School has been rewarding and enjoyable. I have been extremely proud of the way our students have worked towards their individual learning goals. The staff, students and parents have also worked together to build a collaborative and caring learning environment.

We have achieved our goal of providing personalised learning for every student through the implementation of evidence-based teacher practice and regular monitoring of student progress against the literacy and numeracy continuums. Establishing Performance and Development Plans for every teacher has also led to improved teacher quality through a specifically targeted approach to teacher professional learning.

We continued to achieve outstanding results in 2016, both academically and in a range of extra-curricular areas. In every area of NAPLAN, we performed above the state average and the school celebrated the value added to students through our positive growth statistics for Year 5 and Year 7. Our girls' basketball team finished 2nd in NSW for the PSSA knockout competition, our debating team won the Central Coast section of the state debating competition, two dance groups were selected for the Central Coast Dance Festival and we successfully auditioned to be in Starstruck for the first time in our school's history. Another first, was our newly formed drumming group, who performed at the Copacabana Art Show and for the Five Lands Walk.

I look forward to continuing the outstanding, innovative programs already operating and building upon these in 2017, to lead Copacabana Public School's future focused education plan and ensure our vision of providing a high quality, balanced curriculum is achieved.

School background

School vision statement

Quality teaching and learning programs, driven by dedicated, committed and caring teachers that engage students within a strong, supportive and nurturing community environment.

School context

Copacabana Public School is located on the Central Coast of NSW. It has a stable population of children that come from predominantly middle to upper class dual income families. There has been a steady increase in enrolment numbers which has meant we have maintained 14 classes in 2016.

Copacabana Public School currently has four identified ATSI students with one child receiving integration funding support. There are 8% of students on ELPs, PLPs and IEPs to support learning in the areas of Literacy and numeracy.

The school's motto "Effort Earns Success" reflects a whole school commitment to learning by students, staff and parents. Copacabana PS is a recognised leader in technology teaching and learning. Our positive student welfare program allows all students to be rewarded for individual achievements. Our Values Education program creates an atmosphere of mutual respect, acceptance and responsibility, with senior students participating in mentoring and leadership programs. Our engaging, vibrant learning environment caters for individual students' needs and talents. We support students requiring assistance, transition to school and high school programs, outstanding sport and physical education programs and opportunities to participate in creative and performing arts.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Throughout Semester 2 all staff were given opportunities in their strategic direction teams to reflect on the school plan and milestones. Links were made to the elements of the School Excellence Framework that we addressed and evidence collected to support the level at which we achieved.

In the domain of learning we made significant gains in strengthening positive and respectful relationships across the school community. There was a focus on teachers differentiating curriculum delivery to meet the needs of individual students and this was evident through lesson observations and program supervision. The school continued to provide and expand on the range of extra-curricular activities provided, to broaden student development. Key transition points were highlighted and extended programs were offered to students and families moving into Kindergarten and transitioning from Year 6 to Year 7. Copacabana Public School is proud of the high levels of achievement and performance on external assessments and celebrated our value-added results.

Our major focus in the domain of teaching has been training staff to implement evidence-based teaching practice. We have improved teaching methods in literacy and numeracy through the implementation of Targeted Early Numeracy, Taking Off With Numeracy and Focus on Reading. The routine collection of continuum data associated with these programs, has ensured teachers have further developed their skills in analysing and using student assessment data to understand the learning needs of students and to plan for future learning. The introduction of peer and supervisor lesson observations led to improved collaborative practice. All teachers received planned constructive feedback in both Semester 1 and Semester 2.

Priorities in the domain of leading have been to strengthen our links with other schools in our learning community and to develop transparent and inclusive processes for school planning and resource management. With each member of the executive leading a strategic direction team, there was an increased awareness from all staff of the purpose of each strategic direction in our school plan. Developing further ownership of the school plan through distributive leadership will continue to be a focus for next year. All school staff were supported to develop the skills for the successful implementation of LMBR in 2016.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Engaged Student Learning

Purpose

To provide quality teaching and learning programs that engages students through differentiated learning programs with the aim of improving growth in literacy and numeracy.

Overall summary of progress

All staff were involved in the development of explicit processes to collect, analyse and report on internal student and school performance data. Five weekly data collection guided differentiated teaching and learning programs.

Two Assistant Principals were trained to become facilitators in Phase 1 Focus on Reading. As a result, a professional learning timetable was established for K–6 staff for the implementation of Module 1.

