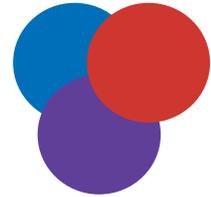


# Copacabana Public School Annual Report



**2015**



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## Introduction

The Annual Report for 2015 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 school 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.



Cherie Bourke

Principal

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## Message from the Principal

Copacabana Public School is a stimulating environment, where students are provided with a wide variety of learning opportunities, aimed at nurturing respectful, motivated learners. Our motto "Effort Earns Success" reflects our commitment to developing students who are well educated, responsible and who always strive to achieve to the best of their ability.

Our dedicated teaching staff has collaboratively developed and delivered stimulating programs in all Key Learning Areas and worked hard to gain a deep understanding of the new Mathematics and Science syllabuses, which were implemented in 2015. The staff has also been involved in professional learning in the Taking Off With Numeracy (TOWN) and Targeted Early Numeracy (TEN) Programs, aimed at supporting students to successfully achieve numeracy outcomes from Kindergarten to Year 6.

Copacabana Public School is committed to developing and sustaining strong partnerships with our local community and the Kincumba Learning Community, which includes Kincumber High School, Avoca Beach Public School, Pretty Beach Public School and Kincumber Public School.

We are fortunate to have outstanding support from our dedicated P&C, who work tirelessly to provide additional resources that enhance the teaching and learning programs across many facets of school life.

We have continued to achieve excellence in the sporting field, with students competing at school, zone, regional and state levels, with one student progressing to national level in hockey.

Our achievement in the arts has also been outstanding, with students performing at the Central Coast Dance Festival, in school troupes and several students being selected for the combined schools ensemble. We also made artistic and photographic contributions to displays at the Five Lands Walk.

I am very proud of the achievements of the students at Copacabana Public School and grateful to the dedicated staff and community for supporting the students in their endeavour to achieve success in their education.

I certify that the information in this report is the result of a school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

## School background

### School vision statement

Quality teaching and Learning Programs, driven by dedicated, committed and caring teachers that engage students within a strong, supportive and nurturing community environment.

### School context

Copacabana Public School is located on the Central Coast of NSW. It has a stable population of children that come from predominantly middle to upper class dual income families. There has been an increase in enrolment numbers for 2015, resulting in the formation of another class.

Copacabana Public School currently has four identified ATSI students with one child receiving integration funding support. There are 8% of students on ELP's, PLP's and IEP's to support learning in the areas of Literacy and numeracy.

The school's motto "Effort Earns Success" reflects a whole school commitment to learning by students, staff and parents. Copacabana Public School is a recognised leader in technology teaching and learning. Our positive student welfare program allows all students to be rewarded for individual achievements. Our values education program creates an atmosphere of mutual respect, acceptance and responsibility, with senior students participating in mentoring and leadership programs. Our engaging, vibrant learning environment caters for individual students' needs and talents. We support students requiring assistance, transition to school and high school programs, outstanding sport and physical education programs and opportunities to participate in creative and performing arts.

## Self-assessment and school achievements

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. 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.

This year, our school undertook self-assessment using the elements of the School Excellence Framework. Each staff member was assigned to a Strategic Direction Team to thoroughly examine the school plan and determine how strongly each area addressed the elements of the School Excellence Framework. These teams met on a regular basis throughout the year and ensured that improvement efforts were ongoing and guided by rich school data and a variety of evidence sources.

In the domain of learning our efforts have primarily focussed on curriculum, learning and well-being. The school has maintained a positive and productive learning culture evident among staff and students. Wellbeing is fundamentally important and promotes a culture of trust and respect for each other. This is evident through the relationships that have been formed between students, staff and community and evidence of increased student engagement with learning. Students' individual learning needs have been identified and appropriate planning, support and differentiation has been implemented. This has been communicated to parents both formally and informally.

The school continues to focus on strong collaborative planning in stage teams amongst all staff members. Informed teaching practices, through classroom observations, reflection and feedback, literacy and numeracy programmes, implementation of new syllabi, are all supported by technology for learning and utilising data analysis, collaboratively work together to ensure student progress and achievement of learning outcomes.

