

Copacabana Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

School contact details

Copacabana Public School

Pueblo St

Copacabana, 2251

www.copacabana-p.schools.nsw.edu.au

copacabana-p.school@det.nsw.edu.au

4382 1766

Message from the principal

As Principal of Copacabana Public School, I acknowledge the outstanding achievements throughout 2019. Our teachers have demonstrated their professionalism, pastoral care and commitment. By working together, the staff provided a variety of learning experiences, in addition to their teaching responsibilities and specialist roles, to enrich the lives and learning of students. The school was well supported by a wonderful Parents and Citizens Association. This report has been completed on behalf of the previous Principal and to the best of my knowledge and understanding, is a clear and accurate representation. As your new Principal, I look forward to working with our amazing students, staff and community on the school's journey towards excellence.

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 a range of school activities. The school's motto "Effort Earns Success" reflects a whole school commitment to learning by students, staff and parents.

In 2019, we continued our involvement in the Language, Learning and Literacy(L3) professional learning program. A culture of ongoing improvement and an explicit focus on quality professional learning will ensure the application of best practice to every student's 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 achievement 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

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment 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/school-excellence>

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.

Improvement Measures

- 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).
- 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.
- 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)

Overall summary of progress

Personalised Learning and Support Plans (PLSPs) were developed for targeted students and Personalised Learning Pathways (PLPs) implemented for Aboriginal students. Teachers work with students and parents/carers to set learning goals and provide feedback to improve student performance.

School wide systems were implemented to monitor attendance and celebrate positive attendance patterns to further promote high learning expectations. Additional funding available through Quality Teaching, Successful Students (QTSS) was utilised to provide teacher collaboration time, professional learning on critical thinking, problem-based learning pedagogy and develop quality learning opportunities for all students.

Progress towards achieving improvement measures

Process 1: Catering for Individual Needs

Develop systems to identify individual learning needs and support staff, through professional learning, to create personalised learning opportunities and provide a balanced curriculum to meet the needs of all learners.

Evaluation	Funds Expended (Resources)
<p>Aboriginal families and students have been involved in genuine consultation regarding Personalised Learning Plans that identify individual reading and numeracy targets. Teachers demonstrate high expectations and individualised learning for Aboriginal students and this is evidenced in teaching/ learning activities. There is not a significant number of Aboriginal students in Years 3 and Year 5 therefore reporting on percentages in the top 2 bands is not appropriate.</p> <p>Our teachers differentiate curriculum delivery and review its provision through ongoing assessments to meet the changing requirements of their students, utilising evidence-based teaching practices.</p> <p>All teachers participated in professional learning on the new NSW Science and Technology syllabus. The school developed a Science scope and sequence to align with the new curriculum. A future focus is to provide continued professional learning in problem-solving pedagogy and STEM curriculum.</p>	<p>Aboriginal Funding \$2000.00</p> <p>Professional learning \$10 000.00</p>

Progress towards achieving improvement measures

Process 2: Strong Learning Culture

Implement school wide systems to monitor and follow up attendance and promote high learning expectations.

Provide opportunities for parents to use their area of expertise to support and engage in learning across the school curriculum.

Evaluation	Funds Expended (Resources)
The school collects, analyses and uses data to monitor and refine a whole school approach to student wellbeing and engagement. In 2019 a continued focus was the refinement of whole school systems to monitor student attendance. Classroom teachers, the Learning Support Team and parents work in partnership to support students in their learning. Student attendance was 92.6% which is slightly below the state average of 92.8%.	

Process 3: Life Long Learners

Empower students with critical and creative thinking skills through inquiry based learning, opportunities for self-assessment and effective feedback.

Evaluation	Funds Expended (Resources)
<p>The percentage of Year 5 students achieving expected growth in Reading in 2019 was 70.3%, which was an increase compared to 62.3% from 2018.</p> <p>The percentage of Year 5 students achieving expected growth in Numeracy in 2019 was 58.5%, which remained the same when compared to 2018.</p> <p>2019 valued added in K–3 was Sustaining and Growing, Year 3 –5 was delivering and Years 5–7 was delivering.</p>	Quality Teaching, Successful Students – \$10 000.00

Next Steps

- Continually revise whole school learning and support systems to ensure all students achieve success and differentiating the curriculum to be responsive to student learning needs.
- Continue quality professional learning and mentoring for staff to develop personalised learning and support plans which are responsive to student learning needs.
- Ongoing professional learning on evidenced based teaching strategies and Visible Learning and Thinking, based around the work of Professor John Hattie. This will support a strong learning culture by providing effective feedback to drive student performance.

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.

Improvement Measures

- 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)
- 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)
- 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.

Overall summary of progress

Stage One and ES1 teachers were targeted for professional development in research-based pedagogy targeting reading and writing. ES1 teachers successfully completed after school reflective sessions with a Reading and Writing mentor to ensure best classroom teaching practice was being undertaken. Stage One teachers will continue with these reflective sessions, while continuing to monitor student achievement levels. Executive staff monitored Stage 2 and 3 teaching/learning programs for continued evidence of the comprehension strategies (Super 6 strategies) used in the Focus On Reading framework. The school used the data generated from these programs to monitor progress and improvement in students' literacy skills. In comparison to like schools, Copacabana superseded the anticipated target for growth and development. This data was included in student information handover from 2019 teachers to ensure every student's academic progress was known when staff were planning for 2020.

All staff analysed SCOUT data, to target areas of improvement in Literacy and Numeracy across the school as well as identify individual achievement. Recommendations from this analysis were provided to the Learning Support Team. In Stage meetings, teachers reviewed assessment tasks and student progress to inform and the next steps in teaching/learning programs. Curriculum differentiation in teaching/learning activities and learning adjustments were made to cater for student learning needs. Professional learning was undertaken with staff in the development of Personalised Learning Support Plans to include appropriate interventions to scaffold and support student learning.

Staff were surveyed in the area of professional development in TEN and TOWN. Strategic planning was undertaken to ensure staff were trained in these programs but due to executive restructuring, this plan will need to be revisited in 2020.

Progress towards achieving improvement measures

Process 1: Evidence-Based Teaching

Develop a whole school approach to improving explicit teaching methods, with targeted professional learning and implementation of specific evidence-based teaching programs.

Evaluation	Funds Expended (Resources)
Year 3 NAPLAN – students continue to achieve pleasing results in Reading, 72.7% of Year 3 students were placed in the top two bands, in 2019. This is an increase from 68.4% in the top 2 bands from 2018.	Literacy/Numeracy Intervention \$19 329.00
Year 5 NAPLAN – 52.5% of Year 5 students were placed in the top two bands in Reading, compared to 36.1% NSW state.	LaST staffing entitlement
Year 7 NAPLAN – data not available	Flexible Funding \$30 000.00

Progress towards achieving improvement measures

Process 2: Data Driven Planning

Use a range of school-based and external assessment data to evaluate student achievement, identify progress, reflect on the effectiveness of teaching and guide future learning.

