

South Coogee Public School

Annual Report



2017

SOUTH COOGEE

PUBLIC SCHOOL

3703

Introduction

The Annual Report for 2017 is provided to the community of South Coogee 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.

We have recently embarked on creating a collaborative School Plan 2018–2020. Please see our school website for a copy. <http://www.southcoogeepublicschool.com/>

Trish Fisher

Principal

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Message from the Principal

Principals Message

We are proud that South Coogee Public School has successfully made gains in school improvement, innovation, building teacher and learner capacities as strategically planned in the 2015 –2017 School Plan. As we come to the beginning of the next chapter of planning, we are ensuring community, parent, teacher and student voice are used to guide our directions using the reflective questions:

- How are we doing?
-
- How do we know?
-
- What are we going to do next?

We continue to achieve this through a relentless focus by our students, staff and community on our passion to challenge, engage and building resilient learners, who strive for quality, innovative and reflective learning and quality teaching pedagogy to create a dynamic and collaborative educational community. We have so much to celebrate as we continue to be future focused, with drive for strengthening our positive school culture.

We are proud of our achievements in 2017, as we continue to value a comprehensive and enriching education for all students. As well as a strong academic focus, our school offers a range of additional programs to enrich students' learning and develop social, cultural, sporting and personal development. Our desire is to value and nurture each student as an individual and develop the whole child in a supportive and challenging environment. Our focus on Resilience and Visible Learning practices have excelled all successes in culture change at the school whilst enriching teacher and students in evidence-based successful teaching and learning accomplishments.

Students are resilient, motivated and successful. Teachers are professional, progressive and accountable. Parents are informed advocates and partners and Management is strategic, consultative and clear. School staff and parents work to support the learning of students who are academically gifted, having learning disabilities, come from diverse cultural backgrounds or diverse socio-economic backgrounds.

As a strong educational team, we seek the best possible opportunities for all our students. I would like to acknowledge the hard work of all of the staff. Without their dedication and professionalism, the students at South Coogee Public School would not be given the great opportunities that they are afforded. Our executive group are inspirational leaders to the teachers in their teams and they have made very deep connections with parents and the broader community.

The work of our school P & C is another part of the South Coogee Public School's success story. I would like to thank the outstanding P & C and their groups this year for all the time, effort and support for all school programs and initiatives. We greatly appreciate the time and energy you put into supporting the students and the school. It truly makes a big difference. The hard work put in by the P & C Executive and all families who gave time to assist with fundraising and helping teachers is invaluable, there was a great deal of hard work put in across the school. Thank you.

The most important group within every school are the students; the fantastic results and events depicted in this report area credit to their positive attitude and ability. Well done to all. I am proud of all our achievements and thank students, staff and parents for their support.

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

Trish Fisher, Principal

Important visitors to our school in 2017:

Hon. Malcolm Turnbull MP – Prime Minister of Australia

Stephen Evans – Artist in Residence

Hon. Matt Thistlewaite MP

Bruce Notley-Smith MP

Message from the school community

President's Report – 2017

What a tremendous year it has been! We have seen exciting new initiatives rolled out and implemented because of the hard work of the Exec Team and class parents. In particular:

Uniform Shop Online Ordering with Munch Monitor – Thank you Eoin, Lindy and Vanessa

New P&C Website & Facebook – Thank you Jodie & Eoin

Fiesta Fete – Congratulations and thank you to Jodie. Fiesta not only raises funds, creates wonderful memories but it also builds a reputation throughout the wider community. Thanks to all parents for the months of hard work and preparation of their wonderful class stalls. The entire day came together seamless and will be remembered for years to come.

Communications– Thank you Kathryn

Treasury & Stationery Packs – Thank you Jen

Uniform Shop and Kindy Uniform Packs – Thank you Lindy & Vanessa

Scholastic –Thank you Carinne, Michaela, Cate and Katja

Musicale BBQ –Thank you Louise

Year 6 Graduation– Thank you Imby & Vicki

Pick up/Dropoff zone – Thank you Ross

Vicki & Michaela who are leaving, they have been pillars of the community for 10 years.

Thank you to the parents of South Coogee Public, who have pitched in all year and helped create wonderful community events the families have enjoyed. The levels of participation and involvement from the parent community has been incredible – right from the start when we welcomed the new kindy parents with tissues & tears, all the way through cake stalls, BBQs, working bees, disco, mother's day and father's day events, grandparents day, education week, election day BBQ, musicale and much more during the year. Every contribution makes a difference – every cupcake

baked, every BBQ and of course Fiesta adds up directly contributing to making a difference at our School.

The P&C Pledges for 2017 were:

\$20,000 – Playground (\$10K paid)

\$10,000 – Literacy Resources

\$20,000 – IT (\$15K paid)

\$5,000 – Teachers Class Budgets (paid)

It is with great pleasure, on behalf of the parents, I hand South Coogee Public School a cheque for \$34,241.00.

On a personal note, it is the end of a season for me at SCPS, after 10 years of being involved in the P&C and teaching Scripture. It's been very special and an absolute delight! It's humbling to serve the community in this way. We do this because we care, to make a difference and to contribute to society. I am sad to leave, take many fond memories, and am happy for what we have achieved together.

It's been great working with the P&C Exec of 2017 Kathryn, Eoin, Jen, Jodie, Vicki and Donna and the 2016 committee of Richard and Rob. The 2017 Exec have been excellent at supporting each other, when one of us needed support someone else would jump in and help out. It has been great working alongside the Principal Trish and Deputy Marion and all the teachers and staff of South Coogee Public School. Trish and Marion's energy, vision and drive has taken the school forward and upwards in a marvellous direction.

South Coogee Public School is a wonderful place for your children to grow up in. You will make life-long friends here. My children still sing the 'South Coogee Chant', the chant they sing coming home on the bus from PSSA sport. My advice is really simple – work together! and share the load. We are different by design, just work together for the bigger picture. Fundraising is a valuable component of the P&C and community is of equal value, because people matter!

I encourage all parents to be involved, give what you can – it's humbling and rewarding. We have a great diversity of people here at SCPS. I urge parents not to forget the aspect of a heart for the community. The P&C is not exclusive – it's inclusive.

South Coogee P&C is functioning efficiently, effectively and is financially secure heading into 2018. Moving forward the P&C is in good hands, there is great leadership and direction.

With my warmest wishes and best regards,

Natalie Keledjian

President, SCPS P&C Association

Message from the students

School Captain Speech – Lara Brennan

It's very hard to sum up 7 years at South Coogee in just a few minutes, so in the end I decided to look at all the experiences we've had, and the people at this school that make this experience special.

Teachers, this is for you. South Coogee has been a great school because of the fabulous teachers. Teachers at South Coogee make sure that we understand. And if we don't understand, they go back, they find another way to teach us. The teachers at South Coogee see things from our perspective, they care about kids. We really appreciate your efforts to prepare lessons and make them amazing. And a special thank you to the Stage 3 teachers who have guided us through Year 6 and made sure that we are ready to leave South Coogee and go to high school. School is a place for learning, but it is so much more than that. It is a place where we can express ourselves, make friends and be happy. A place that we should be excited to come to every day. At South Coogee we have learnt so much. We have learnt about diversity and inclusion – we are all different and we all have a place at South Coogee. At South Coogee it is what happens outside the classroom that makes it such an amazing place. We have had many opportunities in theatre, sport, dance and debating. We learnt about teamwork and about how to be a good sport. And this year has been a great year of success for our school, particularly in sport and debating. Thank you again to the teachers who supported us in all these activities.

To survive school we all need our friends. And I feel so lucky to have had such amazing friends at South Coogee – in class, in activities, playing sport, from other year groups. These friends I know will always help me and are the most

beautiful people I have ever met. There are a few things that I will never forget about my time at South Coogee: Burying the time capsule in Year 2. The Prime Minister coming to South Coogee. Keala Burns singing at Musicale. Mrs Stathis supporting us throughout Stage 3 with more than a few tears along the way.

Good luck to future school captains – although you don't know who you are yet, I know that our school is in good hands. When I started kindergarten I was so shy that I would walk into school hiding behind my parents, with my head down, I wouldn't dare look anyone in the eye. At the end my time at South Coogee I have gained the confidence to make my own decisions, the confidence to make my own choices, to make friends, to help others, to take risks, to start new things, the confidence to make my own journey.

Thank you to everyone at South Coogee – the teachers who have guided us and the friends who have travelled with us. Good luck to everyone in Year 6 for the high school adventure.

School Captain Speech – Nick Annas

Good morning students, teachers, parents, and staff. My name is Nick Annas and I was lucky enough to be the school captain of South Coogee Public school for 2017. I have been at the school for 7 years now, and I cannot believe that in 3 days I will be taking my final steps out of my second home.

South Coogee Public School has always provided a safe haven for myself and all students. We have seen 5 different principals and experienced national and world disasters that have impacted our lives heavily, but I have always passed through our school gates with a smile on my face and a spring in my step.

