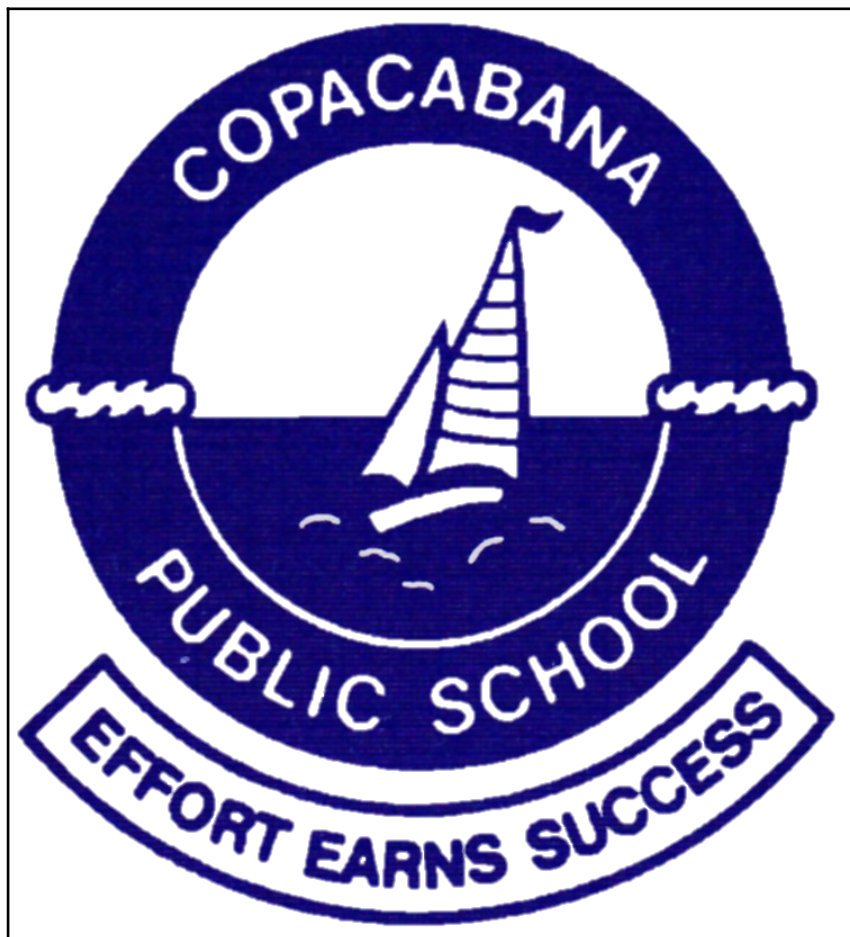


Copacabana Public School

Annual Report



2018



4548

Introduction

The Annual Report for **2018** 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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School background

School vision statement

To provide high quality teaching and learning through an inclusive, challenging and balanced curriculum. Developing students as lifelong learners, with exceptional literacy, numeracy and technological skills, prepared to lead rewarding and productive lives in a dynamic and changing world.

School context

Copacabana PS is a high achieving K–6 primary school located on the Central Coast of NSW. Our school population of 352 students, including 16 students of Aboriginal and Torres Strait Islander descent, is accommodated in 14 classes and supported by a Principal, 3 Assistant Principals and 23 teaching and support staff.

The students and staff enjoy an attractive physical environment of many gardens, trees and wide open play areas. Parents are engaged in their children's learning and actively participate in our range of school activities. The school's motto "Effort Earns Success" reflects a whole school commitment to learning by students, staff and parents.

In 2018, we continued our involvement in the Focus on Reading (FoR) and Language, Learning and Literacy (L3) professional learning programs. A culture of ongoing improvement and an explicit focus on quality professional learning will ensure the application of best practice to every student learning experience.

Copacabana PS has a strong commitment to future focused technology teaching and learning and strives to provide a range of enrichment opportunities for all students in this area. Our positive student welfare program allows students to be rewarded for individual achievements and our Values Education program creates an atmosphere of mutual respect, acceptance and responsibility, with senior students participating in mentoring and leadership programs.

Copacabana PS prides itself on providing a balanced curriculum, including a large variety of extra-curricular activities such as PSSA school sport competitions, dance, public speaking, debating, photography, choir, music, creative and performing arts and specialised enrichment groups.

We have a valued, consultative partnership with the Tjudibaring local Aboriginal Education Consultative Group (AECG) and we are an active member of the 'Kincumba' Learning Community.

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.

The results of this process indicated the following:

In the domain of learning we are sustaining and growing in five of the six elements and delivering in the element of Wellbeing.

Adopting a strategic approach to engaging the community in learning has helped to build our learning culture and ensure we respond to community feedback. Our improved attendance rates this year, increasing from 92.7% in 2016 to an average of 93.8% across 3 terms so far in 2018, also highlights how the school and community has worked together to decrease the impact of student absences on learning outcomes.

Wellbeing continues to be a priority for our school within the next 3 year planning cycle. We are working towards embedding whole school processes and building upon the successful values program that already operates in our school. A new school policy. Aligned with the wellbeing framework is in draft form and will support our school to ensure the social, emotional and academic needs of all students are explicitly addressed and regularly monitored and reviewed.

