

2021 Annual Report

Copacabana Public School



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Introduction

The Annual Report for 2021 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 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.

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School vision

At Copacabana Public School, we strive to be activators of learning in a high-quality teaching and learning environment which is inclusive, challenging and responsive to student learning needs through a balanced curriculum. Our vision is to be partners in learning by collaboratively empowering all students to become confident, creative and critical thinkers who are resilient, self-directed and successful learners.

School context

Copacabana Public School is located on the Central Coast. The school is a focal point of the community and caters for students in Kindergarten to Year 6. The current enrolment is 315 students with 6% of students proud to acknowledge their Aboriginal cultural heritage and 2% are from an English as an Additional Language or Dialect (EAL/D) background. The school has a Family Occupation and Education Index (FOEI) of 46. Copacabana Public School has a dedicated teaching team ranging from early career teachers to experienced staff with school administration and learning support officers working as a team to provide educational excellence.

The school's motto "Effort Earns Success" reflects a whole school commitment to learning by students, staff and parents. The school values a strong partnership with the P&C consisting of parents, caregivers and the wider community. We have established partnerships with our community and work together on their aspirations of all children being safe, happy and successful learners at school. Copacabana Public School is an active member of the Kincumba Learning Community and highly values a positive consultative partnership with the Tjudibaring Local Aboriginal Education Consultative Group (AECG).

Quality Literacy and Numeracy evidence-based programs continue to drive teaching and learning within classrooms that focus on student success and motivation to learn. A culture of ongoing improvement and an explicit focus on professional learning, high impact teaching strategies ensure the application of best practice to every student's learning experience.

The school's wellbeing programs strive to ensure that every student is known valued and cared for in a nurturing, supportive learning environment. The Values program creates an atmosphere of mutual respect, acceptance and responsibility with senior students participating in mentoring and leadership programs.

Copacabana Public School prides itself on providing a balanced curriculum, including a variety of extra-curricular which include: a range of sporting PSSA teams, creative and performing arts, debating, public speaking, the Premier's Reading Challenge. Key teaching and learning programs include Multi-Sensory Learning Education (MSLE), Multiliteracy and future focused learning through STEM groups.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. The strategic directions are: 1. Student growth and attainment, 2. Continuous improvement with high expectations and 3. Wellbeing and Connected Communities. We will utilise the data analysis practices acquired during our situational analysis to ensure that all students have access to stage appropriate learning. Teachers will continue to successfully plan for and deliver quality differentiated instruction to students. Through NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy.

Quality work will continue on creating summative and formative assessment tasks, data collection practices and ensuring greater consistency of judgement within the school. Collaborative practices and quality instructional leadership will lead much of this work within the school.

Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact on this support. Structures will be put in place to identify students who need intervention and students not showing growth will be referred to the Learning and Support Team. Continual monitoring of student performance data will determine areas of need and success at a class and school level. The involvement of the whole school community in this process will be essential for success.

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

Strategic Direction 1: Student growth and attainment

Purpose

To maximise 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 all 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.

- Literacy and Numeracy
- Data-driven practices

Resources allocated to this strategic direction

Professional learning: \$7,240.00

Literacy and numeracy: \$2,276.00

Summary of progress

In 2021, Strategic Direction 1 had a focus on data literacy skills and analysis. Throughout the year teachers participated in professional learning workshops which focused on deep data analysis (skills and use) to inform teaching/learning activities and targeted interventions to support student learning needs. Teacher leaders participated in professional learning workshops with local schools which focused on the relational mathematics pedagogy, data-informed and evidence-based practices. Scheduled times were introduced to complete Check-In assessments allowing teachers to authentically inform their teaching practices and results were analysed in professional learning sessions, collaborative planning days and stage meeting times. Data talks and collaborative analysis were scheduled to allow teachers to discuss and analyse data and implement changes focused on targeted areas of literacy and numeracy. A professional learning network with two other schools was established within the Local Management Group (LMG) to investigate the concept of Relational Maths and Big Ideas teaching pedagogies to which we implemented a trial program in two classes.

