

2022 Annual Report

Coogee Public School



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Introduction

The Annual Report for 2022 is provided to the community of Coogee Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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

Coogee Public School

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School vision

At Coogee Public School aims to develop every student as a resilient, confident and adaptable learner. Through strong partnerships with our school community, students will strive to become assessment capable learners with a passion for learning while demonstrating the abilities to respond independently, collaboratively, reflectively, critically and creatively. With these positive attributes, our students will become successful, well rounded individuals.

School context

Coogee Public School is a large primary school in the Eastern Suburbs of Sydney with an enrolment of 515 students across 21 classes. The school culture is that of strong community, inclusion and positive relationships. Staff, parents and students work together to promote school excellence.

The school has a reputation within the community for providing a quality and well rounded education. The school's academic performance in literacy and numeracy is strong and is supported by a broad educational offering with particular interests in sport and active lifestyles, visual and performing arts and environmental sustainability. Programs that underpin student learning and wellbeing include Visible Learning, whole school literacy and numeracy practices and Positive Behaviour for Learning (PBL).

There is a diverse cultural community with 35% of students of a language background other than English. There are 39 different languages spoken in homes, with 15% of EAL/D (English as an Additional Language or Dialect) students identifying as French. 2% of students identify as Aboriginal.

The whole school community, involving students, staff and parents, was consulted in a thorough situational analysis. These findings were combined with the results from External Validation where the school self assessed its improvements and practices against the School Excellence Framework standards to develop the Strategic Improvement Plan. Through these processes we have identified a need to be data driven to identify students achievements and progress including performing consistently levels on internal and external performance measures. NAPLAN analysis has provided the school with identified system-negotiated target areas in Reading and Numeracy. There will be further work on differentiated instruction with a focus on highly potential and gifted students. There will be a lense over formative assessment and data collection practices with the development of greater consistency of teacher judgement. The Assistant Principal of Curriculum and Instruction will lead this work in the school.

The 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 with ongoing formative assessments will be carried out to assess the impact of 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 for intervention. Continual monitoring of student performance data will determine areas of need and success at a class and school level and 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>

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure that every student is highly engaged and demonstrates positive growth in their learning through explicit, research-informed teaching. Our teachers will evaluate their effectiveness by adapting their practice through quality professional learning and use of student assessment data to inform teaching.

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.

- Reading
- Numeracy

Resources allocated to this strategic direction

Low level adjustment for disability: \$18,000.00

Literacy and numeracy intervention: \$9,520.00

English language proficiency: \$33,166.50

Literacy and numeracy: \$27,952.00

Integration funding support: \$126,818.00

Summary of progress

In 2022:

- For reading, Coogee PS moved from the whole language approach towards the science of reading. The science of reading is evidence-based and aligned to the new K-2 English syllabus to teach reading that emphasises the importance of phonics, vocabulary, fluency, and comprehension. To support this, the InitialLit (from Macquarie University) program in K-2 was introduced to provide consistency in instruction content for all students. The progress was across five areas. 1) Phonological Awareness - Teaching phonological awareness, which involved the ability to hear and manipulate the sounds in words. Students completed activities such as clapping out syllables, identifying rhyming words, and segmenting and blending sounds in words. 2) Phonics - Teaching phonics explicitly and systematically, starting with the most basic sounds and building up to more complex ones. Using a variety of activities to reinforce phonics skills, such as phonics games, word sorts, and word building activities. 3) Vocabulary - Teaching vocabulary through explicit instruction, using contextual clues and strategies such as word analysis and morphology. Encouraging students to use new vocabulary in their writing and speaking, and provide opportunities for them to practice using the words in context. 4) Fluency - Providing opportunities for students to read aloud and practicing reading with expression and accuracy. 5) Comprehension - Teaching comprehension strategies such as summarising, predicting, and questioning. Encouraging students to actively engage with the text by making connections and asking questions. Providing opportunities for students to discuss what they have read and to share their thoughts and ideas with others.
- Continued to implement targeted literacy support using evidence based instructional strategies from MiniLit and MacqLit that have been proven to be effective for those needing support learning to read.
- Whole staff professional learning about the science of reading, including research on the importance of phonemic awareness and phonics instruction, the role of fluency in reading comprehension, the impact of vocabulary knowledge on reading comprehension, and the importance of reading comprehension strategies. The learning also assisted teachers to develop effective literacy teaching strategies, to identify and support struggling readers, and to also select and use high-quality instructional materials.
- Improved reading data in K-2 with less students requiring intervention support in 2023.
- In Numeracy, increased teachers' knowledge of expected student progression in knowledge, understanding and skills. Teachers have made adjustments to curriculum delivery to support learning or increase challenge for all students.
- In Numeracy, enhanced teachers' ability to revise teaching and learning programs based on evidence (feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement), expertly practice formative assessment and reflect on teaching effectiveness by using assessment data.
- Staff undertook professional learning and implemented practice with numeracy progressions, number talks, Interview for Student Reasoning (IfSR), PLAN 2 and mathematical rich tasks.
- All classes K-6 embedded number talks in every mathematics lesson.
- Utilised school wide systems to collect, monitor and track student reading and numeracy data and apply interventions to meet the needs of all students. Examples of this included testing such as Check In, NAPLAN and Essential Assessment, plus the learning progression markers in literacy and numeracy, IfSR, along with other

forms of formative/summative assessment.

Future directions

- Reading: Embedding the science of reading, implementing a new syllabus and developing fluency skills in students Years 3-6.
- Numeracy: Developing the use of mathematics investigations, implementing a new syllabus and collecting data in PLAN 2 to drive student improvement.

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
<ul style="list-style-type: none"> • Increased (uplift) percentage of students achieving expected growth NAPLAN reading by 1.0%. 	<ul style="list-style-type: none"> • Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
<ul style="list-style-type: none"> • Increased (uplift) percentage of students achieving expected growth NAPLAN numeracy by 1.5%.. 	<ul style="list-style-type: none"> • Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
<ul style="list-style-type: none"> • Self-assessment against the School Excellence framework shows the theme of Learning Culture to be sustaining and growing. • Self-assessment against the School Excellence framework shows the theme of Data Skills and Use to be sustaining and growing. 	<ul style="list-style-type: none"> • Self-assessment against the School Excellence framework shows the theme of Learning Culture to be sustaining and growing. • Self-assessment against the School Excellence framework shows the theme of Data Skills and Use to be sustaining and growing
<ul style="list-style-type: none"> • Top 2 bands (or equivalent) NAPLAN reading increase (uplift) of 3%. 	<ul style="list-style-type: none"> • NAPLAN scores indicated an increase in the percentage of students in the top two skill bands for reading of 1%.
<ul style="list-style-type: none"> • Top 2 bands (or equivalent) NAPLAN numeracy increase (uplift) of 4% 	<ul style="list-style-type: none"> • NAPLAN scores indicated an increase in the percentage of students in the top two skill bands for numeracy of 5%.

Strategic Direction 2: Quality teaching

Purpose

Our purpose is to use quality research informed pedagogy for staff who will deliver a curriculum which engages students in a wide variety of experiences. Teachers will work collaboratively to embed evidence-based quality teaching. Students will become passionate and self-motivated learners.

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.

- Evidence based teaching
- Effective feedback and assessment

Resources allocated to this strategic direction

Low level adjustment for disability: \$141,460.00

Professional learning: \$33,137.00

Literacy and numeracy intervention: \$57,460.50

Summary of progress

In 2022:

- Employment of an Assistant Principal in the off class role of Curriculum and Instruction who took on a leadership role in designing, developing, and implementing the curriculum and instructional strategies K-6. This involved them working collaboratively with other teachers to create a coherent and effective curriculum that meets the needs of all students including, creating scope and sequences - including determining the appropriate order and pacing of instruction to ensure that all required content is covered; developing assessments - designing assessments to measure student learning and ensure that students are meeting the learning objectives; providing professional development - providing training and support for other teachers to ensure that they are able to effectively implement the curriculum and instructional strategies; analysing data - using student performance data to assess the effectiveness of the curriculum and instructional strategies, and making adjustments as needed; and staying up-to-date with research - staying current with the latest research and best practices in curriculum and instruction, and incorporating them into the curriculum and instructional strategies.
- Consistent Teacher Judgment (CTJ) assessment was a focus of stage meetings to evaluate student work by using teacher professional judgment and knowledge of their students to make decisions about their learning progress. CTJ assessments were used in conjunction with other forms of assessment, such as standardised tests and other class/stage assessments. To ensure that CTJ assessments were consistent and reliable, staff used assessment rubrics, which outlined the key criteria for evaluating student performance, as well as providing examples of different levels of achievement.
- Staff also utilised a variety of forms of formative assessment as an important tool to improve student outcomes. It involved gathering information about student learning throughout the teaching process, and using this information to adjust instruction and provide feedback to students.
- Student assessment data was used as a valuable tool to identify students who may benefit from extra support or extension activities. By analysing assessment data, educators identified patterns in student performance, pinpointed areas where students may be struggling, and identified areas where students may need more challenge. For example, if a group of students were struggling with a particular skill or concept such as reading fluency, they were provided targeted instruction to improve their skills. Alternatively, if a group of students were performing well above grade level, we provided them with more challenges or opportunities to work on advanced projects such as Game Changer or maths extension.
- Staff participated in data days at the midpoint of each term to review, monitor and track student learning improvements in grade/stage teams. We have started to embed processes to support teachers' consistent, evidence based judgement and moderation of assessments.
- Leaders continued to build upon effective teaching methods with their team by utilising QTSS time to work side by side with teaching staff in the classroom to develop quality practices.
- Further teacher professional learning for all staff in High Potential and Gifted Education (HGPE) policy to support differentiation.

Future directions

- Evidence based teaching: Focus on differentiation, including HGPE, reviewing/tracking/monitoring student data.
- Effective feedback and assessment: Feedback practices, formative assessment.

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
<ul style="list-style-type: none">Improvement as measured by Tell Them From Me staff survey data in Learning Culture and Data Informs Practice.	<ul style="list-style-type: none">Learning Culture has grown from 7.5 to 7.7 (out of 10) in 2022. Key areas of monitoring student progress and high expectations have grown 0.5 points from 8.1 to 8.6.Data Informs Practice has grown from 7.6 to 7.7 (out of 10) in 2022. Key areas of assessment (7.8 to 8.6) and goal setting (7.5 to 8.2) have both grown significantly in 2022.
<ul style="list-style-type: none">Self-assessment against the School Excellence framework shows the theme of Effective Classroom Practice to be sustaining and growing.Self-assessment against the School Excellence framework shows the theme of Educational Leadership to be sustaining and growing.	<ul style="list-style-type: none">Self-assessment against the School Excellence framework shows the theme of Effective Classroom Practice to be sustaining and growing.Self-assessment against the School Excellence framework shows the theme of Educational Leadership to be sustaining and growing.

Strategic Direction 3: Wellbeing and collaboration

Purpose

Our purpose is to develop a strategic and planned approach to wellbeing for all students so they can connect, succeed, thrive and learn. We are committed to building a culture of collaboration, resilience, empowerment and a sense of belonging within our school community.

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.