All staff received compliance training in Performance and Development Plans. Teachers collaborated with stage supervisors to negotiate goals and identify professional learning needs aligned to Australian Professional Standards.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• An increase in the number of students moving from bands 3–6 (70%) in numeracy in Year 3.• A reduction of students in the lower 2 bands (0%) in numeracy in Year 3.• An increase in the number of students moving from bands 6–8 (30%) in numeracy in Year 5.• A reduction of students in the lower 2 bands (18%) in numeracy in Year 5.• At least 60% of students achieving growth between the bands in numeracy in Year 5.	<p>42% of students in Year 3 achieved at Proficient (top 2 bands) for NAPLAN numeracy.</p> <p>Only 4% of Year 3 students were in the lower 2 bands for numeracy.</p> <p>12% of students in 2016 showed growth from band 6 to band 8.</p> <p>There were only 2% of Year 5 students in the bottom 2 bands for numeracy.</p> <p>78% of Year 5 students achieved growth between bands in the area of numeracy.</p>	<p>\$8200 – Focus on Reading (Literacy and Numeracy)</p> <p>\$3000 – TEN</p>

Next Steps

- Identify new teachers requiring training in Targeted Early Numeracy (TEN) and Taking Off With Numeracy (TOWN). Implement a professional learning plan to support the training.
- Continue to build on teacher understanding of using the literacy and numeracy continuum to track student progress, evaluate the effectiveness of their teaching and deliver differentiated teaching programs.
- Introduction of the Language, Literacy and Learning (L3) program for Kindergarten to ensure evidence-based pedagogy is supporting reading in Kindergarten, through L3 and supporting reading from Year 1 to Year 6, through Focus on Reading.

Strategic Direction 2

Quality Teaching

Purpose

To ensure teachers have the capacity to implement high quality curriculum to meet the needs of all students.

Overall summary of progress

School teams were established in 2016, across the Kincumba Learning Community, to develop an understanding of the History and Geography Syllabus documents and support the implementation of these. Initial units of work were trialled, evaluated and modified to ensure student engagement and achievement.

A beginning teacher induction program and handbook was formulated. This was distributed to newly appointed staff and allowed them to prepare for their first year of permanent employment.

All staff completed professional learning aligned with individual Performance and Development Plans and school strategic directions. This helped to further support their capacity to deliver high quality teaching practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• All staff K–2 trained in TEN.• All staff 3–6 trained in TOWN.• Staff 1–6 trained in Focus on Reading.• All staff achieve proficiency standard by 2017.• All staff implement History syllabus in 2016.• All staff implement Geography syllabus in 2017.• Growth data in NAPLAN bands inclusive of Years 3–7.• Growth in percentages of children achieving outcomes in higher clusters in K–2 numeracy through the implementation of the TEN program.	<p>100% of staff were trained in Focus on Reading Module 1.</p> <p>Two early career teachers achieved proficiency accreditation through BOSTES.</p> <p>100% of teachers developed and implemented History units of work aligned to the new History Syllabus.</p> <p>100% of Kindergarten and Year 1 students achieved at or above expected TEN continuum levels in Early Arithmetic Strategies..</p> <p>98% of Year 2 students achieved at or above expected TEN continuum levels in Early Arithmetic Strategies.</p>	<p>\$8200 – Focus on Reading (Literacy and Numeracy)</p> <p>\$3000 – TEN resources</p> <p>\$2400 – History/Geography professional learning and scope and sequence development</p> <p>\$4000 – Casual relief for lesson observations</p>

Next Steps

- Collaborative planning to develop History and Geography units of work to support full implementation of the school's newly developed Scope and Sequence.
- Continue to expand on the beginning teacher induction program and formalise the structure of mentoring programs for beginning, early career and aspiring teachers.
- Build on teacher understanding of Australian Professional Standards in preparation for all teachers acquiring proficient status with the NSW Education Standards Authority (NESA).

Strategic Direction 3

Community Engagement and Partnerships

Purpose

To provide an active and engaged community resulting in a more collaborative and effective environment for staff and students.

Overall summary of progress

In 2016 a school Facebook page was established as another avenue of communication for parents to access school information. The community response to this page was overwhelmingly positive. At the end of the year parents and teachers were surveyed again to determine future communication strategies.

