

2020 Annual Report

Coogee Public School



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Introduction

The Annual Report for 2020 is provided to the community of Coogee 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.

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School vision

At Coogee Public School we aim to develop the individual as a resilient, confident and flexible learner. Through strong partnerships with our school community, students will engage in a wide variety of experiences to become literate and numerate while demonstrating the abilities to respond independently, collaboratively, reflectively, critically and creatively. In addition, students will be self-motivated, well rounded and possess a love of learning. With these positive attributes, our students will become respectful, compassionate and happy future citizens.

School context

Coogee Public School is a large primary school in the Eastern Suburbs of Sydney with an enrolment of 610 students across 24 classes. The school has a strong reputation within the community for providing a quality and well rounded education. The school's academic performance in literacy and numeracy is strong and is supported by a broad educational offering with particular interests in sport and active lifestyles, visual and performing arts and environmental sustainability. The parent community has high expectations of the school and are actively involved in their children's schooling. The school also has many dual working families with the after school care providing for up to 260 students daily. An active and supportive P&C association works collaboratively with the school to improve learning outcomes for students.

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

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/school-excellence>

Strategic Direction 1

Expert Learners

Purpose

To provide enriching and engaging learning experiences for students that require them to respond independently, collaboratively, reflectively, critically and creatively to a future focused curriculum, which is rigorous and supports high expectations. The learning environment cultivates positive attributes such as curiosity, confidence, independence and resilience. Students will develop a growth mindset and become respectful, compassionate and happy expert learners.

Improvement Measures

To consistently achieve or exceed, a year of growth for a year of learning.

Data indicates improved levels of student engagement.

Analysis of growth data from yearly School Capability Audit.

Overall summary of progress

According to the last Annual Report the next step in 'Expert Learners' was for the school to continue to embedding an understanding of the characteristics of an effective learner at Coogee Public School within the whole school community. Indeed, the school has continued to implement processes and practices for expert learners. There have also been additional evaluation processes and practices implemented to assess all the components of an 'Expert Learner' which are informing our future strategic directions at the school. A summary of our progress with Expert Learners includes:

- Developing a culture of high expectations where students are continually challenged to learn new things with systems that ensure students reach their full potential.
- Wellbeing is integrated into the school learning environment, the curriculum and pedagogy, the policies and procedures at schools, and the partnerships inherent within and outside schools including teachers, students, parents, support staff and community groups.
- Developing and building upon a whole school focus on formative assessment. Good feedback practice helps students take control of their own learning by becoming self-regulated learners. Self-regulated learning emphasises autonomy and control over the learning process.

Progress towards achieving improvement measures

Process 1: School Excellence Framework - Learning Culture

What Works Best - High Expectations

A culture of high expectations where students are continually challenged to learn new things with systems that ensure students reach their full potential.

Evaluation	Funds Expended (Resources)
* Due to COVID, there was no NAPLAN .	\$408 606 on Student Learning Support Officers to assist students.
School Capability Audit • A shared view of the desired characteristics of learners has been reflected through the establishment of our 'Learning Powers'. Initially, students were introduced to them taught through individual lessons, but these have evolved to be more integrated into other learning areas at school and at home. Increasingly, students are making connections throughout lessons to other contexts where they use them.	\$196 890 on Learning Support and Enrichment Teachers Funding Sources: • Integration funding support (\$192103.00) • Low level adjustment for disability (\$100340.00)

Process 2: School Excellence Framework - Wellbeing

Progress towards achieving improvement measures

Process 2: What Works Best - Wellbeing

Wellbeing must be integrated into the school learning environment, the curriculum and pedagogy, the policies and procedures at schools, and the partnerships inherent within and outside schools including teachers, students, parents, support staff and community groups.

Evaluation	Funds Expended (Resources)
<p>Data indicates improved levels of student engagement from Tell Them From Me surveys:</p> <ul style="list-style-type: none">• 92% of students have positive relationships, up 7% from 2019, and 7% above NSW Government Norm.• 91% value schooling, up 2% from 2019• 92% participate in sport, 9% above NSW Government Norm.• 90% of students have pride in their school. <p>At the end of 2020, the school participated in an external validation process. This provided an opportunity for our school to discuss our judgements about our practice - and the evidence that underpins them - with a panel of peers.</p> <p>With reference to Wellbeing, the school is at Excelling:</p> <ul style="list-style-type: none">• The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.• Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.	<p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$28000.00)

Process 3: School Excellence Framework - Assessment

What Works Best - Effective Feedback

Whole school focus on formative assessment and feedback. Good feedback practice helps students take control of their own learning by becoming self-regulated learners. Self-regulated learning emphasises autonomy and control over the learning process.