We have made significant gains in strengthening our approach to quality teaching and assessment through evidence–

based practice and targeted professional learning. The introduction of Focus on Reading and Language, Learning and Literacy (L3) has ensured our students are consistently performing at high levels on both internal and external school performance measures. The percentage of students in Year 5 above expected growth in the NAPLAN area of Reading, increased from 67% to 75% in 2017 and the L3 program has ensured that 97% of students in Kindergarten at the end of 2017, were at or above grade expectations in the area of reading and comprehension.

Copacabana Public School is proud of the high levels of achievement and performance on external assessments and celebrated our value-added results. Exceeding the Premier's Priority for NAPLAN this year was a highlight. In particular our average in reading increasing from 45% to 59.2% of students in the top 2 bands.

In the domain of teaching we have strong evidence to support our self-assessment of sustaining and growing in all of the elements. Our major focus in the domain of teaching has been training staff to implement evidence-based teaching practice and the routine tracking and monitoring of the impact of this pedagogical change.

Strong teacher collaboration through stage planning days, strategic direction teams and the lesson study program has ensured a whole school approach to reflecting on the effectiveness of our teaching and planning for future learning. The routine collection of continuum data and targeted professional learning to scaffold data conversations, further developed every teachers' skills in analysing and using student assessment data effectively. As a result, teaching and learning programs and the Learning and Support Program at the school show evidence of being fluid and changing in response to feedback and student achievement data.

Our school has made a concerted effort to ensure the professional standards are used as a reference point for school reflection and improvement. Every teacher's Performance and Development Plan has goals which directly link to the standards and lesson observations involve a pre-observation conversation, in which a standard must be identified. Staff are also pursuing higher levels of accreditation through attendance at Highly Accomplished Teacher network meetings.

The introduction of a formal mentoring program has improved instructional leadership and the culture of high expectations. As such, we are recognised as sustaining and growing in the element of educational leadership. This year we celebrated survey feedback which showed an increase from 68% to 93% of teachers reporting that they use ICT in their classroom regularly to deliver innovative and effective lessons, as a direct result of the mentoring program.

In the elements of school planning, implementation and reporting and management practices and processes we are sustaining and growing. Our school is working to strengthen effective administrative practices and systems that can be sustainable into the future. Community satisfaction is important to us. This is why our school began participating in the Excellence in School Service 360 Reflection Tool each year and uses this as another source of feedback to improve the management practices and processes of the school. Developing further ownership of the school plan through distributive leadership and the implementation of strategic direction teams has been a focus for 2018.

The school uses its resources strategically to improve student outcomes and maintain a high quality learning environment. In this element we are sustaining and growing. The school leadership team collaborates at the beginning of each year to allocate funds and set the budget for the year. This is then routinely monitored to ensure funds are being used to address the school strategic priorities. In the past two years, \$60,000 has been budgeted to ensure learning spaces are used more flexibly to better meet the needs of students. Technology mentoring and investment into the ICT infrastructure and resourcing of the school has also been a priority for the leadership team in 2018.

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

Personalised and Inspired Learning

Purpose

A strong partnership in learning is essential for all students to achieve their personal best. Every child brings a different set of experiences, knowledge and skills to school and as such, will all have different learning paths. Our purpose is to work closely with parents to provide individual learning paths for each child and equip them with the skills to continue with a committed and positive attitude to learning and adapt into the future.

Overall summary of progress

All staff identified the individual learning needs of the students in their class and this was reflected in teaching and learning programs. Personalised Learning and Support Plans were developed for targeted students and Personalised Learning Pathways implemented for Aboriginal students showed evidence of consultation and review to achieve student goals.

School wide systems were implemented to monitor attendance and celebrate positive attendance patterns in an effort to further promote high learning expectations. High expectations were also fostered through the provision of whole school enrichment days and a focus on creative and critical thinking.

Performance and Development Plans were developed in collaboration 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)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">The percentage of Year 3, 5 and 7 Aboriginal students in the top 2 NAPLAN bands for reading and numeracy matches or exceeds the broader population, contributing towards an increase of 35% by 2020 (where data is statistically significant).	<p>\$2000– PLP template set up and PLP meetings.</p> <p>\$5600– Casual relief.</p>	100% of Aboriginal students reflected on their Personalised Learning Pathway goals in preparation for 2019.
<ul style="list-style-type: none">Parents have an increased understanding of the link between attendance and student performance as evidenced by an increase of the annual attendance rate, from 92.7%, to meet or exceed the state average for attendance.	<p>\$600– Rewards days.</p>	<p>18 students achieved 100% attendance. An increase from 2% in 2017 to 5% in 2018.</p> <p>Average annual attendance was 93%.</p>
<ul style="list-style-type: none">There is an increase from a combined average of 59%, to 65% of students achieving 'equal to or greater than expected growth' for the Year 3 cohort in their Year 5 and the Year 5 cohort in their Year 7 NAPLAN results in reading, writing and numeracy. (Baseline average 2013 to 2017)	<p>\$3000– Enrichment day resources.</p>	<p>63% of students achieved equal to or greater than expected growth in reading.</p> <p>57% of students achieved equal to or greater than expected growth in writing.</p> <p>59% of students achieved equal to or greater than expected growth in numeracy.</p> <p>100% of teachers engaged in a critical and creative thinking workshop.</p> <p>39 extra-curricular activities were offered for students in 2018.</p> <p>100% of students were involved in enrichment</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• There is an increase from a combined average of 59%, to 65% of students achieving 'equal to or greater than expected growth' for the Year 3 cohort in their Year 5 and the Year 5 cohort in their Year 7 NAPLAN results in reading, writing and numeracy. (Baseline average 2013 to 2017)		activities each term