In Term 2, Term 3 and Term 4, students were identified by classroom teachers to participate in Mathematics, writing and Science enrichment programs. An audit of staff skills and expertise was conducted to identify areas of strength and need for development.

Student Prefects were involved in the management of processes and procedures for monitoring attendance at official whole school functions and programs. They gathered and collated this data throughout the year.

2016 saw improved confidence in the P&C Association which led to an increase in the numbers attending and the numbers involved in fundraising activities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>All staff and community are committed to the school's strategic directions and practices to achieve educational priorities.</p> <p>Increase of 50% in parent responses to communication provided by school as measured by number of responses returned in the form of surveys and attendance at community forums and parent teacher meetings.</p> <p>Increase of 20% in teacher/parent/community involvement at facilitating school enrichment programs and community events.</p> <p>Increase in student numbers attending school based enrichment programs.</p> <p>Increase</p>	<p>Every staff member was allocated to a strategic direction team and participated in regular planning and evaluation meetings, led by school executive.</p> <p>On average 30% of the parent community regularly attended school events or special programs.</p> <p>An increase of 53% of students attended enrichment programs offered by the school and community.</p> <p>Although additional opportunities were provided for parents to respond, via Survey Monkey, few responses were received.</p>	<p>\$4800 – African drumming (using Socio-economic funding)</p> <p>\$500 – Young Leaders Day</p> <p>\$3000 – digital communication, reporting and interview scheduling systems</p>

Next Steps

- Explore other avenues of digital communication systems and implement a common system for all teachers to use with parents.
- Ensure further opportunities are made available for the community to engage in learning about the school vision and current teaching practices, along with opportunities to provide feedback and ideas for future planning.
- Formalise the process and policy for Gifted and Talented education at Copacabana Public School and ensure an increased number of students have opportunities to be involved in enrichment activities.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>A significant initiative was the cultural exchange with students from Bunninyong Public School in Dubbo. As a result of this initiative, we provided opportunities for Aboriginal students to develop connection to country outside their own. The exchange also provided a rich cultural experience for all our Stage 3 students.</p> <p>All Aboriginal students were involved in a process of consultation and review to develop a Personalised Learning Plan (PLP). This process ensured that 100% of Aboriginal students were supported by differentiated learning within their classroom to achieve individual goals.</p> <p>Copacabana students learnt about reconciliation and connection with their participation in the Five Lands Walk. 100% of students contributed to this wider community cultural event through their involvement in music, dance, singing and the arts.</p>	\$1 842
English language proficiency	<p>A range of strategies were used to assist two students to gain English language proficiency. An experienced practitioner developed an intensive program and supported classroom teachers to incorporate strategies in their teaching programs.</p> <p>One student grew three ESL levels as a result of intensive support and the other gained growth of one ESL level.</p>	\$11 634 EALD teacher
Low level adjustment for disability	<p>Employment of two School Learning Support Officers for three days per week allowed intensive support for identified students on Personalised Learning and Support Plans.</p>	\$13 467 School Learning and Support Officer
Socio-economic background	<p>30 African Djembe drums were purchased to initiate drumming groups across the school. Two classes used drumming as a dedicated music program and 23 students participated in the school drumming enrichment group. 24% of students were involved in drumming programs that led to wider community performances.</p> <p>100% of students from Year 1 to Year 6 engaged with Mathletics to support the achievement of outcomes in Mathematics. An average of 49 tasks was completed by each student with an 11% improvement of achievement from Term 1 to Term 4, in teacher assigned tasks.</p>	\$8 380 \$4 800 African drums \$3 500 Mathletics

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	144	152	158	176
Girls	154	147	158	155

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.4	96.2	95	93.4
1	93.2	95.8	94.3	92.5
2	96.3	96.1	94.2	93.1
3	95.2	95.5	94.6	93
4	95.4	95.2	95.2	92.8
5	94.6	94.9	94.4	93.8
6	95	95.2	94.4	92.9
All Years	95.1	95.6	94.6	93.1
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.19
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
School Administration & Support Staff	2.82
Other Positions	0.11

The Australian Education Regulation 2013 requires schools to report on the Aboriginal composition as a proportion of their school's workforce. Copacabana Public School has 6% of teachers who are Aboriginal. Our school enjoys a close relationship with the Tjudibaring Aboriginal Education Consultative Group.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	94
Postgraduate degree	6

Professional learning and teacher accreditation

In 2016, professional learning at Copacabana Public School was given a high priority. All professional learning, where possible, was research-based to ensure quality and currency. Evaluation of professional learning was used to determine the impact on student achievement. The main focus in 2016 was the Focus on Reading program. Two executive staff were trained as facilitators who then trained all staff members in Phase 1 of the program. One staff member attended training to support the implementation of the Geography syllabus. This led to all staff engaging in activities to unpack the new syllabus and prepare for its implementation.