These practices resulted in teachers having a deeper understanding and knowledge of data literacy skills and the triangulation of internal and external sources to inform teaching and learning. Literacy and numeracy initiatives are data-informed and evidence-based with a deep and narrow focus on high impact teaching strategies to inform teaching practice and this is evident in the classrooms. Teachers at Copacabana Public School are supported to trial innovative strategies in their practice and are willing to implement this into the classroom.

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
An uplift lift of 5% from the baseline data of 39.82% to 44.82% to reach the lower bound target of 47% in 2022 in the top two bands in Year 3 and 5 NAPLAN Numeracy. An uplift of 3% from the baseline data of 52.8% to 55.8% to reach the lower bound target of 59.3% in 2022 in the top two bands in Year 3 and Year 5 NAPLAN Reading.	<ul style="list-style-type: none">• We had an uplift of 1.09% in the top two bands numeracy. We are above our baseline of 39.82% and our 2021 actual is 40.91%.• We had an uplift of 5.67% in the top two bands Reading. We are above our baseline of 52.76% and our 2021 actual is 58.43%.
An uplift of 3% from the baseline of 61.3% to reach the lower bound target of 65.3% in 2023 in expected growth Numeracy.	<ul style="list-style-type: none">• We had an uplift of 6.19% in Expected Growth Numeracy. We are above our baseline of 61.25% and our 2021 actual is 69.44%.• We had a decline of 11.36% in Expected Growth Reading and are below our baseline of 69.12%, our 2021 actual is 56.76%

<p>An uplift of 3% from the baseline of 68.1.% to reach the lower bound target of 71.2%. in 2023 in expected growth Reading.</p>	
<p>Introduce PAT testing to staff and students in Mathematics and Reading to establish baseline data.</p> <p>An uplift of 3% from a baseline of 61% of students in Year 1 at Counting on and above.</p> <p>An uplift of 7% from a baseline of 46% of students in Year 2 at Facile level.</p>	<ul style="list-style-type: none"> • Due to moving to Learning from Home (LFH) during Semester 2, this has impeded the introduction of the Progressive Assessment Test (PAT). Moving forward we will be undertaking Check In assessments instead. • Year 1 students demonstrated an uplift from 61% (baseline data) to 88% (2021) at 'Counting on and above'. • Year 2 students demonstrated an uplift from 46% (baseline data) to 52%(2021) at 'Facile Level.'
<p>Student Performance Measures and Data Skills and Use have been measured at delivering therefore we need to move into the element of sustaining and growing.</p> <p>Curriculum, Assessment and Reporting have been measured at sustaining and growing therefore we need to ensure we have a deep understanding of the evidence of impact on sustaining and growing and move beyond into excelling.</p>	<p>Using the School excellence framework (SEF) as an evaluative measure revealed:</p> <ul style="list-style-type: none"> • Student Performance Measures continue to be measured at delivering and as a school we will continue to strengthen our work in this area. • Self assessment against the School Excellence Framework in the element of Data Skills and Use demonstrated a shift from delivering to sustaining and growing. • Curriculum Planning and Reporting practices continue to be measured at sustaining and growing as we embed deep sustainable change in classroom practice and pedagogy. • Assessment demonstrated a shift from sustaining and growing to delivering. As a school, we are focusing on strengthening our work on consistent school-wide practices for assessment.

Strategic Direction 2: Continuous Improvement with High Expectations

Purpose

To challenge and engage all students and staff in order to develop their full potential. This culture of high expectations will be supported by strategies that both challenge and support student learning needs and capacity building of staff.

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.

- Collaborative Practice and Instructional Leadership
- Explicit Teaching and Student Engagement