Evaluation	Funds Expended (Resources)
Year 3 NAPLAN – 40.9% of Year 3 students were placed in the top two bands for Numeracy, compared to 39.9% NSW state. Year 5 NAPLAN – 25% of Year 5 students were placed in the top two bands for Numeracy. Year 7 NAPLAN – No data available for Numeracy.	Equity – Flexible funding \$30 000 LasT 0.5 staffing

Process 3: Collaborative Practice

Adapt mentoring structures to continue building teacher capacity and implement collaborative processes to establish consistency in programming, assessing and reporting, with a focus on technology.

Evaluation	Funds Expended (Resources)
The school is in the process of refining and further developing the technology skills of staff and student to ensure we are providing the skills required for future ready learners. Professional Learning opportunities have been provided to staff through the technology mentoring program. This has involved team teaching where teachers identify a targeted skill they want to learn or consolidate. There has been new initiatives put in place to support this process, such as timetabled technology rotations across primary classes where children are given skills in Coding, Robotics and Google Classroom. Typing Tournament has been promoted throughout the school with all students K–6 having access to this program. Time was scheduled in professional learning meetings for open and informed discussions on the direction of technology skills and resources required for continued improvement of student skills and learning outcomes.	Quality Teaching, Successful Students – \$22 000.00 Technology maintenance resourcing, and software licences – \$45 000.00

Next Steps

- Professional learning in Numeracy – Taking Off with Numeracy Strategies(TOWNS) and Targeted Early Numeracy (TENS), Blocking Blocks for Numeracy– using evidenced based strategies.
- Continued professional learning, teacher collaboration in targeted focus areas – technology, writing and L3.
- Continued professional learning – data analysis, reviewing formative and summative assessment strategies to improve student learning outcomes for all.

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.

Improvement Measures

- 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)
- 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)

Overall summary of progress

The school established a need to address resilience and the anxiety needs of our students. A number of well-being programs such as, 'Worry Woos' and 'Peaceful Kids' were implemented within the school. Some programs involved the whole school and others specifically focused on identified student and parent groups. Success of the programs, as evidenced by anecdotal records and written responses from students, coupled with a decline in the number of reported cases from teachers and referrals to the Learning and Support Team would indicate positive student impact. The school will continue to monitor and review these programs to ensure they maintain relevance and purposefully cater for our changing students' needs.

Progress towards achieving improvement measures

Process 1: Balanced and Integrated Student Wellbeing

Implement a consistent whole school approach to student wellbeing, to ensure every student can connect, succeed, thrive and learn in a safe and supportive environment.

Evaluation	Funds Expended (Resources)
A student survey was conducted across classes (Yrs 2–6) to ascertain feedback on student learning and wellbeing. Results indicated that 71% of students strongly agree/agree that they enjoy class time and felt engaged in their learning. 100% of students indicated that they felt valued and cared for by the teachers at the school.	Equity funding – LaST Staffing Flexible funding

Process 2: School Systems and Structures

Review and develop consistent procedures for learning support, promoting positive and respectful relationships and addressing the social, emotional and physical needs of all students.

Evaluation	Funds Expended (Resources)
All staff were involved in professional learning on the school's well-being policy. After revising the policy, changes were made that incorporated both current mandatory policy and procedures specific to our school's needs. The policy is now aligned with the Department's overall arching well-being framework that supports all students in their endeavours to connect, succeed and thrive. The process of documenting moved from pen and paper to digital via SENTRAL database to ensure consistency, accuracy and access. Data is now able to be extrapolated on all aspects of well-being. The school will continue to review the procedures for how staff document well-being to ensure consistency and all information is regularly updated, maintained and	

Progress towards achieving improvement measures

accessible.	
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Next Steps

- Systematic and supportive leadership – professional learning focusing on Instructional leadership and evaluative practices to continue to build upon a culture of continuous school improvement.
- Embed consistent student wellbeing practices across the school setting (social skills, resilience, anxiety).
- Refining learning support systems to ensure that every student is known, valued and cared for.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$10 071.00) 	<p>The school continues to strengthen its relationships with our Aboriginal families, the Tjudibaring Local Aboriginal Education Consultative Group and the local community. Staff representatives took an active role in attending AECG meetings. Local Elders John Oates and Maurice Goolagong celebrated along with staff and students the official opening of the school's Aboriginal Outdoor Learning Space. As part of NAIDOC week celebrations, the school participated in many cultural activities. Personalised Learning Plans were developed in consultation with parents to target individual learning needs and identified aspirational goals. Aboriginal student progress is tracked and monitored, students not reaching benchmarks were monitored for targeted interventions in literacy and numeracy. Learning adjustments were made to teaching and learning programs to support student progress and achievement for all students.</p>
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$4 756.00) 	<p>Teachers differentiate curriculum delivery to meet the needs of EAL/D students. The school collects and analyses information to inform and support students' successful transitions. Teachers seek to collaborate with parents of EAL/D students. The Learning Support Team (LST) works collaboratively with classroom teachers to support staff in developing targeted resources and program adjustments. The team also assisted identified students enabling them to progress to higher levels of English proficiency.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$22 410.00) 	<p>The Learning and Support team (LST) provided interventions for students identified with additional needs. Class Teachers were provided time to create Personalised Learning Support Plans (PLSPs) and locate resources to support students. Identified students were monitored and adjustments reviewed through stage meetings, Learning Support, parent and review meetings. The Learning Support Team allocated resources based on data analysis of needs. A more flexible timetable was introduced by our Learning Support Teacher to improve response to varying student and staff needs. Additional Learning and Support teacher (LaST) time provided intervention programs in Literacy and Numeracy to identified students. Both classroom teachers and the Learning Support Team work closely with the local high school to ensure smooth transition and continuity of learning between Year 6 to 7. Our Learning Support Team has implemented resilience and emotional wellbeing programs.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students 	<p>Teacher collaboration days were provided for Stage teams to plan, teach and assess literacy and numeracy units. Teachers</p>