Several professional learning networks were attended in 2016. The library and computer coordinators network was attended each term and this supported the development of our Librarian and Release from Face to Face teacher. All staff attended a Kincumba Learning Community network once a term in the areas of Aboriginal Education, History and Geography, Transition and Learning Support.

School Development Days allowed staff to complete compliance training and in Term 3, a combined Kincumba Learning Community professional learning day was held.

Two temporary staff completed their accreditation at proficient level in 2016.

Financial information (for schools using both OASIS and SAP/SALM)

Income	\$
Balance brought forward	118 885.00
Global funds	86 927.00
Tied funds	42 478.00
School & community sources	46 603.00
Interest	1 312.00
Trust receipts	3 438.00
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	23 271.00
Excursions	1 649.00
Extracurricular dissections	15 725.00
Library	593.00
Training & development	450.00
Tied funds	32 146.00
Short term relief	34 280.00
Administration & office	21 124.00
School-operated canteen	0.00
Utilities	21 334.00
Maintenance	10 998.00
Trust accounts	3 100.00
Capital programs	8 543.00
Total expenditure	0.00
Balance carried forward	0.00

The information provided in the financial summary includes reporting from 15 May 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0
Revenue	417 229
(2a) Appropriation	320 877
(2b) Sale of Goods and Services	201
(2c) Grants and Contributions	95 269
(2e) Gain and Loss	0
(2f) Other Revenue	0
(2d) Investment Income	880
Expenses	-266 553
Recurrent Expenses	-266 553
(3a) Employee Related	-106 021
(3b) Operating Expenses	-160 531
Capital Expenses	0
(3c) Employee Related	0
(3d) Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	150 675
Balance Carried Forward	150 675

Copacabana Public School finance committee meets each term to ensure the accuracy, reliability and integrity of accounting and financial administration. The Finance in Schools Handbook is used to support the school in complying with the Public Finance and Audit Act 1983. Professional learning was undertaken this year to develop a sound understanding of the integrated administration system provided by the introduction of LMBR.

The intended use of funds available from 2016 is to upgrade technology in the school and the infrastructure to support it. We also intend to establish a whole school music program with a proportion of the funds available.

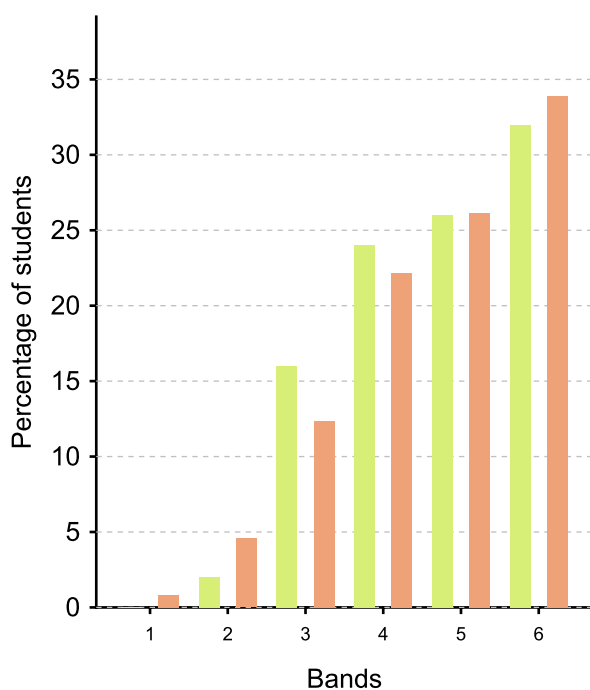
	2016 Actual (\$)
Base Total	2 258 039
Base Per Capita	17 046
Base Location	0
Other Base	2 240 993
Equity Total	86 332
Equity Aboriginal	1 842
Equity Socio economic	8 379
Equity Language	11 633
Equity Disability	64 477
Targeted Total	15 730
Other Total	14 832
Grand Total	2 374 934