Resources allocated to this strategic direction

Professional learning: \$10,740.00

Literacy and numeracy: \$6,053.11

Aboriginal background: \$3,509.00

QTSS release: \$23,000.00

6101 Carry Forward Funds: \$6,000.00

Socio-economic background: \$15,000.00

Summary of progress

In 2021, Strategic Direction 2 had a focus on collaborative practice and explicit teaching. Throughout the year, a small group of teachers trialled and trained in the Multi-Sensory Learning Education (MSLE) approach to the teaching of the explicit teaching of spelling, phonics and phonemic awareness in structured literacy sessions. Another new initiative was the implementation of the Science, Technology, Engineering and Mathematics (STEM) pedagogy embedded in literacy, numeracy and science activities. Students collaboratively engaged in problem-solving, creative and critical thinking in educational activities using technology as a research tool to support their learning. A focus in mathematics sessions was on the quick recall and understanding on the four operations (multiplication, division, subtraction and addition) and the fluency and application of working mathematical strategies when solving mathematical problems. Underpinning these initiatives was collaborative inquiry, meaning teachers worked together to plan, observe and engage in quality teaching practices and analysed data and work samples to inform and drive student learning outcomes. In 2022, an ongoing focus for Copacabana PS is to continue our work on the explicit teaching of working mathematical strategies and engaging all students at their point of challenge. Teachers have engaged in collaboration with teacher experts from other schools, as well as informal observations back at school.

Innovation in teaching practice has been as result of this collaboration. Teacher collaborative practice is highly valued and regular opportunities are sought to ensure continuous improvement in curriculum delivery, assessment and data-driven practices. The implementation of the MSLE pedagogy across the school, consistency of data-driven practices and the explicit teaching of mathematics will be a continued focus to embed deep sustainable change on classroom practice.

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
Professional learning delivered on collaborative practice and structures including high impact teaching strategies, consistency of teacher judgement initiative.	<p>Teacher collaboration with teacher experts from other schools has strengthened evidence-based teaching. Innovation in practice has occurred in trialled areas. This has been observed by informal observations, professional discussions, evidence of pre and post practice.</p> <p>The Tell Them From Me Survey (TTFM) - Focus on 'Learning' teacher survey revealed that teachers valued the opportunities to collaborate, share and trial a variety of teaching strategies in their classroom practice as indicated by an increase in a shift from 7.8 (2020 baseline) to 8.4 (2021 - Teaching Strategies). Consistency of teacher judgement and the sharing of assessment strategies continues to be embedded classroom practice as revealed in the TTFM teacher survey 8.5/10(2020 and 2021 -</p>

Professional learning delivered on collaborative practice and structures including high impact teaching strategies, consistency of teacher judgement initiative.	Collaboration).
Technology purchased and pilot staff engaged in STEM professional learning to embed STEM pedagogies across the curriculum and to build the capacity of staff within this area.	Allocation of time for resourcing, professional learning and finances to support the STEM initiative. STEM teacher position created. STEM teacher collaboratively worked with other schools in the network and worked alongside Central Coast STEM academy to lead STEM pedagogy back at Copacabana PS. Technology upgrades support the STEM program and classroom teaching.

Strategic Direction 3: Wellbeing and Connected Communities

Purpose

To ensure whole school connectedness, engagement and high levels of wellbeing to enhance positive relationships and learning environments. A collective responsibility by all staff to continue a whole school approach to influencing wellbeing and culture.

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.

- Systematic Approach to Wellbeing

Resources allocated to this strategic direction

Socio-economic background: \$1,400.00

Low level adjustment for disability: \$1,100.00

Aboriginal background: \$2,000.00

Summary of progress

In 2021, Strategic Direction 3 had a focus on trauma-informed practice, student attendance, Aboriginal Education and a whole school approach to wellbeing through streamlining the school's systems, processes and practices to ensure an inclusive, positive school culture. Throughout the year, teachers and support staff participated in professional learning on brain-based learning and trauma-informed practices to support students. Teachers worked collaboratively with teacher experts to embed the appropriate intervention responsive to student needs within the classroom and playground setting.

During Semester 1, a structured playground program addressing social skills and emotional wellbeing was developed and implemented to ensure an inclusivity for all. Teacher collaboration, professional learning and sharing of practice provided opportunities to streamline and review whole school approaches to wellbeing to ensure a safe, respectful environment. During the Learning from Home period (LFH) the school adopted various ways to connect with students and families whilst supporting flexible attendance. Regular phone calls, wellbeing check-in sessions, teacher feedback via online learning platforms (Zoom, See Saw, Google classrooms) and virtual whole school activities supported student engagement.