Quality Teaching, Successful Students (QTSS)	(QTSS) (\$63 176.00)	<p>collaboratively worked together to design and plan quality lessons that differentiate student learning needs. As lead learners, the executive collaboratively worked alongside teachers to analyse data to inform teaching/learning practice and monitor student progress. School leaders received additional release throughout the year to mentor and provide effective feedback to individual teachers to maximise teacher impact on student learning.</p> <p>Teachers with expertise in digital technologies were released to model, team teach and lead colleagues to modify and expand their repertoire of teaching strategies in the implementation of digital pedagogy eg: Google classrooms in classroom practice. Technology Co-ordinator time and technology resources were purchased to ensure a well maintained technology system.</p>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$14 252.00) 	<p>Future-Focused pedagogy including Inquiry Based Learning (IBL), Science, Technology, Engineering, Mathematics (STEM) and enrichment days have been conducted throughout the year for student learning and teacher professional learning opportunities. Anecdotal feedback from staff has indicated that they felt more confident in their delivery of the curriculum through various future-focused teaching practices and by creating real world learning experiences for students. Staff have participated in various professional learning experiences to develop their understanding of inquiry learning practices. They were able to share their learning with the school through differentiated professional learning sessions.</p>
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • (\$4 164.00) 	<p>Funding received enabled Early Career Teachers, in the beginning stages of their career to be supported. through mentoring and coaching. Additional time was provided to observe the practice of colleagues, engage in collaboration and reflect on feedback. Teachers participated in targeted professional learning (L3) sessions, student well-being and technology.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	176	191	184	183
Girls	155	154	173	169

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.4	95.1	93.8	94.3
1	92.5	93.4	94.9	92
2	93.1	93.3	92.3	93.9
3	93	93.4	93.5	93.8
4	92.8	93.1	92.8	92.1
5	93.8	94.4	92.8	92.5
6	92.9	93	93.6	90.1
All Years	93.1	93.7	93.4	92.6
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.78
Teacher of Reading Recovery	0.2
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
School Administration and Support Staff	2.82

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Teaching staff were committed to ensuring their participation in high quality professional learning. School and external professional learning opportunities were linked to our strategic directions. Administrative staff participated in professional learning activities to support them to effectively meet the demands of their roles and responsibilities. In 2019 professional learning included training staff in Language, Learning and Literacy (L3) to provide targeted reading and writing for K–2 students. The program complemented the daily literacy activities for students. Teachers of L3 completed professional learning throughout the year including workshops, demonstration lessons, supervised practice and in-class support.

Teachers participated in Inquiry-Based Learning staff meetings to further develop their understanding of contemporary pedagogy. Mandatory training including: Child Protection Update and Code of Conduct was provided for staff. Through collaborative development of units of work, staff continued the implementation of new Science, Geography and History syllabuses. All staff were supported in developing their Professional Development Plans (PDPs). Staff participated in the Kincumba Learning Community of schools annual Professional Learning day in Term 3. All teachers now meet the Australian Professional Standards for Teachers as proficient. Currently there are no staff seeking higher levels of accreditation.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	408,659
Revenue	2,975,987
Appropriation	2,826,779
Sale of Goods and Services	2,865
Grants and contributions	143,740
Investment income	2,303
Other revenue	300
Expenses	-2,856,748
Employee related	-2,529,263
Operating expenses	-327,486
Surplus / deficit for the year	119,238

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	67,175
Equity Total	111,338
Equity - Aboriginal	10,071
Equity - Socio-economic	14,252
Equity - Language	4,756
Equity - Disability	82,259
Base Total	2,450,216
Base - Per Capita	83,766
Base - Location	0
Base - Other	2,366,450
Other Total	163,726
Grand Total	2,792,455

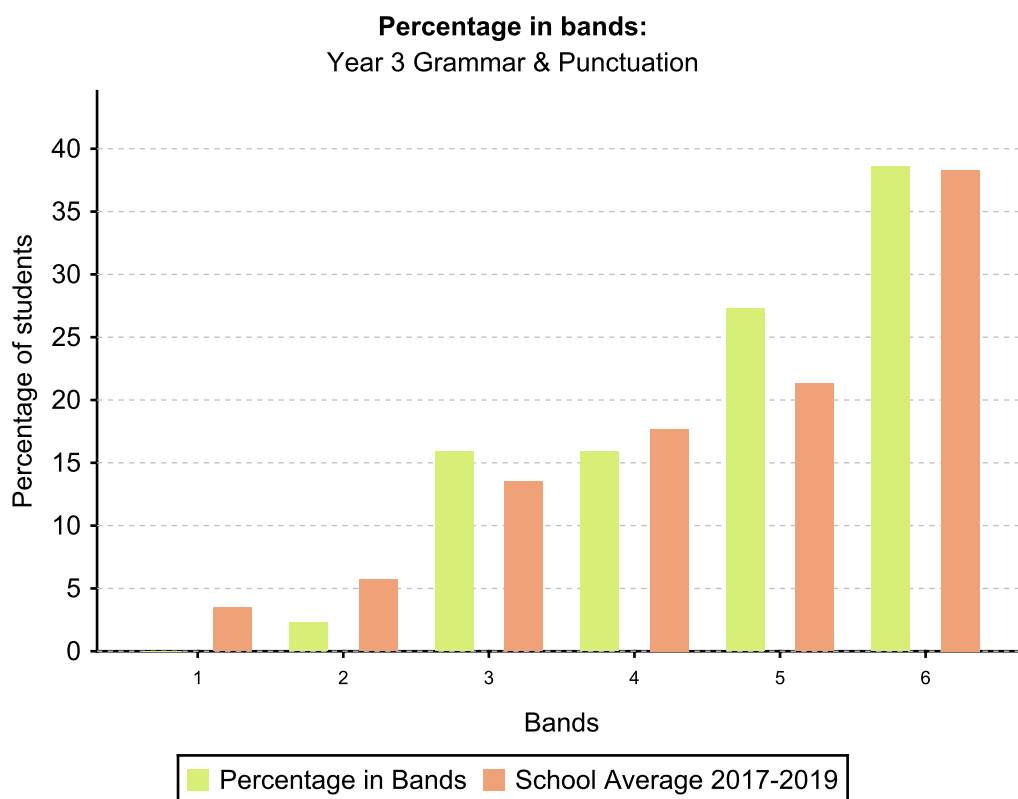
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

