

2022 Annual Report

Copacabana Public School



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Introduction

The Annual Report for 2022 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), Multilit 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
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

Socio-economic background: \$18,169.83

Literacy and numeracy: \$19,329.12

Professional learning: \$18,440.00

Aboriginal background: \$15,000.00

6101 Carry Forward Funds: \$4,555.00

Summary of progress

To ensure our successes in strategic direction one staff participated in stage collaborative planning days with a focus on curriculum development. Data was collected and analysed to ensure teacher practice was reflected upon and amended to suit the needs of the students. Class observations began in K-2 and will be extended 3-6 in 2023. All teaching staff have now completed Multi-Sensory Structured Language Education, MSLE, that has a focus on literacy. An assessment inventory was conducted across the school in order to stream-line current practices and ensure data collection was relevant. Assessment data is in the initial stages of moving online.

To ensure the success of our activities in Strategic Direction 1 we held stage collaborative planning days with a focus on curriculum planning and data analysis. After conducting the assessment audit, it was revealed teachers were over assessing. As a result, assessment tasks processes have been streamlined. The professional learning calendar included pertinent content relevant to teaching practice and reforms within the school. Data analysis became more focused in order to shift teaching practice. Teachers are now implementing MSLE pedagogy after participating in training.

This has resulted in consistent teacher practice across the school, with a strong focus on teacher collaboration, deep data analysis and student differentiation. NAPLAN Check in data results identified a 2% increase in Year 4 reading results when compared to state. There has been an uplift in Year 5 NAPLAN reading results from 2021 to 2022. An average score increase of 16. We are working towards achieving our improvement measures in Reading. Next year we will continue to maintain collaborative practices, regularly review data from a number of pertinent and valued sources and continue to provide relevant professional learning with a focus on curriculum reform.

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
System Negotiated Targets: An uplift of at or above 8% in the top two bands in NAPLAN Numeracy to reach the lower bound target.	In the top two bands in NAPLAN numeracy we had a decrease of 12.14%.
An uplift of minimum of 6.5% in the top two bands in NAPLAN Reading to reach the lower bound target.	Results reflect an uplift of 4.6% of students in the top 2 bands NAPLAN reading
A minimum uplift of 2% or more in	Expected growth in NAPLAN numeracy was unavailable in 2022

expected growth Numeracy to ensure an upward trajectory of reaching at or above the lower bound target of 65.3%.	
A minimum uplift of 2% or more in expected growth Reading to ensure an upward trajectory of exceeding the lower bound target of 71.2%.	Expected growth in NAPLAN reading was unavailable in 2022
<p>Students achieving PAT numeracy and reading are on an upward trajectory in achieving the 2024 improvement measure.</p> <p>An uplift of 3% from a baseline of 64% of students in Year 1 at Counting on and above.</p> <p>An uplift of 7% from a baseline of 53% of students in Year 2 at Facile level.</p>	<p>PAT was not undertaken and will not continue in 2023.</p> <p>We have achieved 76% of students in Year 1 reaching counting on and above.</p> <p>We have achieved 94 % of students in Year 2 reaching counting on and above.</p>
<p>Professional Learning is targeted at ensuring school data from external measures is consistent with progress and achievement on internal measures and data skills and use demonstrates comprehensive analysis on student progress and achievement to identify the skill gaps for improvement and areas for extension, thus ensuring a movement from delivering to sustaining and growing.</p> <p>Professional Learning is targeted at ensuring an integrated approach to quality teaching, planning and assessment to monitor, plan and report on student assessment across the curriculum thus ensuring a movement from sustaining and growing to excelling.</p>	<p>Data skills and use as measured by the School Excellence Framework (SEF) has moved from Delivering to Sustaining and growing.</p> <p>Assessment as measured by the School Excellence Framework (SEF) has been maintained at Sustaining and Growing with elements of Excelling.</p>

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

QTSS release: \$58,954.47

Professional learning: \$1,103.78

Summary of progress

Strategic Direction 2 focused on Continuous Improvement with High Expectations. We provided a variety of critical thinking, problem solving and STEM activities for our students. The teaching staff were provided with high impact professional learning including inter-school connections, executive planning sessions and collaborative practices to drive school improvement.