The journey of consistent implementation of whole school policies, practices and processes has begun to enhance and foster a supportive, inclusive and caring environment for all. Our student attendance data is regularly monitored and systems and processes are continually updated to ensure clear communication to students and parents is relayed.

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
An uplift of 3% of students from the baseline of 78.5% attending 90% of the time at school.	We have had a decrease of 0.9% of students attending 90% of the time.
An uplift of 2% from the baseline of 85.8% of students Reporting Expectations for Success, Advocacy and Sense of Belonging at school.	We have had a decrease of 1.65% of students reporting Expectations of Success, Advocacy & Sense of Belonging at school.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$89,417.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Copacabana 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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release to build teacher capacity around appropriate behaviour interventions and curriculum adjustments. • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of Student Learning Support Officers (SLSOs) to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in:</p> <p>Identified students being supported in the playground and in the classroom to ensure access to the curriculum and safety of these students whilst at school. All Personalised Learning Support Plans (PLSPs) were regularly updated and responsive to student learning needs. Professional learning was also provided to School Learning Support Officers (SLSOs) to develop their skills and knowledge of strategies to support students with specific learning needs.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>As this model has proven successful, this will continue in 2022.</p>
<p>Socio-economic background</p> <p>\$16,400.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Copacabana 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"> • Explicit Teaching and Student Engagement • Systematic Approach to Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Professional Learning - in Trauma-Informed Practice to support all students including our vulnerable students. • Technology was purchased to enhance existing practices and support all students including our vulnerable. <p>The allocation of this funding has resulted in:</p> <p>The purchase of interactive boards in classrooms to engage all students including our vulnerable in teaching and learning activities. This resulted in our vulnerable students having access to explicit model, guided independent learning and technological assistance to support their learning styles. During the Learning From Home Period (LFH) technology online platforms such as Google Classrooms, See-Saw and Zoom wellbeing sessions supported student learning. Technology resources were also purchased to support teaching/learning activities. As a result of technology support, teachers indicated through the Tell Them From Me (TTFM) survey data that the use of technology as a positive driver to supporting student learning was 7.3/10 (school) compared to 6.7/10 (NSW Gov't norm). Teachers indicated that students use computers or other interactive technology to analyse, organise and present subject matter.</p> <p>Socio-economic funding provided release for teachers to be trained in Trauma-informed practices. As a result of this training, the Tell Them From</p>

<p>Socio-economic background</p> <p>\$16,400.00</p>	<p>Me (TTFM) survey revealed that 89% teachers felt confident to share ideas or talk to other teachers about strategies to increase student engagement and felt that they had effective strategies when working with students who have complex or challenging behaviours(8.4/10).</p> <p>After evaluation, the next steps to support our students with this funding will be: Used to build the capacity of teachers in Multi-Sensory Learning Experience (MSLE) training, thus supporting all students and their Literacy learning.</p>
<p>Aboriginal background</p> <p>\$12,711.85</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Copacabana 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"> • Explicit Teaching and Student Engagement • Systematic Approach to Wellbeing • Collaborative Practice and Instructional Leadership • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in: Personalised Learning Pathways (PLPs) were collaboratively developed with parents, students and teachers to identify individual learning goals and aspirations. Student progress monitored and students not reaching benchmarks were targeted for specialist programs in literacy and numeracy. Tell Them From Me (TTFM) survey data indicated the following: 81% teachers feel that the school is welcoming and a culturally safe place for all students, 80% of students indicated that they feel good about their culture when at school and 80% students indicated that teachers had a good understanding of Aboriginal culture.</p> <p>After evaluation, the next steps to support our students with this funding will be: A focus on building individual cultural awareness for our Aboriginal students through Tjudibaring local AECG links and local excursions. To continue to strengthen partnerships with our Aboriginal families and the Tjudibaring local AECG group. Professional learning opportunities for staff to build their knowledge and understanding of supporting Aboriginal Education through Connecting to Country, Aboriginal Education Policy and Welcome to and Acknowledgement of Country. Embed quality evidence-based literacy/numeracy programs based on student need and data trends to ensure consistent student growth and that all students connect, succeed, thrive and learn.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Copacabana 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional teacher time to provide targeted support for EAL/D students and for development of programs

