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School Song

Lads who surely know what sport is
Boys who only know what thought is
Tiger, fox and steady tortoise
Coogees face the foe

Some of us are clever
Most of us endeavour
Not to yearn, the while we learn
For anything that work and us would sever

Still what e’er the day may bring us
Patted back or trials that greet us
Here’s the song we’ll always sing as
Coogees face the foe

Three cheers for the black, gold and blue
May our victories ever be new
But defeat only makes us shout the louder
Three cheers for the black, gold and blue!
Headmaster’s Message

Coogee Prep was built on firm foundations first established in 1914 by Mr William Nimmo and further strengthened for thirty-five years by Mr Allan Nicholas Brown. It is important to acknowledge the enormous impact these educational leaders have had on the lives of so many young men. The philosophy of ‘gentleman, scholar, sportsman’ remains at the very heart of the ‘all-round’ education offered at Coogee Prep, and at a celebration such as this we can look upon each boy here as a fine example of the embodiment of that philosophy.

Now that we have truly settled into our new building I cannot express enough how much the improved environment has enhanced both teaching and learning throughout the school. The technological advancements have been integrated effectively into our curriculum and used successfully by both students and teachers alike.

The Library/IT Learning Centre provides a welcoming, informal setting for boys to explore the literary world, either on the iPads or relaxing on a lounge reading a good book. Mrs Martin, our teacher/librarian, has established the cataloguing and lending system allowing boys to borrow books and introduced numerous initiatives to foster an enjoyment of reading and the development of research skills.

Coogee Prep is dedicated to achieving a high level of academic standard. I am pleased to report we continue to perform well in all external testing including entrance to Secondary High Schools and I am always proud to receive positive feedback from Headmasters on the readiness of Coogee Prep Boys to face the rigours of high school.

NAPLAN testing was conducted for all Year Three and Year Five students in Government and Non-Government schools nationally in May this year. The testing focuses on assessing the numeracy and literacy knowledge of students. I am pleased to report that Coogee Prep students performed well above the state average in this year’s NAPLAN testing and the boys should be commended on their excellent performance. All Year Three boys performed in the top three bands (4/5/6) and all Year Five boys performed in the top five bands (4/5/6/7/8). Although the University of New South Wales testing (ICAS) is not compulsory throughout NSW and therefore our students’ results cannot be measured against a state benchmark, the boys are to be congratulated for participating and for achieving excellent results.

This year the creative and practical arts programmes have been a major focus with the spectacular IPSHA music festival performance at the Sydney Town Hall a real
highlight. This event, along with the Coogee Prep Art Show, showcased the many talents and skills of our boys. Both these events promote self-expression and encourage diversity of experience for all Coogee Prep students.

Our sporting achievements across both summer and winter codes in 2011 were impressive – both in team and individual outcomes. The IPSHA Saturday sports program has been co-ordinated and developed by Mr Thompson and Mr Foss who have both worked collaboratively in ensuring the success of the draws and carnivals.

I congratulate those boys who represented Coogee Prep in chess and debating in 2011. Our teams’ overall results have been commendable. The boys compete at an inter-schools level in both chess and debating and their enthusiasm, commitment and sportsmanship is to be acknowledged and praised.

The ALPHA leadership program in the Upper Primary years and the Student Representative Council (SRC) continue to foster and develop leadership and team work throughout the school, giving many of the boys the opportunity to have a voice and play a part in the decision making process. These programs aim to build self-confidence and initiative in all our students.

I am delighted with the overhaul and consolidation of our new school website, the development of a professional suite of marketing materials for enrolments and admissions purposes, the new look School newsletter, ‘The Chronicle’ and our House Banners hanging in the school hall. These are visual representations that reinforce pride in the traditions we have at Coogee Prep.

2012 will see a renewed commitment to the on-going development of our co-curricula activities and creative & practical arts programs, the SRC and leadership programs, sports coaching as well as learning support. All of which underpin the ‘all-round’ education provided at Coogee Prep.