These activities were successful due to our quality processes, that are becoming embedded within the school framework. Financial commitment was provided to ensure all extracurricular activities, collaborations and professional learning were prioritised and valued. Scheduled experiences and activities were timetabled. Collaborative planning days, interschool visits and instructional leadership practices focused on evaluative practices across the whole school, where staff networked and built their capacity to undertake effective data analysis and forward planning with student learning. Students were engaged in inquiry-based learning and STEM through the Release from Face-to-Face component of staffing and the STEM teacher shared programming and lesson ideas with whole staff in professional learning sessions to build staff capacity.

This resulted in the sharing of successful and innovative evidence- informed practices across all stages. All teachers collaborated and worked together to achieve a common goal through the sharing of evidence informed practices, knowledge and problem-solving. This entailed formalised communities of practice that promoted and valued the sharing of ideas where staff built on their individual capacities to improve and succeed.

Next year we will continue to provide STEM programs across the whole school and build the capacity of staff in this area. Due to APCI commencing in 2023, mentoring will become a major focus for teachers' professional learning.

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
Pilot initiative: Interested and targeted teachers to share, observe and plan collaboratively within curriculum and sharing this evidenced-informed practices with whole school.	66% of teachers participated in collaborations of curriculum across the whole school.
Introducing problem-solving, critical thinking and STEM technologies across the school.	100% of students engaged in STEM technologies and critical thinking opportunities. 100% of classroom have engaged in STEM activities within the classroom.

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

Per capita: \$15,000.00

Aboriginal background: \$3,625.18

Summary of progress

Strategic Direction 3 focused on Wellbeing and Connected Communities. Sentral became our online attendance platform which allowed us to monitor and track all students. The Learning and Support Team supported attendance in consultation with classroom teachers, parents and the Home School Liaison Officer when required. The school connected with Tjudibaring local Aboriginal Education Consultative Group (AECG), and the Aboriginal Education Team from Tuggerah Education Office to enhance cultural awareness and inclusivity.

These activities were successful due to our quality initiatives. Attendance continued to be a priority and streamlined processes including; staff contact with parents, newsletter articles and attendance data, which was regularly monitored by Learning Support Team and Executive, were embedded. Scheduled Personalised Learning Plan meetings each term, focused on student achievement, reflection of goals and future learning. Document analysis ensured Aboriginal perspectives were present in all teaching/learning programs. The Tuggerah Aboriginal Education Team provided information and training to all staff which assisted them to develop their own personalised Acknowledgement of Country. These have been shared in a variety of situations.

These initiatives have resulted in more effective processes being embedded when monitoring and tracking student attendance. Enhanced communication systems ensured efficient and concise dissemination of information. There has been an increase in understanding and awareness of Aboriginal perspectives in all aspects of school life and community.

Next year we will continue to engage with the local Aboriginal Elder and other organisations focusing on cultural awareness and inclusivity for all stakeholders. Staff wellbeing activities will commence and remain a focus for 2023 and beyond.

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
System Negotiated Target: An uplift of 6.4% of students attending 90% of the time at school.	Due to the complexities of 2022, we have had a decrease of 34.13% of students attending 90% of the time.
School Based Target: Improvement as measured by Tell Them From Me (TTFM) student wellbeing data: An uplift of 4.5% from current baseline data of students Reporting	As measured by the Tell Them From Me Student Well Being survey, our actual measure is 82.35%. As measured by the Tell Them From Me Student Well Being survey; <ul style="list-style-type: none">• Expectations for success equals 93.2%,• Advocacy equals 85.15%,• Sense of Belonging has increased to 68.63%.

