

2021 Annual Report

South Coogee Public School

SOUTH COOGEE



PUBLIC SCHOOL

3703

Introduction

The Annual Report for 2021 is provided to the community of South 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 Strategic Improvement 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

South Coogee Public School

Moverly Rd

South Coogee, 2034

<https://sthcoogee-p.schools.nsw.gov.au/>

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

9349 4000

Message from the principal

As Principal, I am very proud of our school. The quality teaching and learning in our classrooms, the collaboration between staff and the partnerships with our community. 2021 was a complex year with periods of students learning and staff working from home creating a new set of challenges to face.

As we come to the end of the year we have been receiving very kind thanks and appreciation for the enormous work our staff have accomplished this year. Many of our Year 6 families have shared their gratitude for the education, care and support our teachers have given to their children over the past 7 years, in building character and learning.

We have a wonderful P & C and appreciate the dedication and ongoing support throughout the year to enable all of our community and children to have the resources they need to excel, connect and to thrive.

Our staff are an outstanding group of individuals. It is seen in the strength of commitment found in our teachers who continually strive to do their very best to ensure our children learn. It is seen in the long hours our teachers put into our school often at the expense of their own families. It is seen in what they go above and beyond the call of duty. It is seen in the professional way in which they meet many challenges and care unconditionally for every learner in our school without exception or any expectation of reward or thanks.

Our learners who come every day and try their very best, are not afraid to make mistakes, support their friends and their teachers, and are always willing to have a go and try new things. Our learners are always filled with encouragement of their friends and a generosity of spirit. Myself and our teachers are so very, very proud of every single child.

We are thankful for the flexibility and support from all during this year and the impacts on our school and the community. It is an important time for us all to appreciate the positives and resilience learned in 2021 looking forward to a more stable 2022. As always, our continued gratitude and successful is because we put our children at South Coogee PS at the centre of what we do every day.

Sincerely,

Trish Fisher Principal

School vision

Our Vision at South Coogee PS is to empower our learners to have clarity in learning and progress, together with the ability to embrace effective dispositions to engage in challenge as lifelong learners. Our educators are evaluators, change agents, learning experts and seekers of feedback who are constantly engaged in collective teacher efficacy to support every learner to shape their own educational, social and emotional success.

Our Mission is:

- to enable clarity and a shared language of learning that reflects a practice of respect, tolerance, inclusion and excellence
- to deliver differentiated, in-depth and cohesive learning programs aligned to evidence informed progress achievement
- an inclusive learning environment that is responsive to student voice
- engaging high quality educational resources to enhance future focused pedagogies
- continue a strong relationship with the community and parents to participate in learning and decision making partnerships

School context

South Coogee Public School provides a nurturing and welcoming environment for students from diverse cultural and socio-economic communities, accommodating 23 classes. The school population is made up with 34% of students from language backgrounds other than English, 10% of students come from Australian Defence Force families (supported by a part time Defence School Mentor) and 5% identify as First Australians. Analysis of wellbeing across the school shows an above state impact in Advocacy at School, Expectations for Success and a Sense of Belonging. A very slight increase in enrolment 2019-2020 and the attendance rate that has slightly decreased in 2020 by 0.4%.

The school has an active focus on Visible Learning practices in a restorative and resilient school environment. Researched based practices support teacher and student clarity for effective learning. All learners, teachers and students, understand 'Visible' as learners who apply effective habits of thinking and doing, can explain and understand progress, as well as understand how to learn and regularly seek and act on feedback. The new 2021-2024 school plan has a focus on reflective professional practices and connection as part of the three strategic directions. In order to grow the school, an expansion of the senior leadership team with a new DP, additional APIL role, LST leader, a higher duties executive, as well as an additional teacher and 3 day intensive Literacy/Numeracy support teacher has been employed. EaLD data has decreased a 1-day teaching position. Additional significant equity funding has been allocated for School Learning and Support Officers to support students directly as well as small group tuition in reading and number.

School data collect practices for academic analysis is triangulated with both internal and external data points. The internal effect size data results are based on diagnostic and standardised tests and are higher than external data. The 2021-2024 School plan has a significant focus on data driven practices as previous NAPLAN value added data compared to the School Excellence Framework (SEF) displays as K-3 - Working Towards Delivering, 3-5 - Delivering, 5-7 - Sustaining and Growing. NAPLAN scores over time for 2018-2019 demonstrate a decrease in Reading and Numeracy for Year 3 and an increase in both Reading and Numeracy for Year 5. Comparative with the new 'Check in Assessment' 2020 data for Reading and Numeracy which is above state results for both Year 3 and Year 5.

