2023 Annual Report

Coogee Public School

1616

Coogee Public School 1616 (2023)

Introduction

The Annual Report for 2023 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.

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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 478 students across 19 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 26% of students of a language background other than English. There are 35 different languages spoken in homes, with 16% of EAL/D (English as an Additional Language or Dialect) students identifying as French. 1% 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. Continuous assessment 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 Engagement 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

Self-assessment using the School Excellence Framework

Elements	2023 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 growth and performance	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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

AP Curriculum & Instruction
Per capita
Low level adjustment for disability
Professional learning
Integration funding support
New Arrivals Program
English language proficiency

Summary of progress

Explicit teaching in English and mathematics remained a large focus in all classrooms K-6. Teachers clearly explained to students why they were learning something, how it connected to what they already knew, what they were expected to do, how to do it and importantly, what it looks like once they have succeeded. This was achieved by:

- Embedding the science of reading in K-2, including 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. Our internal data suggests that only between 5-10% of students in K-2 will require literacy intervention programs moving forward.
- Explicit teaching of fluency skills for Years 3-6. Instruction was differentiated based on individual student needs opportunities for students to practice and reinforce skills. Over 95% of students in Years 3-6 are meeting their words per minute end of year target.
- Targeted literacy intervention using evidence based instructional strategies from MiniLit and MacqLit (Years 1 to 6) have been proven to be effective for those needing support learning to read. The majority of students graduated successfully from the program with those who were unsuccessful provided further support through an individualised learning program.
- Implementing the numeracy *Launch, Explore, Summarise* model. This instructional teaching framework was developed by Di Siemon. Staff undertook extensive professional learning which supported teachers in effectively planning and delivering problem based numeracy lessons. This model emphasises active participation, inquiry-based learning, and meaningful connections to real-world contexts. By following this structured framework, teachers created engaging and effective numeracy lessons that catered to diverse learning needs and promoted deep understanding of mathematical concepts.
- Professional learning and application of Di Siemon's, *Big Ideas in Number*. Staff reviewed and implemented concepts for 'trusting the count', 'place value', 'multiplicative thinking', 'partitioning', 'proportional reasoning', and 'generalising'. These concepts align with Di Siemon's approach to mathematics education, which focuses on building students' conceptual understanding, problem-solving skills, and mathematical reasoning abilities. By emphasising these foundational concepts, students developed a deep and flexible understanding of mathematics supporting learning and problem-solving in the long term.
- Differentiation of teaching/learning programs in literacy and numeracy with the new English and mathematics syllabuses. Staff participated in professional learning and reviewed the four domains of potential according to the NSW DoE's HPGE policy and implemented the differentiation adjustment tool with quality picture texts and other resources.

Teachers used data to check and understand what their students were in their learning and planned what to do next in literacy and numeracy. Effective use of data helped teachers to adjust their practice to drive improvement for all students in their class. This was achieved by:

- Building on formative assessment systems to assist with the 'where to next' in the teaching cycle. Staff participated in professional learning and in stage teams and developed consistent strategies to collect, monitor and track student data.

- Professional learning with staff about cognitive load theory. Staff implemented strategies such as chunking information, visual aids and scaffolding to optimise learning experiences.
- Using PLAN 2 (Version 3) to track student achievement and determine where to next in numeracy and reading.
- Completing improvement sprints over a 3-4 week period with targeted instruction to improve students outcomes in literacy and numeracy. Staff utilised the Boulder (broad level) > Pebble (narrow level) > Sand (specific level) target framework.
- Triangulating student data from standardised tests, stage/year based assessments, in class results and online testing tools.

Future directions

- Reading: Continuing to embed the science of reading, implementing the new syllabus, fluency skills in students Years 3-6 and reviewing the literacy session.
- Numeracy: The ongoing use of explicit teaching of mathematical concepts, implementing the new syllabus and collecting data 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
• An increase in the percentage of questions answered correctly in Year 5 and Year 3 in reading check-in assessment in 2023 compared to 2022.	• There has been a 3% increase in the percentage of questions answered correctly in Year 5 and a 4.7% increase in Year 3 in the reading check-in assessment in 2023 compared to 2022.
• An increase in the percentage of questions answered correctly in Year 5 and Year 3 in numeracy check-in assessment in 2023 compared to 2022.	• There has been a 9.9% increase in the percentage of questions answered correctly in Year 5 and a 10.2% increase in Year 3 in the numeracy check-in assessment in 2023 compared to 2022.