Expectations for Success, Advocacy
and Sense of Belonging at school.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$116,595.00</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 for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around behaviour intervention and curriculum adjustments • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Students were supported in their learning environment enabling greater inclusion in the playground and access to the curriculum. Teachers collaboratively worked with Learning and Support Teachers (LaST) to effectively differentiate learning programs targeted to individual student learning needs. As a result, personalised learning support plans (PLSPs) were regularly updated responsive to each student's academic, social and emotional learning needs. Parents and teachers participated in integration review meetings to communicate and review individual learning goals and student progress. All eligible students receiving integration funding demonstrated progress toward their personalised learning goals. The Tell Them From Me(TTFM) teacher survey on inclusive practice indicated that teachers strive to understand the learning needs of students with additional learning needs (8.3)school and that they are readily available to help students with additional needs 8.5(school) to ensure inclusivity across all learning environments..</p> <p>After evaluation, the next steps to support our students will be: To continue with evidenced based intervention programs and strategies e.g. Multilit, Minilit and Multi-Sensory Structured Learning Experience (MSLE) in literacy and explicit teaching in Mathematics. The school will continue to support students with a similar model in 2023.</p>
<p>Socio-economic background</p> <p>\$18,169.83</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"> • Literacy and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through the Multi-Sensory Structured Language Experience(MSLE) evidenced-based pedagogy to support student learning. in literacy. MSLE focuses on the explicit teaching on phonics, spelling and reading (SD1) • Collaborative planning days to develop units of work, quality assessment tasks and teaching resources in literacy and numeracy. (SD1) • Data collection, monitoring and tracking student progress.(SD 1) <p>The allocation of this funding has resulted in the following impact: When comparing the percentage of questions answered correctly by students in the Check-In assessments, in Term 4, Copacabana PS achieved above similar socio-economic background schools(SSSGs) in Reading in Years 3, 4 and 5(Reading Yr. 3 -60% school, 56.4% SSSG, Year 4 - 62.6%</p>

<p>Socio-economic background</p> <p>\$18,169.83</p>	<p>school, 54.5% SSSG and Year 5 - 56.1% school, 53.1% SSSG). The Year 6 results showed the school (54.4%) sitting slightly below that of SSSG schools(57.7%). Yr. 5 NAPLAN results demonstrated positive trend data in reading, writing, spelling, grammar and punctuation. In NAPLAN Yr. 5 Reading, 45.7% (school) students were placed in the top 2 bands for compared to 45.1%(SSSGs) and 40.5% (DoE).</p> <p>Yr. 3 and 4 Check-In numeracy assessments, demonstrated that Copacabana PS achieved above similar socio-economic background schools(SSSGs) and DoE (state) - Year 3 (61% school, 60.7% SSSG, 56.7% state) and in Year 4-(69% school, 66.5% SSSG and 63.5% state). The Year 5 and 6 results showed the school sitting slowly below that of SSSG schools(Year 5 -54.3% school, 58.8% SSSG and Year 6 - 62.9% school, 63.2% SSSG).</p> <p>After evaluation, the next steps to support our students will be:</p> <p>To continue to provide teacher collaboration opportunities for staff to plan quality literacy and numeracy lessons, assessment (formative and summative)and embed the new English and Mathematics syllabus as part of curriculum reform. We will continue to build our understanding of the MSLE pedagogy to support the explicit teaching of phonics, phonemic awareness, spelling, reading fluency and comprehension. High impact professional learning on the explicit teaching of mathematics, lesson observations and the sharing of best practice will continue to strengthen our work in Mathematics.</p>
<p>Aboriginal background</p> <p>\$18,625.18</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"> • Literacy and Numeracy • Systematic Approach to Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (LaST) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans(SD3) • employment of additional staff to support literacy and numeracy programs (SD1) • Professional Learning to support teachers in the MSLE pedagogy to support the implementation of explicit teaching in reading, phonics, fluency and comprehension. (SD 1 and SD2) • staff release to further embed Aboriginal Perspectives and Culture in teaching and learning programs (SD3) <p>The allocation of this funding has resulted in the following impact:</p> <p>Personalised Learning Pathways (PLPs) were collaboratively developed with parents, students and teachers to identify individual learning goals and aspirations. Additional teacher time was provided to support students in target literacy and numeracy interventions. and collaborative planning. Teachers were trained in evidenced-based pedagogy in the Multi-Sensory Learning Experience (MSLE). This has resulted in all Aboriginal students, who sat the 2022 NAPLAN assessments, achieving in the middle bands to top 2 bands in reading. Teachers have engaged in professional learning on the Aboriginal Education Policy and Acknowledgement to Country. 100% of staff who attended the professional learning, expressed high satisfaction with the content. The school's Aboriginal Education Team worked in close partnership with the Tjudibaring local AECG to provide many opportunities for our students to connect, succeed and thrive through the formation of an Aboriginal Education Cultural Dance group, the junior AECG with Kincumber High School and local primary schools and the acknowledgement of student</p>