Next Steps

Provide a wider variety of opportunities for Aboriginal families to connect with teachers and other families through the PLP process.

Regular updates and communication with parents around attendance issues and general school expectations.

Empower students with critical and creative thinking skills through the introduction of the new Science Syllabus.

Strategic Direction 2

Informed and Collaborative Teaching

Purpose

To improve student outcomes, high quality teaching is vital. Our purpose is to develop engaging, expert teachers, who understand the complexities of every student and strive to continually improve their practice to cater for individual needs, within a highly collaborative learning culture.

Overall summary of progress

Three Kindergarten and two Stage 1 teachers were trained in the Language, Learning and Literacy (L3) program to ensure the curriculum provision in Kindergarten, Year 1 and Year 2 was evidence-based and responsive to individual needs. All teachers completed Phase 1 of the Focus on Reading training, which further enhanced the implementation of evidence-based practice across the school.

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. Program feedback and lesson observation feedback also supported teachers to revise teaching and learning programs and evaluate their teacher practice. Staff were supported to collaboratively analyse school based and state wide data, to inform the effectiveness of their teaching.

A formal mentoring program was implemented and led to strong collaborative practice to build teacher capacity in the area of technology.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">The average percentage of Year 3 and Year 5 students, in the top two bands for reading, increases from 45% to 55%, in the 2020 NAPLAN results. (Baseline 2017 NAPLAN)	<ul style="list-style-type: none">\$13648– L3 course costs.\$11880– Casual relief for L3.	<ul style="list-style-type: none">68.42% of Year 3 were in the top two bands for reading.50% of Year 5 were in the top two bands for reading.87% of K–2 staff completed initial year of training in the L3 program.
<ul style="list-style-type: none">The average percentage of Year 3 and Year 5 students, in the top two bands for numeracy, increases from 39% to 49%, in the 2020 NAPLAN results. (Baseline 2017 NAPLAN)	<ul style="list-style-type: none">\$500– Learning Progression training.	<ul style="list-style-type: none">42.11% of Year 3 were in the top two bands for numeracy37.04% of Year 5 were in the top two bands for numeracy.Exceeded the Premiers target by achieving an average of 50% of students in the top 2 NAPLAN bands for Reading and Numeracy.
<ul style="list-style-type: none">Increase the percentage of staff from 28% to 84%, reporting a high level of confidence to integrate technology into effective classroom practice and across all Key Learning Areas, as measured by school surveys at the beginning of 2018 and at the end of 2020.	<ul style="list-style-type: none">\$16000– Mentoring relief.\$18900– Stage planning days.\$5000– Technology resources.	<ul style="list-style-type: none">Survey data showed an increase from 68% to 93% of teachers indicating the regularly use ICT in their classroom, following the ICT mentoring program.

Next Steps

Train the remaining Stage 1 teachers in the Language, Learning and Literacy (L3) program to ensure 100% of K–2

classes are implementing evidence-based pedagogy effectively.

Refine the technology mentoring program to further develop teacher expertise and a whole school approach to technology implementation.

Professional learning around effective feedback to maximise the effect size of improving student outcomes.

Strategic Direction 3

Systematic and Supportive Leadership

Purpose

Clearly communicated systems and a culture of support are two attributes of transformational leadership. Through strategic leadership and strong organisation practices, our purpose is to further develop a nurturing and positive environment to ensure long term student success in life.

Overall summary of progress

A whole school behaviour management flowchart was developed to ensure consistency across the school and learning support procedures were updated, which led to initiating a new draft wellbeing policy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Increase in the percentage of students from 85% to 90%, with enough resilience to self-manage their own social and emotional wellbeing in response to school wellbeing programs. (Baseline 2017 Learning Support Team referrals)	\$2700– Wellbeing team relief.	100% of staff trained in Sentral welfare functions. 64 major incidents and 77 minor incidents were recorded in Sentral in 2018. 58 Timeouts were scheduled in 2018.
<ul style="list-style-type: none">• Parents report increased understanding of and involvement in school practices, showing growth from an average competency score of 2.6 to a competency score of 3.0 or above, reflecting the school is meeting or exceeding community expectations. (Baseline 360 Reflection Tool survey 2017)		Parent expertise utilised to support extension programs in the areas of coding, Creative Arts, dance, writing and Mathematics.

Next Steps

Completion of a whole school wellbeing policy and implementation of Learning Support procedures across the school.