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
Professional learning
English language proficiency
Integration funding support
AP Curriculum & Instruction

Summary of progress

A whole school approach utlising the most effective evidence-based teaching methods to optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. This was achieved by:
- Undertaking professional learning with all staff on The Writing Revolution (TWR). TWR was developed by Judith C. Hochman and Natalie Wexler. Staff embedded TWR approach that emphasises the use of explicit instruction in writing mechanics, sentence structure, and organisation, with a focus on teaching students how to express their ideas clearly and cohesively.
- Developing strategies for effective differentiation across all subject areas. Teachers adjusted aspects of content, process and product in response to students' readiness, interests and ability and modified the learning environment in response to students' cognitive ability.
- Teachers familiarised themselves with evidence-based instructional strategies that have been shown to be effective in teaching English and mathematics including strategies such as direct instruction, problem-based learning, cooperative learning, and differentiated instruction.
- Ensuring that the teaching methods chosen aligned with the learning objectives outlined in the new syllabuses. This alignment ensures that the methods used are appropriate for the content being taught and the skills students are expected to develop.
- Collecting and analysing data to monitor student progress and evaluating the impact of teaching sprints. This data-driven approach ensured that teachers can make evidence-based decisions about which interventions are most effective.

Effective feedback provides students with relevant, explicit, ongoing, constructive and actionable information about their performance against learning outcomes from the syllabus. This was achieved by:
- Continuing to refine summative and formative assessment strategies given to students. The professional learning for staff was underpinned in educational research with an emphasis on cognitive load theory. All staff collected formative data, used the data to improve learning, collaborated with colleagues in stage meetings/data days and provided the where to next information to students.
- Leadership, mentoring and support from Assistant Principal Curriculum and Instruction in designing, developing, and implementing effective feedback strategies with staff.
- Staff utlisiing assessment data to give clear, explicit and timely feedback to students. Feedback provided students with information about their performance, helped them understand what they did well and where they can improve. It guided them in identifying areas of strength and weakness, thus fostering continuous learning and improvement.

Future directions
- Evidence based teaching: Focus on differentiation, reviewing/tracking/monitoring student data, cognitive load theory.
- 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
• Improvement as measured by Tell Them From Me staff survey data in Learning Culture and Data Informs Practice.	• Learning Culture has grown from 7.7 to 8.4 (out of 10) in 2023. Key areas of monitoring student progress and high expectations have grown 1 point from 8.6 to 9.6. • Data Informs Practice has grown from 7.7 to 9.0 (out of 10) in 2023. Key areas of using data from formal assessments (9.4) and giving students feedback on how to improve their performance on formal assessment tasks (9.6) were identified as great strengths from staff.
• 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.	• 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 for all stakeholders.

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
Socio-economic background
Aboriginal background
New Arrivals Program
QTSS release
Beginning teacher support

Summary of progress

Wellbeing is a broad term that encompasses many dimensions including cognitive, social, physical and spiritual wellbeing. At CPS, we support wellbeing through practices that promote social, emotional, behavioural and intellectual engagement, and by fostering positive relationships across the school community. This was achieved by:

- Continuing to promote a positive school climate. Positive Behaviour for Learning (PBL) fosters a supportive and inclusive school environment where students feel safe, respected, and valued. By promoting positive behaviors and attitudes, PBL contributes to creating a culture of kindness, empathy, and cooperation among students, teachers, and staff.
- A reducation in negative behaviours recorded. By teaching students pro-social behaviors, PBL strategies helped reduce incidents of bullying, aggression, and other negative behaviors. When students feel connected to their school community and understand the expectations for positive behavior, they are less likely to engage in disruptive or harmful actions.
- Staff with support from the Learning Engagement Team differentiated programs to support all students including learning support, High Potential and gifted education (HPGE) and English as an Additional Language/Dialect (EAL/D).
- Teachers and parents developing 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 leadership team deployed teaching and non-teaching staff to make best use of available expertise to meet the needs of students. The leadership team uses data to evaluate the effectiveness of management processes,and creates a culture of shared accountability to achieve organisational best practice.
- For staff welllbeing, we fostered a culture of collaboration and peer support among teaching staff. Encouraged teachers to share resources, ideas, and strategies with each other. Promoted a positive and inclusive school culture where all staff members felt valued, respected, and supported. Encouraged open communication, collaboration, and teamwork among teachers and school leadership. Addressed any issues in a timely and constructive manner.

Teacher collaboration involves teachers working together to achieve a common goal through the sharing of evidence-informed practices, knowledge and problem solving. Effective collaborative practice improves teacher quality. This was achieved by:

- Staff collaborating with new English and mathematics syllabuses to ensure that teaching-learning programs aligned with updated curriculum standards and educational goals. Teachers mapped out learning and designed assessments that are aligned with new syllabus documents.
- Collaborative programming and assessing promoted consistency and continuity in instruction and assessment and reporting, across grade levels and subject areas. Teachers coordinated their efforts to ensure that students receive a coherent and cohesive experience throughout their educational journey.
- AP C&I participated in demonstration lessons with colleagues. Demonstration lessons provided opportunities for collaboration and mentorship among teachers. Teachers also engaged in discussions with leaders, asked

questions, sought advice, and exchanged ideas. This fostered a culture of collaboration and continuous learning within the school community.
- TTFM data suggest that collaboration at CPS enhanced teacher satisfaction and morale. Teachers feel valued and supported by their colleagues, improving job satisfaction and commitment to the teaching profession.
- Implemented collaborative programming practices, which enabled a culture of teamwork, shared responsibility, and continuous improvement, leading to enhanced student learning outcomes and a more cohesive curriculum.