Furthermore, the continuation of strong wellbeing practices to build connection, consistent language and communication with the entire school body through the focused 2021-2024 school plan also embraces the high expectations for sporting endeavours, the performing arts and the provision of extracurricular programs. There is a provision of programs for gifted and talented students, combined with learning support assistance that ensures individual student learning needs are met. A strong Parents and Citizens association supports a dedicated staff in providing high quality teaching and learning programs for all students. There is also an onsite committee led OOSH facility and a community based full time day care centre for 2 to 5 year olds.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes for every student in reading and numeracy and to build strong foundations for academic success in all key learning areas, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Driven Practices

Resources allocated to this strategic direction

QTSS release: \$106,399.98

Low level adjustment for disability: \$136,059.35

Integration funding support: \$175,940.00

Socio-economic background: \$19,058.25

English language proficiency: \$115,637.37

Aboriginal background: \$21,097.98

Literacy and numeracy: \$20,257.75

Literacy and numeracy intervention: \$58,861.95

New Arrivals Program: \$16,650.00

Per capita: \$136,570.28

Summary of progress

Enablers/barriers:

- Continue targetted Literacy interventions (MiniLit/MultiLit) to boost identified learners in Literacy

Next Steps:

- Re-ignite the QuickSmart program to boost identified learners in Numeracy
- Classroom teachers continue to engage in evidence based practices that have high impact on student learning outcomes

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Teachers identify numeracy growth targets for individual students, using internal progress and achievement data.	All staff K-2 participated in Impact Cycles focused on Additive Strategies to identify specific needs of a targeted group of students. Staff used and analysed PLAN 2 and SENA data to determine students' achievements and next steps. Teachers utilised the data and devised lessons to support and develop the target group. Classes saw an increased participation in numeracy sessions and staff developed a thorough understanding of progressions and PLAN 2. Targeted student data through PLAN 2 has shown significant growth.
Teachers identify reading growth targets for individual students, using internal progress and achievement data.	All staff 3-6 participated in Impact Cycles focused on quality literature and identifying student ability in reading. Staff ability to interpret data and collaboratively use this to inform planning, interventions and teaching practice. Staff used and analysed Progressive Achievement Test (PAT) and Benchmark levels to determine achievements and areas for growth. Teachers utilised devised guided reading sessions to support and develop the target group. Teachers saw increased student participation in structured sessions and growth in student vocabulary. Targeted student data through PAT Reading saw a significant growth. A culture of clarity in effective

Teachers identify reading growth targets for individual students, using internal progress and achievement data.	evidence based teaching and ongoing improvement was observed.
A minimum of 49.67% of students achieve expected growth in NAPLAN numeracy.	Data indicates that 56.25% of students in NAPLAN achieved at expected or above expected growth in numeracy.
A minimum of 56.09% of students achieve expected growth in NAPLAN reading.	Data indicates that 68.75% of students in NAPLAN achieved at expected or above expected growth in reading.
Current school assessment procedures are evaluated to establish a whole school approach to assessment and data analysis.	<p>Teachers apply a range of formative and summative assessment strategies to inform teaching and learning that lead to measurable improvement.</p> <p>Data is collected, monitored, and analysed in reading numeracy and literacy.</p> <p>Whole school assessment schedule is implemented and followed K-6.</p> <p>Whole school regularly analyses data to insure student growth and to evaluate improvement measures.</p>

Strategic Direction 2: Collaborative Leadership

Purpose

To inspire a collaborative culture where leadership capacity is built through a clear performance and development framework and high quality professional learning. Teachers demonstrate personal responsibility for improving teaching practice in order to improve students' learning. School leaders have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for students success.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Reflective Professional Practice

Resources allocated to this strategic direction

Beginning teacher support: \$4,485.00

School support allocation (principal support): \$29,619.04

Professional learning: \$33,282.30

Summary of progress

Enablers/barriers:

- All staff engaged in the Impact Cycle process supported by the DP IL

Next Steps:

- To engage with the Impact Cycle process lead by Assistant Principals

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Executive, staff, faculty/stage, team and other meetings are used to review curriculum and to revise teaching practices and learning programs to meet the needs of learners, based on evidence of student progress and achievement.	Explicit systems are embedded that facilitate professional dialogue and high quality collaboration through ongoing classroom observations, modelling of effective practice and feedback between colleagues (Impact Cycle). Teacher professional learning is devised from school based data and school strategic directions, whereby teachers are engaging with curriculum documents to further development their knowledge and evaluate teaching and learning programs.
Teachers engage in professional learning targeted to school priorities, the needs of their students, and the achievement of their professional goals. The school identifies expertise within its staff and draws on this to further develop its professional learning community.	The whole school is involved in using Impact Cycles approach for monitoring student learning in numeracy and literacy. Targeted coaching and mentoring by expert teachers to build teacher capabilities and collective pedagogical practice. Demonstration lessons were lead by expert teachers. Using collaborative constructed success criteria observations were facilitated with teachers across all stages. PDP Framework processes are linked to identifying staff individual goals and professional learning to improve practice.

Purpose

Creating a culture that enables a self-sustaining and self-improving community that will continue to support the highest levels of learning. The school has a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Connections

Resources allocated to this strategic direction

Summary of progress

Enablers / Barriers to the success of implementation:

- Due to COVID inability of students and the community to effectively engage in typical school life. Created a disconnect for students and parents in terms of having a strong sense of belonging as they were not physically at school for a period of time in 2021 but were learning from home.
- Once students returned to onsite learning they were still segregated into year groups and did not get the benefits of seeing positive role modelling from their peers on appropriate behaviour expectations.

Next Steps:

- continue to build a vision for improvement through high expectations and consistent use of language to support learning and wellbeing.
- develop consistent school-wide practices to align, observe and evaluate the effectiveness of student wellbeing programs and community engagement initiatives.
- re-engagement of our parent/carer community to create that positive connection between home and school.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Consistent Language:</p> <p>The school's wellbeing approach focuses on creating an effective environment for learning.</p> <p>Teachers and other school staff explicitly communicate expectations of behaviour across school settings.</p>	<p>Teachers and school staff reflected on our whole school behaviour matrix aligned to our three school values of Safety, Respect and Participation. Classroom teachers throughout the year continually used the language associated with our three school values when providing positive praise to students and also in restorative justice conversations. Students are able to identify our three school values when reflecting on incidents that occur in the classroom and/or playground.</p>
<p>Connection:</p> <p>Revisiting positive school culture practices to rebuild connection and togetherness aligned to school initiatives.</p> <p>Increase percentage of students and teachers positive responses to and accessing TTFM surveys. (87.47% of students report positive wellbeing according to Tell Them From Me survey)</p>	<p>Systems were in place for teachers to regularly engage with families to maintain a connection and inform parents/carers of academic progress and student wellbeing. Regular check ins were completed by class teachers and whole school events such as whole school discos and trivia nights to reinvigorate a positive school culture. The school also engaged the local council to further support student and family wellbeing through initiatives such as online sessions (dance, sport), data packages and care packages for families in need. Additionally student effort and achievement were celebrated through certificates and book vouchers. Staff created a short film to lift student and community spirit.</p> <p>TTFM Student Wellbeing was 84.64%. Although our wellbeing data</p>

<p>data.)</p> <p>86% of students attending school 90% of time or more. Expected decrease in student partial attendance from each previous year.</p>	<p>indicates 84.64%, our internal measures and participation in the initiatives above showed improved positive student and staff connection in an unpredictable environment.</p> <p>The overall attendance rate was 83.5%.</p>
<p>Communication:</p> <p>Improve community understanding and support for current initiatives through streamlined communication platforms, workshops and transition.</p>	<p>Creating a strong sense of belonging through partnerships and streamlined communication (Skoolbag and Operoo) to engage school members. Explicit systems were in place during home learning to continue to facilitate a sense of belonging and open communication between families, teachers and whole school. As Covid rules and regulations progressed, virtual whole school communication sessions were planned and broadcast to ensure consistent transparent sharing of information.</p> <p>Transition programs for pre Kindergarten and identified students and families to successfully integrate into the school culture.</p>

