

2020 Annual Report

Copacabana Public School



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Introduction

The Annual Report for 2020 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.

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School vision

To provide high quality teaching and learning through an inclusive, challenging and balanced curriculum. Developing students as lifelong learners, with exceptional literacy, numeracy and technological skills, prepared to lead rewarding and productive lives in a dynamic and changing world.

School context

Copacabana PS is a high achieving K-6 primary school located on the Central Coast of NSW. Our school population of 326 students, including 16 students of Aboriginal and Torres Strait Islander descent, is accommodated in 14 classes and supported by a Principal, 3 Assistant Principals and 23 teaching and support staff.

The students and staff enjoy an attractive physical environment of many gardens, trees and wide open play areas. Parents are engaged in their children's learning and actively participate in a range of school activities. The school's motto "Effort Earns Success" reflects a whole school commitment to learning by students, staff and parents.

In 2020, we continued our involvement in the Language, Learning and Literacy (L3) professional learning pedagogy. A culture of ongoing improvement and an explicit focus on quality professional learning will ensure the application of best practice to every student's learning experience.

Copacabana PS has a strong commitment to future-focused technology teaching and learning and strives to provide a range of enrichment opportunities for all students in this area. Our positive student well-being program allows students to be rewarded for individual achievement and our Values Education program creates an atmosphere of mutual respect, acceptance and responsibility, with senior students participating in mentoring and leadership programs.

Copacabana PS prides itself on providing a balanced curriculum, including a large variety of extra-curricular activities such as PSSA school sport competitions, dance, public speaking, debating, photography, choir, music, creative and performing arts and specialised enrichment groups.

The school is an active member of the 'Kincumba' Learning Community and we value a consultative partnership with the Tjudibaring local Aboriginal Education Consultative Group (AECG).

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 school plan and annual report.

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

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Strategic Direction 1

Personalised and Inspired Learning

Purpose

A strong partnership in learning is essential for all students to achieve their personal best. Every child brings a different set of experiences, knowledge and skills to school and as such, will all have different learning paths. Our purpose is to work closely with parents to provide individual learning paths for each child and equip them with the skills to continue with a committed and positive attitude to learning and adapt into the future.

Improvement Measures

- The percentage of Year 3, 5 and 7 Aboriginal students in the top 2 NAPLAN bands for reading and numeracy matches or exceeds the broader population, contributing towards an increase of 35% by 2020 (where data is statistically significant).
- Parents have an increased understanding of the link between attendance and student performance as evidenced by an increase of the annual attendance rate, from 92.7%, to meet or exceed the state average for attendance.
- There is an increase from a combined average of 59%, to 65% of students achieving 'equal to or greater than expected growth' for the Year 3 cohort in their Year 5 results and the Year 5 cohort in their Year 7 NAPLAN results in reading, writing and numeracy. (Baseline average 2013 to 2017)

Overall summary of progress

Due to the COVID-19 pandemic teachers quickly transitioned from a traditional curriculum delivery to a remote, flexible learning model to support student learning at home. This occurred halfway through Term 1 with students gradually returning back to school in Term 2. Teachers were innovative in their approach to lesson delivery using various online learning platforms including Google Classroom and SeeSaw, and home learning packages.

School-wide systems were implemented to monitor attendance and support students returning back to school. Additional funding available through Quality Teaching, Successful Students (QTSS) was utilised to provide teacher collaboration time for programming and assessment. Teacher collaboration and planning days provided opportunities for teachers to personalise learning which was responsive to student learning needs.

Teachers used data-informed practices to differentiate the curriculum to address student learning needs in literacy and numeracy. Targeted intervention programs such as Mini-Lit supported students in their literacy learning. Additional teaching resources were provided to support numeracy and literacy lessons across the school.

Progress towards achieving improvement measures

Process 1: Catering for Individual Needs

Develop systems to identify individual learning needs and support staff, through professional learning, to create personalised learning opportunities and provide a balanced curriculum to meet the needs of all learners.