School performance

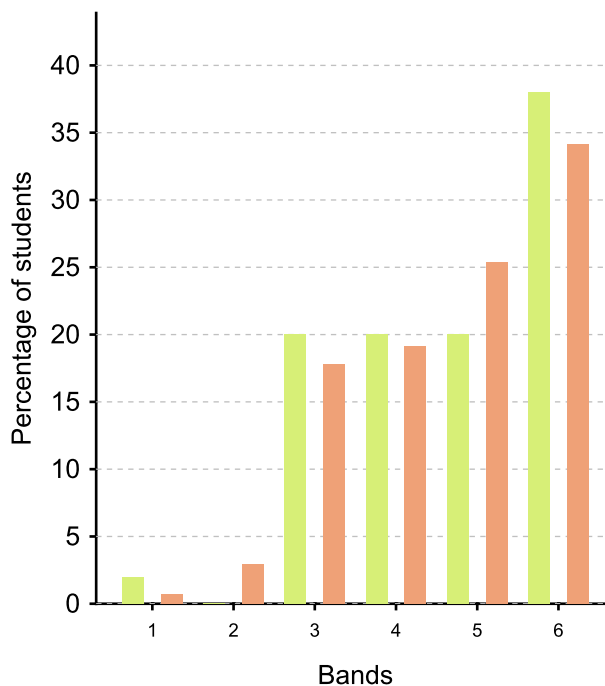
NAPLAN

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.

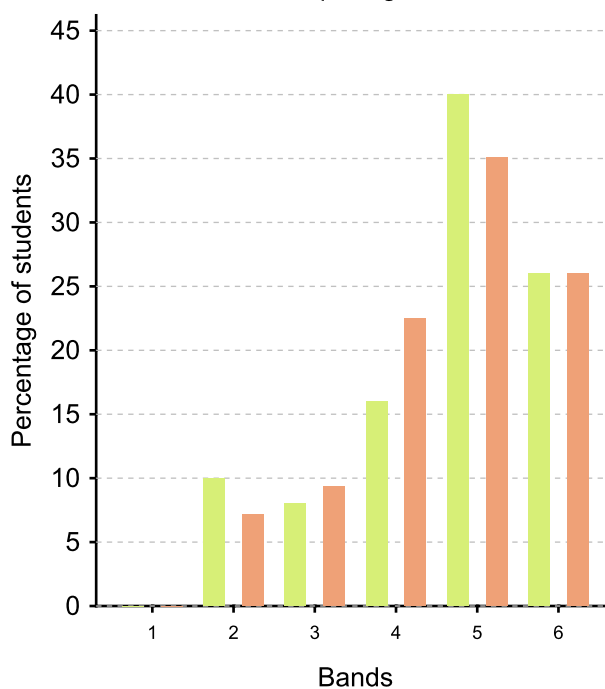
Percentage in bands:
Year 3 Grammar & Punctuation



Percentage in bands:
Year 3 Reading



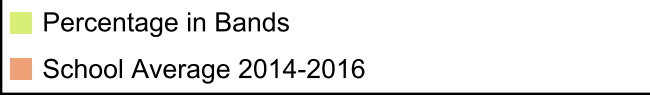
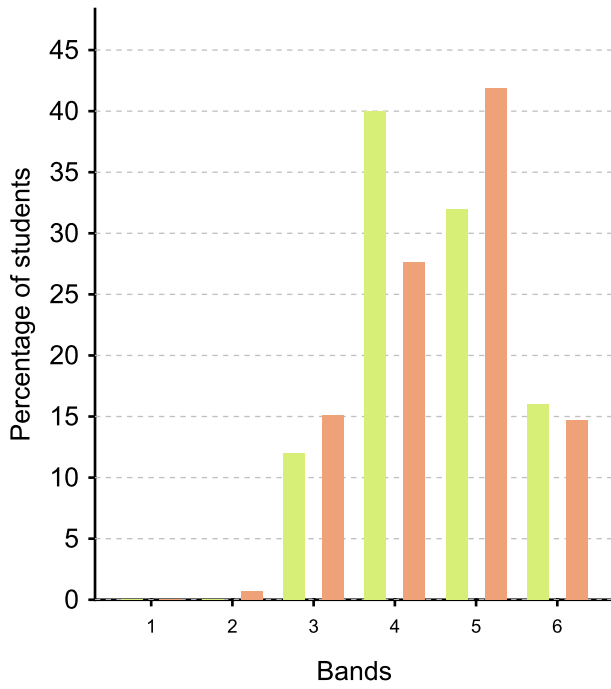
Percentage in bands:
Year 3 Spelling