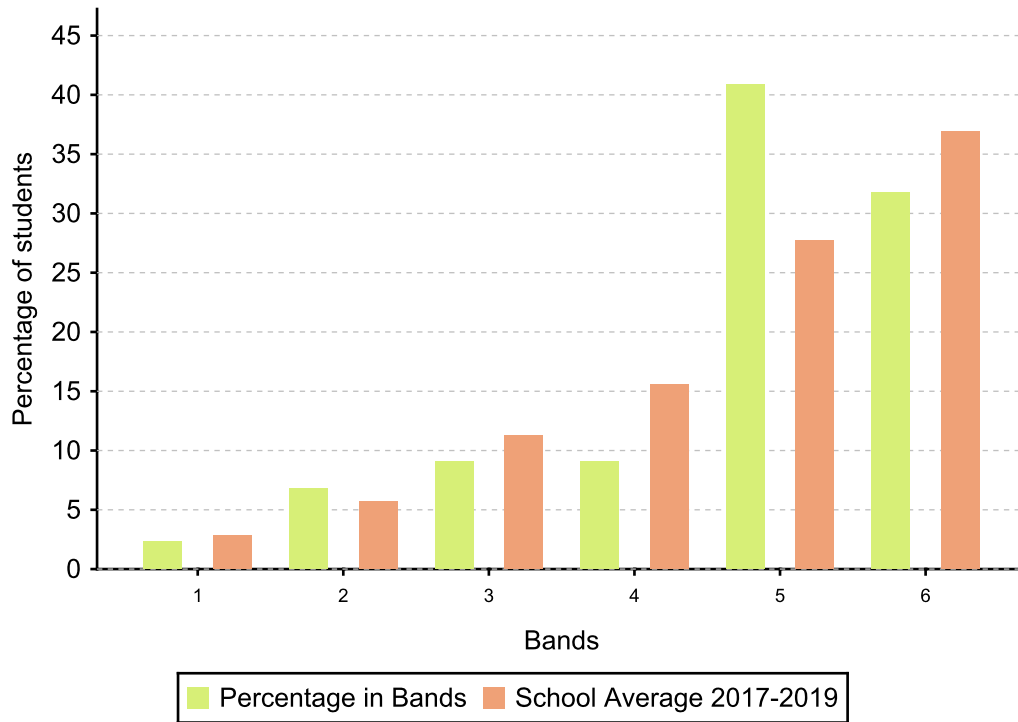
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



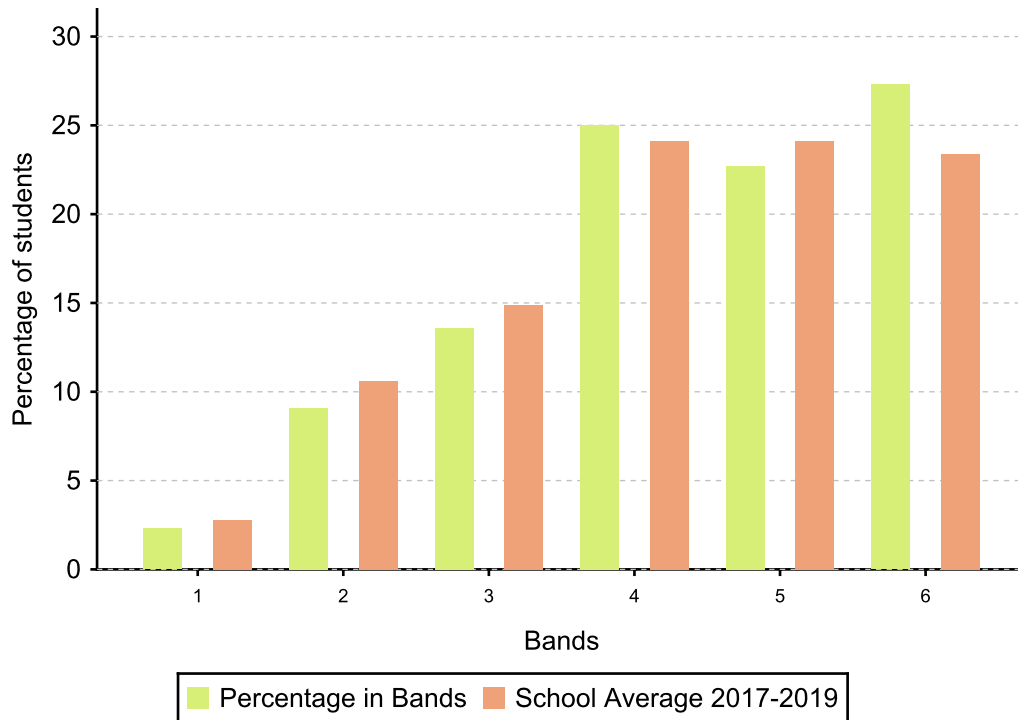
Band	1	2	3	4	5	6
Percentage of students	0.0	2.3	15.9	15.9	27.3	38.6
School avg 2017-2019	3.5	5.7	13.5	17.7	21.3	38.3

Percentage in bands:
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	2.3	6.8	9.1	9.1	40.9	31.8
School avg 2017-2019	2.8	5.7	11.3	15.6	27.7	36.9

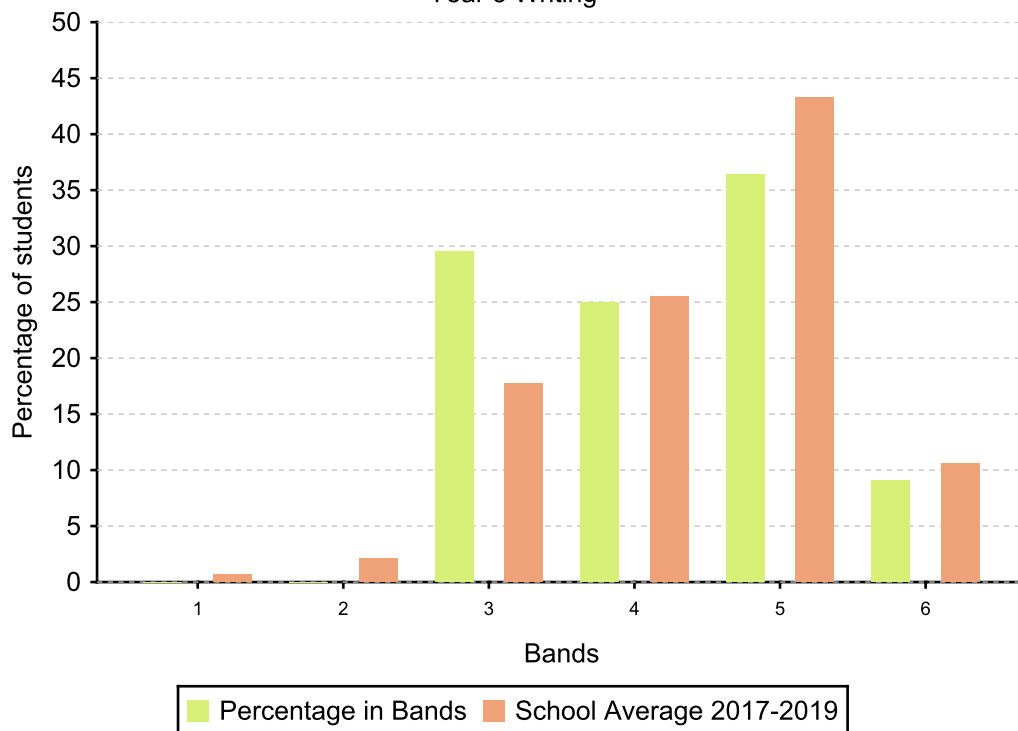
Percentage in bands:
Year 3 Spelling



Band	1	2	3	4	5	6
Percentage of students	2.3	9.1	13.6	25.0	22.7	27.3
School avg 2017-2019	2.8	10.6	14.9	24.1	24.1	23.4