There was also strong collaboration between the school and parent community. The P&C worked with the school to deliver:
Redevelopment of Active Playground. A combined effort from P&C, Department of Education, government grant from Coogee MP - Dr Marjorie O'Neill, and Coogee Care Centre. The cost was over $650 000. Air conditioning 21 spaces. The P&C contributed $95 000 towards air conditioning. This money was raised through the Walkathon over the past 3 years.Class wish list - additional resourcing of classrooms. The P&C contributed over $18 500 for this initiative.Coordination of programs including Canteen, Uniform Shop, LOTE, Ethics, Sustainability.Whole school events for students such as Walkathon, Winter Disco, Little Thong, Mother's/Father's Day Stalls.

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: • An uplift of 4% in student attendance.	• An attendance uplift of 6% from 76.63% in 2022 to 82.63% in 2023.
• 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.	• 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
New Arrivals Program $8,539.00	The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Coogee Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading • Wellbeing **Overview of activities partially or fully funded with this targeted funding include:** • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling **The allocation of this funding has resulted in the following impact:** The New Arrivals Program (NAP) provided initial, on arrival intensive English language tuition for newly arrived students supporting them in their communication and wellbeing. **After evaluation, the next steps to support our students will be:** Ongoing support through the school's EAL/D programs to meet individual needs.
Integration funding support	Integration funding support (IFS) allocations support eligible students at Coogee Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading • Numeracy • Effective feedback and assessment **Overview of activities partially or fully funded with this targeted funding include:** • 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 individualised support strategies • 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) • employment of staff to provide additional support for students who have high-level learning needs **The allocation of this funding has resulted in the following impact:** Students who required additional support due to additional needs were 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 allowed students with additional needs to experience success on their educational journey. SLSO's regularly communicated with the classroom teacher to ensure they were supporting student needs effectively. **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 to work with the students to to gradually increase their responsibilities and encourage them to take greater ownership of their learning. Continued funding of this in 2024 will provide differentiated support to students with additional needs.

Socio-economic background $7,588.62	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Wellbeing **Overview of activities partially or fully funded with this equity loading include:** • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items **The allocation of this funding has resulted in the following impact:** Families under financial hardship were supported so their child was not disadvantaged. **After evaluation, the next steps to support our students will be:** Continued funding of this in 2024 will help provide access to resources and opportunities for students who require this type support so they are not disadvantaged.
Aboriginal background $5,435.12	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 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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Wellbeing **Overview of activities partially or fully funded with this equity loading include:** • staffing release to support development and implementation of Personalised Learning Plans • employment of specialist additional staff (SLSO) to support Aboriginal students **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. **After evaluation, the next steps to support our students will be:** To continue to provide this level of support financial support in 2024 to all Aboriginal students.
English language proficiency $77,173.79	English language proficiency equity loading provides support for students at all four phases of English language learning at Coogee Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading • Evidence based teaching • Wellbeing **Overview of activities partially or fully funded with this equity loading include:** • additional staffing intensive support for students identified in beginning and emerging phases • additional teacher time to provide targeted support for EAL/D students

English language proficiency $77,173.79	and for development of programs • withdrawal lessons for small group (developing) and individual (emerging) support **The allocation of this funding has resulted in the following impact:** Students with low English proficiency were supported to learn English and accessed the NSW curriculum. **After evaluation, the next steps to support our students will be:** To continue to provide this level of support financial support in 2024 to students low English proficiency.
Low level adjustment for disability $193,922.96	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading • Evidence based teaching **Overview of activities partially or fully funded with this equity loading include:** • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention with MiniLit and MacqLit to increase learning outcomes • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs **The allocation of this funding has resulted in the following impact:** Reading results improved with more students meeting expected gains with phonics and phonological awareness. **After evaluation, the next steps to support our students will be:** To continue to provide this level of support financial support in 2024 to students with low level adjustments for disability.
Professional learning $32,757.18	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading • Evidence based teaching • Effective feedback and assessment **Overview of activities partially or fully funded with this initiative funding include:** • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing **The allocation of this funding has resulted in the following impact:** Improvement in teaching practices with staff implementing refined and/or new strategies and techniques. Collectively, the staff were 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.