Communication of wellbeing policy with parents and caregivers.

Review positive reward systems across the school and refine time-out procedures.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$9878– Aboriginal background loading</p> <ul style="list-style-type: none"> Aboriginal background loading (\$9 878.00) 	<p>Aboriginal students were involved in a process of consultation and review to develop a Personalised Learning Pathway (PLP). This ensured that 100% of Aboriginal students were supported by differentiated learning within their classroom to achieve individual goals. A new PLP template and process was developed.</p> <p>Six students were nominated across multiple categories including community and citizenship, sporting achievement and dedication to learning, at the annual Tjudibaring AECG awards night. One student was named overall winner of the Academic Achievement category.</p> <p>A cultural learning space was completed, which highlights Copacabana family totems and provides a yarnning space for school and community events.</p> <p>Copacabana students learnt about reconciliation and connection through their participation in the Five Lands Walk. 100% of students contributed to this wider community event through their involvement in music, dance, singing and the arts.</p>
English language proficiency	<p>\$6461– English language proficiency</p> <ul style="list-style-type: none"> English language proficiency (\$6 461.00) 	<p>An EALD teacher was employed to assist one student to gain English language proficiency. An experienced practitioner developed an individualised program and supported the classroom teacher to incorporate strategies in their teaching program.</p> <p>EALD resources were assessed and new reading material purchased to support the EALD program.</p>
Low level adjustment for disability	<p>\$22410– Low level adjustment for disability</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$22 410.00) 	<p>Employment of a School Learning and Support Officer for 5 days a week allowed intensive support for identified students on Personalised Learning and Support Plans.</p>
Quality Teaching, Successful Students (QTSS)	<p>\$52056– Quality Teaching, Successful Students (QTSS)</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$52 056.00) 	<p>Employment of Learning and Support Teacher an extra hay and a half to increase to 4 days per week.</p> <p>Survey data showed an increase from 68% to 93% of teachers indicating the regularly use ICT in their classroom, following the ICT mentoring program.</p>
Socio–economic background	<p>\$11762– Socio–economic background</p> <ul style="list-style-type: none"> Socio–economic background (\$11 762.00) 	<p>24% of the student population has been involved in a Gifted and Talented enrichment program or coding program.</p> <p>100% of students participated in enrichment days each term.</p> <p>100% of students from Year 1 to Year 6 engaged with Mathletics to support the achievement of outcomes in Mathematics. Students improved by 29% this school year, with 276 certificates awarded across the</p>

Socio-economic background	\$11762– Socio-economic background • Socio-economic background (\$11 762.00)	school.
Support for beginning teachers	\$31900– Support for beginning teachers • Support for beginning teachers (\$31 900.00)	Two permanent beginning teachers were supported through regular professional learning and a formal mentoring program. As a result both teachers achieved accreditation at proficiency. One temporary teacher was supported through regular professional learning and a formal mentoring program and will submit accreditation at the beginning of 2019.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	158	176	191	184
Girls	158	155	154	173

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95	93.4	95.1	93.8
1	94.3	92.5	93.4	94.9
2	94.2	93.1	93.3	92.3
3	94.6	93	93.4	93.5
4	95.2	92.8	93.1	92.8
5	94.4	93.8	94.4	92.8
6	94.4	92.9	93	93.6
All Years	94.6	93.1	93.7	93.4
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

At Copacabana Public School the resolution of attendance difficulties is reached with the following strategies:

* meeting with the student and parents

* referral to the school's Learning and Support Team to identify and implement strategies that address the learning and support needs for the student

* development of a school-based attendance improvement plan with the student and parents

* engaging identified groups of students in programs that support regular attendance and punctuality

* referral to the school counsellor

* working collaboratively with other government or non-government agencies

* use of interpreters and translated materials where needed

* seeking advice about culturally appropriate responses from relevant services and working collaboratively with them.

This year a reward system was introduced to acknowledge positive attendance. Canteen vouchers were presented to students achieving 100% attendance in Semester 1 to encourage positive attendance habits. Students were also striving to achieve 100% attendance at the end of the year, to qualify for 'lunch with the principal'.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.77
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
School Administration and Support Staff	2.82

*Full Time Equivalent

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

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	6

Professional learning and teacher accreditation

In 2018, 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 2018 was the Language, Learning and Literacy (L3) program, which was extended to include Stage 1, as well as Kindergarten. The Focus on Reading program was finalised in 2018. The Learning Support, library and computer coordinator networks were attended each term and this supported the development of our Learning Support Teacher, Librarian and Release from Face to Face teacher. School Development Days allowed staff to complete compliance training and strengthen collaboration between teachers. Two permanent staff members and one temporary staff member completed their accreditation at proficient level in 2018.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	267,794
Revenue	2,813,396
Appropriation	2,698,466
Sale of Goods and Services	2,200
Grants and Contributions	110,153
Gain and Loss	0
Other Revenue	200
Investment Income	2,377
Expenses	-2,672,531
Recurrent Expenses	-2,672,531
Employee Related	-2,384,153
Operating Expenses	-288,378
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	140,865
Balance Carried Forward	408,659

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 again this year to develop a sound understanding of the integrated administration system provided by the introduction of LMBR, focussing on the HR budget tool, SAP and the Electronic Financial Planning Tool.