South Coogee Public School is an amazing, educational and encouraging environment for all students. It provides opportunities that students will remember forever, and as I go into high school I promise to never forget these memories that have shaped who I am today.

Some of these memories are, my brother a former school captain of South Coogee received the first bronze medallion, although I always have to one up him, so I was the first to receive a silver medallion.

Camps, although teachers might not believe this, for students Camp is definitely one of the most special time in a child's schooling journey, here you learn team work, trust and flexibility, in situations that cannot be experienced in a classroom. I remember always liking the tall rides, the giant swing, tree tops and many more, I remember always opting in to go first as some other students were a bit afraid, as a student experiencing this is definitely something I will remember forever.

Senior School, believe it or not only one other school in our area participates in this program, this just shows how much South Coogee Public School cares about the transition of their students into high school. Senior School teaches students organisational skills, what high school is like and how to manage homework. On behalf of all students in my year senior school has definitely helped everyone one of us to prepare for high school.

Create East, Mrs Toms was kind enough to provide the opportunity for many students to audition for create East, this included singers, dancers, actors, musicians, artists and film makers we created a show with the help of many teachers from around the eastern suburbs and I was very lucky to receive the main role in the drama section.

Lara and I got to take the Prime Minister around the school, The DEFINITELY will not be an experience I will forget. I was very nervous but excited to know that the most important person in our country wanted to see our school.

And finally one of the most important things that have happened in my SCPS career is definitely our Year 6 Premiers Debating Team, Keala, Lara, Leila, Shonagh, Ixchel and I battled against other teams across Sydney to represent the spot for the eastern suburbs in the debating camp. There were highs, there were lows, there were vicious teachers from other school but finally we made the pot to represent our area in the Camp. During the 3day Camp we participated in 6 1 and a half hour long debates, it was very hard and very tiring thanks to the kid who couldn't stop snoring in my cabin but we made it through to the grand finals and guess what we won! I was proud to represent South Coogee and it was definitely the best 3 days of my life.

The journey from Kindergarten to Year 6 has been a ride, but the additional role of School Captain has added a few twists and turns. It was nerve-racking but fun and rewarding, and an experience I will never forget.

As we depart to schools all over Sydney, our futures spread before us, new friends to be made, new teachers to impress, I want to take this opportunity to wish everyone the very best of luck. It will be daunting at times, there's no doubt. So, as we embark on the next stage of our education, let's remember that it all started here, at this school, in these classrooms, this is where your education began and your future was created.

I will remember my carefree South Coogee Public School Days, these memories will be forever tucked away in the back of my mind.

My name is Nick Annas, I leave our school with a smile on my face and joy in my heart, I have been proud to lead South

Coogee Public School and will forever remember the opportunities this school gave me,

So, Here I stand beside my friends as I share with you the vision of a school where knowledge grows like leaves on trees and I am proud to bare the name of a school that gives me courage to reach great heights and bend to feel the breeze this is my school my place of hopes and dreams my roots are deep my braces fall, I do belong here this vision includes me stand tall stand tall South Coogee Public School.

School background

School vision statement

Our vision at South Coogee Public School is to empower students to acquire, demonstrate, articulate and value knowledge and skills that will support them, as life-long learners, to participate in and contribute to the global world and practise the core values of: respect, tolerance & inclusion, and excellence.

Our Mission is to enable all learners' access to learning through the provision of:–

- differentiated, in-depth and cohesive learning programs aligned to year level content and achievement standards informed by the New South Wales curriculum
- highly effective teachers, focused on improving student outcomes, through their commitment to ongoing professional development, quality teaching, evidence based practices, mentoring and collaboration
- an inclusive learning environment that is responsive to student voice
- engaging high quality educational resources to enhance future focused pedagogies
- opportunities for community and parents to participate in learning and decision making partnerships.

School context

South Coogee Public School provides a nurturing and welcoming environment for students from diverse cultural and socio-economic communities, accommodating 22 classes. The school population is made up with 35% of students from language backgrounds other than English, 10% of students come from Australian Defence Force families (supported by a part time Defence School Transition Aide) and 3% identify as indigenous Australians. The school has a focus on continuous improvement in the areas of literacy, numeracy, student wellbeing, technology, sustainability, performance & development, new curriculum and PDHPE; in a restorative and resilient school environment. All classrooms are equipped with interactive whiteboards and computers with an increasing emphasis on Technology for Learning. There are high expectations for sporting endeavours, the performing arts and the provision of extracurricular programs. There is also provision of programs for gifted and talented students, combined with learning support assistance that ensures individual student learning needs are met. A strong Parents and Citizens association supports a dedicated staff in providing high quality teaching and learning programs for all students. Also on site is a committee led OOSH facility and a community based full time day care centre for 2 to 5 year olds.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

South Coogee Public School's external validation submission is presented as the result of a comprehensive process of consultation and self-assessment referencing the School Excellence Framework and the 2015–2017 School Plan. A broad range of evidence sources have been used to support the self-assessment including planning documents, artefacts that illustrate the school's growth and data reports. In completing the self-assessment and compiling the submission the following processes took place:

- The leadership team worked with the whole staff to analyse the descriptors of practice in each element of the SEF, make a judgment about whether the descriptor was representative of current practice and identify multiple sources of evidence to support this assessment. All teachers were involved in discussions regarding each element and as a result an on-balance judgment was made regarding the school's overall progress against the element. Future directions were also identified as part of this process.
- The leadership team aligned the school plan strategic directions to the SEF domains and elements and identified initiatives which represented significant evidence of the school's practice. Organising the evidence around these core initiatives, several artefacts for each evidence set were identified and the evidence was annotated to highlight its relevance, alignment with the SEF and demonstration of positive impact.

- We are very pleased that our External Validation results are outstanding:

Learning Culture: 2015 School Assessment – Sustaining & Growing to 2017 External Validation Panel Assessment – Excelling

Wellbeing: 2015 School Assessment – Sustaining & Growing to 2017 External Validation Panel Assessment – Excelling

Curriculum and Learning: 2015 School Assessment – Sustaining & Growing to 2017 External Validation Panel Assessment – Excelling

Assessment and Reporting: 2015 School Assessment – Sustaining & Growing to 2017 External Validation Panel Assessment – Excelling

Student Performance Measures: 2015 School Assessment – Sustaining & Growing to 2017 External Validation Panel Assessment – Sustaining & Growing

Effective Classroom Practice: 2015 School Assessment – Delivering to 2017 External Validation Panel Assessment – Excelling

Data Skills and Use: 2015 School Assessment – Delivering to 2017 External Validation Panel Assessment – Excelling

Collaborative Practice: 2015 School Assessment – Sustaining & Growing to 2017 External Validation Panel Assessment – Excelling

Learning and Development: 2015 School Assessment – Delivering to 2017 External Validation Panel Assessment – Sustaining & Growing

Professional Standards: 2015 School Assessment – Sustaining & Growing to 2017 External Validation Panel Assessment – Excelling

Leadership: 2015 School Assessment – Delivering to 2017 External Validation Panel Assessment – Excelling

School Planning, Implementation and Reporting: 2015 School Assessment – Sustaining & Growing to 2017 External Validation Panel Assessment – Sustaining & Growing

School Resources: 2015 School Assessment – Sustaining & Growing to 2017 External Validation Panel Assessment – Sustaining & Growing

Management Practices and Processes: 2015 School Assessment – Sustaining & Growing to 2017 External Validation Panel Assessment – Excelling

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Cohesive Community

Purpose

Creating a sense of belonging through strong partnerships and open communication to engage all school members in a safe, challenging and supportive learning environment.

Overall summary of progress

In 2017, we embedded Kids Matter practices to create a welcoming, inclusive and safe learning environment. The school has a strong focus on student wellbeing. To support student wellbeing we have developed and implemented School Values lessons, the Anti-Bullying program, Bounce Back, Peer Support and circle time sessions across all classes this year. When dealing with issues or disagreements, teachers and students use Restorative Practices language to help restore relationships .

South Coogee PS has focused on developing effective transition programs to support students coming to South Coogee Public School, students leaving and students who are moving within the school. To support Kindergarten students and their families, we held parent information evenings, kindergarten orientation sessions and extra transition sessions for students with additional needs. To support students transitioning to new Stages within the school we have held student and parent information sessions, as well as running extra transition sessions for students with additional needs. Finally, as our students prepare for high school, it is important that we also prepare them for the change they are undertaking. We have established partnerships with local high schools to provide a high school information day for our Year 6 students. On this day the year coordinators from the local high schools and some students from the school meet with our Year 6 students to explain the high school transition process. We also provide students with the opportunity to visit their new school and prepare themselves for the next chapter in their learning journey.