Our priorities this year have been to provide leadership opportunities for staff and ensured management practices and processes have been consistent and professional. The key strategic directions have been established in consultation with staff and have allowed for the provision of staff to lead. This approach recognises that leadership development is central to the achievement of school excellence. The leadership team has led the delivery of initiatives outlined in this report, building the capabilities of staff and promoting a dynamic school learning culture.

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

## Strategic Direction 1

Engaged Student Learning

### Purpose

To provide quality teaching and learning programs that engages students through differentiated learning programs with the aim of improving growth in Literacy and numeracy.

### Overall summary of progress

Our continued school-wide focus on 'Values Education' has enabled us to achieve significant progress in this strategic direction through a successful approach to student well-being and learning culture. Values Education has ensured the use of a consistent approach to teaching and learning of appropriate behaviours in the various school context. All students have been provided with diverse leadership opportunities for student's to display resilience, self-confidence and increased engagement in school life. There have been significant observable changes in behaviour featuring more positive and respectful relationships throughout the school community.

Learning and Support Team processes, including staff education on NCCD data collection have been enhanced to identify, monitor and plan student progress in Literacy and numeracy. This has enabled early identification and intervention to provide stronger, more focused support to individual students in partnership with parents.

Professional development in numeracy involved all staff undertaking training in TEN (K-2) and TOWN (3-6). This training enhanced teachers' numeracy skills which allowed for the improved achievement of outcomes across the school.

| Progress towards achieving improvement measures   |  | Resources (annual)                               |
|---|--|--|
| Improvement measure (to be achieved over 3 years)   | Progress achieved this year  | Funds Expended                                   |
| All teachers and students will be involved in the delivery of Values Education to support the schools wellbeing policy. | A significant reduction (50%) in the incidences of playground/classroom referrals from teachers.<br>75% of respondents to our survey including students, staff and members of the community where able to describe our school values and how they impact on behaviour across the school. | Total of Student wellbeing programs<br>\$1051.35 |
| All students will be identified and recorded on the NCCD register for monitoring across the school                      | All staff completed The Disability Modules (1-8) on the Disability Standards.<br>Staff established a school NCCD register to cater for diverse student learning needs.   | \$575  |
| All staff will be involved in TEN and TOWN training to enhance skill development in numeracy.                           | All staff implementing TEN and TOWN strategies to support the teaching/learning of numeracy skills and outcomes. The impact of this training will be evidenced over the next year through the maintenance of the program.  |  |
| An increase in the number of students moving from bands 3-6 (70%) in numeracy in Year 3                                 | 65% of students achieved bands 3-6 in Year 3.<br>92.5% of students achieving outcomes in bands 2-6 in numeracy in Year 3   |  |

## Strategic Direction 1

|  |   |  |
|--|---|--|
| A reduction of students in the lower 2 bands (0%) in numeracy in Year 3.                 | 7.5% of students in lower 2 bands for numeracy in Year 3.   |  |
| An increase in the number of students moving from bands 6-8 (30%) in numeracy in Year 5. | 92.5% of students achieving bands 4-8 in numeracy in year 5.  |  |
| A reduction of students in the lower 2 bands (18%) in numeracy in Year 5.                | 7.5% of students in lower 2 bands in numeracy in Year 5.  |  |
| At least 60% of students achieving growth between the bands in numeracy in Year 5.       | There are 97.6% of Year 5 students achieving at or above minimum standard in numeracy.<br>There is 100% of Year 3 students achieving at or above minimum standard in numeracy |  |

## Next steps for 2016

- Continue to build on the improved Learning and Support processes and strengthen the support for Gifted and Talented students
- Build on the 'Values Education' program in classrooms to further enhance the Wellbeing policy
- Continue to support teachers when developing individual education plans and differentiated learning programs to cater for the developing learning needs
- Continue to regularly update PLAN data for Literacy and numeracy
- Analyse PLAN data for students 3-6 with a focus on numeracy growth
- Review Peer Support Program to align with Values Education Program and new Wellbeing Policy

## Strategic Direction 2

Quality Teaching

### Purpose

To ensure teachers have the capacity to implement high quality curriculum to meet the needs of all students.