The intended use of funds available from 2018 is to continue upgrading technology in the school and the infrastructure to support it. We also intend to maintain a formalised whole school mentoring program with a proportion of the funds available and plan for the refurbishment of the administration block, to include a new learning and support area.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	2,410,963
Base Per Capita	66,712
Base Location	0
Other Base	2,344,251
Equity Total	102,567
Equity Aboriginal	9,878
Equity Socio economic	11,762
Equity Language	6,461
Equity Disability	74,466
Targeted Total	49,861
Other Total	64,183
Grand Total	2,627,575

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

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

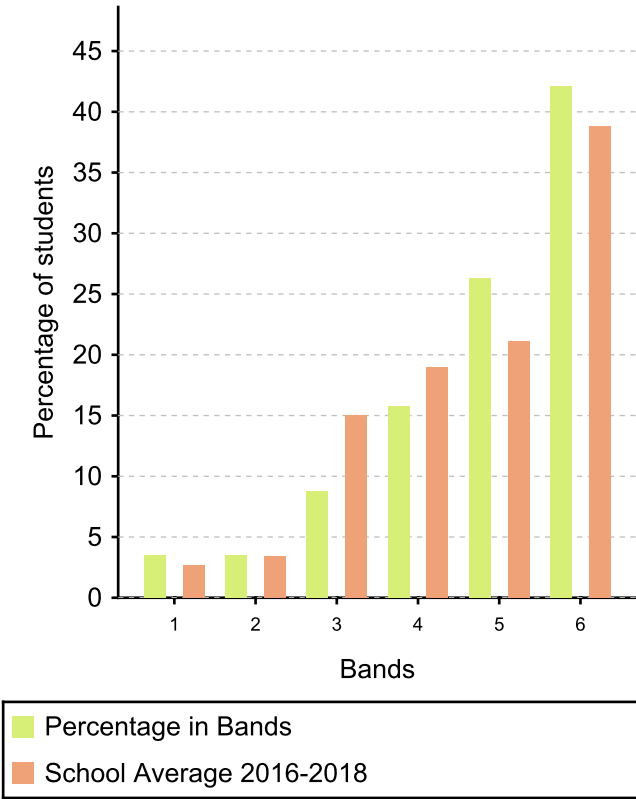
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Year 3 excelled in reading, with 68% achieving at Proficient (top two bands) and in writing, where 56% of students were in the top two bands. In the areas of grammar and punctuation, reading and writing, our school percentage at proficiency was significantly higher than the state average.

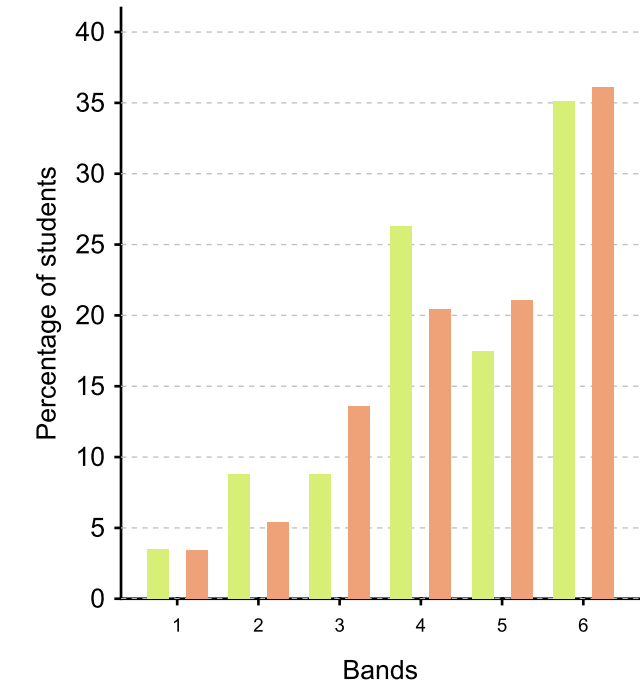
Year 5 students achieved outstanding growth in reading with 63% achieving at or above expected growth. In the areas of reading, writing and spelling, the percentage of students at proficiency was above the state average.

A focus for future improvement will be to increase the percentage of students in Year 3 in the top two bands for spelling and improving growth for Year 5 students in grammar and punctuation.