Parents and community members are actively encouraged to become part of the South Coogee Public School community. As a school we work together to support the educational needs of our students as well as being a source of social and educational options for parents and community members. Parents literacy support programs (Being Excited About Reading (BEAR) and Reinforced Reading) continue to support students in accessing one-to-one reading support to develop their reading skills. The school has also maintained its partnerships with Stewart House and Kids Express to support student wellbeing. In addition the school has worked in partnership with speech pathologists, trauma counsellors, occupational therapists and key community workers to support students with additional learning needs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Community survey results indicate that parents are satisfied with communication practices at school and they support and understand current school initiatives.	\$1000	The school has used the data from Tell Them From Me surveys of parents and carers in 2015 and 2017 to monitor the success of our communication practices, support for student learning, inclusivity and welcoming atmosphere. The school has seen an improvement the areas of communication with parents and school supports for positive behaviour. Parents indicated that they were well informed about school activities and the information provided was clear. There has also been a 15% increase in parent involvement in school committees..
Student survey results indicate that students feel safe, supported and challenged at school.	\$500	The school has used the data from Tell Them From Me surveys of students in 2015 and 2017 to monitor the success of Student Wellbeing policies and programs. The school has seen an improvement in the number of students with a positive sense of wellbeing, students with positive relationships, students with positive behaviour at school and students who are interested and motivated. There has also been an increase in how the students rated the school for advocacy and positive teacher-student relationships.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved participation rates in parent workshops, school events, working bees, classroom and identified student assistance programs.	\$1000	<p>Parent workshops were held on:</p> <ul style="list-style-type: none"> • Teaching K–2 students to read – emphasis on phonics instructions • K–2 and 3–6 Parent Information Sessions on Number skills • Year 6 – Amazing Me • Transition to Year 5 and 6 • Transition to Stage 2 • Kindergarten Information Evening • Visible Learning Information Evening <p>Parent literacy support programs Being Excited About Reading and MultiLit Reinforced Reading have continued in 2017. 46 students received literacy support through these programs..</p>
Partnerships with community organisations are established to provide access to experiences and support for the benefit of students.	\$2500	<p>South Coogee Public School has established a number of partnerships with community organisations to provide both external and in–school support for students with learning, social, emotional and/or physical needs.</p> <p>The Benevolent Society provides tutoring services to students in Year 6 who come disadvantaged backgrounds. SCPS has been accessing this service since the beginning of 2016 and 14 students have received one–to–one tutoring support.</p> <p>Our school also has a partnership with Kids Express who provide on–site expressive therapy programs twice a year for students who are experiencing emotional trauma. Kids Express runs for one term and has an intake of 6–8 students. This program has been running since 2014 and is highly valued by our community. Parent and student feedback indicate that it has been successful in supporting students emotional needs.</p> <p>Each year identified students from SCPS have attended Stewart House Camps. At this health and educational program students are provided with optometric, dental and medical treatment as well as emotional support. The purpose of this program is to boost their self–esteem and to promote a healthier lifestyle</p> <p>The pyjama foundation provides either in school or at home literacy support for our students with identified needs who are in Out of Home Care.</p> <p>St. Paul’s Anglican Church runs a Bookworms program which aims to improve the literacy of K–6 children living in public housing in the South Coogee area. Volunteers give children one–one–one reading time, generally in two 20 minute sessions, as well as facilitating games that improve literacy and communication. This program runs every Friday afternoon.</p>

Next Steps

Our next steps:

Implement Kids Matter Component 3 and Component 4

All SLSO/SASS staff to have annual Performance and Development plans to ensure their ongoing learning and development in supporting students with additional needs

Whole school professional learning to be provided that targets understanding particular student needs such as oppositional defiance disorder, anxiety and trauma related illness

Implement a SLSO/parent supported Numeracy program for Year 1–2 students

Strategic Direction 2

Student Success

Purpose

Developing the capability of all students to achieve academic, social and emotional success through access to a broad and differentiated curriculum as knowledgeable, self-directed and thoughtful global citizens.

Overall summary of progress

The school implemented a range of programs and initiatives across the areas of curriculum implementation, assessment and student wellbeing. Progress in curriculum implementation focused on providing quality professional learning in improving teacher clarity through the implementation of learning intentions and success criteria in lesson planning and delivery as well as developing effective feedback practices. South Coogee Public School uses a common language for learning.

We also focused on improving explicit instruction in synthetic phonics and reading comprehension strategies. We ensured sustained application of this learning by providing time for teachers to collaborate on program planning, observe each others practice, and reflect. Students accessed a wide range of extra curricula activities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Reading</p> <p>In Year 3, 92% of children will be in the top 3 Bands in NAPLAN over the next 3 years, min below 2%</p> <p>In Year 5, 80% of children will be in the top 3 Bands in NAPLAN over the next 3 years, min below 2%</p>	<p>Teacher Professional Development funding identified in Lead Learners.</p> <p>School funding FTE 1.0 fulltime teacher \$102000</p> <p>Literacy / Numeracy funds –Professional Development & Resourcing \$71558</p> <p>Multi \$28000</p> <p>Assessment data collect \$5000</p> <p>Additional Key Learning Area funding (English, Mathematics, Science, Creative Arts, PDHPE & Across Curriculum expenses including class resources \$25000</p> <p>Additional Learning Support funding \$158500 (excluding all other funding for Key initiatives –Aboriginal background loading, English Language proficiency, Low level adjustment for disability, Socio–Economic background funds).</p>	<p>In Year 3 NAPLAN results demonstrated achievement well above the state in reading, writing, spelling, grammar and punctuation and numeracy. 86 percent of Year 3 students were in the top three bands for reading with no students in the bottom band. In addition trend data demonstrated significant improvement in reading and grammar and punctuation .</p> <p>In Year 5 NAPLAN results demonstrated achievement well above the state in reading, spelling, and grammar and punctuation . 64 percent of Year 5 students were in the top three bands for reading. The trend data also demonstrated significant improvement in grammar and punctuation.</p> <p>K–2 teachers confidently assessed and entered student outcome data into PLAN.</p>
<p>Writing</p> <p>In Year 3, 85% of children will be</p>		<p>In Year 3 90% of students were in the top three bands for writing. And no students were in the bottom band.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>in the top 3 Bands in NAPLAN with a focus on moving 10% of students from Band 5 to Band 6, over the next 3 years, min below 2%</p> <p>In Year 5, 65% of children will be in the top 3 Bands in NAPLAN with a focus on moving 20% of students from Band 5 to Band 6 and 10% of students from Band 6 to Band 7, over the next 3 years – min below 2%</p>		<p>In Year 5 54% were in the top three bands for writing.</p>
<p>Numeracy</p> <p>In Year 3, 85% of children will be in the top 3 Bands in NAPLAN over the next 3 years min below 2%</p> <p>In Year 5, 65% of children will be in the top 3 Bands in NAPLAN over the next 3 years min below 2%</p>		<p>In Year 3 NAPLAN results demonstrated achievement well above the state in numeracy. 83% of students were in the top three bands for numeracy. And one percent were in the bottom band.</p> <p>In Year 5 NAPLAN results demonstrated achievement above the state in numeracy. 64% were in the top three bands for numeracy.</p>

Next Steps

Our next steps are:

To implement effective feedback strategies to provide feedback at the appropriate level for the learner.

Improving writing progress through the use of effective feedback strategies including the explicit teaching of peer feedback.

Improve teacher understanding of how to use data to evaluate the effectiveness of teaching programs and determine the next steps in learning.

Professional Learning – Visible Learning Evidence into Action For Teachers Day one and two

To use the literacy and numeracy progressions to determine students' next steps in learning

Strategic Direction 3

Lead Learners

Purpose

Building individual and collective capabilities through a positive collegial culture to engage future-focused pedagogies.

Overall summary of progress

South Coogee staff members have continued to develop their knowledge of Visible Learning practices and how to embed these practices in their lesson planning and delivery. Professional development was provided in Feedback that Makes Learning Visible and Using to Data Evaluate Your Impact. Authentic classroom observations, collaborative planning and group reflection activities were used to help staff work towards the school goal :To use explicit success criteria in Literacy and Numeracy lessons to give effective feedback.