### Overall summary of progress

Quality teaching, assessment and the use of effective feedback have been a key professional learning focus in 2015 to achieve this strategic direction, based on the research of professor John Hattie.

All teachers have been trained in three important Literacy and numeracy initiatives- Targeting Early Numeracy, Taking off With Numeracy and initial training in Focus On Reading. These initiatives are having a significant impact on student learning across all stages.

The school executive team has led staff in a number of initiatives which will continue to ensure a more focused and strategic approach for guiding professional learning and developing staff.

| Progress towards achieving improvement measures   |  | Resources (annual) |
|---|--|--------------------|
| Improvement measure (to be achieved over 3 years)   | Progress achieved this year  | Funds Expended     |
| All staff K-2 trained in TEN  | 100% K-2 staff trained in TEN program  | \$6840             |
| All staff 3-6 trained in TOWN   | 100% 3-6 staff training in TOWN program  | \$7480             |
| Staff K-6 trained in Focus on Reading commencing 2016   | 2 executive staff commenced initial facilitator training in Focus On Reading   |                    |
| All staff achieve proficiency standards by 2017   | 95% of staff achieved proficiency standards in 2015.   |                    |
| All staff implement History syllabus in 2016. All staff implement Geography syllabus in 2017.   | 95% staff attended professional development on new History syllabus with the intent to implement units of work in 2016.<br>To date no progress to report on geography syllabus implementation. |                    |
| Growth data in NAPLAN bands inclusive of Years 3-7  | There are 97.6% of Year 5 students achieving at or above minimum standard in numeracy.<br>There is 100% of Year 3 students achieving at or above minimum standard in numeracy                  |                    |
| Growth in percentages of children achieving outcomes in higher clusters in K-2 numeracy through the implementation of the TEN program | No progress to report until NAPLAN analysis 2016.  |                    |

## Strategic Direction 2

### Next steps for 2016

- Continue facilitator training and subsequent staff training on the Focus On reading program
- Establish a timeline for professional learning for the implementation of the Focus On Reading program with staff
- Continue History Syllabus implementation and raise awareness of new Geography syllabus
- Establish a team to facilitate the implementation of the new Geography Syllabus
- Develop a whole school scope and sequence for History
- Revisit Excellence Framework and Quality Teaching Standards with staff
- Revisit 5 Point Plan to ensure staff commitment
- Revisit Australian Professional Standards for Teachers in conjunction with Performance and Development Plan (PDP's). Fully implement the PDP process with all staff across all stages
- Expose staff to the new School Wellbeing Policy prior to sharing with community
- Continue to develop, review and evaluate teaching and learning programs reflective of the Australian Professional Teaching Standards
- Maintain the implementation of TEN and TOWN programs across the school. Train new members of staff in TEN and TOWN where appropriate
- Regularly monitor and update NCCD register details and conduct review meetings in consultation with all stakeholders
- Initiate programs that highlight Aboriginal and Multicultural perspectives

## Strategic Direction 3

### Community Engagement and Partnerships

#### Purpose

To provide an active and engaged community resulting in a more collaborative and effective environment for staff and students.

#### Overall summary of progress

The school has engaged the community to create a long term vision as a partnership to enhance student learning.

Communication systems have been enhanced by providing a variety of communication avenues to the community.

Opportunities have been offered to students which allows for their involvement in decision making and involvement in school based programs to support their learning.

| Progress towards achieving improvement measures   |   | Resources (annual)              |
|---|---|---------------------------------|
| Improvement measure (to be achieved over 3 years)   | Progress achieved this year   | Funds Expended                  |
| All staff and community are committed to the schools strategic directions and practices to achieve educational priorities.  | Community opinion was sought on the validity and inclusion of student wellbeing and sporting programs being delivered across the school K-6.  |                                 |
| Increase of 50% in parent responses to communication provided by school as measured by number of responses returned in the form of surveys and attendance at community forums and parent teachers meetings.<br>Increase parent/community attendance at monthly P&C meetings | A register of community attendance was established to monitor community involvement at key events on the school calendar such as Parent Information Sessions, assemblies, orientation and transition programs, parent/ teacher interviews and special event days.       | \$200 to cover stationery costs |
| Increase of 20% in teachers/parental /community involvement at facilitating school enrichment programs and community events   | Stage Three Mathematics enrichment class established with a parent volunteer on a weekly basis.   | \$200 to cover stationery costs |
| Increase in student numbers attending school based enrichment programs.   | Through collection of documentation, students have benefitted from outside expertise which has supported their learning encompassing a diverse range of educational experiences. For example sporting clinics, excursions, GATS camps and community wellbeing programs. |                                 |