<p>Aboriginal background</p> <p>\$18,625.18</p>	<p>achievement at the annual awards presentation acknowledging student achievement and Aboriginal education programs. The 2022 Tell Them From Me (TTFM) survey, revealed that 84% of Aboriginal students felt good about their culture when they are at school and 75% of students agreed that their teachers have a good understanding of their culture.</p> <p>After evaluation, the next steps to support our students will be: To continue to build genuine and ongoing connections with the Aboriginal community and there will be ongoing work on increasing staff awareness around cultural knowledge and protocols. Review and refine the school's Personalised Learning Pathways(PLPs) process to ensure authentic engagement and ongoing feedback on student goals and aspirations throughout the year.</p>
<p>English language proficiency</p> <p>\$3,768.05</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"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact: EAL/D students being supported within the classroom in literacy and numeracy. The Learning Support Team and LaST teachers collaboratively worked with teachers to make appropriate adjustments and assist identified students enabling them to progress to high levels of English proficiency.</p> <p>After evaluation, the next steps to support our students will be: The EAL/D progression will continue to be used to monitor language acquisitions. and continue support as required for all students who are EAL/D. As a school, reflect on EAL/D learners and how we can continue to improve our understanding of support for students at differing phases.</p>
<p>Low level adjustment for disability</p> <p>\$86,792.19</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"> • 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 • support for students in personalised learning support plans(PLSPs); targeted evidence-based interventions in literacy(Multi-Lit/Mini-Lit) and numeracy groups to increase learning outcomes. Implementation of social and emotional wellbeing programs such as Peaceful Kids and Zones of Regulations. • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: Additional Learning and Support Teacher(LaST)allocation to support identified students and the implementation of evidence-based interventions which focused on literacy, numeracy, social and emotional wellbeing. The Learning Support Team (LST)collaboratively worked alongside teachers to develop personalised learning support plans (PLSPs), behaviour management plans and risk assessments to support students with additional learning needs and complex and challenging behaviours. School Learning</p>