- Wellbeing
- Collaboration

Resources allocated to this strategic direction

English language proficiency: \$33,166.50

Socio-economic background: \$7,224.00

Aboriginal background: \$4,997.00

QTSS release: \$110,784.00

Literacy and numeracy intervention: \$3,865.00

Summary of progress

In 2022:

- The Learning Support Team continued to support and provide differentiated programs in learning support, High Potential and gifted education (HPGE) and English as an Additional Language/Dialect (EAL/D) which resulted in improvements in wellbeing and learning engagement.
- There was collaboration between with teachers and parents with Individual Learning Plans (ILPs) to provide differentiated learning. This ensured that teachers were providing valuable insights into the specific needs of their students, while parents shared their thoughts and also offered support at home. Regular meetings and communication helped to ensure that everyone was working together to support student learning.
- The strategies in the HPGE policy were used to meet the unique needs of students who demonstrate exceptional abilities in one or more areas. The goal was to provide these students with a challenging and supportive learning environment that fosters their intellectual, social-emotional, creative and physical development. Educators identified them through various assessment tools and measures. Once identified, staff developed differentiated learning plans that aligned with each students strengths, interests, and learning styles. Effective high potential and gifted education programs included opportunities for acceleration, enrichment, and advanced curriculum.
- Collaboration between our school and parents had a significant impact on improving the quality of education and creating a positive learning environment for students in 2022. We held parent/teacher conferences to keep parents informed about their child's progress and addressed any concerns they had. Parent/teacher interviews allowed parents to feel more connected to their child's education and allowed teachers to gain valuable insights into the child's strengths and weaknesses. Parents were involved in school decision-making through the P&C. The P&C worked with the school to identify areas of improvement for the school and provide feedback on school policies and programs. Parents volunteered in various capacities, such as classroom helpers, canteen, or uniform shop. Our school communicated regularly with parents through newsletters, emails, or social media. This helps keep parents informed about school events and activities and provides a platform for feedback and suggestions.
- The Positive Behaviour for Learning (PBL) program continued to underpin student wellbeing. The program recognised and rewarded positive behaviour, around our key values - be safe, be respectful and be a learner. It was found that this encouraged students to continue positive behaviour and helped reduce negative behaviour. PBL fostered a positive school culture that promotes respect, kindness, and inclusivity. This created a safe and welcoming environment for all students.

Future directions

- Wellbeing: Building on a positive teaching and learning environment by focusing on student wellbeing.
- Collaboration: Deepening the collaborative culture across stage teams to enhance curriculum priorities.

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
Achievement of system-negotiated targets: <ul style="list-style-type: none"> • An uplift of 4% in student attendance. 	<ul style="list-style-type: none"> • There was a decline in student attendance in 2022 by 2.7% from 95.2% to 92.5%, which remained smaller than the statewide trend of 5% from 92.4% to 87.4%.
<ul style="list-style-type: none"> • Self-assessment against the School Excellence framework shows the theme of Wellbeing to be sustaining and growing. • Self-assessment against the School Excellence framework shows the theme of School Resources to be sustaining and growing. 	<ul style="list-style-type: none"> • Self-assessment against the School Excellence framework shows the theme of Wellbeing to be sustaining and growing. • Self-assessment against the School Excellence framework shows the theme of School Resources to be sustaining and growing.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$126,818.00</p>	<p>Integration funding support (IFS) allocations support eligible students at 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"> • Reading • Numeracy <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) • consultation with external providers for the implementation of support strategies, e.g. occupational therapist • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: Students who require additional support due to additional needs are supported in the classroom by a School Learning Support Officer (SLSO) to access a differentiated curriculum and/or in the playground to develop social skills. It allows students with additional needs to experience success and improvement. SLSOs regularly communicate with the classroom teacher to ensure they are supporting the student's needs effectively.</p> <p>After evaluation, the next steps to support our students will be: Encouraging independence is crucial to help students with additional needs develop their skills and confidence. SLSOs work with the students to gradually increase their responsibilities and encourage them to take greater ownership of their learning.</p>
<p>Socio-economic background</p> <p>\$7,224.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at 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"> • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: Families under financial hardship are supported so their child is not disadvantaged.</p> <p>After evaluation, the next steps to support our students will be: To continue to provide access to resources and opportunities for students to help them succeed.</p>
<p>Aboriginal background</p> <p>\$4,997.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Coogee Public School. Funds under this equity loading have been targeted to ensure that the performance of</p>