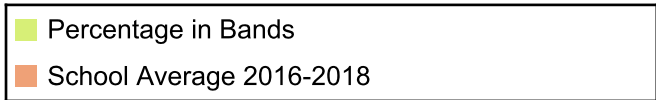
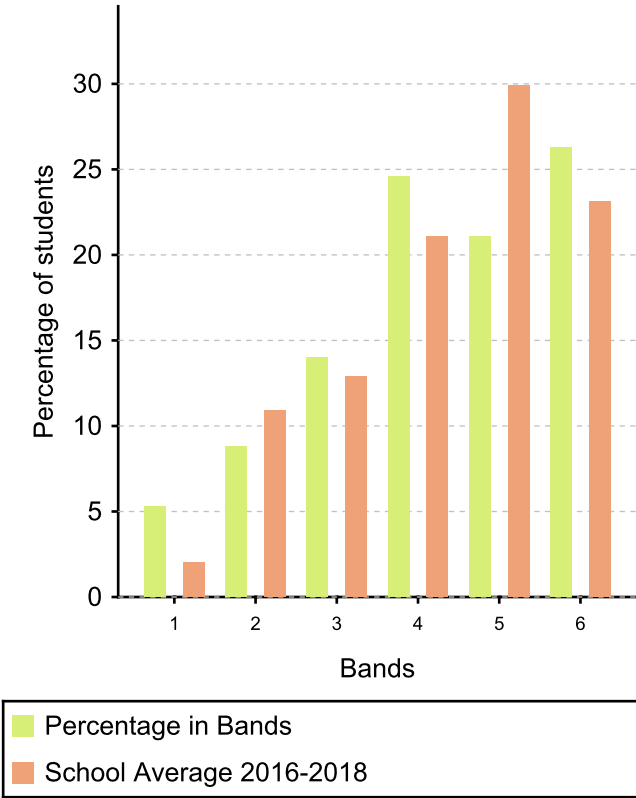
Percentage in bands:
Year 3 Reading



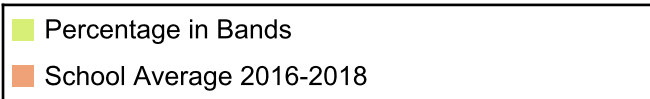
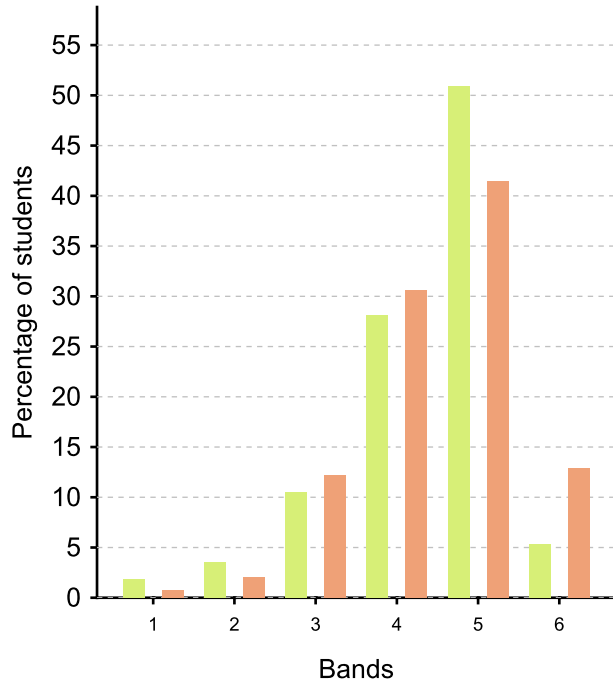
Percentage in bands:
Year 3 Grammar & Punctuation



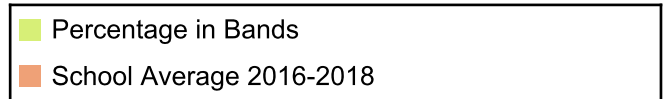
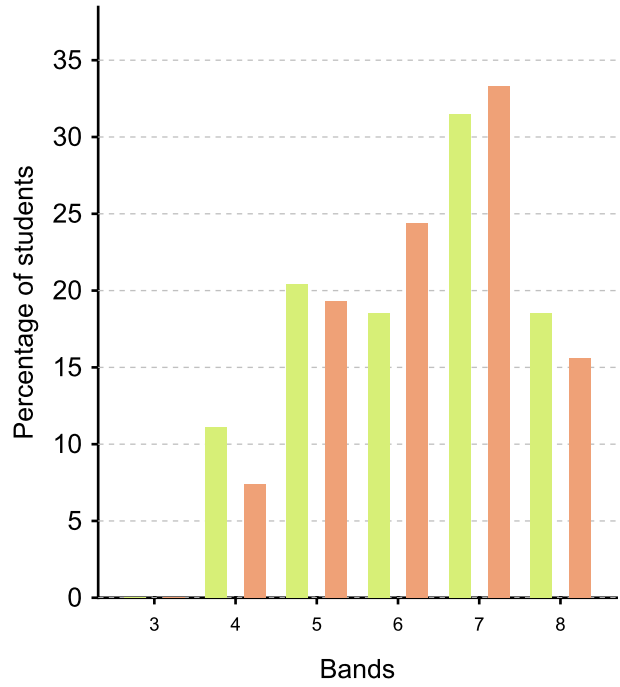
Percentage in bands:
Year 3 Spelling