In addition, the staff continued to develop learners understanding of the SCPS Learner Qualities: Think, Question, Connect, are Determined, Curious, are Self-Aware, Reflect and Collaborate. Continued work took place in 2017 on the implementation of the Performance and Development Framework and development of productive Performance and Development plans for all teachers and our SLSO staff. Improved processes and protocols were implemented to support teachers with authentic classroom observation processes to improve pedagogy. Our beginning teachers had weekly allocated time with their mentor for classroom observations and feedback sessions to help them develop their practice. Accreditation processes were strengthened with all teachers seeking accreditation provided with formalised mentoring support with experienced teachers. Collaborative planning processes were a focus across the school result in an improved culture of collaboration and co-teaching.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased student growth and achievement as measured by assessment results. (Average growth greater than 0.4 –0.6 effect size)	Staff Relief –Collaboration, team teaching, demonstration lessons, Professional Learning \$42000 Planning \$18000, Leadership PD \$15000, QTSS funding and staff support \$45000	Effect size data was used to evaluate the ongoing impact of two professional development initiatives – Synthetic phonics and explicit instruction in Reading Comprehension Strategies. The average effect size for Year 1 students growth in spelling was 0.9 (approximately two years growth). The average effect size for Year 2 students was 0.9. Reading growth was measured using NAPLAN data. 70 percent of our Year 3 students were in the top two bands for reading as compared to 55 percent in 2016.
Embed the effective use of 'Visible Learning' Strategies in their teaching practice as measured through data collected in survey results, reflective journals, and interviews during lesson observations and instructional rounds.	Corwin Professional Development \$18000 School Funding \$8000	Visible Learning survey results indicated teacher clarity has improved through embedding learning intentions and success criteria into lesson planning and delivery. 96% of students indicated that teachers clearly outlined what they were learning at the beginning of a lesson and 91% of students indicated that they always understood their teacher's instructions.
All teachers achieve professional competence level, and above if chosen, in the Australian Professional Standards for Teachers accreditation strategy.	\$5000	All teachers developed detailed Performance and Development plans in collaboration with their mentors. In addition a formal induction and mentoring program was established for beginning teachers. Strengthened classroom observation processes were implemented across the school. Teachers improved their knowledge of evidenced based teaching strategies.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers achieve professional competence level, and above if chosen, in the Australian Professional Standards for Teachers accreditation strategy.		All teachers who were required to complete the accreditation process at proficient were successful. Formalised mentoring programs provided support for improved classroom practice and the collection of supporting evidence. Leadership team members were trained in processes for achieving accreditation at higher levels (Highly Accomplished and Lead).

Next Steps

Our next steps –

To implement effective feedback strategies to provide feedback at the appropriate level for the learner.

Improving writing progress through the use of effective feedback strategies including the explicit teaching of peer feedback.

Improve teacher understanding of how to use data to evaluate the effectiveness of teaching programs and determine the next steps in learning.

Professional Learning – Visible Learning Evidence into Action For Teachers Day one and two

To use the literacy and numeracy progressions to determine students' next steps in learning

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$12000	All students who identify as Aboriginal or Torres Strait Islander (ATSI) have Personalised Learning Plans that were developed in consultation with parents and caregivers. These plans are regularly monitored and reviewed and updated throughout the year. In addition, a school learning and support officer (SLSO) works with targeted students to ensure they are achieving their personalised literacy and numeracy targets.
English language proficiency	\$112455	EALS students were supported across the school. This included in class and withdrawal support. NAP funding is applying for as necessary.
Low level adjustment for disability	\$107921	All students requiring adjustments and accommodations are catered for within the school learning support framework. A large number of students were referred for learning support this year, in addition to students on recurring monitoring.
Quality Teaching, Successful Students (QTSS)	\$40833 + school funding and FTE allocations	Formal systems were embedded to ensure all teachers were involved in classroom observations, had the opportunity to view demonstration lessons by expert teachers and received peer and supervisor feedback on their teaching practices. Reflection on goals aligned to the Performance and Development Framework., through annual assessment processes, reveal achievement of intended goals and have assisted in planning for future growth.
Socio-economic background	\$13820	Enhancing student access to a wide range of educational experiences. Extra assistance through SLSO support was also provided in the class learning environment. This resulted in increased student participation and engagement leading to an improvement in learning outcomes.
Support for beginning teachers	\$36126 + FTE allocation	Beginning teachers receive additional support in the first three years of their career. Beginning teachers are provided with access to additional support, professional development and mentoring time with their supervisors.
Targeted student support for refugees and new arrivals	\$205025 + additional Integration funding	Newly arrived students are identified and assessed for immediate support to ease their transition into school. The EaLD and Learning Support teachers focus on English language skills for all students. They also provide in class and mentor support for classroom.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	257	249	261	252
Girls	260	246	277	271

The student enrolments at South Coogee PS have continued to be consistent as we take into consideration the demography of the school and the tendency to be transitional at times. There has been a consistent Kindergarten enrolment data, however the number of students enrolling to start school still exceeds the number of students transitioning to high school in Year 6. Data reflects that student numbers are levelling to reach a maximum for each year grade, which will impact the need for a demountable on site for 2018.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.5	96.1	95.8	96.7
1	95.5	95.7	96.4	94.8
2	95.9	95.8	95.9	95.6
3	96.3	95.5	95.8	96.1
4	95.8	95.1	95.4	95
5	96.2	94.8	94	95.2
6	94.7	95.2	94.1	94.4
All Years	95.8	95.5	95.5	95.5
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Student attendance figures were commensurate with state averages. Student absences are required to be

explained by parents. Where the school is concerned about the attendance of a student, parents are contacted and strategies are put in place to improve attendance. Regular monitoring and any further concern is referred to the Home School Liaison Officer. In 2017 the school continued using electronic roll marking to assist with accurate collection and analysis of data.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	20.31
Teacher of Reading Recovery	0.53
Learning & Support Teacher(s)	0.7
Teacher Librarian	1
Teacher of ESL	0.8
School Counsellor	0
School Administration & Support Staff	3.96
Other Positions	0

*Full Time Equivalent

South Coogee Public School has a large and talented workforce composed of beginning to highly experienced teachers. Specialist teachers focus on: QTSS (Quality Teaching, Successful Students) sport, Library, Compass, Learning Support and Reading Recovery.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	25

Professional learning and teacher accreditation

A whole school Performance and Development Framework, ensures all teachers set professional goals

to work towards, including a school goal, a Stage goal and a personal goal, in consultation with the executive. The goals work towards Strategic Directions from the School Plan. Teachers are provided with expert professional development on evidence based best practice to support their development. They collect evidence of their progress through a lesson observation with a peer, student surveys and student results. Finally, teachers meet with their supervisors to reflect on their progress and discuss future goals. 100% of staff have completed the PDPs since 2015. The evidence of impact this process has shown, highlights improvements in our targeted areas of building teacher clarity, improved spelling results through synthetic phonics instruction and improved reading results. This process has been revised each year and will continue to evolve as staff collaboratively work towards their goals.

To support beginning teachers, we have embedded explicit systems for collaboration, classroom observation and the modelling of effective practice. All beginning teacher teachers are involved in a formal induction program and mentoring program. The program provides formal training to mentors to guide the practice of beginning teachers; matches beginning teachers with experienced teachers and provides both beginning teachers and mentors with release time and ongoing networking and professional learning opportunities.

In order to sustain ongoing school wide improvement in teaching practice and student outcomes, videos have been created by expert teachers which model effective practice aligned to our school goals and team teaching opportunities are provided to support best in practice in technology integration.

Aspiring leaders are developed within the school by ensuring teachers with expertise in particular areas have the opportunity to lead committees within the school and relieve in executive roles. We currently have two staff members seeking accreditation at Highly Accomplished and Lead levels.

A pre-service teacher is a student from a tertiary institute who has not completed their teaching qualifications and is completing the teaching practice requirements of the pre-service education course. The pre-service professional component must include at least 30 days of supervised school teaching practice. Each university has different requirements. This year we have supported pre service teachers from: Australian Catholic University, University of Sydney, University of Western Sydney, University of Notre Dame. Many classes have benefited from having a pre-service teacher in their classroom. The students have the opportunity to communicate with different people, engage with different styles of teaching and advantage of having two teachers in the classroom for a period of time. This is an important program which all staff support. The mentoring and development of our future teachers ensures that we have well trained practitioners now and in the future.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	551,324
Revenue	4,917,204
Appropriation	4,240,973
Sale of Goods and Services	17,623
Grants and Contributions	647,921
Gain and Loss	0
Other Revenue	0
Investment Income	10,686
Expenses	-4,910,727
Recurrent Expenses	-4,910,727
Employee Related	-4,268,630
Operating Expenses	-642,097
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	6,476
Balance Carried Forward	557,801

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017). The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement. The school's budget based is on whole school needs and strategic priorities. The Principal and School Administrative Manager monitor income, expenditure and cash flow on a regular basis. This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance. In 2017 the school completed its annual financial rollover as part of the SAP finance system. At the time of financial rollover some outstanding payments remained as well as some budget planning in various areas. Please note that the balance carried forward includes Tied funds, Trust Funds, unpaid orders, unpaid invoices, unpaid casual salaries and provision for asset replacements.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	3,653,752
Base Per Capita	82,221
Base Location	0
Other Base	3,571,532
Equity Total	244,857
Equity Aboriginal	10,661
Equity Socio economic	13,820
Equity Language	112,455
Equity Disability	107,921
Targeted Total	205,025
Other Total	98,037
Grand Total	4,201,671

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

School performance

School-based assessment

Visible Learning is based on John Hattie's 15 years of research – a synthesis of more than 800 meta-analyses – into evidenced based best practice that has been shown to improve learning. Visible learning has been a significant focus in the 2015–2017 School Plan at South Coogee and will continue to remain a focus in the next planning cycle.