Percentage in bands:

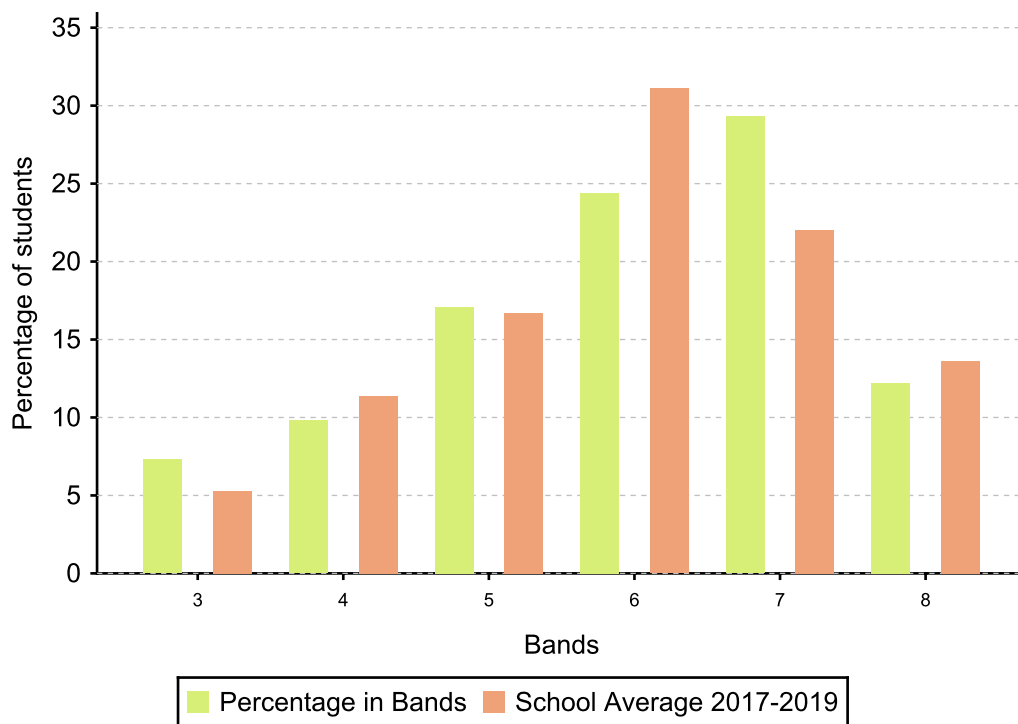
Year 3 Writing



Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	29.5	25.0	36.4	9.1
School avg 2017-2019	0.7	2.1	17.7	25.5	43.3	10.6

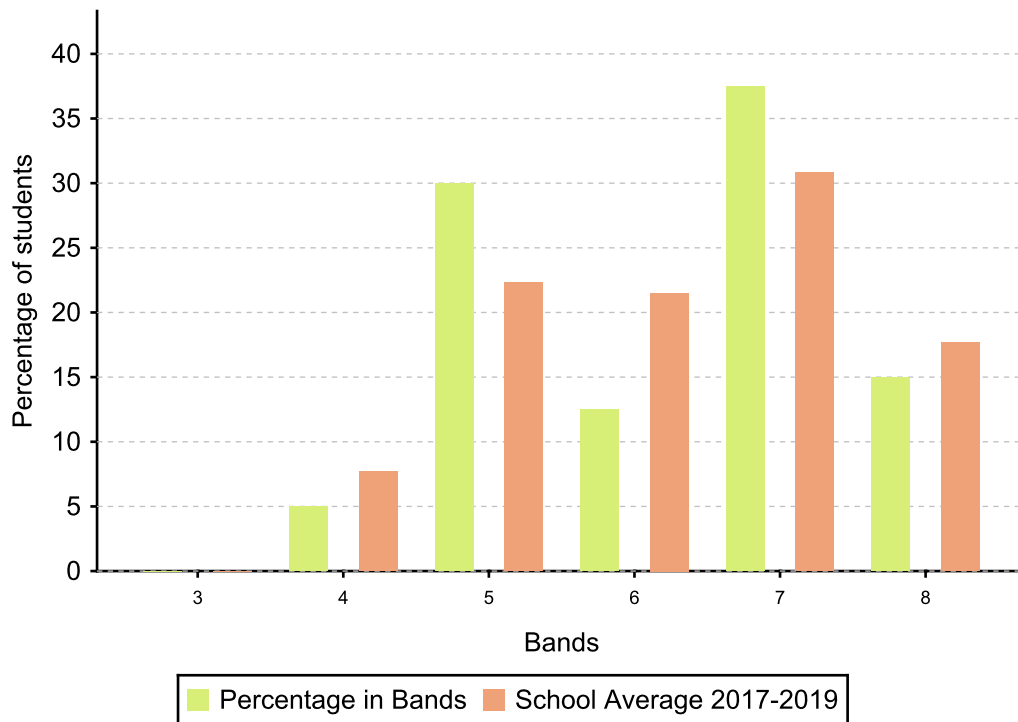
Percentage in bands:

Year 5 Grammar & Punctuation



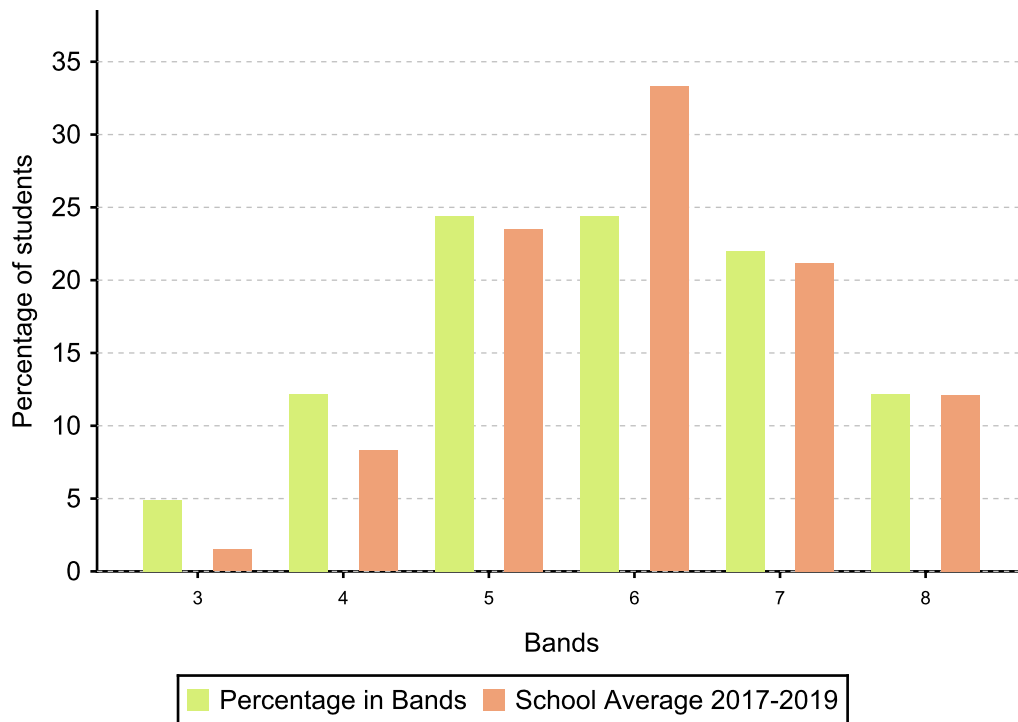
Band	3	4	5	6	7	8
Percentage of students	7.3	9.8	17.1	24.4	29.3	12.2
School avg 2017-2019	5.3	11.4	16.7	31.1	22	13.6