<p>Low level adjustment for disability</p> <p>\$86,792.19</p>	<p>Support Officers (SLSOs) assisted students in the classroom and the playground. As a result, of our work there has been a decrease in the percentage of students achieving in the bottom bands of NAPLAN reading and numeracy (Year 3 -reading 10.5% (school) compared to 13.7% (state) and Year 5 - reading 4.3% compared to 9.0% (SSSGs), 14.2% (state) and in Year 3- numeracy 7.9% (school) compared to 9.3% (SSSGs) to 16.7% (state) and in Year 5 numeracy 23% (school) compared to 10.1% (SSGs) and 17.6%(state).</p> <p>After evaluation, the next steps to support our students will be: To continue to refine our processes for identifying students needing additional support and target resources, including support staff, to address the specific needs of every student at their point of need.</p>
<p>Professional learning</p> <p>\$19,543.78</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 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"> • Literacy and Numeracy • Data-driven practices • Collaborative Practice and Instructional Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Professional Learning to support teachers in the MSLE pedagogy to support the implementation of explicit teaching in reading, phonics, fluency and comprehension. (SD 1 and SD2) *Sending staff to professional learning courses(LEED) to support the school plan. * Engaging Royal Life Saving to train all staff in CPR and anaphylaxis. * Provide release for staff to work collaboratively to review and discuss program implementation, analysis data to inform planning and programming. <p>The allocation of this funding has resulted in the following impact: Increased capacity of all teachers in data-driven practices - data analysis of external and internal assessment data to inform teaching and learning activities. Professional learning funding combined with other funding sources has ensured that 100% of classroom teachers are trained in MSLE. School leaders and aspirant leaders had the opportunity to attend leadership and school improvement workshops (school planning, evaluative thinking) to lead effective change within the school setting. Using the school excellence framework (SEF) to measure our success, demonstrated a shift in educational leadership and school planning practices from delivering to sustaining and growing.</p> <p>After evaluation, the next steps to support our students will be: Personalised and targeted professional learning as identified through the Professional Development Plan(PDP) process and school strategic improvement plan.</p>
<p>Literacy and numeracy</p> <p>\$19,329.12</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 <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • resources to support the quality teaching of literacy and numeracy