With the School’s centenary year in 2014, it will be important for the current Coogee Prep community to reach out and reconnect with past students, parents and teachers. Each one of us knows that one of this school’s greatest assets is the strength of its community! The next two years will be an important build-up to this significant milestone in Coogee Prep’s history.

I would like to sincerely thank the 2011 P&F committee (who are continuing in 2012) for their outstanding work and enormous contribution they have made to the School this year. They play an important role and one for which the teaching staff, administration and boys are very grateful.

Finally – I am very pleased to say that Coogee Prep is in great shape! Enrolments are at an all time high – with waiting lists in some classes out to 2017. We have stability and professional integrity within our staff and our parent community is incredibly supportive and encouraging. Our boys display pride and passion for their
school in the classroom, on the stage, sporting field and in the wider community. As I have said many times before, I am acutely aware of the unique spirit that exists amongst the Coogee Prep community and I am forever proud and thankful for it.

Kind Regards

John Dicks
HEADMASTER
Key School Bodies

The Parents & Friends Association
President’s Report – 2011

The Coogee Prep P&F have had another successful year, holding a number of events which helped foster community spirit and raise funds for a variety of school projects.

2011 has been an active year with many events including the ‘Welcome Cocktail Party’, Mothers’ and Fathers’ day breakfasts, Easter raffle, the major School fundraiser (a masquerade party) and the boys’ Christmas party.

The P&F continued to fund the excursion to Sculptures by the Sea this year. The second-hand clothing pool has had another successful year, providing an alternative for parents, as well as raising funds for the P&F. Parents have continued to support the ‘Birthday Book Donation’ initiative and are contributing some wonderful reading and research resources to the School library.

The P&F will continue to provide funds to help decorate the new building. We are in the process of updating a selection of Honour Boards to a fire-resistant material which will be hung in the school stairwell. The decoration will also include signage and a number of photographs, both old and new, depicting life at Coogee Prep. These photographs will enhance the look of the new building and be a reminder of the traditions and longevity of Coogee Prep.

I would like to thank the P&F Executive who has supported me this year - Mrs Cindy Pether and Mrs Maria Ferrara. I would also like to thank the hard-working committee of class parents and all the Coogee Prep families who have given their time and money to make all the fundraising activities so successful this year. The parent family at Coogee Prep is truly unique and it is wonderful to see this spirit continue to grow and develop.

Thank You

Sarah Wilson
P&F PRESIDENT
The Student Representative Council (SRC)

The Student Representative Council (SRC), led by the School Captain and Vice Captain, initiated a number of projects and fundraising events this year.

Two representatives from each class were elected by their peers each Term to form the Council. The boys embraced their challenges and enjoyed planning and implementing a number of activities throughout the year.

The SRC organised events including Green Day and the CPS Walkathon, raising money to support victims of the famine in East Africa. The boys raised $5,000 for the East African appeal and are to be congratulated for this wonderful effort as this donation was the largest received from any school in the world!

It is anticipated that the SRC will continue to raise awareness of the needs of other in our community, locally and abroad through educating students and fundraising initiatives throughout 2012.
NAPLAN

NAPLAN testing was conducted for all Year Three and Five students in Government and Non-Government schools nationally in May this year. The testing focuses on assessing the numeracy and literacy knowledge of students.

I am pleased to report we performed above the state average in this recent NAPLAN testing. The boys should be commended on their excellent performance.

Year 3 Results

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<th>Band</th>
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<th>Writing</th>
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<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
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<td>5%</td>
<td>7%</td>
<td>4%</td>
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Please Note: Percentages for the components may not add up to 100% because of rounding

University of NSW Testing - (ICAS)

This testing is not compulsory throughout NSW; therefore our students’ results cannot be measured against a State benchmark. Instead, listed below are the number of students who received awards for their achievements and participation in 2011. The boys are to be congratulated on their results.