We have four main focus areas:

1. Improving teacher clarity through the use of learning intentions and success criteria
2. Developing student capacity as visible learners through the use of growth mindset and learner qualities
3. Improving feedback to students using Hattie and Timperley Four Levels of Feedback Model.
4. Using data to evaluate our impact.

As educators, we are continuously gathering, analysing, interpreting and using information about students' progress and achievement to improve teaching and learning.

The school evaluated Literacy and Numeracy programs across the school and in line with current data, began its Visible Learning journey in 2015 with the Foundation Day professional learning, presented by Corwin. The Foundation Series introduced the staff to the core concepts of Visible Learning and the research of John Hattie. Through the lens of Visible Learning staff focused on what works best.

Over the past 3 years, teachers have worked to collegially develop a common language for learning across the school. This has included developing explicit learning intentions and success criteria, thinking about concepts with a growth mindset, rather than fixed mindset and creating school qualities of an effective learner. After identifying the qualities of effective learners, staff created learner quality progressions, a tool for tracking and monitoring learning dispositions. Teachers have begun to calculate effect sizes from school priority areas to evaluate the impact of teaching and learning programs.

Parents have been involved in the Visible Learning journey through school surveys, newsletter articles and information nights.

Visible learning has been promoted to parents through school newsletters and parent information sessions. Our school has collaborated with local, interstate and international schools to build learning communities beyond the immediate school environment.

The school's journey over the past three years in the development of an integrated approach to quality teaching, curriculum planning and delivery, together with the assessment to meet the learning needs of all students in Literacy and Numeracy. In both areas, the school has engaged in extensive professional learning, implemented evidence-based practice, collected and analysed data and engaged the broader school community.

In Literacy, the school focused on two main areas: synthetic phonics and reading comprehension. Teachers have participated in professional learning sessions delivered by experts, engaged in demonstration lessons, development of inter-school relationships, collaborative planning and teacher observations aligned to Performance and Development Plans (PDPs).

In Numeracy, the school has focused on teacher pedagogy, in particular, differentiation and teacher clarity. Teachers engaged in professional learning, demonstration lessons, development of a whole school scope and sequence, collaborative planning sessions, whole school Mathematics programming and teacher observations aligned to PDPs. This evidence shows we collaborate within and across stages to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement.

These practices have now become the norm and are evident in all teacher's programming and student work samples. As per Hattie's (2015) influences related to student achievement, phonics instruction has an effect

size of 0.6, direct instruction 0.6 and teacher clarity as expressed through learning intentions and success criteria 0.75. By implementing these evidence-based practices, we have seen growth in spelling and reading.

The school has engaged the broader school community through parent information evenings, newsletter items, parent handouts and Stage Term Letters related to school's Literacy and Numeracy practices.

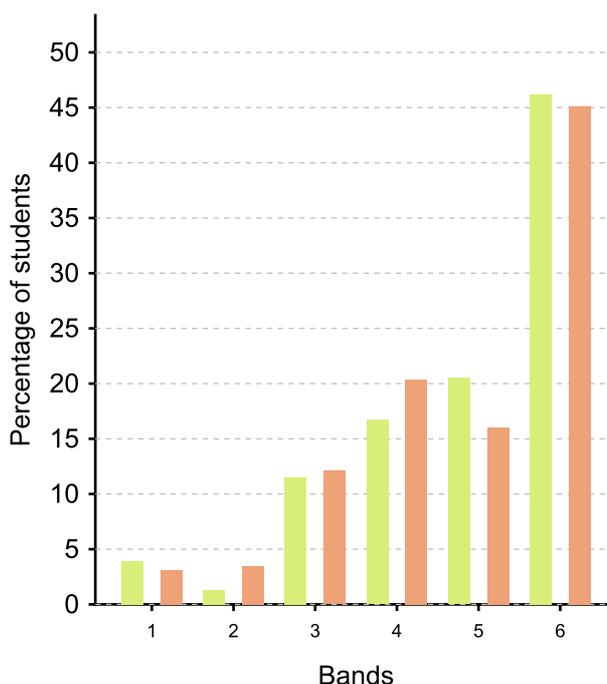
NAPLAN

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.

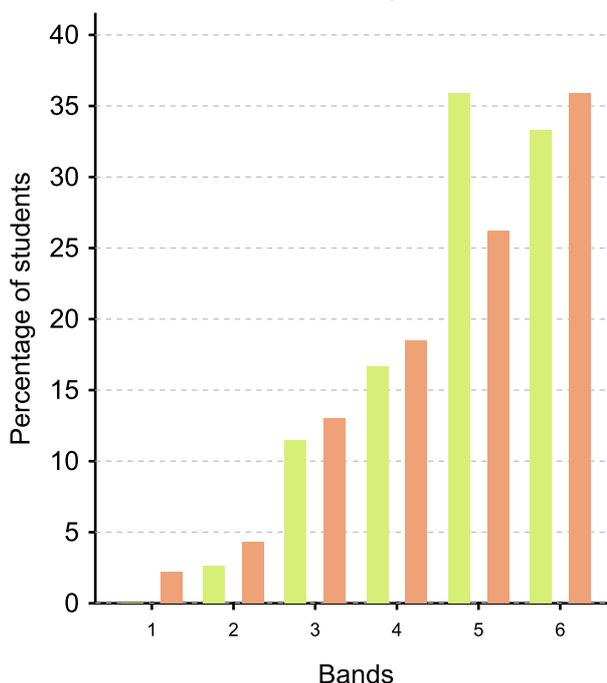
The academic performance of our students is measured consistently through a cycle of ongoing assessment of student work by teachers, standardised school assessment data and the results of national testing (NAPLAN) conducted in May each year for all students in Years 3 and 5. As a school we use a wide variety of measures to ensure our judgements about student learning are not reliant on single measures. Student assessment, including NAPLAN, is used to inform both individual teacher planning and school wide curriculum change strategies. In the National Assessment Program Literacy and Numeracy (NAPLAN), 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 NAPLAN results for South Coogee in 2017 remained strong and demonstrated growth in literacy and numeracy performance. In Year 3, 78 students sat the literacy NAPLAN and in Year 5, 62 students sat the test. In reading, 69.2% of Year 3 students achieved in the top two bands, compared with 51% of the state. In writing, 43.6% of Year 5 students achieved in the top two bands, compared with 39.7% of the state. In spelling, 61.5% of Year 3 students achieved in the top two bands in writing and in Year 5, 22.6% of students achieved in the top two bands in writing. In spelling, 53.8% of students achieved in the top two bands, compared with 52.7% of the state and in Year 5, 46.8% of students achieved in the top two bands, compared with 38.2% of the state.

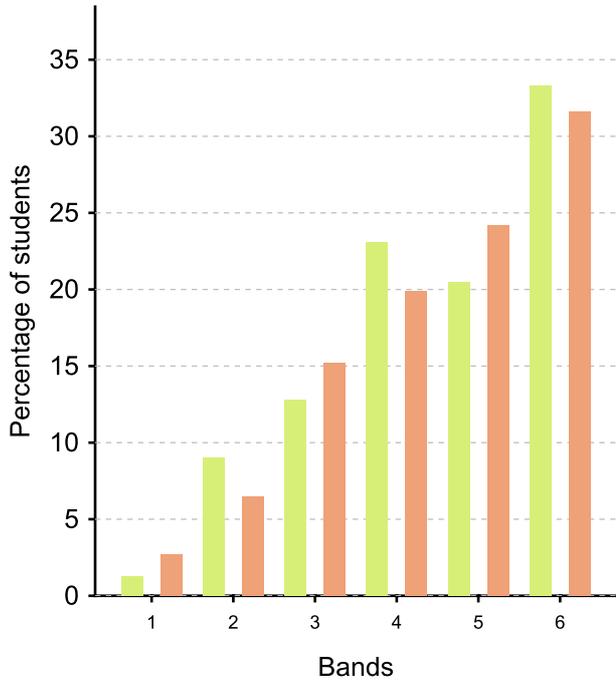
Percentage in bands:
Year 3 Grammar & Punctuation