<p>Aboriginal background</p> <p>\$4,997.00</p>	<p>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"> • Wellbeing <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 deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in the following impact: Created a welcoming and inclusive environment to help our students of Aboriginal background to feel more comfortable and supported culturally and academically.</p> <p>After evaluation, the next steps to support our students will be: To continue to provide this level of support to Aboriginal students.</p>
<p>English language proficiency</p> <p>\$66,333.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at 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"> • Reading • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing intensive support for students identified in beginning and emerging phase • additional teacher time to provide targeted support for EAL/D students and for development of programs • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: Students with low English proficiency are supported to learn English and to access the NSW curriculum.</p> <p>After evaluation, the next steps to support our students will be: To provide this level of ongoing support to students with low English proficiency.</p>
<p>Low level adjustment for disability</p> <p>\$159,460.00</p>	<p>Low level adjustment for disability equity loading provides support for students at 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"> • Reading • Evidence based teaching • Effective feedback and assessment <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 • support for students in MiniLit and MacqLit reading intervention programs • employment of additional staff to support teachers to differentiate the

<p>Low level adjustment for disability</p> <p>\$159,460.00</p>	<p>curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</p> <p>The allocation of this funding has resulted in the following impact: More students are experiencing success with reading.</p> <p>After evaluation, the next steps to support our students will be: To provide this level of ongoing support to students with low level adjustments for disability.</p>
<p>Professional learning</p> <p>\$33,137.00</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 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"> • Evidence based teaching • Effective feedback and assessment <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist staff to unpack evidence-based approaches to teaching reading and numeracy • online courses and webinars to support literacy, numeracy and school priorities • Coaching and mentoring to provide teachers with individualised support and feedback on their teaching practice • professional learning communities with other teachers from other schools e.g. Community of Schools in the Eastern Suburbs • conferences with keynote speakers which support our Strategic Directions <p>The allocation of this funding has resulted in the following impact: Improved teaching practices with teachers implementing new strategies and techniques. Collectively, the staff have more effective in the classroom, leading to improved student learning outcomes. The professional learning also helped teachers to identify and address student learning gaps, leading to increased student achievement.</p> <p>After evaluation, the next steps to support our students will be: Further professional learning about the new K-2 English and mathematics syllabuses, teaching/learning of numeracy and writing, learning progressions and PLAN 2, plus other focus areas which support our School Improvement Plan.</p>
<p>Literacy and numeracy</p> <p>\$27,952.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at 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"> • Reading • Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • employment of an additional Learning and Support intervention teacher • resources to support the quality teaching of literacy and numeracy • updating reading resources to meet the needs of students • teacher release to engage staff in InitialLit <p>The allocation of this funding has resulted in the following impact:</p>

<p>Literacy and numeracy</p> <p>\$27,952.00</p>	<p>Improvements in reading data in Check In Assessment and Essential Assessment. Improvements in targeted markers in numeracy progressions.</p> <p>After evaluation, the next steps to support our students will be: Continue to improve in numeracy practice and commence focus on the mechanics of writing.</p>
<p>QTSS release</p> <p>\$110,784.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at 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"> • Collaboration <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 • 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 <p>The allocation of this funding has resulted in the following impact: Teachers observed and learned new approaches to teaching, which lead to improved student learning outcomes. By modelling teaching practices, the result is a positive school culture where teachers feel supported, valued, and motivated. Leaders created a collaborative environment where teachers felt comfortable sharing ideas and asking for feedback, which led to improved teaching practices and better student outcomes.</p> <p>After evaluation, the next steps to support our students will be: Promote consistency in practice across classrooms. By setting a consistent example, leaders can ensure that all teachers are using evidence based teaching practices, which can lead to better student learning outcomes.</p>
<p>Literacy and numeracy intervention</p> <p>\$70,845.50</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Coogee 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"> • Reading • Effective feedback and assessment • Collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy • 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 the following impact: Staff are supported and guided in best practice to improve literacy and numeracy results.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Literacy and numeracy intervention</p> <p>\$70,845.50</p>	<p>To build upon the learning and impact from 2022.</p>
<p>COVID ILSP</p> <p>\$20,453.00</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 2022.</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"> • providing targeted, explicit instruction for student groups in literacy with MacqLit • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact: Reading support for students who regressed in their reading progress during COVID.</p> <p>After evaluation, the next steps to support our students will be: We will continue to use this funding to support students who has regressed due to the impact of COVID on their learning.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	307	316	298	253
Girls	308	283	268	261