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<td>Science</td>
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<tr>
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<td>Writing</td>
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<td>15</td>
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Staff Synopsis

Professional Staff Development

During 2011 all teaching staff were encouraged to participate in regular professional learning sessions to broaden their skills, improve their curriculum knowledge and pursue particular areas of interest. The staff participated in professional development in the following areas: - literacy and numeracy, assessment procedures, creation of learning rubrics, HSIE and Science, scope and sequence K - 6, practical strategies for teaching students with Asperger syndrome and Autism, creating boy-friendly classrooms (strategies and procedures), asthma management and anaphylaxis.

Staff Numbers and Retention

Total full-time Staff: 11
Total part-time Staff: 3
Total Number of Staff to leave at the end of 2011: 1
Staff retention rate: 98%

Teacher Attendance

In 2011, average daily staff attendance rate was 91%

Teaching Standards

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Number of Teachers</th>
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</thead>
<tbody>
<tr>
<td>A. Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines</td>
<td>11</td>
</tr>
<tr>
<td>B. Teachers who have qualifications as a graduate from a higher education institution with Australia or one recognised with the AEI-NOOSR guidelines but lack formal teacher qualifications</td>
<td>0</td>
</tr>
<tr>
<td>C. Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching content</td>
<td>Nil</td>
</tr>
</tbody>
</table>
The Coogee Prep staff – both teaching and administration - is comprised of the following:

**Female:** Four full-time and three part-time
**Male:** Seven full-time

There are no indigenous members of staff
Further details of Coogee Prep’s staff composition can be found by accessing the MySchool website: [http://www.myschool.edu.au](http://www.myschool.edu.au)
Student Body Characteristics

The Coogee Prep Student Body

The Coogee Prep student body consists of the following:
- Siblings: 18%
- Relatives of Old Boys: 9%
- Other: 73%

The majority of students live within the suburbs of Waverley or Randwick City Council.

Student Attendance

The average student attendance per grade in 2011 was:

- Kindergarten: 90.65%
- Year One: 89.55%
- Year Two: 82%
- Year Three: 91.25%
- Year Four: 81.65%
- Year Five: 94.15%
- Year Six: 93.75%

Regular attendance at school is essential to assist students maximise their learning as well as their social skills development.

Parents and/or carers are required to telephone or email the School Office prior to 9.00am if a student is ill. Absences of more than two days require a Doctor’s certificate on the student’s return to school.
Enrolment Policy

Coogee Boys' Preparatory School (Coogee Prep) is a single-stream, non-selective school with one class per year and a maximum number of twenty-five (25) boys per class. Given there are a limited number of positions in each class it is recommended parents contact the school as early as possible to apply for enrolment. In some circumstances, so as to maximise opportunities for students, the School reserves the right to have smaller class numbers.

The processing of Applications for Enrolment and the offering of places is done in the following order: siblings, sons and relatives of Old Boys (preferential consideration), then the remaining places are offered by date of application (the earliest application first).

Boys will be accepted into the Kindergarten class if they have turned five, or will do so prior to the 15th April in the year they are to start school. In exceptional circumstances and after discussion with the Headmaster a younger child may be admitted to Kindergarten. Acceptance of students into other grades depends upon the availability of a position.

When you accept a position at Coogee Prep, you are giving your agreement to the School's philosophy, ethos, discipline and behavioral policy, school rules and fee payment schedule. When an offer of place is made (after an interview with the Headmaster), the Conditions of Entry document must be read and signed as part of the enrolment and registration process. The Conditions of Entry document is published on the School website.