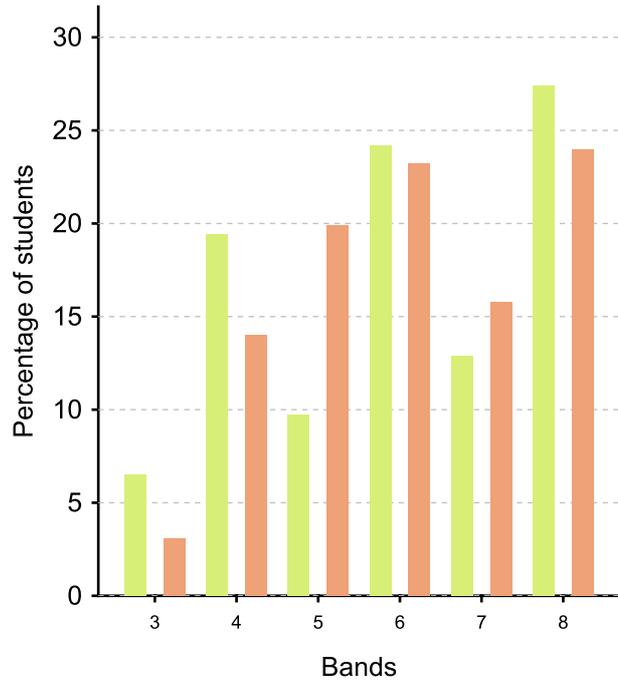
Percentage in bands:
Year 3 Reading



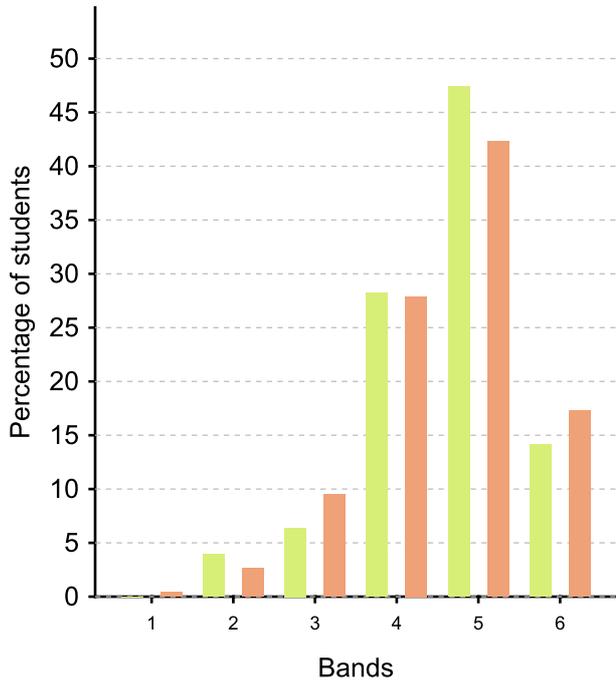
Percentage in bands:
Year 3 Spelling



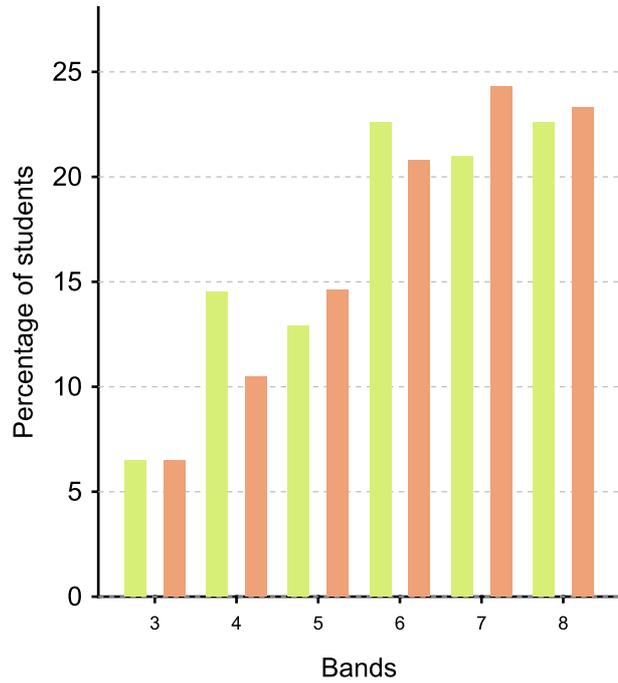
Percentage in bands:
Year 5 Grammar & Punctuation



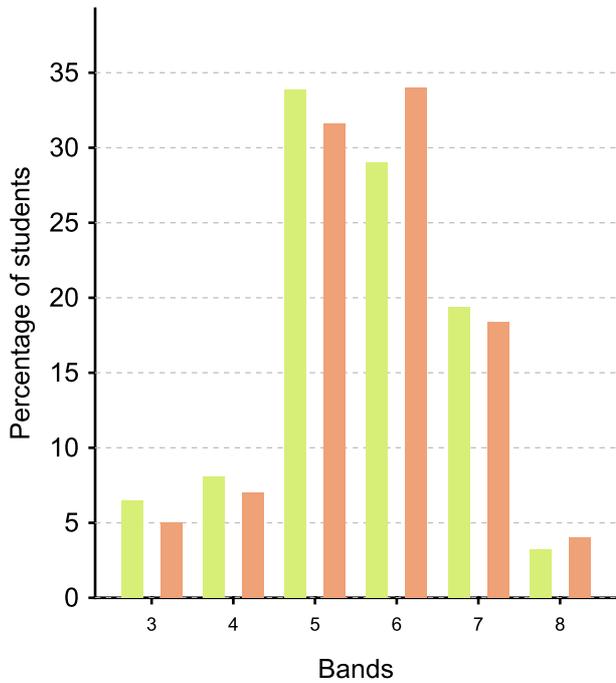
Percentage in bands:
Year 3 Writing



Percentage in bands:
Year 5 Reading

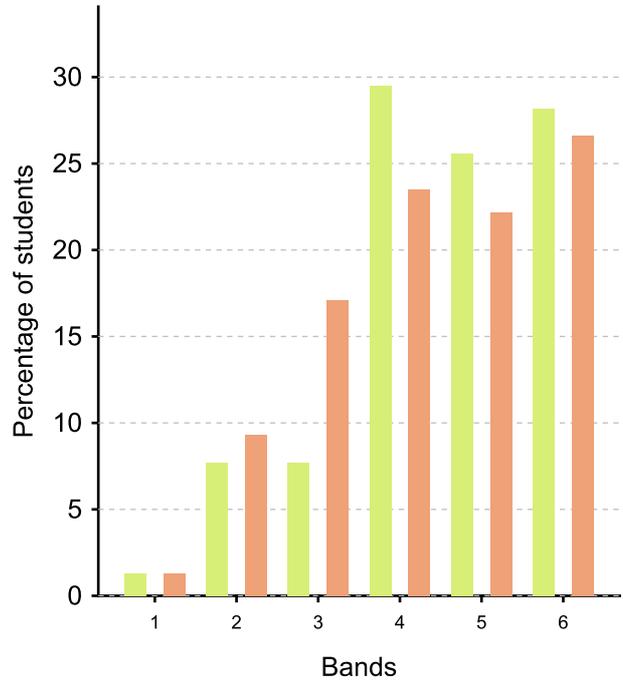


Percentage in bands:
Year 5 Writing

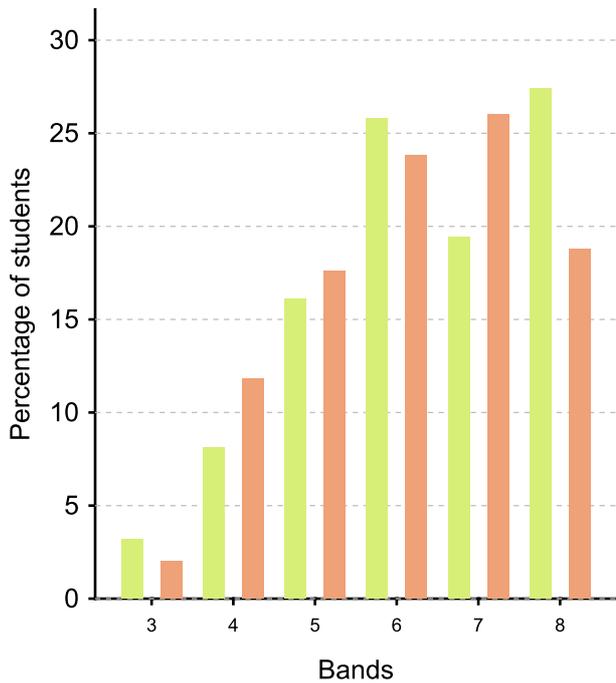


In Year 3, 78 students sat the numeracy NAPLAN and in Year 5, 62 students sat the test. 53.8% of Year 3 students achieved in the top two bands in Numeracy in 2017, compared with 43.3% of the state. 42% of Year 5 students achieved in the top two bands in Numeracy in 2017 compared with 32.5% of the state.

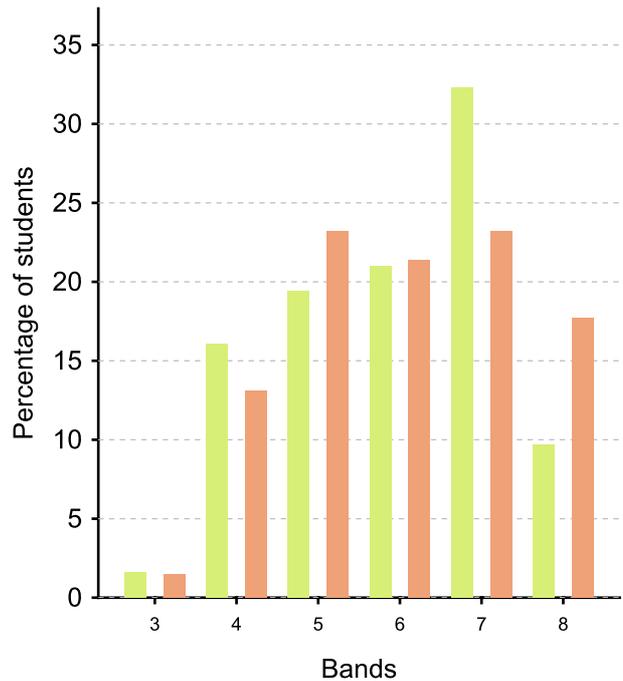
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.