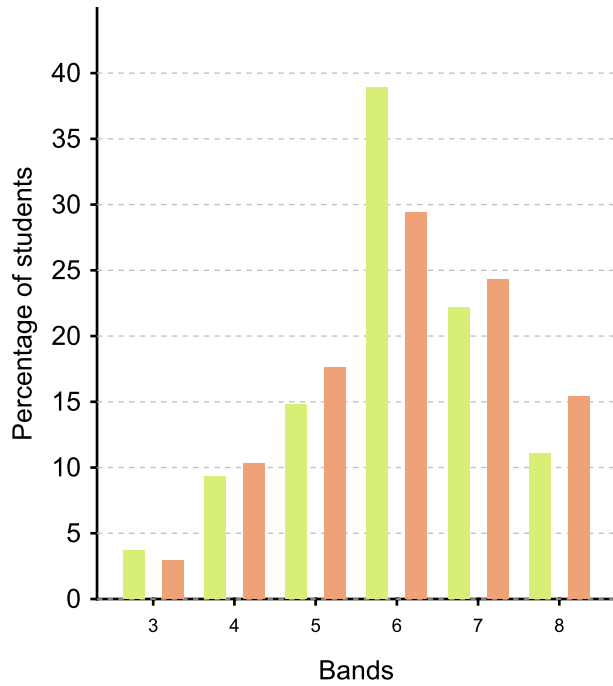
Percentage in bands:
Year 3 Writing



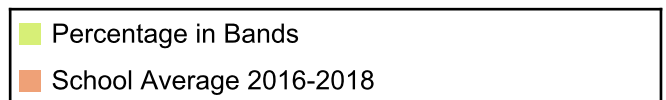
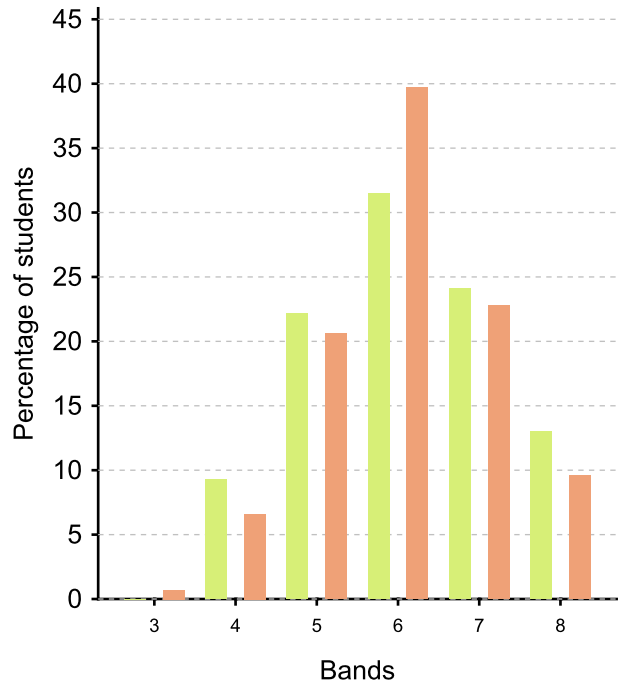
Percentage in bands:
Year 5 Reading



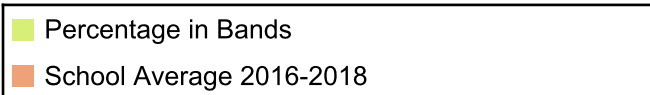
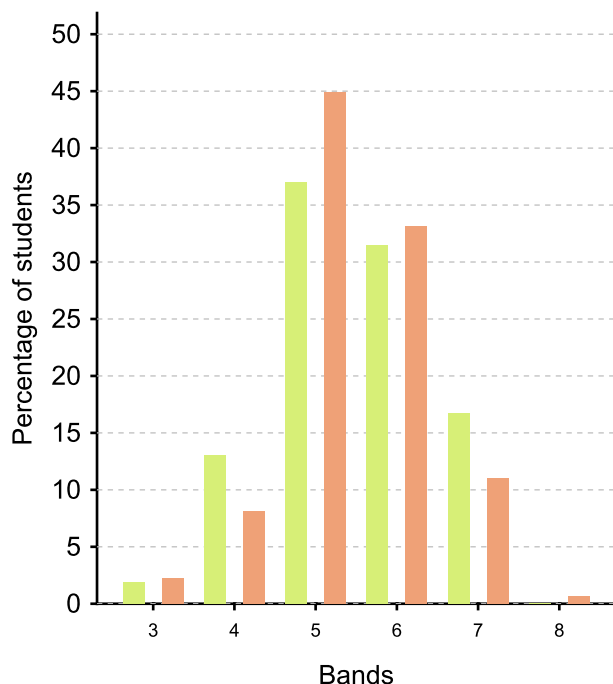
Percentage in bands:
Year 5 Grammar & Punctuation