A non-refundable Application Fee of $150.00 must accompany all applications. (This fee is waived when the applicant is a sibling of a boy currently enrolled in the School). Upon acceptance of a position at Coogee Prep, payment of a non-refundable Registration and Administration Fee is required:
Kindergarten to Year Four: $500
Years Five and Six: $400

Special Needs

Coogee Prep’s definition of ‘special needs’ applies to students who may have: learning difficulties, family problems, behavioural problems, problems associated with bullying, psychological and social difficulties, students who may have difficulties with the English language, students with specific religious or cultural observations,
students with physical disabilities, health risks and students who require medication for various reasons.

Coogee Prep acknowledges its responsibilities to provide quality outcomes for all students. However, the School relies on parents/guardians to provide full disclosure of any special needs of an enrolling boy so it can accurately assess its capability to meet this student’s needs and to advise the parents/carers accordingly.

The offer of a place to a student with special needs will be subject to the School being able to provide the necessary resources to adequately provide a quality outcome for the prospective student. In the absence of any special needs disclosure by parents/guardians, the School will assume the student has no special needs about which it should be aware and any offer of enrolment will be made on this basis.

The importance of full disclosure regarding any special needs is further highlighted in the ‘Conditions of Entry’ document that parents/guardians must sign when an offer of a place is made. Parents/guardians are also advised to notify the School in writing of any special needs should they arise during their son’s enrolment at Coogee Prep.
Coogee Prep has a number of policies in place relating to student welfare, discipline and complaints and grievances. Full texts of each of the policies associated with these three areas are available from the School Office.

**Student Welfare**

Coogee Prep has a duty of care to its students to provide a safe, caring, learning environment where students can develop their academic, physical and social skills.

Coogee Prep expects its students to display a high standard of personal and social behaviour. Students are encouraged to take responsibility for their behaviour and accept the consequences and outcomes of their decisions and actions.

Boys are expected to act responsibly and cooperatively while at School, representing the School or interacting with the local community.

The overall wellbeing of all students at Coogee Prep is paramount. All School policies associated with student welfare aim to:

- Instil and promote self-discipline within each boy
- Encourage tolerance and understanding of other’s individual needs and differences
- Promote understanding of the values and ethos of the School by fostering the development of good character traits
- Positively influence the choices a student can make

This is achieved by:

- Catering for the educational needs of each child by promoting self-confidence, self-esteem, understanding and respect for others
- Promoting a happy, safe and inclusive learning environment
- Encouraging self-reliance and acceptance of responsibility for one’s actions
- Including the values and ethos of the School throughout the curriculum
- Fostering a strong sense of pride in the school amongst the students
• Encouraging each boy to strive for personal excellence in every aspect of his education
• Developing a three-way partnership between the school, parents and students

The school has in place policies that relate to the following areas of student welfare:

• Pastoral Care
• Child Protection
• Student Discipline/ Behaviour
• Health and Welfare
• Anti-Bullying/ Anti-Cyber Bullying
• Complaints and Grievance
• Staff Duty of Care
• House System/ Buddy System
• Leadership

**Discipline**

All Teachers at Coogee Prep endeavour to use positive reinforcement procedures wherever possible in the classroom. Formal punishment (ie detention) as a discipline mechanism is secondary to positive reinforcement. However if a boy continually disrupts his peers or classroom procedures, his Teacher will contact his parents to arrange a meeting to discuss his behaviour. If the disruption continues, parents will be asked to meet with the Headmaster where further disciplinary action could be taken.

In extreme cases where the boy continues to disobey instructions and disrupt his peers in class he may be suspended or expelled from the school. Under no circumstances is corporal punishment permitted at Coogee Prep.

**Bullying**

Bullying of any kind is not tolerated at Coogee Prep. This includes verbal, physical, emotional, racial, religious or cyber abuse. Coogee Prep seeks to be proactive in this area by creating a positive environment where boys treat each other in the same way they would like to be treated. Boys are encouraged to talk to their Teacher if they are being bullied. All incidents are treated seriously and confidentially. They will be investigated promptly and impartially.
Traffic Light System - Behaviour Management

All classes at Coogee Prep have a set of traffic lights in their rooms, ranging from green to yellow, orange then red. The system aims to encourage and reward good classroom behaviour.