Evaluation	Funds Expended (Resources)
Throughout 2020, Personalised Learning and Support Plans (PLSPs) were developed for identified students and Personalised Learning Pathways (PLPs) were implemented for Aboriginal students. Teachers worked collaboratively alongside the Learning and Support teacher (LaST) to implement targeted interventions responsive to student learning needs. Interventions delivered by the Learning and Support Teacher (LaST) and classroom teachers included decoding, phonics and Focus on Reading strategies to differentiate learning. The teaching and learning cycle underpinned planning and programming for literacy and numeracy. Flexible and fluid student groupings, goal setting, point of need instruction, extension opportunities were provided and feedback to students was given.	Student data - PLPs School Plan 2018-2020 Check-in Assessments Literacy and Numeracy Intervention (0.2) - \$21 877.00 Resources - \$7 850.00

Progress towards achieving improvement measures

Due to COVID-19 NAPLAN (2020) standardised testing did not occur. Alternatively, the school participated in the NSW Department of Education's Check-in Assessments in Reading and Numeracy for Years 3 and 5. In Reading, results revealed that 65.9% of the Year 3 student cohort performed above state and statistically similar schools to 62.2% (similar school groups) and 58.6% (state). The Year 5 student cohort results demonstrated that 69.5% of students had performed above state and statistically similar school groups to 64.2% (SSSG) and 60.7% (state).

In Numeracy, 'Check-in Assessment' results revealed that 69% of Yr. 3 students performed above state and statistically school groups compared to 65.9% (SSSG) and 62.8% (state). Year 5 Check-in Assessment data demonstrated that 66.5% of students had performed above state and statistically similar school groups 63.7% (SSSG) and 60% (state).

Process 2: Strong Learning Culture

Implement school wide systems to monitor and follow up attendance and promote high learning expectations.

Provide opportunities for parents to use their area of expertise to support and engage in learning across the school curriculum.

Evaluation	Funds Expended (Resources)
<p>Well-being remained a significant focus throughout 2020. Professional learning workshops which focused on anxiety and managing children through traumatic situations, supported staff in the successful return of students from the remote and flexible learning environment back to the classroom. Tell Them From Me (TTFM) survey results indicated that 91% school mean revealed that students have friends at school that they can trust and that they have a positive relationships with peers. TTFM results also indicated that 79% of students felt a strong sense of advocacy at school compared to 77% state average.</p> <p>Throughout the year, the Learning Support Team monitored attendance and embedded systems to strengthen student attendance rates. On a fortnightly basis, the school consulted with the Home School Liaison Officer to monitor and review student attendance. An uplift in school attendance rates for 2020 was evident 89.9% (school) compared to 88.2% (state).</p> <p>Due to COVID-19 guidelines and restrictions, school activities throughout the year were modified, rescheduled or cancelled. As a result, parents connected and engaged with the school through various communication platforms such as: the school's website, Facebook page, online PowerPoint presentations, the school's newsletter, phone conferences, Remind and SeeSaw.</p>	<p>Learning and Support Teach (LaST)</p> <p>Learning and Support Team(LST)</p>

Process 3: Life Long Learners

Empower students with critical and creative thinking skills through inquiry based learning, opportunities for self-assessment and effective feedback.

Evaluation	Funds Expended (Resources)
<p>All teachers participated in professional learning on the new Personal Development, Health and Physical Education (PDHPE) syllabus. The school is currently reviewing and finalising its scope and sequence to align to the syllabus. A future focus is to provide continued professional learning in problem-solving pedagogy, critical thinking and Science, Technology, Engineering and Mathematics (STEM) curriculum.</p> <p>At Copacabana Public School, data collated from the Tell Them From Me surveys, focus groups and online surveys indicated a positive learning culture</p>	<p>Professional Learning</p> <p>PDHPE syllabus</p> <p>Centre for Education Statistics and Evaluation (CESE) - "What Works Best" in practice document.</p>

Progress towards achieving improvement measures

is evident within the school (7.1/10). A particular strength acknowledged by the TTFM student data survey revealed that (7.3) Copacabana PS students indicated that classroom instruction was relevant to their everyday lives. This is above the NSW Gov't norm of (7.0).

Throughout Term 4, the school's leadership team led high-impact professional learning workshops on the following evidence-based practices: High Expectations, Explicit Teaching, Feedback and Data and Informed Practice to embrace a strong learning culture which enables students to self reflect, set learning goals and use feedback to inform their learning. Further work on this will be continued in 2021.