<p>English language proficiency</p> <p>\$2,400.00</p>	<p>The allocation of this funding has resulted in: The LaST and Learning Support Team worked collaboratively with classroom teachers to make appropriate adjustments and assist identified students enabling them to progress to higher levels of English proficiency.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to support English as a Second Language of Dialect(EAL/D) students in teaching/learning programs.</p>
<p>Low level adjustment for disability</p> <p>\$86,061.91</p>	<p>Low level adjustment for disability equity loading provides support for students at Copacabana 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"> • Systematic Approach to Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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 in literacy (Multi-Lit/Mini-Lit) and numeracy groups to increase learning outcomes • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in: Additional Learning and Support Teacher(LaST) allocation to support targeted students and implement specific programs focusing in academics, social and emotional wellbeing. School Learning Support Officers (SLSOs)supported students in the classroom and in the playground. Tell Them From Me (TTFM) survey data indicated the following: students feel teachers are responsive to their needs and encourage independence (8.2/10), teachers indicated that they differentiate the curriculum or have implemented a Personalised Learning Support Plan (PLSPs)to support students in their class who have additional needs to ensure inclusivity for all (8.1/10). 89% of teachers indicated through the TTFM survey agreed that they had the skills and confidence to meet the needs of student with additional needs. 2021 NAPLAN results indicated that the school had less students in the bottom 2 bands for literacy and numeracy. In Yr. 3 reading (4.4% school) compared to (7.3% SSGs)similar school groups, Yr.3 numeracy (6.7% school) compared to(8.9% SSGs) and Yr. 5 reading (13.6% school) compared to (13.7% DoE) and Yr. 5 numeracy (2.3% school) compared to (10.7% SSGs).</p> <p>After evaluation, the next steps to support our students with this funding will be: Students for targeted interventions in specific areas of literacy and numeracy have been identified. Additional Learning and Support Teacher (LaST) allocation and the employment of Student Learning Support Officers (SLSOs) to maximise the support of students requiring intervention.</p>
<p>Literacy and numeracy</p> <p>\$19,329.11</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Copacabana 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"> • Literacy and Numeracy • Collaborative Practice and Instructional Leadership • Other funded activities <p>Overview of activities partially or fully funded with this initiative</p>

<p>Literacy and numeracy</p> <p>\$19,329.11</p>	<p>funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in: programs and students being supported by being able to access resources to enhance deep learning within our KLAs. As a result, the school had an uplift of 1.09% in the top two bands in numeracy. In Reading, an uplift of 5.67% was evident in the top two bands. The school has 49.72% of students in the top two bands for numeracy and Reading.</p> <p>After evaluation, the next steps to support our students with this funding will be: As this is successful in its support of Literacy and Numeracy, this will continue in 2022.</p>
<p>QTSS release</p> <p>\$69,000.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Copacabana 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"> • Collaborative Practice and Instructional Leadership • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • Additional staff employed to embed STEM pedagogy across literacy, numeracy and science activities. <p>The allocation of this funding has resulted in: Teachers working collaboratively to design quality units of work, engage in consistency of teacher judgement practices to target teaching for improvement in student growth and attainment. Implementation of the STEM pedagogy in literacy, numeracy and science teaching/learning activities. Assistant principals were supported with additional release to mentor teachers on their stage team. Assistant principals engaged in professional learning and worked alongside each other to implement strategic school planning.</p> <p>After evaluation, the next steps to support our students with this funding will be: As this process is successful, this will continue in 2022.</p>
<p>Literacy and numeracy intervention</p> <p>\$22,424.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Copacabana Public School who may be at risk of not meeting minimum standards.</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 initiative funding include:</p> <ul style="list-style-type: none"> • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in: The implementation of evidenced-based literacy/numeracy programs targeting identified learning needs. The majority of student receiving</p>