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$16,650.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at South Coogee Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in: Targetted support for our identified students in the area of Literacy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued focused on targetted literacy intervention to support newly arrived students experience success</p>
<p>Integration funding support</p> <p>\$175,940.00</p>	<p>Integration funding support (IFS) allocations support eligible students at South Coogee Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in: Targetted support for identified students with a focus on Literacy skills and wellbeing and behaviour.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ School Learning Support officers to run targetted intervention programs and support identified students on the playground.</p>
<p>Socio-economic background</p> <p>\$19,058.25</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at South Coogee Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement [program/initiative] to support identified students with additional needs <p>The allocation of this funding has resulted in: targetted support for our identified students in the area of Literacy.</p>

<p>Socio-economic background</p> <p>\$19,058.25</p>	<p>After evaluation, the next steps to support our students with this funding will be: Continued focused on targetted literacy intervention to support newly arrived students experience success</p>
<p>Aboriginal background</p> <p>\$21,097.98</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at South Coogee Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in: Small group tuition to support our Aboriginal students in the areas of Literacy and Numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued to engage an Aboriginal SLSO to support our students and to also look to engage the community and embed cultural lessons.</p>
<p>English language proficiency</p> <p>\$115,637.37</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at South Coogee Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phase <p>The allocation of this funding has resulted in: Targetted support for our identified students in the area of Literacy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued focused on targetted literacy intervention to support newly arrived students experience success</p>
<p>Low level adjustment for disability</p> <p>\$136,059.35</p>	<p>Low level adjustment for disability equity loading provides support for students at South Coogee Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Low level adjustment for disability</p> <p>\$136,059.35</p>	<p>include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention MiniLit/MultiLit to increase learning outcomes • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: Support for identified students in Literacy through the use of MiniLit/MultiLit (Evidence-based program) that is run by School Learning Support Officers - Analysis of the data showed that the small group tuition has been implemented well in literacy for Year 1, 2, 3 and 4. Learning Support Teacher engaged with classroom teachers too create Individual learning plans for identified students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued to employ SLSOs to support the running of Literacy intervention programs and look to re-ignite QuickSmart (Numeracy intervention)</p>
<p>Professional learning</p> <p>\$33,282.30</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at South Coogee Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reflective Professional Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff engaged in high impact teaching strategies through the support of the Instructional Leader - Focus on Numeracy and Reading <p>The allocation of this funding has resulted in: Impact cycles that focus on building capacity in staff to identify areas of need based on student data. As part of the cycle to then implement a teacher strategy in the classroom and then to improve and reflect on the impact on student learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to engage in the Impact Cycle process as a school.</p>
<p>School support allocation (principal support)</p> <p>\$29,619.04</p>	<p>School support allocation funding is provided to support the principal at South Coogee Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reflective Professional Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Engagement of DP Insutructional leader to support and mentor beginning teachers and coach experienced teachers. <p>The allocation of this funding has resulted in: Building capacity of teachers through demonstration lessons, observations and coaching conversations. Structured conversations provided an opportunity for staff to reflect on their own growth and identify new personal goals. This in turn had an impact on student learning outcomes.</p>

<p>School support allocation (principal support)</p> <p>\$29,619.04</p>	<p>After evaluation, the next steps to support our students with this funding will be: Continued support to be provided to early career teachers through a mentoring program.</p>
<p>Literacy and numeracy</p> <p>\$20,257.75</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at South Coogee Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in: A refresh of reading resources in the K-2 - providing access to quality texts for students. 3-6 engagement with online programs for learning such as Mathletics and Maths Online.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to: - look at refreshing reading resources with a focus on decodable texts as the new K-2 curriculum will be coming into effect - regularly review Maths online subscriptions</p>
<p>QTSS release</p> <p>\$106,399.98</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at South Coogee Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • implementation of instructional rounds to strengthen quality teaching practices • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in: High impact professional learning focussed on data analysis to inform teaching. Focus on Additive strategies from the Numeracy progressions and reading comprehension. Teachers update their class PLAN2 data based on this focus area through the engagement of Impact cycles.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue implement the Impact cycle process to embed and sustain the numeracy and reading focus areas over the year. Impact Cycle process - Identify / Learn / Review and Reflect.</p>
<p>Literacy and numeracy intervention</p> <p>\$58,861.95</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at South Coogee Public School who may be at risk of not meeting minimum standards.</p>