Percentage in bands:
Year 5 Reading



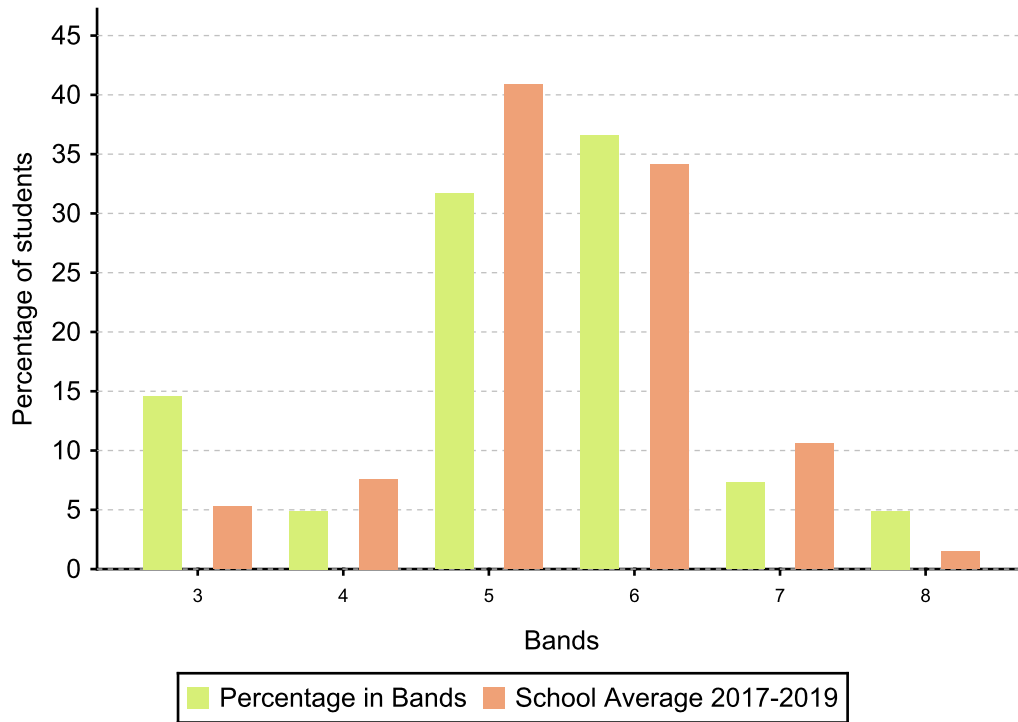
Band	3	4	5	6	7	8
Percentage of students	0.0	5.0	30.0	12.5	37.5	15.0
School avg 2017-2019	0	7.7	22.3	21.5	30.8	17.7

Percentage in bands:
Year 5 Spelling



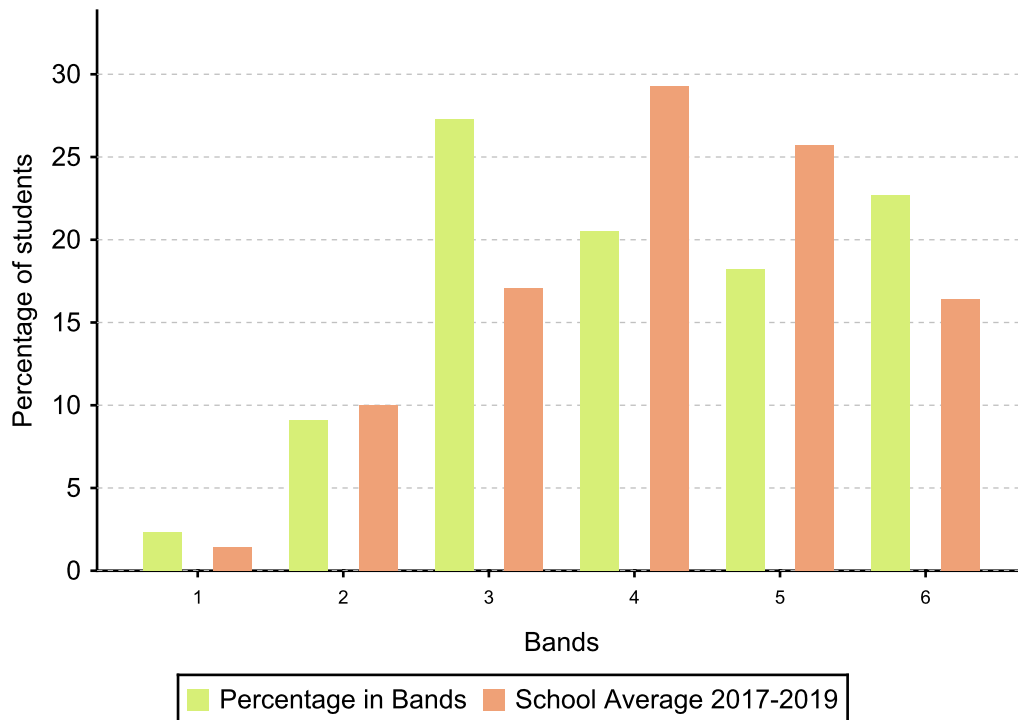
Band	3	4	5	6	7	8
Percentage of students	4.9	12.2	24.4	24.4	22.0	12.2
School avg 2017-2019	1.5	8.3	23.5	33.3	21.2	12.1