<p>Literacy and numeracy</p> <p>\$19,329.12</p>	<p>The allocation of this funding has resulted in the following impact: Differentiated teaching through targeted literacy programs - Multi-sensory Structured Language Experience(MSLE), inferential reading comprehension strategies and numeracy. Additional collaboration time, resources and professional learning supported teachers in their classroom practice. Scope and sequences for spelling, vocabulary and grammar were developed and refined throughout the year. The implementation of (MSLE) and the Comprehensive Assessment of Reading Strategies (CARS) in Stage 3 and Stage 2 provided a deep, narrow focus in the teaching of inferential comprehension reading and teaching of spelling. Results reflect an uplift of 4.6% of students in the top 2 bands NAPLAN reading, NAPLAN Check in data results identified a 2% increase in Year 4 reading results when compared to state and there has been an uplift in Year 5 NAPLAN reading results from 2021 to 2022. An average score increase of 16. Explicit instruction in Mathematics lesson and small group numeracy interventions has supported student learning. Literacy and numeracy funding was combined with COVID ILPS and other equity funding sources. The success of our work is demonstrated by the achievement of 76% of students in Year 1 and 94 % of students in Year 2 reaching counting on and above. Self evaluation using the school excellence framework(SEF) has indicated that the school is maintaining at sustaining and growing the delivery of curriculum.</p> <p>After evaluation, the next steps to support our students will be: To continue with a similar model of literacy and numeracy support, professional clearing and resourcing in 2023.</p>
<p>QTSS release</p> <p>\$58,954.47</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 <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 (SD1 and 2) • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff (SD1 and 2) <p>The allocation of this funding has resulted in the following impact: In collaborative practices and instructional leadership, we focused on 2 keys of the collaborative inquiry matrix. Key practice 1: Teacher collaboration to build collective efficacy to inform the development of evidence-based programs, lessons and data-driven practices demonstrated that we were at sustaining and growing. Teachers use data to identify needs, input activities and outcomes to strengthen teacher expertise and student performance. Teachers proactively participated in a range of collaborative activities that are regularly evaluated to impact teaching. Whole school professional lessons, stage collaborative planning days occur once a term where staff are engaged in collaborative discussions, ensuring continuous improvement. Throughout the year staff have completed exit slips, at the completion of Professional Learning sessions, to determine the effectiveness of the sessions. The results are as follows: professional learning was of high quality 77.1%, teachers found the professional learning to be relevant and could be applied to their teaching practice - 77.1%, professional learning provided opportunities to collaborate - 89.2% and professional learning provided all staff the opportunity to contribute to whole school improvement-81.9%.. Key practice 3: Instructional leadership - the leadership team develops processes to collaboratively review teaching practices demonstrated that we were at delivering.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>QTSS release</p> <p>\$58,954.47</p>	<p>Key Practice 1: In 2023 we will focus on enhancing teacher expertise so all teachers contribute to the Strategic Directions of the school and this is reflected in whole school improvement data.</p> <p>Key Practice 3: In 2023 we will allocate additional resources ie. financial and personnel, to facilitate walkthroughs, observations and scheduled data talks and moderations.</p>
<p>Literacy and numeracy intervention</p> <p>\$22,984.20</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 • 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 <p>The allocation of this funding has resulted in the following impact:</p> <p>The implementation of literacy and numeracy strategies to address at an individual, small group and class level. Working alongside the Learning Support Team and Learning and Support Teachers (LaST) teachers participated in mentoring opportunities to build expertise in differentiation and designing personalised intervention. A targeted focus was on phonemic awareness skills phonics (single sound phonemes, digraphs, diphthongs and vowel teams) and reading fluency in Early Stage 1 and Stage 1 for identified students requiring additional support. In ES1, 100% of students have made progress on their individual learning goals. Pre and post intervention data revealed the following: 75% of students achieving knowledge of all graphemes, 87.5% of students making progress in digraph and diphthong sound knowledge. All students made significant progress in their knowledge of letter/sound relationship when reading regular words and on average pre/post intervention assessment data revealed that students increased their knowledge by 45%. In Stage 1 (Year 1) pre and post intervention data revealed the following: 89% of students achieving knowledge of all lower-case single sounds, 78% of students of all knowledge of upper-case sounds and 89% of students achieving knowledge of all graphemes. All students made significant progress in their knowledge of letter/sound relationship when reading regular words and on average pre/post intervention assessment data revealed that students increased their knowledge by 41%. All students made significant progress in reading fluency. In numeracy, Year 1 SENA testing (Early Arithmetic Strategies) indicated 80% of students achieving at the counting on and above. An uplift of 17% (63% to 80%) students to counting on and facile. Year 2 students demonstrated an uplift of 7% (29% to 36%) students in the facile range.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>To continue the implementation of literacy/numeracy interventions and using assessment data to identify students needing additional support in reading and numeracy.</p>
<p>COVID ILSP</p> <p>\$42,480.00</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>COVID ILSP</p> <p>\$42,480.00</p>	<p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of an additional teacher to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy and monitor progress and monitor progress of student groups • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact:</p> <p>The delivery of small group tuition which provided targeted, explicit instruction to student groups in identified areas of literacy - reading comprehension and numeracy. This resulted in an overwhelming majority of students achieving significant progress towards their learning goals in literacy. Stage 2 and 3 literacy groups focusing on identified inferential reading comprehension strategies demonstrated an improvement of 23% (Stage 2) and 25% (Stage 3) in their post intervention assessment. Numeracy intervention programs had a focus on additive and multiplicative strategies. An analysis of numeracy assessment indicated that 100% of students have improved in both focus areas that were taught, showing an overall average improvement of 13% in their post assessment.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>To continue the implementation of literacy and numeracy group tuition using data to identify specific student need and drive explicit instruction. Other school resources will be accessed to provide additional in-class support for some students to continue to meet their personal learning goals post involvement in the program.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	183	174	174	164
Girls	169	151	139	122