Parent/caregiver, student, teacher satisfaction

The school has used the data from Tell Them From Me surveys of parents and carers in 2015 and 2017 to monitor the success of our communication practices, support for student learning, inclusivity and welcoming atmosphere. The school has seen an improvement the areas of communication with parents and school supports for positive behaviour. In the 2017 survey parents indicated that they were well informed about school activities and the information provided was clear. There has also been a 15% increase in parent involvement in school committees..

The school has used the data from Tell Them From Me surveys of students in 2015 and 2017 to monitor the success of Student Wellbeing policies and programs. In 2017 the school has seen an improvement in the number of students with a positive sense of wellbeing, students with positive relationships, students with positive behaviour at school and students who are interested and motivated. There has also been an increase in how the students rated the school for advocacy and positive teacher–student relationships.

In Term 3 2017 all teachers completed the Tell Them From Me – Focus on Learning Survey. The results for the *Eight Drivers of Student Learning* are shown in the chart below. The scores for the Likert format questions (i.e., strongly agree to strongly disagree) have been converted to a 10–point scale, then averaged and reported by topic. A score of 0 indicates strong disagreement, 10 indicates strong agreement, and 5 is a neutral position (neither agree nor disagree). The radar chart provides a summary of the results for South Coogee Public School.



Policy requirements

Aboriginal education

In 2017 we had 19 students enrolled who identified as Aboriginal or Torres Strait Islander. We employed an Aboriginal Teacher's Aide for 2 days a week to support our students in small groups for literacy or numeracy as well as some in class support. We established a regular fortnightly meeting time for all ATSI students and together they decided on a group name, The Badu Crew. The group was supported by staff and met together to build relationships, have input into school events and they worked on projects such as the Native and Bush Tucker Garden.

A Kindergarten teacher took on the lead role of the Aboriginal and Torres Strait Islander school committee and was supported by 4 other staff members. The team consulted with staff across Stages, RFF programs and the Executive. An afternoon tea meet-and-greet was organised in Term 1. Staff and parents were able to meet and develop Personalised Learning Plans, establishing progress and goals. During Reconciliation Week, students enjoyed a live music performance by Col Hardy, a Kamilaroiman from north western NSW. The show incorporated music and songs about animals of the Dreaming, as well as a display of artefacts. To celebrate NAIDOC Week, a series of lessons were developed and prepared for K–2 and 3–6 students that broadened students' knowledge of an aspect of Aboriginal and Torres Strait Islander history and culture. Kindergarten and Stage 1 learned about the Aboriginal flag, Acknowledgement of Country and the history of the Aboriginal people of Sydney, as well as stories from the Dreaming. Stages 2 and 3 were taught about Land Ownership and famous Aboriginal Australians, and Stage 3 was introduced to the topic of the Stolen Generation and the Apology. In addition to NAIDOC Week lessons, we had a whole day incursion by the performance group, Koomurri. The day included a smoking ceremony, dance performances, boomerang throwing and art making.

Two of our Stage3 Aboriginal and Torres Strait Islander students were invited to attend the Yarn Up program which aims to develop public speaking skills. The program involved two workshop days where students learnt how to plan for both prepared and impromptu speeches. The program culminated with a showcase day at Parliament NSW where students had the

opportunity to deliver their prepared speeches.

In Term 4, all our Aboriginal and Torres Strait Islander students were taken on an excursion with Kadoo Tours tolerant more about their traditional history and culture from Tim Ella, a local Aboriginal guide. The tour took place in the bushland around Watson's Bay. Knowledge about traditional plant use as food, materials and weapons was shared with our students as well as stories and information about local totems. Importantly the day provided the opportunity for students to continue to get to know each other and foster the ATSI community at South Coogee Public School.



Multicultural and anti-racism education

Multicultural and anti-racism education

The importance of Australia's multiculturalism was highlighted through the teaching learning programs this year. Students explored the customs and practices of different cultures through their studies of celebrations, belief systems and governments. In addition, students investigated the impact that different cultures have in the creation of Australia's identity. Students demonstrated their respect and understanding for different cultures on Harmony Day. Each participated in class discussions activities about multiculturalism, tolerance and respect. This special celebration included a Multicultural lunch supported and enjoyed by the entire school community who brought samples of foods from many different cultures.. The importance of Australia's multiculturalism was highlighted through the teaching learning programs this year. Students explored the customs and practices of different cultures through their studies of celebrations, belief systems and governments. In addition, students investigated the impact that different cultures have in the creation of Australia's identity. Students demonstrated their respect and understanding for different cultures on Harmony Day with each participating in class discussions and activities.

Other school programs

The school engages with the school community through

many avenues including the performing arts, sustainability and community events. The school's performing arts programs, which includes choir, band and dance, participate in community events along with other schools. They also perform at school events to showcase their talents for the school community. The sustainability committee engages with the wider community through collaboration with external agencies and the application of community grants to improve the school grounds. The school encourages community involvement through working bees. There are also parent representatives on the committee who are involved in future planning and implementation. Another major community event in the SCPS Fiesta. The school community, led by the P&C, works collaboratively with the school and wider community to organise a school fete every two years. The whole community comes together to raise funds for the school while providing a wonderful community event.

The extra curricular opportunities provided by the school are extensive and cater for students K-6. Through these programs, they have many opportunities for success within and outside the school. In creative and performing arts, students participate in regional and state competitions and festivals. The school always has a large number of students represent the school in zone, regional and state sporting teams. The school's achievements in sustainability have been recognised by the Eastern Suburbs Sustainable School's Network. Other school initiatives provide opportunities for students different talents and interest, such as technology, through the organisation of lunchtime clubs.

Learning & Support Team:

South Coogee Public School uses a collaborative, planned and integrated approach to support the wellbeing of all students and to ensure their needs are met. Our partnerships with parents and community organisations are critical to effectively meeting the cognitive, emotional, social and physical needs of all students.

In 2017, The Learning Support Team has continued to provide the students of South Coogee Public School with a number of support programs. Below is a brief outline of the programs offered:

Multi Lit- This is a reading support program that develops a student's work attacks skills, sight words, and spelling. We provided instruction for 35 students in 2016. Many of these students have successfully completed the program.

Reinforced Reading – This reading program supports Multi lit students individually with a reading tutor. The students read texts at their level, and complete verbal comprehension tasks.

Passive Play – This program is implemented four times a week. The program aims to provide a safe and structured play environment for students that choose to attend, as an alternative to the playground.

Kids Xpress- A dynamic program using Expressive

Therapy to support students socially and emotionally using music, dance, drama and art. Three therapists facilitate the program in the OOSH every second term for a group of six students.

Stewart House – A respite centre, giving students the opportunity to experience a safe, holiday atmosphere while receiving support socially, emotionally, build self-esteem and improve their overall wellbeing.

Social Skills Groups – Small groups throughout the year engaged in the development of social skills training. These programs include, *Friendly Friends* and *Friends for Life*.

Social Stories – Support for students experiencing difficulties or anxiety with aspects of school life and routines. This is in the form of teacher support, illustrated stories and transition support.

Individual Student Support – Tailored programs that support a diverse range of students in all domains of learning.

Learning Support Groups – Small group support providing instruction for students experiencing difficulties in social competence and academic learning.

Playground Support – Active supervision to facilitate increased play opportunities for students finding it difficult to make play choices on the playground.

Community Building – working with the OOSH to up skill staff on inclusive support strategies.

HealthCare – Health care planning, organisation and administration for all South Coogee students.

Technology:

South Coogee Public School has had a significant focus on technology as we develop learners to thrive in the 21st Century. The emphasis has been on providing meaningful teacher professional learning with a focus on team teaching opportunities and implementing technology into classroom practice, to not only enhance lessons but to transform teaching and learning and provide opportunities for students to be extended and showcase their learning to the school community.

To effectively develop classroom practice and the implementation of technology across the school, surveys were conducted to identify the need for professional development. Following this process, 'Pockets of Enthusiasm' were developed to create opportunities for team teaching. Teachers and a member from the technology team worked together to develop the skills, ability and knowledge of each teacher and to suit students. Students also had the opportunity, to demonstrate their skills and volunteer as a 'techspert', to work collaboratively with their peers.