- Boys begin each day on green
- For a minor infraction, a boy could be placed on yellow
- From here the boy either returns to green (if the behaviour has improved) or to orange if the behaviour is continuing. For more serious offences – ie swearing, rudeness etc, boys go straight to orange
- The red light indicates an immediate detention and is used as a very last resort for behaviour such as fighting, punching etc

As positive reinforcement, any boy who stays on green for a day receives a raffle ticket. All raffle tickets go into a draw that is held every week. One boy from each class is selected from the draw and wins a prize from the Headmaster.

Complaints and Grievances Resolution Policy

The School's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents, community members, students and staff.

These processes incorporate the principles of procedural fairness. Procedures for dealing with matters of concern identified by parents and/or students are assessed on an individual basis and all complaints will be dealt with procedural fairness, natural justice and without discrimination in a prompt and just manner. This process applies to staff and student complaints.
Initiatives Promoting Respect and Responsibility

Alpha Leadership Program

The objective of the Alpha Leadership Program (ALP) is to teach each boy in the Upper Primary (Years Four – Six) the leadership skills required to build confidence and responsibility. The ALP supports the school motto of ‘Gentleman, Scholar, Sportsman’ and goes to the very heart of what it is to be a Coogee Prep boy.

Coogee Prep believes developing leadership skills provides an important grounding for primary boys and the types of skills the program aims to develop are:

- Having strength of character
- Understanding humility, honesty, tolerance and respect for others
- Having the courage to make bold decisions at times rather than always playing it safe
- Being capable of listening and learning from others
- Being considerate and helpful toward others
- Having the ability to communicate ideas confidently
- Knowing how to set goals and develop a plan to achieve them
- Resilience and persistence

The program is designed to enhance the boys’ awareness of the community around them, encourage responsibility and build confidence and communication skills. This is achieved through a number of activities including:

- Promoting senior leadership roles and a buddy system with the younger boys
- Hosting inspirational speakers and discussion groups
- Individual research projects and class discussions
- Public speaking training and debating
- Contributions to the school newsletter
- Student-run assemblies
- Participation in community events
- Attending an external student leadership conference

Keeping a journal is a key component of the program. This is where the boys can document their thoughts, experiences and achievements throughout the various leadership activities. This may be in written form, drawing or attaching certificates. This journal will become a record of
their leadership achievements throughout primary school and is something they can keep and be proud of.

**Student Representative Council (SRC)**

The Student Representative Council (SRC) gives boys from Kindergarten to Year Six an opportunity to have a say in daily school life and take responsibility for initiating and managing school and community-based projects. The SRC is led by the School Captain and Vice-Captain and is comprised of two representatives from each class. These representatives hold their positions for a Term.

Activities include planning and running a number of fundraising days for communities in need here in Australia and overseas. Christmas activities include non-perishable food drives and donations to local charities.

**The Buddy System**

This is an important component of Coogee Prep’s Leadership Program for the Upper Primary students.

At the beginning of the year, each Year Six boy is allocated a ‘buddy’ from Kindergarten. The aim of the program is for the Year Six boys to provide support to their buddy during their first year at school. Activities, games and other initiatives are scheduled throughout the timetable to ensure the buddy relationships are maintained throughout the Kindergarten boys’ first year. This interaction helps teach the older boys patience, kindness to others and develops their leadership skills. It also helps the younger boys refine their social and listening skills.
2011 Incursions & Excursions

Throughout 2011 Coogee Prep students attended a number of excursions and were entertained by performances and lectures. The teachers and boys appreciated the support of the many parents who volunteer to assist with excursions.