<p>Literacy and numeracy intervention</p> <p>\$58,861.95</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students <p>The allocation of this funding has resulted in: Through the engagement of DP IL they have been able to support teachers to create differentiated Literacy and Numeracy teaching and learning programs. Students have been exposed to evidenced-based strategies that have had an impact on student learning outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to engage in High Impact Literacy and Numeracy teaching strategies</p>
<p>COVID ILSP</p> <p>\$68,341.53</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • ILST/CILSP coordinator to work with teachers, using data to monitor and assess student progress and achievement and design future learning on group and/or individual levels. <p>The allocation of this funding has resulted in: Literacy - Analysis of the data showed that the small group tuition has been implemented well in literacy for Year 1, 2, 3 and 4. An analysis of early Literacy data indicates 100% of the students have demonstrated literacy growth/improvement; as evidenced in the PM Bench Marking/PAT Tests/WARL/MiniLit Assessment.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue implementation of literacy tuition. Plan for frequent analysis of student assessment and recording of data on PLAN2 and build in time for this information to be shared between COVID Coordinator and class teachers. Ensure ongoing PL has been undertaken to enable consistent delivery of effective practice into next term. Evaluate impact on teaching and learning.</p>
<p>Per capita</p> <p>\$136,570.28</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at South Coogee Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Supporting all students to attend school programs and activities through financial assistance • engaging specialist teachers who work across all mainstream classes to

<p>Per capita</p> <p>\$136,570.28</p>	<p>provide intervention programs for students.</p> <p>The allocation of this funding has resulted in: Use of additional learning support teacher to support students Literacy and Numeracy development. All students being able to have access to funding support for extra curricular school programs and activities. Use of additional learning support teacher to support students Literacy and Numeracy development.</p> <p>After evaluation, the next steps to support our students with this funding will be: If funds are available continue to engage additional learning support teacher to support student learning. Continue to monitor families who may require financial support and maintain payment plan processes already in place.</p>
---------------------------------------	---

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	271	258	255	255
Girls	282	290	299	293

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.7	93.5	93.4	94.8
1	94.5	94.1	92.2	94
2	94.9	95.2	92.6	94.1
3	94.3	93.9	94.7	93.6
4	94	94.7	92.8	95.1
5	93.9	94.3	93.8	93.8
6	93.4	93.3	92.5	94.5
All Years	94.3	94.2	93.2	94.3
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	20.86
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher ESL	0.6
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	272,055
Revenue	5,321,749
Appropriation	4,991,206
Sale of Goods and Services	13,000
Grants and contributions	316,028
Investment income	514
Other revenue	1,000
Expenses	-5,205,244
Employee related	-4,626,675
Operating expenses	-578,569
Surplus / deficit for the year	116,505
Closing Balance	388,560

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.

	2021 SBAR Adjustments (\$)
Targeted Total	175,940
Equity Total	291,853
Equity - Aboriginal	21,098
Equity - Socio-economic	19,058
Equity - Language	115,637
Equity - Disability	136,059
Base Total	4,007,131
Base - Per Capita	136,570
Base - Location	0
Base - Other	3,870,560
Other Total	315,797
Grand Total	4,790,721

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.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. In 2021 the school community, including students, staff and parents, were involved in the Tell Them From Me (TTFM) surveys.

In 2021 a total of 176 students from Years 4,5,6 participated in the TTFM surveys. The responses highlight our results on measures that are based on the most recent research on school and classroom effectiveness.

Feedback from the student TTFM indicated the following;

75% had a positive sense of belonging (increase on 2020)

82% participated in sport (increase on 2020)

92% of students display positive behaviour at school (increase on 2020)

Majority of students felt well supported during the learning from home phase of 2021 indicating that they felt connected, had clear instructions and received relevant feedback.

98 parents responded to the Partners in Learning Parent survey. Our school mean results indicated the following:

6.4 Parents supporting learning at home (increase on 2020)

6.6 school supports learning (increase on 2020)

7.1 school supports positive behaviour (down on 2020)

Less than 50% of the school staff completed the Teacher survey. Our school mean results indicated the following:

6.8 Leadership (down on 2020)

8.3 Learning culture (down on 2020)

8.3 Inclusive School (increase on 2020)

Staff indicated that within the four dimensions of classroom and school practices that Quality Feedback, Planned Learning Opportunities and Challenging and Visible Goals are above the NSW Govt norm. Overcoming Obstacles practices have been maintained.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.