Percentage in bands:
Year 5 Writing



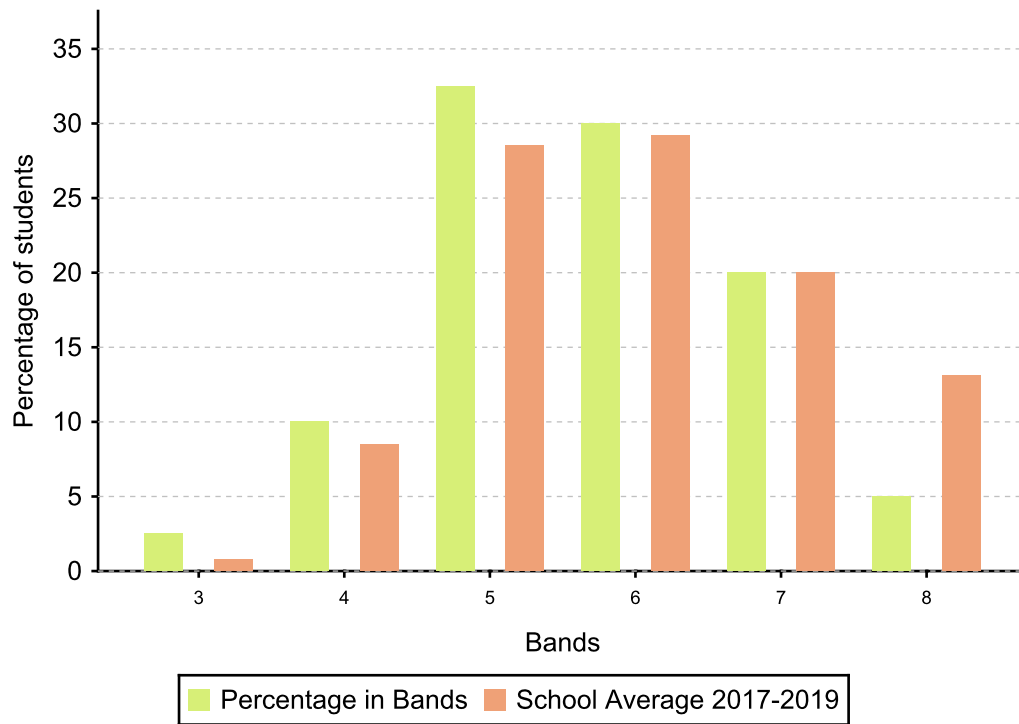
Band	3	4	5	6	7	8
Percentage of students	14.6	4.9	31.7	36.6	7.3	4.9
School avg 2017-2019	5.3	7.6	40.9	34.1	10.6	1.5

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	2.3	9.1	27.3	20.5	18.2	22.7
School avg 2017-2019	1.4	10	17.1	29.3	25.7	16.4

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	2.5	10.0	32.5	30.0	20.0	5.0
School avg 2017-2019	0.8	8.5	28.5	29.2	20	13.1

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Interviews and survey instruments were used at Copacabana Public School to collect relevant data. Their responses are summarized as follows:

Parents: Highest areas of satisfaction

- Wonderful caring staff that know every single child. The children all know each other and genuinely look out for one another, both at school and within our community.
- Copacabana Public School is a beautiful small school with great community spirit and dedicated teachers.
- Welcoming, inclusive and positive school culture.
- Caring, professional and invested staff who set high expectations for students.
- Strong pastoral care for students – leadership opportunities, peer support and buddy system.
- Great communication with parents, REMIND App, School Facebook, Newsletter and emails.
- The school has strong leadership, high calibre of teaching staff, a friendly, caring vibe, excellent office staff, expansive grounds and a wide range of extra curricular opportunities.
- Great technology
- The structure of the day, the innovative learning methods, staff development, inclusive culture and sensitivity to individual children's needs. My child says, "I love Copa school."

Teachers: Highest areas of satisfaction

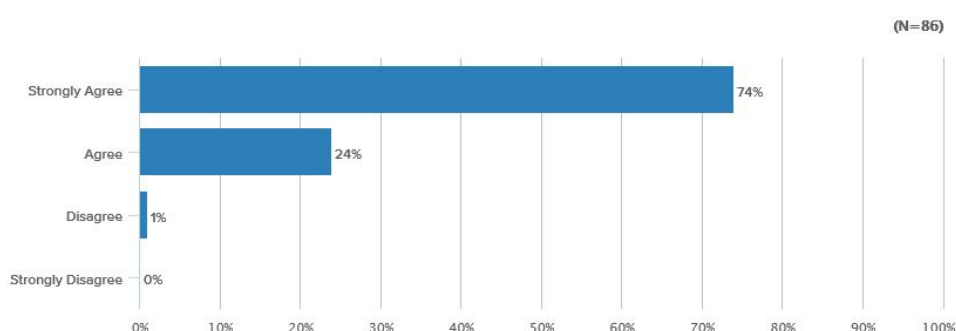
- Strong collegial support and collaborative practice within and across grades/stages.
- Dedicated and committed staff who support each other.
- Positive morale and staff cohesiveness.
- Talented staff who share expertise, knowledge and skills.
- Love coming to school each day to teach the children.

Areas for future Improvement and focus:

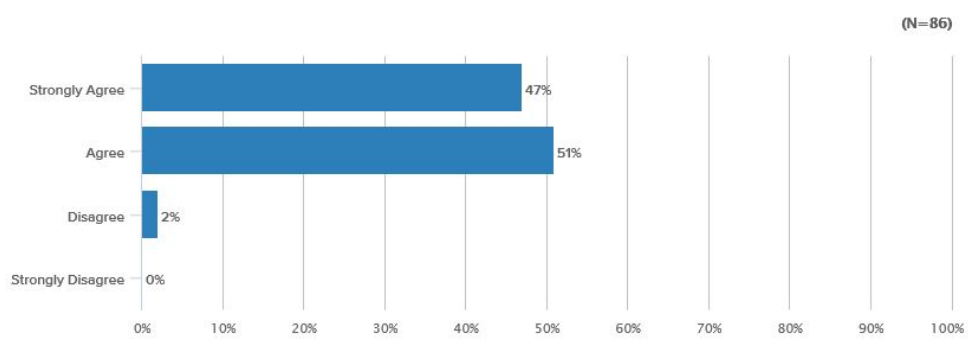
- Review/refine – balance of the curriculum – academics, practical arts/ performing arts(music/dance) and sport.
- Need to focus on differentiation and personalised learning opportunities for students. Refine Learning Support systems for students.
- Review assessment strategies (formative/summative) and data to inform teaching practice and as evidence of impact on student learning.
- Structured professional learning to focus on pedagogy–Visible learning and thinking, feedback and technology.
- Refining social skills and well-being programs for students.