Infants

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<th>Excursions</th>
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<td><strong>Kindergarten</strong></td>
<td>School Camp</td>
<td>CSIRO visit</td>
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<td>Puppeteria</td>
<td>RAWART</td>
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<td>Sculptures by the Sea</td>
<td>Indonesian Puppet Performance</td>
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<td>Gymnastics/Martial Arts Lessons</td>
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<td>Dog Visit</td>
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<td><strong>Year One</strong></td>
<td>School Camp</td>
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<td>Sculptures by the Sea</td>
<td>RAWART</td>
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<td>Susannah Place Museum</td>
<td>Indonesian Puppet Performance</td>
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<td>Randwick Fire Station</td>
<td>Dance Lessons</td>
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<td>Reptile Man</td>
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<td>Dog Visit</td>
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<td><strong>Year Two</strong></td>
<td>School Camp</td>
<td>CSIRO visit</td>
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<td>Sculptures by the Sea</td>
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<td>Pittwater Guided Tour</td>
<td>Indonesian Puppet Performance</td>
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<td>Bondi Beach</td>
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<td>Centennial Park Bike Safety Ride</td>
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<td><strong>Year Three</strong></td>
<td>School Camp&lt;br&gt;Sculptures by the Sea&lt;br&gt;‘I am Jack’ – a performance about Bullying&lt;br&gt;Susannah Place Museum&lt;br&gt;Sydney Observatory</td>
<td>CSIRO visit&lt;br&gt;RAWART&lt;br&gt;Indonesian Puppet Performance&lt;br&gt;Gymnastics/Martial Arts Lessons&lt;br&gt;Dental Talk</td>
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<td><strong>Year Four</strong></td>
<td>School Camp&lt;br&gt;Sculptures by the Sea&lt;br&gt;‘I am Jack’ – a performance about Bullying&lt;br&gt;Australian Museum&lt;br&gt;Doughboy Pizza</td>
<td>CSIRO visit&lt;br&gt;RAWART&lt;br&gt;Indonesian Puppet Performance&lt;br&gt;Gymnastics/Martial Arts Lessons&lt;br&gt;Dental Talk</td>
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<td><strong>Year Five</strong></td>
<td>School Camp&lt;br&gt;Sculptures by the Sea&lt;br&gt;‘I am Jack’ – a performance about Bullying&lt;br&gt;Centrepoint &amp; Sydney Opera House</td>
<td>CSIRO visit&lt;br&gt;RAWART&lt;br&gt;Indonesian Puppet Performance&lt;br&gt;Gymnastics/Martial Arts Lessons&lt;br&gt;Dental Talk&lt;br&gt;Effective Listening Session&lt;br&gt;Toast Masters Course</td>
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<td><strong>Year Six</strong></td>
<td>School Camp&lt;br&gt;Sculptures by the Sea&lt;br&gt;‘I am Jack’ – a performance about Bullying&lt;br&gt;Leadership Day&lt;br&gt;NSW Art Gallery&lt;br&gt;Sydney Botanical Gardens&lt;br&gt;Museum of Sydney &amp; NSW Government House</td>
<td>CSIRO visit&lt;br&gt;RAWART&lt;br&gt;Indonesian Puppet Performance&lt;br&gt;Gymnastics/Martial Arts Lessons&lt;br&gt;Dental Talk&lt;br&gt;Effective Listening Session&lt;br&gt;Toast Masters Course</td>
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## Improvement Targets for 2010