## Strategic Direction 3

### Next steps for 2016

- Establish parent consultative group for school processes
- Establish regular community forums to provide opportunities for learning and sharing
- Provide and maintain existing extra-curricular activities
- Involve students and community members in an environmental sustainability project
- Seek and utilise human resources to promote Aboriginal and Multicultural perspectives in whole school programs
- Broaden community involvement in enrichment programs encompassing a variety of Key Learning Areas
- Continue to access outside agencies to support learning and engagement opportunities for students
- Establish a timeline of professional learning for the development and maintenance of a variety of communication programs/avenues including Google Apps, Office 365, Kids Blogs and Sentral

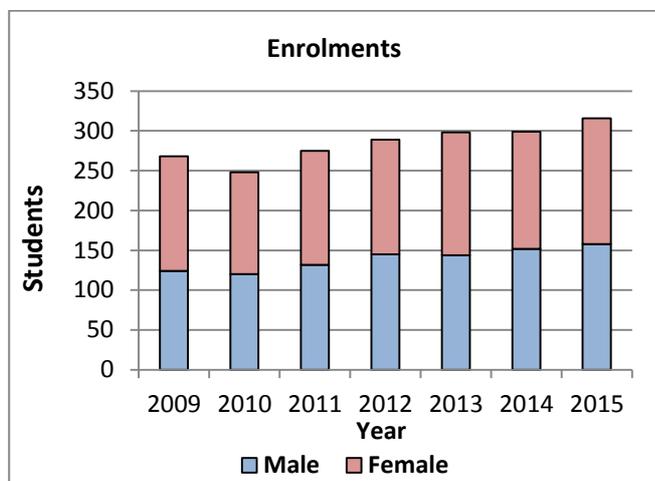
## Key initiatives and other school focus areas

| Key initiatives (annual)  | Impact achieved this year   | Resources (annual)  |
|---|---|---|
| <p><b>Aboriginal background funding</b></p> <p>Educational programs and experiences provided all students with knowledge of Aboriginal and Torres Strait Island (ATSI) history, culture and contemporary issues.</p> <p>The school celebrated National Aboriginal and Islander Day Observance Committee (NAIDOC) week with a live performance held at the school. This was attended by all students K-6. Reconciliation Week was celebrated in July. Copacabana children participated in activities in class time. These included Aboriginal dance, craft, printing, dreamtime stories, dot painting and Aboriginal themed sculpture.</p> | <p>Strategic Direction 1</p> <p>Copacabana staff continued to use Personalised Learning Plans (PLP) for the ATSI students enrolled.</p> <p>Strategic Direction 3</p> <p>Aboriginal children, their friends and family, were encouraged to attend Aboriginal community events run during the year. Copacabana Public School students and staff supported the Five Lands Walk and participated in activities around the surf club. A K-6 dance group performed.</p> | <p>RAM Aboriginal equity funding of \$918 was used to support our Aboriginal students with transition and achievement of learning goals identified through the PLP process.</p> |
| <p><b>Targeted students support for refugees and new arrivals</b></p>   | <p>Strategic Direction 1</p> <p>Accelerated Literacy engaged in practising skills in English under the guidance of an experienced teaching practitioner. They are involved in coaching and feedback to improve students' skills and understandings.</p>   | <p>0.4 days a week</p> <p>Term 2 – Term 4</p> <p>An EALD teacher employed on temporary contract</p>   |
| <p><b>Socio-economic funding</b></p>  | <p>Strategic Direction 1</p> <p>SLSO staff employed to provide support in Literacy and numeracy targeting students requiring additional support.</p>  | <p>\$4103.65</p>  |
| <p><b>Low level adjustment for disability funding</b></p>   | <p>Strategic Direction 1</p> <p>All students requiring adjustments and learning support are catered for within class programs. These programs were further enhanced with the employment of SLSO's. A number of students across all stages were referred for learning support.</p>   | <p>\$14677.05</p>   |
| <p><b>Support for beginning teachers</b></p>  | <p>No funding support received in 2015</p>  |   |

## Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

### Student enrolment profile



### Student attendance profile

|           |              | Year | 2012        | 2013        | 2014        | 2015        |
|-----------|--------------|------|-------------|-------------|-------------|-------------|
| School    | K            |      | 95.2        | 95.4        | 96.2        | 95.0        |
|           | 1            |      | 94.6        | 93.2        | 95.8        | 94.3        |
|           | 2            |      | 96.2        | 96.3        | 96.1        | 94.2        |
|           | 3            |      | 94.5        | 95.2        | 95.5        | 94.6        |
|           | 4            |      | 94.7        | 95.4        | 95.2        | 95.2        |
|           | 5            |      | 95.5        | 94.6        | 94.9        | 94.4        |
|           | 6            |      | 95.1        | 95.0        | 95.2        | 94.4        |
|           | <b>Total</b> |      | <b>95.1</b> | <b>95.1</b> | <b>95.6</b> | <b>94.6</b> |
| State DoE | K            |      | 94.3        | 95.0        | 95.2        | 94.4        |
|           | 1            |      | 93.9        | 94.5        | 94.7        | 93.8        |
|           | 2            |      | 94.2        | 94.7        | 94.9        | 94.0        |
|           | 3            |      | 94.4        | 94.8        | 95.0        | 94.1        |
|           | 4            |      | 94.3        | 94.7        | 94.9        | 94.0        |
|           | 5            |      | 94.2        | 94.5        | 94.8        | 94.0        |
|           | 6            |      | 93.8        | 94.1        | 94.2        | 93.5        |
|           | <b>Total</b> |      | <b>94.2</b> | <b>94.7</b> | <b>94.8</b> | <b>94.0</b> |

## Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

### Workforce composition

| Position                              | Number        |
|---------------------------------------|---------------|
| Principal                             | 1             |
| Deputy Principal(s)                   | 0             |
| Assistant Principal(s)                | 3             |
| Head Teacher(s)                       | 0             |
| Classroom Teacher(s)                  | 10            |
| Teacher of Reading Recovery           | 0             |
| Learning and Support Teacher(s)       | 0.5           |
| Teacher Librarian                     | 0.8           |
| Teacher of ESL                        | 0             |
| School Counsellor                     | 0.2           |
| School Administrative & Support Staff | 2.822         |
|                                       |               |
| <b>Total</b>                          | <b>18.322</b> |

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. There is currently no Aboriginal staff members employed at Copacabana Public School.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

| Qualifications                  | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | <b>92%</b> |
| Postgraduate degree             | <b>8%</b>  |

### Professional learning and teacher accreditation

Professional development at Copacabana Public School in 2015 targeted Mathematics. One staff member was trained to be a facilitator in TOWN and the school accessed LMG resources to train K-2 staff in TEN. All Early Stage One and Stage One staff were trained in TEN, Targeted Early Numeracy, and all Stage Two and Stage Three teachers were trained in TOWN, Taking Off With Numeracy. This professional development involved teachers assessing the developmental needs of students, then planning and programming relevant learning opportunities for students to develop and achieve in numeracy. Teachers were given time to work collaboratively on programming and resource management to ensure

the success of the program. These programs will be maintained throughout 2016 to ensure continuity and consistency.

Teacher Accreditation through the NSW Teachers Institute also featured in Copacabana Public School's professional development. Two beginning teachers successfully reached proficiency level with a third finalising reports and evidence towards proficiency.