Strategic Direction 2

Informed and Collaborative Teaching

Purpose

To improve student outcomes, high quality teaching is vital. Our purpose is to develop engaging, expert teachers, who understand the complexities of every student and strive to continually improve their practice to cater for individual needs, within a highly collaborative learning culture.

Improvement Measures

- The average percentage of Year 3 and Year 5 students, in the top two bands for reading, increased from 45% to 55%, in the 2020 NAPLAN results.(Baseline 2017 NAPLAN)
- The average percentage of Year 3 and Year 5 students, in the top two bands for numeracy, increased from 39% to 49%, in the 2020 NAPLAN results. (Baseline 2017 NAPLAN)
- Increase the percentage of staff from 28% to 84%, reporting a high level of confidence to integrate technology into effective classroom practice and across all Key Learning Areas, as measured by school surveys at the beginning of 2018 and at the end of 2020.

Overall summary of progress

Stage One teachers successfully completed after school reflective sessions (a combination of face to face and online professional learning) with a reading and writing coach to ensure best classroom practice was embedded in literacy through the Language, Learning and Literacy (L3) pedagogy. Year One teachers participated in the NSW Department of Education's phonics awareness trial to assess student knowledge of letter sounds and skills of segmenting. Assessment data was used to inform teaching and learning. Teachers are tracking student progress in phonics and phonemic awareness knowledge to make appropriate adjustments to teaching and learning programs responsive to student learning needs.

Collaboration planning days focused on analysing assessment data from school-based and external assessments. Year 3 and Year 5 students participated in the NSW Department of Education online Check-in Assessments due to the cancellation of NAPLAN because of COVID-19. Teachers analysed Check-in Assessment data to target areas of improvement in reading and numeracy as well as identify individual achievement. In Stage meetings and teacher collaboration planning days, teachers reviewed units of work and assessment tasks to inform the next steps in teaching. A focus in numeracy, was the explicit teaching of mathematical strategies in solving mathematical problems.

Dedicated technology time was allocated for teacher mentoring in the effective use of technology to use online platforms such as Google classroom, SeeSaw, Microsoft Teams for professional learning and Zoom. Technology time was also allocated to ensure technology maintenance. Teachers innovatively used technology as a platform for teaching and learning whilst students were learning from home during the COVID-19 pandemic. Ageing Smart boards were replaced with interactive LED screens in three classrooms to ensure quality resources were available for student learning.

Progress towards achieving improvement measures

Process 1: Evidence-Based Teaching

Develop a whole school approach to improving explicit teaching methods, with targeted professional learning and implementation of specific evidence-based teaching programs.

Evaluation	Funds Expended (Resources)
Language, Learning and Literacy(L3) data indicated that 95% of Copacabana PS Year 1 students attained a Reading Level 15 and above compared to 90% of students across all schools 80% of Year 1 students achieved a Reading Level 17 compared to 76% in all schools. In Year 2, 95% of students attained a Reading Level 24 or above compared to 81% across all schools. Survey results from teachers reflected that L3 intervention including teacher	L3 training Professional learning for L3 QTSS Professional Learning \$ 5985.00

Progress towards achieving improvement measures

observation and feedback, collaborative practice and mentoring from the L3 coach, certainly supported teachers in their teaching pedagogy in the explicit teaching of reading. Student results reflected considerable growth from week 20 to week 38 when students returned back to school. Teachers worked hard to ensure high expectations within the classroom for student learning by setting learning goals and providing feedback to support student learning.

Literacy and Numeracy resources-
\$10 000.00

Throughout 2020, staff participated in professional dialogue in stage meetings in the teaching of high impact mathematical problem-solving strategies, place value and fractions. Staff trialled various mathematical strategies to improve student performance in Mathematics.

Process 2: Data Driven Planning

Use a range of school-based and external assessment data to evaluate student achievement, identify progress, reflect on the effectiveness of teaching and guide future learning.