Students: Students across various classes (Yrs. 2–6) were surveyed on learning and well-being. Below are data findings

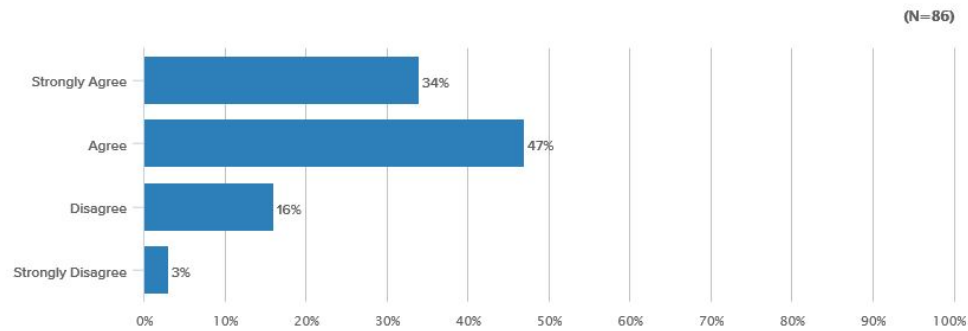
1. I believe learning is important.



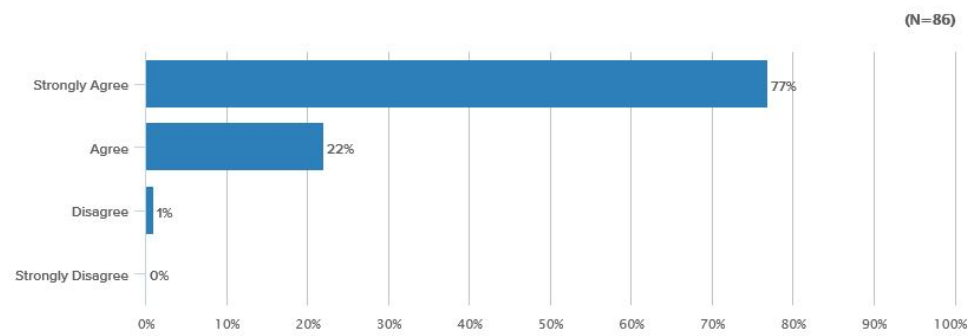
2. My teachers tell me what I am learning and why.



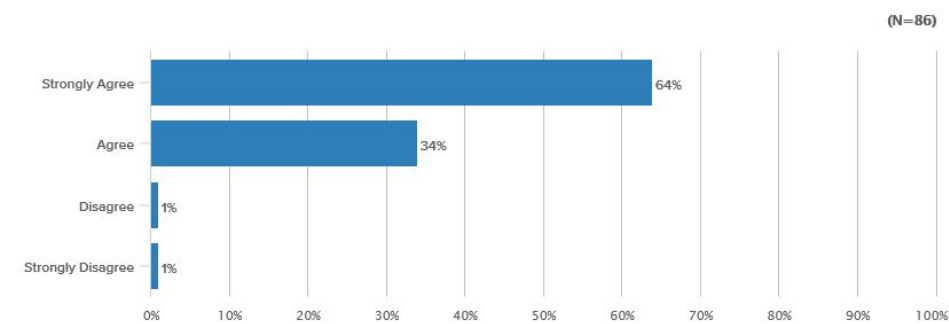
3. I know how my work will be assessed (marked).



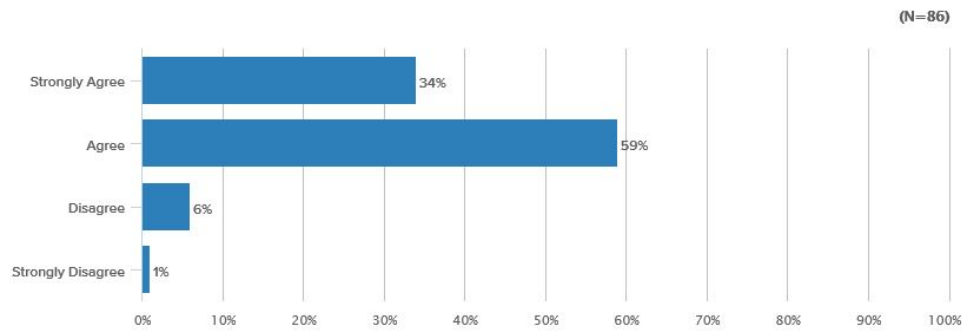
4. I am encouraged to learn and achieve my best.



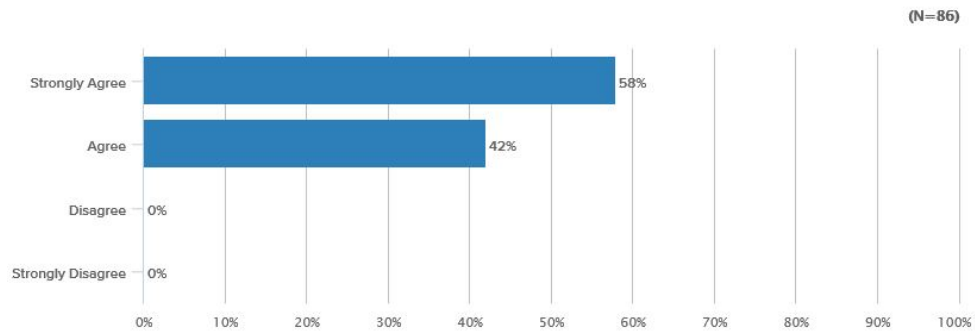
5. I am encouraged to 'have a go' - even if the work is hard.



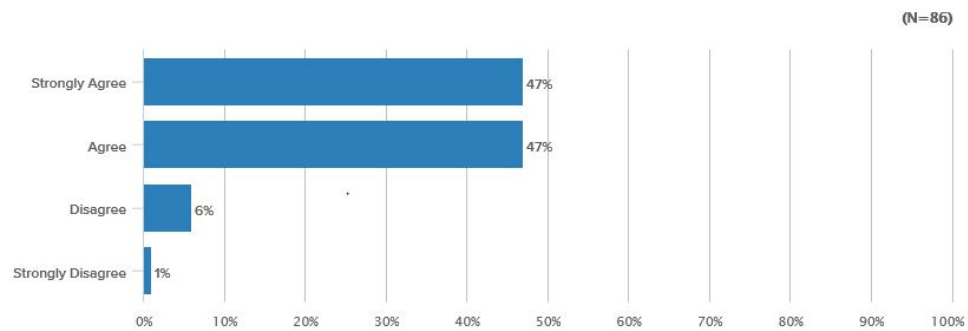
6. I know how to ask for help when I am unsure of my learning.



7. I feel valued and cared for by the teachers.



8. My teachers give me feedback on my work to help my learning.



Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.