## Financial information

### Financial summary

This summary covers funds for operating costs and

|                                |            |
|--------------------------------|------------|
| Date of financial summary      | 30/11/2015 |
| <b>Income</b>                  | \$         |
| Balance brought forward        | 105506.70  |
| Global funds                   | 187940.29  |
| Tied funds                     | 75594.40   |
| School & community sources     | 86272.65   |
| Interest                       | 2943.14    |
| Trust receipts                 | 6981.60    |
| Canteen                        | 0.00       |
| Total income                   | 465238.78  |
| <b>Expenditure</b>             |            |
| Teaching & learning            |            |
| Key learning areas             | 23278.80   |
| Excursions                     | 29587.76   |
| Extracurricular dissections    | 26834.84   |
| Library                        | 3295.56    |
| Training & development         | 2130.21    |
| Tied funds                     | 86999.70   |
| Casual relief teachers         | 73877.04   |
| Administration & office        | 36872.11   |
| School-operated canteen        | 0.00       |
| Utilities                      | 37630.66   |
| Maintenance                    | 20328.66   |
| Trust accounts                 | 5517.60    |
| Capital programs               | 0.00       |
| Total expenditure              | 346352.94  |
| <b>Balance carried forward</b> | 118885.84  |

does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## 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. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

### Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

In 2015, the school sought the opinion of parents/carers, students and teachers about the school. All students were surveyed about their learning, their feelings on teaching and other areas of school life. Additionally, the primary students (3-6) were asked to comment on their feelings about their life in primary school.

The majority of students from K-6 agreed that school is a place where they like to go each day, where learning is fun and allows for success. The majority of students had positive feelings of acceptance and self-worth.

The younger students almost universally made favourable comments about their teachers and the ways in which they taught.

Most students say they take great pride in their learning, it is communicated to them clearly why and what they need to learn and how and why it will be assessed.

Teachers and parents were asked to comment on 'Community Engagement' to assess the effectiveness of current school practices when working collaboratively with the community to improve student learning outcomes.

Parents agreed they are regularly encouraged to be involved in their children's learning, they are invited to *participate* in a wide variety of school organised activities and feel encouraged and supported when forming learning partnerships to contribute to their children's positive learning.

Three common areas that were identified as being the most successful things the school and community do together to improve students' learning outcomes were the welfare programs inclusive of the 'Values Education' program, community events such as 'Mother's Day Spectacular', 'Father's Day Breakfast' and all P&C organised fundraising events.

When asked to describe the school in three words, a common recurring response was; 'caring', 'promotes high achievement of goal acquisition' and encourages high community involvement in a supportive context.

An area which the school was asked to address for improvement was the development of a Facebook page to detail pertinent school announcements.

Overall, the survey results were positive and encouraging of the schools ability to highly engage its students, staff and community.

## **Policy requirements**

### **Aboriginal education**

Educational programs and experiences provided all students with knowledge of Aboriginal and Torres Strait Island (ATSI) history, culture and contemporary issues.

The school celebrated National Aboriginal and Islander Day Observance Committee (NAIDOC) week with a live performance held at the school. This was attended by all students K-6. Reconciliation Week was celebrated in July. Copacabana children participated in activities in class time. These included Aboriginal dance, craft, printing, dreamtime stories, dot painting and Aboriginal themed sculpture.

Other activities in 2015:

- Aboriginal children, their friends and family, were encouraged to attend Aboriginal community events run during the year.
- Copacabana Public School students and staff supported the Five Lands Walk and participated in activities around the surf club. A K-6 dance group performed.
- Copacabana staff continued to use Personalised Learning Plans (PLP) for the ATSI students enrolled.

### **Multicultural Education and Anti-racism**

Multicultural education and the values associated, including tolerance and acceptance of all cultures are incorporated into our Values Education Program, as well as our teaching and learning programs at Copacabana Public School.

In March the staff and students, at Copacabana Public School, celebrated World Harmony Day. We discussed cultural diversity and the positive contributions that different cultures make to the Australian Community. As part of our celebration, all students contributed to a whole school art work, where each student was given a quarter of a circle and encouraged to cover it with designs that reflected their cultural heritage. The quarters were joined together to make a full circle, which represented the joining of all cultures in harmony. These circles were then joined together to produce a whole school representation. This became the centre piece of our World Harmony Day celebrations.