Evaluation	Funds Expended (Resources)
<p>School Capability Audit</p> <ul style="list-style-type: none">• During classroom visits students discussed their understandings of their progress. All noted that they believed they had made progress in their learning and when asked, "How do you know?" responses included, "I look at maths grids each day to compare how I am going," "I reflect on how much I have learned in multiples and factors," "After a test we go over it and talk about what we did well," "I used to be a level 20 and now I am level 22," and "I didn't know about skip counting and now I do."• Continue to build opportunities for teacher professional learning about the purpose and practices of effective feedback and ensure feedback relates to the success criteria.• <p>Regular observations of teachers and opportunities for feedback are part of the Impact Coach instructional Leadership practices. This will become more formalised through co-creation of criteria and recording template to develop a systematized process of feedback to teachers to supplement the mentoring process currently used for early career teachers.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$35948.00)

Next Steps

The goal is to have Learning Powers meaningfully embedded and integrated into all learning areas.

Strategic Direction 2

Evidence-Based Teaching

Purpose

To develop quality contemporary pedagogy for staff who will deliver a curriculum which engages students in a wide variety of experiences to become literate and numerate while also becoming self-motivated, well rounded and possessing a love of learning. Teachers will work collaboratively to embed evidence-based quality teaching.

Improvement Measures

Teaching/Learning Programs demonstrate evidence-based strategies and collaboratively planned curriculum.

Evaluation of assessment data e.g. Literacy/Numeracy Progressions, NAPLAN.

Overall summary of progress

The school has implemented practices in line with their Strategic Direction 2, 'Evidence Based teaching' where teachers have worked collaboratively to embed evidence-based quality teaching.' Some notable gains in Strategic Direction 2- Evidence Based Teaching include:

- Explicit teaching practices are implemented by all staff. There is a focus on learning that is cumulative and systematic, with clear expectations and quality assessment.
- Developing a whole school focus in the effective use of data, and encouragement of evidence-based teacher practices across the school. This includes promoting discussions about data, supporting use of assessment data to address students' needs, and facilitating opportunities for collaboration within and across schools.
- Collaborative approaches are integrated and embedded in ongoing professional learning. A culture in which collaborative planning, reflection on instruction and peer coaching are embedded in everyday school life, so that teachers are supported, and support one another, to continuously develop their skills and knowledge .

Progress towards achieving improvement measures

Process 1: School Excellence Framework - Effective Classroom Practice

What Works Best - Explicit Teaching

Explicit teaching practices are implemented by all staff. There is a focus on learning that is cumulative and systematic, with clear expectations and quality assessment.

Evaluation	Funds Expended (Resources)
<p>School Capability Audit</p> <ul style="list-style-type: none">• A shared language of learning continues to be developed at Coogee PS, though the implementation of the Learning Powers and the use of learning intentions and success criteria (LISC). A greater emphasis on how to be a 'learner' from CPS's Positive Behaviour for learning (PBL) program has been integrated with the Learning Powers.• Implementation of learning intentions and 'evergreen' success criteria to articulate ongoing expectations is further embedded K-6.• When students are asked "What makes a good learner at this school?" Responses now included, "Being open to different ways," "Have a mindset to learn," and "Use the learning powers."• Students can also articulate their understanding of the Learning Powers, such as, "When I have a problem, I need to be gritty," and "They help me every day."	<p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$28000.00)• Support for beginning teachers (\$18856.00)

Process 2: School Excellence Framework - Data Skills and Use

What Works Best - Use of Data to Inform Practice

A whole school focus in the effective use of data, and encouragement of evidence-based teacher

Progress towards achieving improvement measures

Process 2: practices across the school. This includes promoting discussions about data, supporting use of assessment data to address students' needs, and facilitating opportunities for collaboration within and across schools.

Evaluation	Funds Expended (Resources)
<p>School Capability Assessment</p> <ul style="list-style-type: none"> • School documentation and processes described during discussions at the visit, demonstrate there is evidence that several forms of data continue to be collected, collated and analysed and used to inform teaching and learning • A significant area of growth was identified as being the 'shift' in using meeting times to focus on discussing student learning and teacher planning (as opposed to administration tasks) and greater levels of collaboration and sharing of data. • Processes for the review of data across the school were described as continuing to occur during Stage meetings as well as during whole staff meetings. The Leadership Team stated that a great deal of data is collected across the school, however they want to focus on building much more consistent approaches in its analysis and use by staff. • the recent introduction of 'Check- in Assessments' has enabled staff to review the impact of the teaching programs at the school in a more 'immediate' way. Data using this tool has been collected and analysed in the school's priority areas of reading and numeracy. Another example of recent review of data (in addition to those described in the previous report) was the analysis of Measurement. Leaders shared this analysis with staff to determine future learning focus areas. • More 'formative' approaches where teachers described being more responsive in adapting their programs and class groupings using pre-tests to determine next steps in teaching and learning areas. 	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Literacy and numeracy (\$27952.00)