Evaluation	Funds Expended (Resources)
<p>In regards to our improvement measure of increasing the percentage of students Years 3, 5 and 7 in the top two skill bands in NAPLAN Reading, we were unable to evaluate due to NAPLAN not being administered in 2020. When analysing the results of the Department's Check-in Assessment our school performed above state and statistically similar school groups(SSG) in both Year 3 and Year 5.</p> <p>2020 Check-in Assessment data indicated the need to continue our focus in numeracy. We will continue to build our understanding of the relationships between fractions, decimals and percentages. Work within the Measurement strand will also continue to be a focus.</p> <p>Tell Them From Me (TTFM) Teacher survey responses in the area of data informs practice, revealed that teachers highly rated assessments when helping them to understand where students were having difficulty, (8.7/10) formal assessments helped students set challenging tasks (8.5/10) and they used data to determine how to teach a concept an alternative way (8.5/10).</p>	<p>Collaborative planning days to support teachers in data analysis.</p> <p>QTSS</p> <p>Professional Learning - \$4000.00</p>

Process 3: Collaborative Practice

Adapt mentoring structures to continue building teacher capacity and implement collaborative processes to establish consistency in programming, assessing and reporting, with a focus on technology.

Evaluation	Funds Expended (Resources)
<p>Collaborative time was provided for teachers, with expertise in technology to mentor colleagues in the use of online platforms such as Microsoft TEAMS, SeeSaw, Zoom and Google Classroom to support teachers and student learning. Teachers indicated a shift in their teaching practices as they adapted new ways to modify curriculum delivery in uncertain times in education during COVID-19 to support student learning at home.</p> <p>Observations and constructive feedback have been provided by colleagues and an instructional coach through the Language, Literacy and Learning pedagogy(L3). Teachers participated in professional dialogue and reflection on teaching practices. Stage planning days have been provided for stages to collectively plan, mentor and develop assessment tools to ensure consistency of teacher judgement. Teachers collaborated across grades and stages to share their expertise in curriculum knowledge and approaches to student management in order to provide a productive and supportive learning environment.</p> <p>Tell Them From Me (TTFM) survey feedback from staff indicated that collaborative practice is essential for professional growth and increases</p>	<p>PDPs</p> <p>Executive Release (QTSS)</p> <p>Collaboration Planning Days (QTSS)</p> <p>Professional Learning - \$6000.00</p>

Progress towards achieving improvement measures

teacher efficacy in curriculum knowledge. Strong elements of collaborative practice within the school included the following: teachers valued discussing teaching approaches and methods with their colleagues (8.2/10), collaborative planning time to develop teaching units of work and assessment tasks with other teachers (8.3/10) and sharing teaching resources(8.2/10). Future focus areas to strengthen collaborative practice with the school includes participating in lesson observations and receiving feedback to improve teaching practice. Teachers also indicated that students use computers or other interactive technology to organise, analyse and present their knowledge and understandings of content covered in learning tasks (7.5/10).

Strategic Direction 3

Systematic and Supportive Leadership

Purpose

Clearly communicated systems and a culture of support are two attributes of transformational leadership. Through strategic leadership and strong organisation practices, our purpose is to further develop a nurturing and positive environment to ensure long term student success in life.

Improvement Measures

- Increase in the percentage of students from 85% to 90%, with enough resilience to self-manage their own social and emotional well-being in response to school well-being programs.(Baseline 2017 Learning Support Team referrals)
- Parents report increased understanding of and involvement in school practices, showing growth from an average competency score of 2.6 to a competency score of 3.0 or above, reflecting the school meeting or exceeding community expectation.(Baseline 360 Reflection Tool survey 2017)

Overall summary of progress

2020 saw us embrace a year of uncertainty and face various challenges to be adaptable and flexible due to the complexities of COVID-19. The Peaceful Kids program was implemented to support the social and wellbeing needs of students. As COVID-19 restrictions continued to ease throughout the year, there have been various opportunities for the school's student leaders to collaborate and develop their leadership skills. Student leaders coordinated fundraising days for Stewart House and environmental projects. These included "Trash free Tuesdays". Student leaders co-led the school's virtual online tour of the school for the HeadStart - Kindergarten transition program. Throughout COVID-19 the school used a variety of communication platforms to keep parents informed of COVID-19 guidelines, school events and processes throughout the year.

Progress towards achieving improvement measures

Process 1: Balanced and Integrated Student Wellbeing

Implement a consistent whole school approach to student wellbeing, to ensure every student can connect, succeed, thrive and learn in a safe and supportive environment.