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.3	95.5	94.1	89.3
1	92.0	92.3	93.2	87.9
2	93.9	94.6	92.6	90.0
3	93.8	95.4	93.5	85.3
4	92.1	94.4	94.4	87.7
5	92.5	94.1	93.1	88.5
6	90.1	94.3	92.3	87.7
All Years	92.6	94.4	93.3	88.1
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
Assistant Principal(s)	3
Classroom Teacher(s)	9.48
Literacy and Numeracy Intervent	0.2
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Administration and Support Staff	2.52

*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	704,334
Revenue	2,887,082
Appropriation	2,765,759
Sale of Goods and Services	2,215
Grants and contributions	115,363
Investment income	3,644
Other revenue	100
Expenses	-3,001,203
Employee related	-2,716,525
Operating expenses	-284,679
Surplus / deficit for the year	-114,122
Closing Balance	590,212

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	116,595
Equity Total	126,228
Equity - Aboriginal	18,625
Equity - Socio-economic	18,170
Equity - Language	2,641
Equity - Disability	86,792
Base Total	2,162,401
Base - Per Capita	79,089
Base - Location	0
Base - Other	2,083,312
Other Total	157,724
Grand Total	2,562,948

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 completed the Tell Them From Me (TTFM) surveys and anecdotal feedback on a variety of concepts to evaluate overall satisfaction of programs being delivered at our school. Survey scoring (0 indicating strong disagreement, 5 neutral position and 10 indicating a strong agreement).

Their responses are as follows:

Students: Student surveys were conducted in Semester 1 and 2. The survey included questions relating to learning, wellbeing and positive relationships. * 92% of students indicated that they are treated with fairness and respected by other students at the school regarding their cultural background. * Students with positive relationships (have friends that they can trust) was 87% (school) was higher than the NSW norm of 85%. * Students with positive behaviour at school was 93% (school) was higher than the NSW norm of 83%. * 83% of students indicated that they know where to seek help if they are bullied or see someone else being bullied. * Students indicated that safe, respectful behaviours are evident within the school's culture resulting in the level of inappropriate behaviours(bullying) to be well below the state norm - 25%(school) compared to 36% (NSW norm). * 84% of students stated that they understand how the school's values education program works at the school. Areas for future focus include increasing student engagement in learning and their positive sense of belonging.

Parents: The school sought feedback of all parents through the Partners in Learning Survey in Semester 2. * Our parents acknowledge that the school supports positive behaviour and expressed that their child understands the expectations of the school (8.6) * Parents acknowledge that their child feels safe at school (7.5) and feels safe going to and from school (7.9). * Parents value the opportunity to talk with their child's teacher about their child's learning progress or behaviours. The most valued forms of communication include formal interviews (92%), informal interviews (89%) and telephone (83%). * Parents have identified the most valued forms of communication for school new and events as being emails, newsletter, P&C meetings and social media. * Parents agree that the school's grounds are well-maintained, welcoming and it is easy to move around the school (84%). Areas for future focus: include building upon the school's partnership with parents in school events and providing information sessions on the new curriculum so that parents feel informed on how to best support their child's learning.

Teachers: Teachers completed the Focus on Learning Survey in Semester 2. * Teachers identified the presence of a strong learning culture at the school by setting high expectations for student learning (8.5), a focus on individual student progress (8.8) and establish clear expectations for classroom behaviour (9.2). * When reflecting on the strength of teaching strategies, particular areas of focus for teachers was linking new learning to previous knowledge (8.2), setting learning intentions so that students are very clear about what they are expected to learn (8.0) and providing feedback to students on their work so that it brings them closer to achieving their learning goals (8.0). * Our work in data informed practice shows teachers using assessment tasks to build understanding of where students are in their learning (8.2) and to inform lesson planning (8.3). * Teacher collaboration is highly valued by staff as it provided opportunities for teachers to work with others to develop teaching/learning programs (7.5), discuss strategies that increase student engagement (8.2) and discuss learning needs of students with other teachers(7.7) Areas for future focus include: continuing to build upon our work in collaborative practice and data-driven practices as aligned in the school's strategic improvement plan.

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.