Process 3: School Excellence Framework - Professional Standards

What Works Best - Collaboration

Collaborative approaches are integrated and embedded in ongoing professional learning. A culture in which collaborative planning, reflection on instruction and peer coaching are embedded in everyday school life, so that teachers are supported, and support one another, to continuously develop their skills and knowledge

Evaluation	Funds Expended (Resources)
<p>School Capability Audit</p> <ul style="list-style-type: none"> • Relational trust amongst staff is high, so too is the trust amongst students and staff. Discussions with teachers and leaders revealed that most staff are now seeking, receiving, and acting on feedback and the evolving role and support from the impact coaches encourages this. Students are beginning to learn how to give and receive feedback based on criteria and this was an area for further development by the school. • Since the previous visit, the school has developed a Quality Teaching and Learning Handbook (QT&L Handbook) that outlines the quality of practice expected from teachers. This includes information on the purpose and use of Learning Intentions and Success Criteria, Effective Feedback, and self-assessment rubrics for implementation of practices. • The Leadership Team described how the development and co-creation of the Quality Teaching and Learning Handbook would support a shared understanding about what makes a good teacher across the school. 	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$14000.00)

Next Steps

The Leadership Team recognised however, that data collection and analysis has occurred predominantly in Stage teams and developing consistency to align whole school approaches K-6 remains an area for further development

the use of 'sprints' to address targeted teaching groups who were determined to be 'underperforming.' and a restructure of approaches implemented by Support Staff when working with students with additional needs.

Strategic Direction 3

Collaborative Leadership

Purpose

To lead an inclusive community that supports the highest levels of learning. All staff have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning and success. The school leadership team works collaboratively with all stakeholders to ensure student needs are met through educational leadership, strategic planning and resource allocation.

Improvement Measures

The school has high performing teaching staff as measured against the *Australian Professional Standards for Teachers and Principals*.

Evidence of high impact school improvement across all domains of the *School Excellence Framework*.

Overall summary of progress

The school has implemented practices in line with their Strategic Direction 3, 'Collaborative Leadership' where leaders lead an inclusive community that supports the highest levels of learning. Some notable gains in Strategic Direction 2- Evidence Based Teaching include:

- The school has established practices around continued improvement in teaching and learning.
- We are continuing to build upon planning which is strategic and demonstrates a focus on continuous improvement, a culture of high expectations and student learning.

Progress towards achieving improvement measures

Process 1: School Excellence Framework - Educational Leadership

The school has established practices around continued improvement in teaching and learning.

Evaluation	Funds Expended (Resources)
<p>At the end of 2020, the school participated in an external validation process. This provided an opportunity for our school to discuss our judgements about our practice - and the evidence that underpins them - with a panel of peers.</p> <p>With reference to Educational Leadership, the school is at Sustaining and Growing:</p> <ul style="list-style-type: none">• Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders.• Teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement.• The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community.	<p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$14000.00)

Process 2: School Excellence Framework - School Planning, Implementation and Reporting

Planning is strategic and demonstrates a focus on continuous improvement, a culture of high expectations and student learning.

Evaluation	Funds Expended (Resources)
<p>At the end of 2020, the school participated in an external validation process. This provided an opportunity for our school to discuss our judgements about our practice - and the evidence that underpins them - with a panel of peers.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Staffing & Resourcing (\$20000.00)

Progress towards achieving improvement measures

With reference to School Planning, Implementation and Report, the school is at Sustaining and Growing:

- The leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored.
- The leadership team embeds clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan. Staff understand what they need to do to help address the school plan's strategic directions and meet the school's improvement measures.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$5 724.00) 	<ul style="list-style-type: none"> All Aboriginal students have a Personalised Learning Plan (PLP) developed with parents and teacher. Two day event creating an Aboriginal mural on our playground to represent our school and local community. Continue to build and develop an awareness of Indigenous culture through NAIDOC Week and Sorry Day. Aboriginal Education perspectives integrated into curriculum.
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$121 494.00) 	<ul style="list-style-type: none"> Intensive English and Mathematics support for students with English as an Additional Language or Dialect (EAL/D) to support learning and engagement. Support for class teachers with programs to support EAL/D students. Staff provided with professional learning through EAL/D network meetings.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$100 340.00) 	<ul style="list-style-type: none"> Additional staff employed to cater for students that required additional learning support. Class teachers released from class to develop Individual Learning Plan (ILP) for students receiving disability funding. School Learning Support Officers supporting students in the classroom and playground Learning Support Team meet weekly to review and discuss the needs of students and provide support to students with specific needs.
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$112 884.00) 	<ul style="list-style-type: none"> Executive released weekly to develop projects around school plan. Executive staff also used the time to build consistency in teaching/learning programs across the school and provide explicit feedback to colleagues. Time was also devoted for staff to develop programs. Visible Learning Impact Coaches released to support staff in classroom and model best practice.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$6 230.00) 	<ul style="list-style-type: none"> Funds used to support families so students could attend camps and excursions. Funds also used to purchase resources to support families experiencing financial difficulties.
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> Support for beginning teachers (\$18 500.00) 	<ul style="list-style-type: none"> Beginning teachers were given additional professional learning, had the opportunity to observe colleagues and also have additional time off class to organise teaching/learning programs on a weekly basis.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	317	304	307	316
Girls	292	302	308	283

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.9	95	95.5	96.9
1	97	94.4	94.8	96.3
2	97.3	95.1	94.6	96.2
3	97.8	96.3	94.4	95.6
4	96.7	95.6	96	94.6
5	97.4	95.9	95.4	95.8
6	97.6	95.6	94.9	95.6
All Years	97.2	95.4	95.1	95.9
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	23.12
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
Teacher ESL	0.8
School Administration and Support Staff	4.06

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	692,429
Revenue	5,195,082
Appropriation	5,104,432
Sale of Goods and Services	7,134
Grants and contributions	80,393
Investment income	2,023
Other revenue	1,100
Expenses	-5,248,309
Employee related	-4,782,695
Operating expenses	-465,614
Surplus / deficit for the year	-53,227
Closing Balance	639,202

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.

This summary covers funds for operating costs including expenditure areas such as employee salaries, teaching and learning costs, building and major maintenance. The school's finances are managed by a finance committee comprising the Principal, school executive and School Administration Manager. At the time of financial rollover there were a number of outstanding payments which has impacted on the balance carried forward. These include tied funds, unpaid invoices and casual staff salaries. Funds have also been earmarked for the replacement of assets and classroom resources.

Financial summary - Equity loadings

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

	2020 Approved SBA (\$)
Targeted Total	192,103
Equity Total	233,788
Equity - Aboriginal	5,724
Equity - Socio-economic	6,230
Equity - Language	121,494
Equity - Disability	100,340
Base Total	4,260,156
Base - Per Capita	147,910
Base - Location	0
Base - Other	4,112,246
Other Total	273,069
Grand Total	4,959,116

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

In 2020, we sought qualitative feedback from the community and staff for our new School Improvement Plan in three key areas:

1. The best things about Coogee Public School.
2. What could be improved at Coogee Public School?
3. Name the greatest aspiration for your child/CPS student at the end of their education at our school.

PARENT COMMUNITY

1. The best things about Coogee Public School. Overwhelmingly, parents identified two main strengths - The community and staff.
 - In relation to community - parents commented on the strong sense of spirit, diversity and high level of engagement.
 - For staff - parents commented on how teachers are explicit with their teaching strategies, are committed, encouraging and caring towards their children. There were many positive comments about the leadership team around compassion, energy and visibility, plus praise for the way the school worked through COVID.
2. What could be improved at Coogee Public School? A wide range of items were mentioned, but the two greatest themes were:
 - Greater support for those who need assistance with learning.
 - Greater feedback and communication on student progress.
3. Name the greatest aspiration for your child at the end of their education at our school. Again, there were a range of aspirations but the most common aspirations for their children include:
 - A love of learning
 - Happy
 - Confident
 - Resilient
 - Well-rounded in their learning

STAFF

1. The best things about Coogee Public School. Like the parent community, staff identified the same two strengths - The community and staff.
 - In relation to community - staff mentioned the community are very supportive including the P&C and are connected to the school.
 - For staff - there was acknowledgement of staff collegiality, collaboration, adaptability, compassion and the implementation of Visible Learning.
2. What could be improved at Coogee Public School? A wide range of items were mentioned, but the two greatest themes were:
 - Greater time for staff to complete planning, data and other administration.
 - The physical environment e.g. air conditioning, school gardens.
3. Name the greatest aspiration for CPS students at the end of their education at our school. There were a range of aspirations but the most common aspirations for CPS students include:
 - A love of learning
 - Innovative and independent thinkers
 - Assessment capable learners
 - Well-rounded in their learning
 - A sense of belonging and pride

Student feedback was sought through the Tell Them From Me surveys twice per year. The results are included earlier in this report.

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.