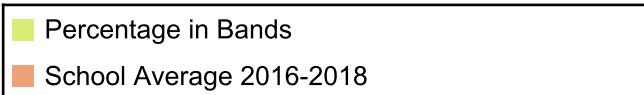
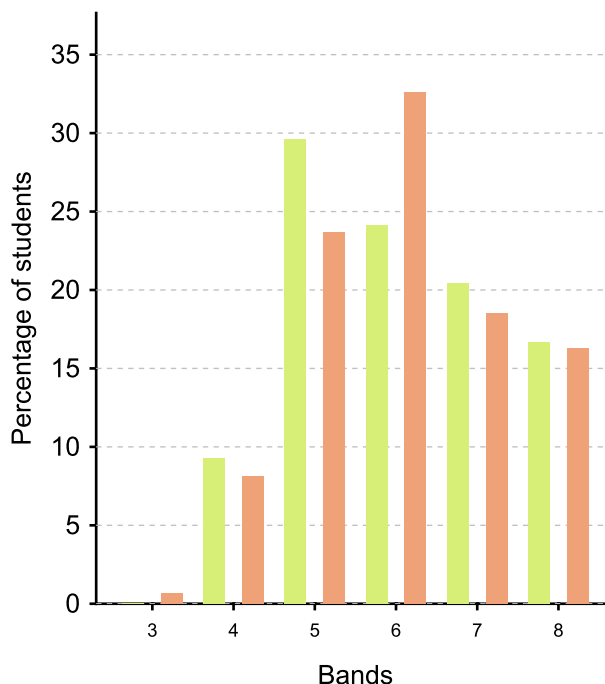
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



NAPLAN numeracy results were very positive in 2018. Year 3 and Year 5 were both above state average for the percentage of students achieving Proficiency. Our growth statistics were also pleasing, with 59% of Year 5 students achieving at or above expected growth.

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.

In 2018, 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, 68% of students were in the top two bands for reading and 42% in numeracy. In Year 5, 50% of students were in the top two bands for reading and 37% in numeracy.

Parent/caregiver, student, teacher satisfaction

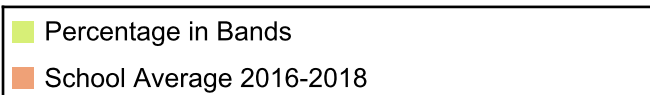
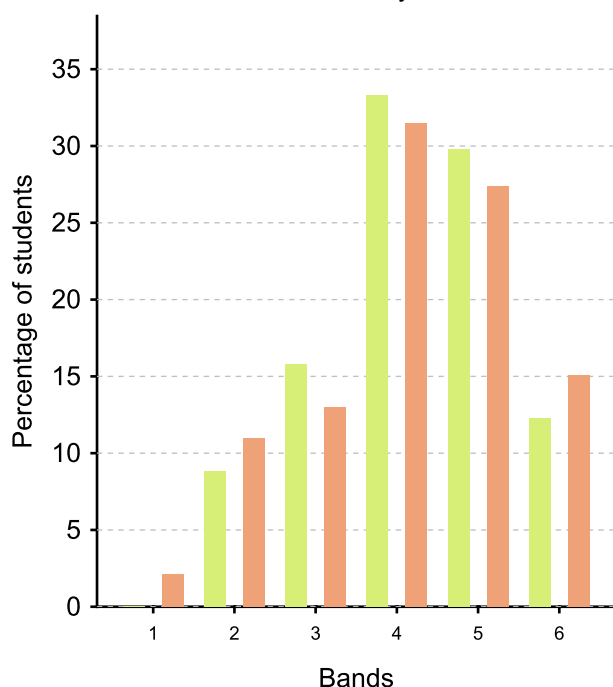
Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2018, the school sought opinions about each major school event, transition programs and community engagement. School-based surveys were used to gather responses. These responses are presented below:

71% of parents involved in transition programs replied to the survey and 96% of these responses rated transition programs overall to be 'extremely useful'. Specific feedback from the Kindergarten Headstart Program is listed below:

"I thought it was great. I have a daughter in Year 6 and I wish this was done when she started".

"Very interesting and helpful ideas to support me and my child's start to school".

Percentage in bands:
Year 3 Numeracy



"I can't believe how much the program has improved since my first child started. So helpful and supportive!"

Students reported an overwhelming positive response to the Enrichment Days, the Gifted and Talented programs offered throughout the year and the changes made to the teaching of technology across the school. The student survey results showed that 96% of students indicated they use technology more in their classrooms this year than last year. There was also 96% of students who believed they were more engaged in their learning because of the increased use of technology. Furthermore, 92% of students believed that technology used in their classroom this year helped to improve their learning.

Teachers also reported positive responses to the technology mentoring program, with 93% of teachers reporting that they now regularly use ICT in their classroom following the mentoring program.

immersed in cultural activities. Ukulele and African drumming groups performed at the Five Lands Walk and at special assemblies.

Two teachers are trained as Anti-Racism Contact Officers (ARCO), to support our commitment to the elimination of racial discrimination.

Policy requirements

Aboriginal education

Aboriginal education was again a focus in 2018. All Aboriginal students were involved in a process of consultation and review to develop a Personalised Learning Pathway (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 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. This year we had six Aboriginal students nominated for an Excellence in Education award at the annual Tjudibaring AECG awards night and one of these students was named overall winner of the Academic Achievement category. A special feature of 2018 was the construction of our cultural learning space. This will be formally opened by John Oates in 2019.

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 on the 21st 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, class murals, signifying peace in our world, were created and displayed in the school hall. A school ukulele and drumming group continued this year and this provided an opportunity for students to become