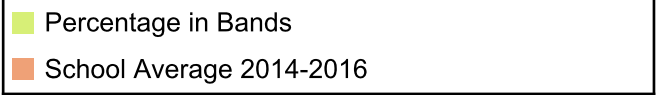
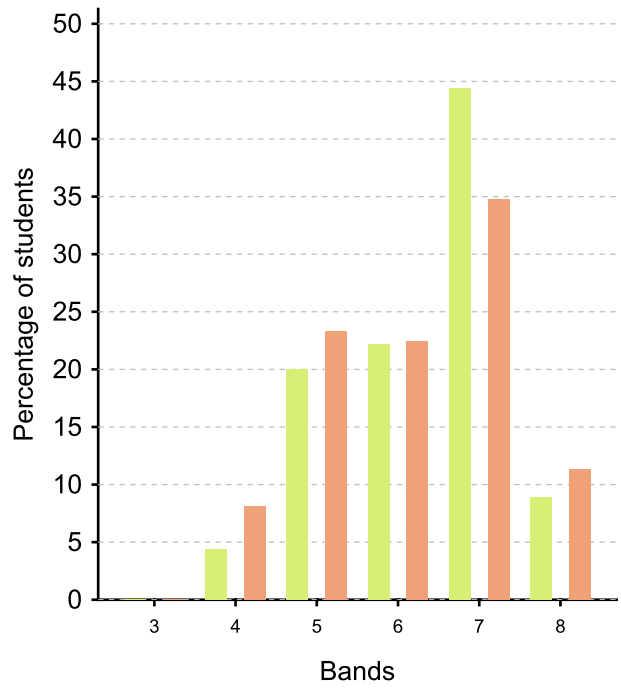
Percentage in Bands
School Average 2014-2016

Percentage in Bands
School Average 2014-2016

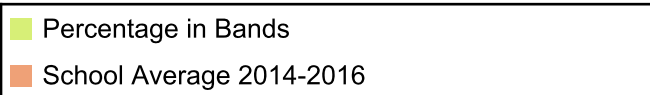
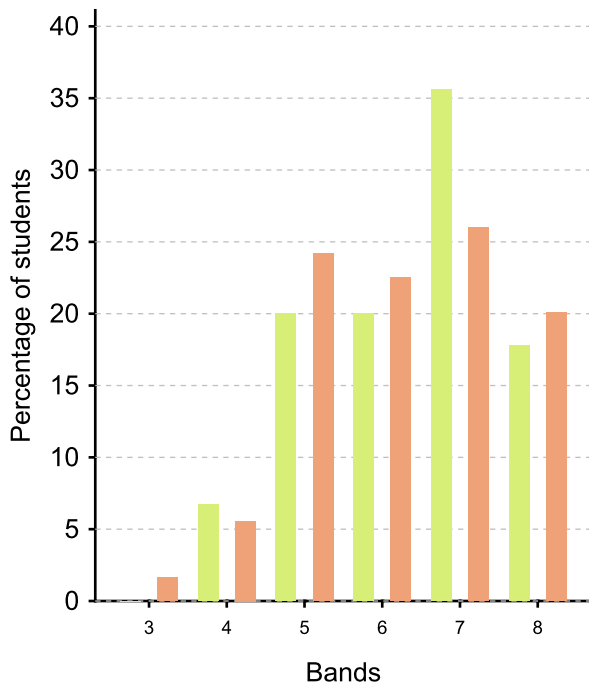
Percentage in bands:
Year 3 Writing