The school community have been involved in technology and learning through various avenues. Parents and carers have been involved in the development of the IT Policy and the BYOD Policy,

each school year this information is updated and requires parents to read through with their child and provide permission. Classes have had presentation afternoons, to showcase their learning and development, as well as fortnightly articles in the newsletter and access to individual student learning online. The parent community have also been invited to information nights, focussing on collaborative online learning in Stage 2 and Stage 3. This provides parents with a clear opportunity to be involved in their child's educational progress and development.

The P&C is provided with regular updates with the use of technology throughout the school. The P&C are consulted and work collaboratively with the school to provide funds and support technology through clear set goals. Each year a pledge is made to fund the implementation and use of technology within the school.

DSTA

The DSTA program has always been a valued part of South Coogee Public School and is funded through the Department of Defence and the Department of Education. Due to the high rates of mobility of Defence Families as a result of Service requirements, the position of the DSTA provides support to the children and their families to assist with the integration into the school, managing parental absences due to service commitments and deployments and to assist with the transitioning from SCPS to another locality. Some of our Defence students have attended three or more schools in six years and as such face issues that other children do not have to. The close proximity of South Coogee PS to Randwick Barracks, Victoria Barracks and Garden Island, ensures that we have a significant number of students enrolled with parents who are serving members of the Australian Defence Force. Morning teas and BBQs and Dinners are often held throughout the year to allow the parents of these children to get together and support each other through shared experiences. A farewell BBQ is also held towards the end of the year to say goodbye to the students and their families that are leaving and to celebrate another great year at SCPS. The DSTA is also involved in the organisation and running of the ANZAC Day Ceremony at school and involvement of the school in the Coogee RSL ANZAC Day March and Remembrance Day Observance at the school. Each year the school participated in fundraising events. . The DSTA also runs the Defence Kids Club at lunchtime once a week for the Defence students. It is an opportunity for the children to bring along a friend and spend time crafting, playing and building on their friendships. It also allows the non-Defence students to learn about the unique lifestyle of the Defence families. The Defence children had a excursion to the Kokada Memorial Walk, sponsored by Coogee Diggers RSL Sub branch, which was very interesting.

Wellbeing

The Student Wellbeing Committee focused on improving student mental health and wellbeing by developing a number of school programs that involved all stakeholders of the school – students, staff and

parents and the community. The Committee continued the implementation of the Student Wellbeing Policy. This year consistent visuals were displayed in every classroom under the Kids Matter 'umbrella'. Every face has a place posters are displayed on every classroom door. Posters displaying the Rights and Responsibilities of students at South Coogee Public School and Behaviour Expectations of learners are present in every classroom. Community agencies were informed of the focus on Kids Matter at South Coogee PS which resulted in Kids Xpress conducting weekly programs onsite for two terms of 2017, allowing a number of students to access this resilience-building enterprise. Circle Time continued and Bounce Back groups continued in classrooms throughout the year. In Term 1, students across the school participated in the Anti-bullying program. They learnt about what bullying is and what to do if they experienced or witnessed bullying. The program culminated with each class signing 'The Promise', an Anti-bullying contract. This was also displayed under the Kids Matter 'umbrella' in each classroom. The Bounce Back Program examined skills for responding with empathy to the feelings of others and for successfully interacting with them, making and keeping friends and avoiding and managing conflict. This unit of social learning also gave Stage 3 students the opportunity to lead discussion groups of Kindergarten to Year 6 students every second week, developing their peer support skills.

SCPS Band

South Coogee Public School has maintained its strong band program in 2017 with 100 students from Years 3–6 making up the Junior Band, Concert Band and Senior Wind Band. The students are privileged to learn from the experienced group of conductors and tutors at Directions in Music, directed by Mr Phil Molloy. The bands demonstrated their talent and skill during performances at Education Week, NSW School Band Festival and Daceyville Big Band Bash. Once again band members in Years 4–6 attended the annual SCPS Music Camp at Collaroy Conference Centre where they participated in tutorial workshops and whole group performances.

Dance

This year 30 students were selected to be part of the Senior A and Senior B Dance Ensembles. Both ensembles represented the school at the Ultimo Dance Festival for the 14th consecutive year. Both the Senior A and B Ensembles performed at Showcase @ the Juniors. The Intermediate Dance Ensemble continued for its second year providing more opportunities for students interested in dance. Stage 1 students have been involved in three performing arts groups: Junior Choir and Junior Dance Ensemble. The students embraced the opportunity to participate in the groups and enjoyed performing at school assemblies and the Fiesta. The culmination of South Coogee's performing arts programs were the Mid Year and End of Year Musicales. Both events showcased the amazing talents of the performance groups at South Coogee Public School and celebrated the commitment of the students and teachers to the Performing Arts.

Musicale

Creative and Performing Arts programs at South Coogee Public School were celebrated with the Mid-Year and End-of-Year Musicale events. Both performance nights were a great success and demonstrated both the incredible talent and commitment of the students, and the dedication of the staff and teachers in supporting creative arts at SCPS.

Sport

Students at South Coogee Public School are provided with many opportunities to participate in sport and Physical Education. Sport focused programs for all are strongly promoted by encouraging participation, enjoyment, skill development, personal best and teamwork. The school participated in the Premier's Sporting Challenge. With the majority of the students completing at least sixty minutes of physical activity per day, the school was awarded with a Gold certificate. All students K–6, participated in weekly Physical Education lessons with trained PE teachers. These sessions focused on developing fundamental movement and locomotor skills and included games, gymnastics and dance.

Students in Kindergarten and Stage 1 participated in Rugby League skills sessions over 4 weeks. Stage 2 and 3 were involved in the NRL Backyard League program where all the students participated in skills sessions and minor games. All students also participated in AFL skills sessions, with Stage 3 competing in the Paul Kelly Cup.

South Coogee Public School is a member of the Eastern Suburbs Primary School Sports Association (ESPSSA) and as such competed in a range of sports in both the summer and winter seasons. In summer the school fielded a junior and senior cricket team, a junior and senior softball team and two junior and two senior AFL teams. In winter a total of fourteen teams participated in the ESPSSA competition, including soccer, netball and rugby league. While around 250 students participated in the PSSA competitions other students were provided with opportunities in the Non-PSSA sport program which included basketball, gymnastics, dance, tennis, Oz tag, volleyball and school sport.

Over the year, students who displayed a talent for a particular sport were given an opportunity to participate in trials to be selected into Zone, Regional (South East) and State teams in a variety of sports. This year we had an impressive number of students selected into Eastern Suburbs Zone teams including AFL, basketball, rugby league, touch football, rugby union, soccer, netball, cricket and water polo. Eleven students were represented in Sydney East Regional teams. Ten students were represented at NSW carnivals. South Coogee Public School participated in the three Zone Carnivals of cross country, swimming and athletics. Of the 30 students who attended the Zone cross country, 12 progressed to the Regional Carnival. 40 students attended the Zone swimming carnival, 13 progressed to the Regional Carnival, 56 students attended the Zone athletics

carnival, 17 progressed to the regional carnival.

The school also attended local Gala days in cricket and AFL. These days provided the students with the opportunity to practise the skills they have learnt in their Physical Education lessons in a friendly round robin competition. Year 3 and 4 attended the Milo T20 Blast School Cup in Term3.

The sporting calendar concluded with the Sports Presentation Day assembly where special guest Mr Craig Stevens spoke about his career in swimming where he competed in the Olympic Games. All in all, the students at South Coogee Public School enjoyed a busy and successful sporting year. Thanks must go our two specialist Physical Education teachers who run a comprehensive sport program for all the students from K-6 and the Sports Committee for maintaining a comprehensive range of activities.

Visual Arts

Creative Arts continues to be an area of strength for South Coogee Public School. Outstanding teaching and learning programs provide students with the opportunity to appreciate and create artworks which incorporate variety of media and techniques including. Each term individual students' artworks are recognised at the K-2 and 3-6 Artist of the Term Assemblies. Students and teachers value the opportunity to view and appreciate the artworks of students from different stages of development.

Sustainability

This year the Sustainability team aimed to further develop awareness and procedures around the schools impact on our environment. To further reduce waste, the school implemented the 'Take 3 for the Sea' initiative, composting and recycling procedures. The student Eco Warrior leadership team made posters and created iMovies to educate other students on the process of collecting three items of rubbish at the end of each lunch or play break to ensure rubbish in the environment was minimised. Garden Club continued in 2017 and collaborative partnerships with the school and local community ensured the construction of new garden beds and facilities. The weekly garden club grew and harvested crop that was used in the outdoor kitchen. Teacher Professional Learning Session around this focus fostered this outcome. The sustainability team is continuing to develop the use of the outdoor kitchen to educate students on the plant to plate process and integrate into other curriculum areas. This year, student Ecowarrior's participated in project based tasks for sustainable initiatives on termly basis. Future directions for Sustainability in 2018 include incorporating waste free days into the lunch routine and sharing harvest with the wider community.