Evaluation	Funds Expended (Resources)
<p>Tell Them from Me data demonstrated the following:</p> <ul style="list-style-type: none">• 91%(school) of students reported a positive wellbeing, having friends at school they can trust and encourage compared to 85% (state average.).• 92% of students reported positive behaviour at school compared to 83% (state average).• 79% of students reported advocacy at school compared to 77% (state average).• 25% of students reported victims of bullying compared to 36% (state average).• Areas requiring an improvement included: student motivation and interest, student effort and students' sense of belonging.	TTFM surveys

Process 2: School Systems and Structures

Review and develop consistent procedures for learning support, promoting positive and respectful relationships and addressing the social, emotional and physical needs of all students.

Evaluation	Funds Expended (Resources)
<p>Throughout 2020, the Learning Support Team (LST) worked hard to strengthen LST processes and procedures to ensure that every student is known, valued and cared. LST processes are aligned to the Department's</p>	Professional Learning -Casual relief for executive to school planning analysis of data sets. \$4000.00

Progress towards achieving improvement measures

well-being framework that supports all students in their endeavours to connect, succeed and thrive. The LST utilizes the SENTRAL online database to ensure consistency, accuracy and access to information. Data is now able to be extrapolated on all aspects of well-being.

During COVID-19 and learning from home, the school used innovative ways to connect and engage parents with the school. The school newsletter, Facebook page, website, Remind app, telephone interviews, virtual tours and teaching demonstration videos helped support parents during the learning from home period. The impact of COVID-19 restrictions was substantial, particularly in regards to community participation and parent involvement in school planned events. We are hoping that 2021 will see further easing in restrictions. The Tell Them From Me (TTFM) data demonstrated the following: communication from the school is in clear, plain language (7.6/10) and the school supports a positive (7.7/10) and safe (7.6/10) learning culture which is above the state average of (7.4/10).

Resources - \$6000.00

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$12 223.00	Personalised Learning Pathways(PLPs) were developed to target individual student needs. Aboriginal student progress was tracked and monitored, students not reaching benchmarks were targeted for inclusion in specialist intervention programs in literacy-Multi-lit and numeracy. Resilience programs were also implemented to support students in well-being. Additional teacher support was provided to students in the areas of literacy and numeracy. As part of NAIDOC week celebrations the school participated in cultural activities such as Aboriginal art, games and story-telling. The school continues to strengthen its relationships with our Aboriginal families, through regular communication and develop authentic PLPs. A focus area for 2021 is to provide professional learning for staff on goal setting and cultural awareness.
English language proficiency	\$1,127.00	English as a Second Language of Dialect (EAL/D) progression scales are completed and targeted students identified. An EAL/D program were implemented by the LaST/ Classroom teacher to support EAL/D students in their learning. The Learning and Support Teacher (LaST)worked collaboratively with classroom teachers to make appropriate program adjustments and assist identified students enabling them to progress to higher levels of English proficiency.
Low level adjustment for disability	0.5 LaST staffing \$54, 692.00 0.1 Flexible staffing \$15, 000.00 Low Level Adjustment for Disability-Flexible \$15, 000.00	Professional Learning and additional release time was provided to staff to ensure quality Personalised Learning and Support Plans(PLSPs) catered for individual student needs. The school funded, above establishment, the LaST position to increase the Learning and Support Teacher(LaST)staffing allocation to support targeted students and implement specific programs focusing on academics, social and emotional well-being. School Learning Support Officers (SLSOs) supported students in the classroom and in the playground. Tell Them From Me (TTFM) survey data indicated the following: students feel teachers are responsive to their needs and encourage independence (8.3/10) and 83% of students try hard to succeed in their learning.
Quality Teaching, Successful Students (QTSS)	\$64 208.00	Teacher collaboration days were provided for Stage teams to plan, teach and assess literacy and numeracy units. Teachers collaboratively worked together to design and plan quality lessons that differentiated student learning needs. As lead learners, the executive collaboratively worked alongside teachers to analyse data to inform teaching/learning practices and monitor student progress. School leaders received additional release throughout the year to mentor and provide effective feedback to individual teachers to maximise teacher impact on student learning. The school