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.5	96.9	95.7	93.9
1	94.8	96.3	96.1	92.4
2	94.6	96.2	95.6	93.1
3	94.4	95.6	94.7	93.0
4	96.0	94.6	95.2	92.2
5	95.4	95.8	94.2	93.0
6	94.9	95.6	94.1	89.7
All Years	95.1	95.9	95.2	92.5
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	19.75
Literacy and Numeracy Intervent	0.53
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
School Administration and Support Staff	3.96

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	506,794
Revenue	4,959,885
Appropriation	4,683,902
Sale of Goods and Services	-285
Grants and contributions	268,281
Investment income	7,387
Other revenue	600
Expenses	-5,018,400
Employee related	-4,493,119
Operating expenses	-525,281
Surplus / deficit for the year	-58,515
Closing Balance	448,279

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.

	2022 SBAR Adjustments (\$)
Targeted Total	126,818
Equity Total	180,641
Equity - Aboriginal	4,997
Equity - Socio-economic	7,224
Equity - Language	66,333
Equity - Disability	102,088
Base Total	3,969,188
Base - Per Capita	143,017
Base - Location	0
Base - Other	3,826,171
Other Total	316,147
Grand Total	4,592,794

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 2022 students, parents and staff participated in the Tell Them From Me (TTFM) surveys. The TTFM surveys are online and are devised by The Learning Bar which help schools to capture the views of all stakeholders with an insight to areas such as social-emotional and student learning outcomes.

Analysis of the reports have shown the following results for students at Coogee PS:

- 86% of students felt the school was a place of positive behaviour.
- 85% of students have friends at school they can trust and who encourage them to make positive choices.
- 80% tried hard to succeed with their learning.
- 75% of girls set challenging goals and aim to do their best with their school work.
- The strongest drivers of student outcomes were expectations for success, positive teacher-student relationships and effective learning time.
- 72% of students know where to seek help if they feel bullied.
- Over 80% expect to go to university after high school.

Analysis of the reports have shown that parents have identified the following strengths at Coogee PS:

- Parents feel welcome: Parents feel welcome when they visit the school, can easily speak with their child's teacher, are well informed about school activities, teachers listen to concerns and the school's administration team is helpful.
- School supports positive behaviour: Teachers show an interest in their child's learning, teacher expects their child to pay attention in class and their child is clear on the school expectations for behaviour.
- 100% felt the school was a culturally safe places for all students.

Analysis of the reports have shown the following results for teachers at Coogee PS:

- 100% of staff felt that the CPS does a good job of implementing curriculum.
- 100% of staff are aware the new syllabuses will be released for all Key Learning Areas from 2021 onwards.
- Staff understand and are able to address the learning needs of students with additional needs.
- Staff have high expectations and set clear learning goals.
- Staff use a variety of teaching strategies in each lesson and will link a new concept to previously mastered skills and knowledge.
- Regarding school leadership, the results were above the government norm with strengths noted in creating new learning opportunities for students, supporting staff wellbeing, helping staff to improve practice and creating a safe and orderly school environment. There is a very strong belief that the leaders of the school communicate CPS's strategic vision and lead improvement and change.

According to the survey areas of improvement include:

- Reviewing the school grounds/buildings to include more green spaces, playground resources, refurbished toilet blocks and air conditioning in all classrooms.
- Clearer and streamlined communications.
- A larger focus on emotional wellbeing.
- Parents want to know how they can better support their child's learning at home.
- Working towards having as higher percentage of students who are interested and motivated in their learning.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

All teachers are responsible for 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.