### Update

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<th>Target</th>
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| 1. **Target:** Initiate student welfare initiatives through programs that focus on positive self-image, resilience and community/school spirit | - Introduction of a Student Representative Council  
- Expansion of the Buddy System to include Years One and Five  
- Introduction of the Alpha Leadership Program for Year Four to Six |
| 2. **Target:** Increase P.E and fitness programs which promote physical fitness, well-being, games skill, personal development and team building | - Engagement of specialists in the area of gymnastics and dance  
- Continuation of the swimming programme for Kindergarten through to Year Six for water safety and squad training  
- Engagement of specialist P.E teacher (Years Three-Six) to develop game skills and team building |
| 3. **Target:** Increase ICT initiatives across K-6 which incorporate new technologies such as, SmartBoards and iPads across all KLA’s - particularly numeracy, literacy and science | - Initiatives introduced Kindergarten to Year Six in Science, Literacy and Maths with an emphasis on interactive numeracy and literacy activities |
| 4. **Target:** Initiate associated Professional Development for all Staff in each of the above areas | - Student Welfare – two Staff members in-serviced in Asperger Syndrome  
- Conducted three staff In-Services looking at the needs and welfare of students who fall under this category  
- Entire Staff in-service conducted by dance gymnastics specialists focusing on programming for Kindergarten - Year Six  
- P.E staff planning and programming with Primary Staff to develop game skills and team building activities  
- Intra school staff in-service ‘staff leading staff’ in the use of iPads, laptops and SmartBoards within the classroom, incorporating the application of software across all KLA’s |
Improvement Targets for 2011

1. Ongoing development of assessment strategies and procedures, in particular the use of rubrics across all KLA’s and the use of a new ‘motorised mark book’ to improve assessment, recording and reporting

2. Continued emphasis on differentiation with an emphasis on multiple intelligences and Bloom’s Taxonomy associated with teaching/learning and assessment practices, incorporating the use of ICT (ongoing staff development) in this area

3. Executive staff further developing staff appraisal procedures, incorporating teaching and mentoring, specifically looking at quality classroom practice

Curriculum Initiatives and Classroom Management

- The main curriculum initiatives in 2011 have been to broaden our range of assessment and reporting strategies, incorporating rubrics, differentiation and student portfolios

- Our learning support initiatives have focused primarily on improving both literacy and numeracy K – 6

- The Spalding programme for reading/spelling further develops the students’ skills and abilities to enhance all aspects of literacy. For years K-4 we have focused on broadening reading text-types - particularly narratives. In the Middle and Upper Primary grades we have extended and challenged the students’ research and presentation skills

- The School’s Creative and Practical Arts programme - both in fine arts and music - continues to be a focus, with an expansion on the number of instruments taught to Primary Classes – ie guitar, recorder and African drums. Specialist teachers from ‘Raw Art’ have also been used to enhance the creative arts program

- The School continues to develop a more comprehensive ‘Make and Design’ component in K – 6 Science, which gives students greater opportunities for practical ‘hands on’ activities that look more closely at current technologies using computer generated design and SmartBoard activities
Parent/Teacher/Student Satisfaction

Student participation in the academic, sporting and co-curricular programs remained strong throughout 2011. Given its size, all boys have the opportunity to represent the School across a range of sports, chess, debating, drama or music during their time at Coogee Prep.

Parent satisfaction continued at a high level throughout 2011. The Coogee Prep Parents & Friends Committee (P&F) was strongly supported and a large number of the parent body attended and supported the various social and fund-raising activities the P&F held during the year. Throughout the year, parents were kept informed of developments within the School via the weekly distribution of the Coogee Prep Chronicle, letters from the Headmaster, emails from class teachers and P&F meetings. The Student Representative Council (SRC) provides the students with a channel to communicate, give feedback and comments to the School. Parent/teacher interviews (many conducted with parents and students in the Upper Primary years) are another effective conduit for feedback. Coogee Prep is proud of the number of channels available to parents and continues to encourage a policy of open and transparent communication.

Staff turnover at Coogee Prep was minimal in 2011 with almost all Staff remaining at the School. Staff cite the supportive and mentoring environment and professional development available as some key positive aspects of employment at Coogee Prep. Regular, on-going staff appraisals give Teachers and ancillary staff the opportunity to receive feedback on their performance as well as the opportunity for self-appraisal. This can be an effective measure of staff performance as well as job satisfaction.
Summary Financial Information

Coogee Prep Income 2011

Coogee Prep Expenditure 2011