<p>Quality Teaching, Successful Students (QTSS)</p>	<p>\$64 208.00</p>	<p>leadership team also engaged in various leadership workshops throughout the year which focused on data analysis and strategic school planning.</p> <p>An additional teacher was employed to release two teachers to ensure the technology systems were well maintained and teachers were supported in using various digital technologies(online platforms such as Google Classroom, SeeSaw) to support student learning. Tell Them From Me (TTFM) data revealed that teachers help students use interactive technologies to undertake research 7.3 (school) compared to 6.7 (state average) and help their students to overcome personal barriers to using interactive technology to support learning 7.3 (school) compared to 6.7 (state average). TTFM teacher responses also indicated that teachers felt school leaders have provided guidance for monitoring student progress (6.5/10) and helped to create new learning opportunities for students.</p>
<p>Socio-economic background</p>	<p>\$18 265.00</p>	<p>Socio-economic funding was used to provide additional resources through providing teacher release, additional teaching staff to support student learning in literacy and numeracy. Check-in Assessments for Years 3 and 5 students revealed the school had performed above state and statistically similar school groups (SSGs) in Reading. Year 3 and Year 5 Numeracy results demonstrated that Copacabana PS students had performed above the state average and statistically similar school group(SSGs).</p> <p>Additional resources were purchased and teacher time was allocated to support technology within the school. This led to increased engagement and equity of access to the curriculum and technology. The school's website was updated to upload teaching resources, virtual tours and necessary NSW Department of Education information to support students learning from home during the COVID-19 pandemic. Resources were purchased allowing students from Kindergarten to Year 6 to have access to upgraded technology hardware/software programs. These resources were utilised during team teaching technology lessons and for preparing units of work.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	191	184	183	174
Girls	154	173	169	151

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.1	93.8	94.3	95.5
1	93.4	94.9	92	92.3
2	93.3	92.3	93.9	94.6
3	93.4	93.5	93.8	95.4
4	93.1	92.8	92.1	94.4
5	94.4	92.8	92.5	94.1
6	93	93.6	90.1	94.3
All Years	93.7	93.4	92.6	94.4
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

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. 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.

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)	11.63
Literacy and Numeracy Intervention	0.2
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
School Administration and Support Staff	2.82

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	527,897
Revenue	2,842,096
Appropriation	2,782,451
Sale of Goods and Services	2,154
Grants and contributions	56,777
Investment income	715
Expenses	-2,695,780
Employee related	-2,446,459
Operating expenses	-249,320
Surplus / deficit for the year	146,316
Closing Balance	674,213

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.

	2020 Approved SBA (\$)
Targeted Total	97,566
Equity Total	116,310
Equity - Aboriginal	12,223
Equity - Socio-economic	18,265
Equity - Language	1,127
Equity - Disability	84,695
Base Total	2,387,955
Base - Per Capita	84,657
Base - Location	0
Base - Other	2,303,298
Other Total	143,762
Grand Total	2,745,594

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

In 2020 students, parents and staff completed the Tell Them From Me (TTFM) surveys and indicated community satisfaction. Students at our school have many positive relationships and feel they have friends they can trust and who encourage them to make positive choices and acknowledge their own behaviour at school (92%). The majority of students feel they have someone at school who provides encouragement and advocacy (79% school) above the state average (77%). A focus for our school would be to improve their positive sense of belonging.

Parents from Copacabana Public School completed the Partners in Learning Survey. They recognise the school's support of positive behaviour and our focus on creating a safe, nurturing learning environment. Parents also understand and appreciate our work in supporting every student to learn. They have indicated that the school's environment is welcoming and well-maintained. Parents acknowledge and appreciate the varied and useful communication types; school newsletter, website, Facebook page, Remind app, and also interviews, informal meetings and phone conversations. Many planned school and community events could not go ahead due to COVID-19 restrictions.

Teacher responses to the Tell Them From Me survey indicated that they were above the state in the eight drivers of student learning in Learning Culture 8.2 (school) compared to 8.0 (state), data informs practice 8.2 (school) compared to 7.8 (state), teaching strategies 8.1 (school) compared to 7.9 (state), inclusive school 8.3 (school) to 8.2 (state) and parent involvement 7.2 (school) to 6.8 (state). Teachers value opportunities to work with colleagues to discuss ways to increase student engagement, plan lessons and provide feedback for students. Staff understood the significance of developing a positive learning culture and recognise our commitment to high expectations for every student. Future directions include strengthening collaborative practice and instructional leadership within the school.

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 supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.