Professional learning $32,757.18	**After evaluation, the next steps to support our students will be:** To continue to provide this level of support financial support in 2024. Further professional learning about the new English and mathematics syllabuses, teaching/learning of numeracy and writing, formative assessment, triangulating data, improvement sprints, cognitive load theory plus other focus areas which support our School Improvement Plan.
QTSS release $103,690.37	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Coogee Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Collaboration **Overview of activities partially or fully funded with this initiative funding include:** • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff **The allocation of this funding has resulted in the following impact:** Resulted in greater consistency in practice across classrooms. By setting a consistent example, leaders ensured that all teachers were using evidence based teaching practices, which led to better student learning outcomes. **After evaluation, the next steps to support our students will be:** To continue to provide this level of support financial support in 2024 for QTSS for leaders to support their staff.
COVID ILSP $15,340.00	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 2023. **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy with MacqLit **The allocation of this funding has resulted in the following impact:** Reading support for students who regressed in their reading progress and/or did not meet expected reading gains during COVID. **After evaluation, the next steps to support our students will be:** This funding is not continuing in 2024. Students previously supported by COVID ILSP will be incorporated into other learning engagement programs.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	316	298	253	221
Girls	283	268	261	235

Student attendance profile

School				
Year	2020	2021	2022	2023
K	96.9	95.7	93.9	94.8
1	96.3	96.1	92.4	94.5
2	96.2	95.6	93.1	94.3
3	95.6	94.7	93.0	93.5
4	94.6	95.2	92.2	92.8
5	95.8	94.2	93.0	90.7
6	95.6	94.1	89.7	93.2
All Years	95.9	95.2	92.5	93.4
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See https://education.nsw.gov.au/schooling/covid-19/advice-for-families for advice).

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)	4.8
Classroom Teacher(s)	15.43
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
Teacher EAL/D	0.2
School Administration and Support Staff	3.78

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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]	2023 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 **Actual** ($)
Opening Balance	448,279.02
Revenue	5,047,160.50
Appropriation	4,604,455.99
Sale of Goods and Services	45.00
Grants and contributions	421,386.18
Investment income	20,573.33
Other revenue	700.00
Expenses	-5,346,842.60
Employee related	-4,650,029.41
Operating expenses	-696,813.19
Surplus / deficit for the year	-299,682.10
Closing Balance	148,596.92

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.

	2023 **SBAR Adjustments** ($)
Targeted Total	166,454
Equity Total	284,120
Equity - Aboriginal	5,435
Equity - Socio-economic	7,589
Equity - Language	77,174
Equity - Disability	193,923
Base Total	3,478,282
Base - Per Capita	133,774
Base - Location	0
Base - Other	3,344,509
Other Total	349,683
Grand Total	4,278,540

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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 2023 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:

- 95% of students had a high rate of participation in sports with an instructor at school other than in a PE class.
- 85% of students felt the school was a place of positive behaviour.
- 83% of students have friends at school they can trust and who encourage them to make positive choices.
- 85% of students believe that schooling is useful in their everyday life and is important for their future.
- 75% of girls participate in extra-curricular activities such as art, drama, music or dance. 11% above the state average.
- The strongest drivers of student outcomes were expectations for success, positive teacher-student relationships, effective learning time and advocacy at school.
- 92% of students agree that their teacher takes time in retrieval practices and explaining things that have been taught before.
- 87% of students feel proud of their school.
- A large majority of students feel good about going to 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, teachers listen to concerns, are well informed about school activities and written information from the school is in clear, plain language.
- School supports learning: Teachers show an interest in their child's learning, children are encouraged to do their best work and teachers expect children to work hard.
- School supports positive behaviour: Teachers expect their child to pay attention in class and their child is clear on the school expectations for behaviour.
- Safety at school: Children feel safe at school and going to and from school.
- Useful communication: Most parents feel information meetings and formal interviews as the two best forms of communication when discussing their child's progress at school. When it comes to school communication, the newsletter and emails are the most helpful.
- 80% expect their child will go to university.

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

- Data to inform practice survey results were 12% above the state average. Strengths identified by teachers include using results from formal assessments to inform lesson planning, providing feedback to students on how to improve
- Staff rated the collaboration at Coogee PS very high with reference to discussing learning problems of particular students with other teachers, talking about strategies that increase students engagement and working with colleagues to develop learning opportunities and using data to decide whether a concept should be taught another way.
- Regarding school leadership, the results were 10% above the government norm with strengths noted in leaders providing support to staff during stressful times, providing guidance for monitoring student progress, helping to improve the teaching of staff and creating a safe and orderly school environment.
- Staff noted that Coogee PS was a very inclusive school as staff understand the needs of students with special learning needs, create opportunities for students who are learning at a different pace and have clear expectations for classroom behaviour.

According to the surveys, areas of improvement include:

- The physical grounds of the school. Many parents noted how long the renovation of the new playground was taking to complete.
- Parents would like to know more information about their child's progress at school.
- 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.