<p>Literacy and numeracy intervention</p> <p>\$22,424.00</p>	<p>intervention achieved significant progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue the implementation of literacy/numeracy interventions using data sources to identify specific student needs.</p>
<p>COVID ILSP</p> <p>\$53,099.90</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 • providing targeted, explicit instruction for student groups in literacy/numeracy. <p>The allocation of this funding has resulted in: Improved learning outcomes for the majority of students as evidenced by school data tracking, PLSPs and transferrable learning behaviours taken back to the classroom environment. An analysis of numeracy assessment data indicated that 83% of students had achieved their personal goals in multiplicative strategies and 70% of students had achieved their personal learning goals in literacy by the the end of Semester 1. During Semester 2, COVID intensive learning support was offered to students through individualised approaches to support students learning from home (LFH). An analysis of the literacy data indicates that 81% of students have achieved their personal learning goals by the end of Semester 2. Numeracy data indicated that 90% of students achieved their personal learning goals in additive strategies and quantifying numbers by the end of Semester 2.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue the implementation of small group tuition using data sources to identify specific student needs. An ongoing focus will be to streamline processes for data collection, monitoring and tracking student progress. Data shared with classroom teachers and professional conversations to support learning directions in the classroom.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	184	183	174	174
Girls	173	169	151	139

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.8	94.3	95.5	94.1
1	94.9	92	92.3	93.2
2	92.3	93.9	94.6	92.6
3	93.5	93.8	95.4	93.5
4	92.8	92.1	94.4	94.4
5	92.8	92.5	94.1	93.1
6	93.6	90.1	94.3	92.3
All Years	93.4	92.6	94.4	93.3
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
Assistant Principal(s)	3
Classroom Teacher(s)	10.56
Literacy and Numeracy Intervention	0.2
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
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, 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	674,213
Revenue	2,771,192
Appropriation	2,704,093
Sale of Goods and Services	2,107
Grants and contributions	63,851
Investment income	340
Other revenue	800
Expenses	-2,717,500
Employee related	-2,455,664
Operating expenses	-261,836
Surplus / deficit for the year	53,692
Closing Balance	727,905

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	89,417
Equity Total	117,568
Equity - Aboriginal	12,712
Equity - Socio-economic	16,394
Equity - Language	2,400
Equity - Disability	86,062
Base Total	2,252,637
Base - Per Capita	80,118
Base - Location	0
Base - Other	2,172,519
Other Total	158,033
Grand Total	2,617,655

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

In 2021 students, parents and staff completed the Tell Them From Me (TTFM) surveys and anecdotal feedback on a variety of concepts to evaluate overall satisfaction of programs of being delivered at our school. Their responses are as follows:

Students - Majority of students indicated that they made positive behaviour choices at school and felt that they have friends to whom they can trust (96%). Copacabana PS students believe that schooling is useful in their everyday life and has a strong bearing on their future (93%). Most students feel they have someone at school who consistently provides encouragement and advice. Results from the survey (TTFM) indicated that safe, respectful behaviours are evident within the school's culture resulting in the level of inappropriate behaviours (eg: bullying) to be well below the state norm (36%) and school (24%). Areas for future focus include increasing student engagement in learning and their positive sense of belonging.

Parents- Our parents acknowledge that their child understands the rules and expectations for behaviour (82%). They believe the school's grounds are well maintained and welcoming (84%) and felt assured that their child feels safe going to and from school (81%). Parents value the opportunity to talk with their child's teacher about their child's learning progress or behaviour and have indicated that they have contacted their child's teacher at least once or more than three times throughout the year (91%). Although a number of onsite school and community events were rescheduled during the Learning from Home (LFH) period, we look forward to re-engaging in these events in 2022. A future focus for 2022 is to re-establish school and community events resulting in strong connected partnerships between school and home.

Staff- Teachers provided reflection and feedback from varied professional learning and collaboration opportunities. TTFM survey responses indicated that they were above the state in the eight drivers of student learning in learning culture 8.1(school) compared to 8.0(state), data-informs practice 8.2 (school) compared to state(7.8). teaching strategies 8.1 (school) compared to 7.9 (state) and technology 7.3(school) compared to state (6.7). Teachers valued opportunities to collaboratively share teaching/assessment strategies to inform lesson planning and strive to set high expectations for every student. Future directions include continuing our work on collaborative practice and instructional leadership fostering a culture which fosters evidenced-based practices and evaluative thinking.

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.