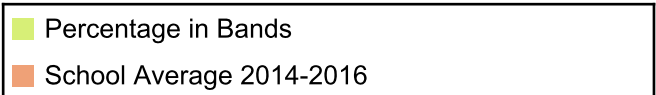
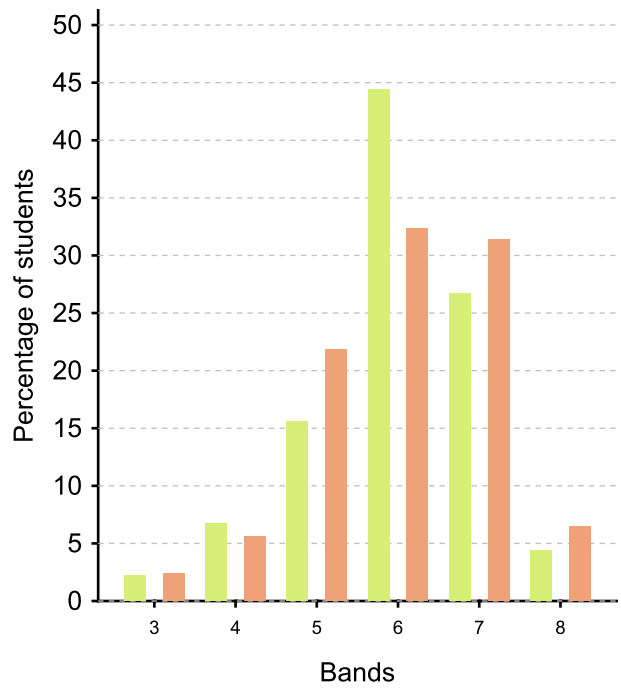
Percentage in bands:
Year 5 Reading



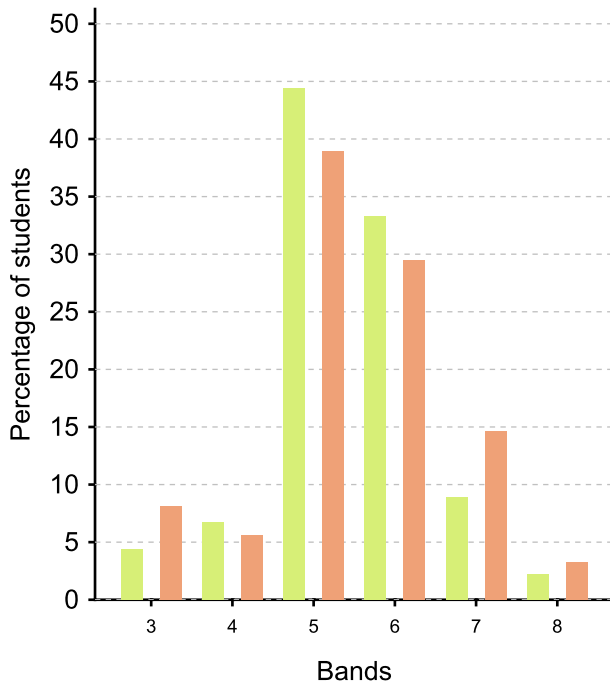
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling

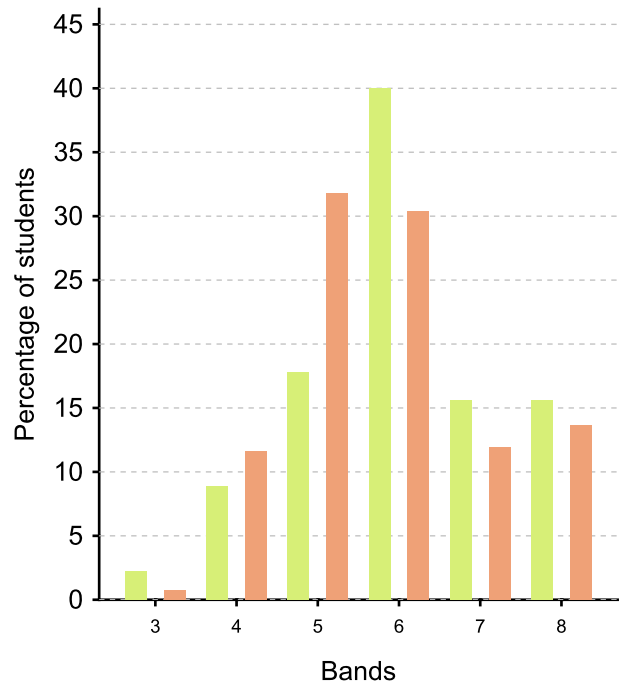


Percentage in bands:
Year 5 Writing



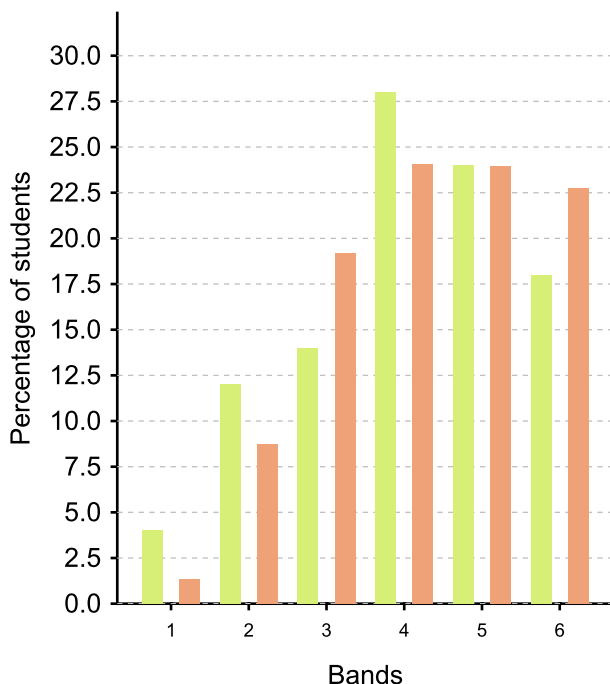
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

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

In 2016, in accordance with the *Premier's priorities: Improving education results*, schools are required to report on their student performance for the top two NAPLAN bands in reading and numeracy.

At Copacabana Public School, in Year 3, 58% of students were in the top two bands for reading and 42% in numeracy. In Year 5, 53% of students were in the top two bands for reading and 31% in numeracy.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

In 2016, the school sought the opinions of parents, students and teachers about each major school event that was held, about the implementation of new programs and on future directions. The responses are presented below:

- 100% of parent responses indicated that they found the Kindergarten transition program extremely useful. Specific feedback from this program was; it far exceeded expectations and demonstrate that the commitment Copacabana PS has to giving parents all the tools and support for their child's best start at school.
- 16% of families responded to the Survey Monkey for our major sports carnivals. 100% of responses indicated that they agreed or strongly agreed that we achieve our aim of participation and fun and that parents have the opportunity to be involved in each event.
- The majority of students from Kindergarten to Year 6 agreed that school is a place where they like to go each day and where learning is fun. The majority of students also had positive feelings of acceptance and self-worth.
- There was an overwhelmingly positive student response to the Gifted and Talented programs. All students agreed that they thoroughly enjoyed the program and that they have developed better skills from participation in the activities. Student feedback included; This GATS writing is awesome! I am currently enjoying everything you have taught us and I also believe my writing skills have improved.
- Teacher responses reflected a positive tone in the school where they felt supported to do their job. It was agreed that we need to look at more common approaches to certain systems and this would begin with the parent communication system in 2017.

Policy requirements

Aboriginal education

In 2016, Copacabana Public School received a small amount of Aboriginal background funding to further support our Aboriginal students.

A significant initiative was the cultural exchange with students from Bunninyong Public School in Dubbo. As a result of this initiative, we provided opportunities for Aboriginal students to develop connection to country outside their own. The exchange also provided a rich cultural experience for all our Stage 3 students.

Personalised Learning Plan (PLP) documentation continued to be a focus. All Aboriginal students were

involved in a process of consultation and review to develop a PLP. This process ensured that 100% of Aboriginal students had a PLP to support differentiated learning within their classroom to achieve individual goals.

The school again celebrated National Aboriginal and Islander Day Observance Committee (NAIDOC) Week with a live performance being held at the school. Reconciliation Week was also celebrated with all students participating in activities in class time. Reconciliation and connection was the focus for all Copacabana students participating in the Five Lands Walk this year. 100% of students contributed to this wider community cultural event through their involvement in music, dance, singing and the arts.



Multicultural and anti-racism education

The Values Education Program at Copacabana Public School has ensured that multicultural education and the associated values, including tolerance and acceptance of all cultures, is embedded in all teaching and learning programs.

The staff and students celebrated World Harmony Day in March. A focus was on cultural diversity and acknowledging the positive contributions that different cultures make to the Australian community. As a result of participation in these activities, a whole school mural, signifying peace in our world, was created and displayed in the school hall.

A school drumming group was formed this year and this provided an opportunity for all students to become immersed in cultural activities. African drumming groups performed at the Five Lands Walk, in the school musical and at the Copacabana Art Show. The school aimed to strengthen parent and community engagement by inviting them to play with our drummers at community events.