Coogee Boys’ Preparatory School

Annual Report
2014
## Table of Contents

Message from the Headmaster .............................................................. 3
From the President of the Parents’ & Friends’ Association ............... 4
Review of Goals set in 2013 ................................................................. 5
Student Performance in Nationwide tests and other Examinations .... 7
Overview of Curriculum and Programs in 2014 ............................... 8

Characteristics of Student Body

- Initiatives and programs
  - General Curriculum
  - Leadership Program
  - Student Representative Council
  - Chess
  - Debating
  - Music, Drama and Visual Arts
  - Sport
  - Outdoor Education

- Incursions and Excursions

Staff Overview ................................................................................. 12
Key Policies ...................................................................................... 13
Improvement Goals for 2014 .......................................................... 16
Parent, Teacher and Student Satisfaction ........................................ 18
Summary of Financial Information ................................................... 19
Message from the Headmaster

Coogee Boys’ Preparatory School (Coogee Prep) is a boys-only, primary day school. The School is based on Christian principles and is open to all boys, irrespective of denomination or social background. The basic philosophy underpinning Coogee Prep is that all students are encouraged to adopt the traditional values of hard work, self-discipline and respect for others.

2014 was a significant milestone in the history of Coogee Prep as the School celebrated its Centenary Year. Throughout one hundred years of constant change, Coogee Boys’ Preparatory School has never wavered. It has remained a strong and unique institution, dedicated to providing an excellent ‘all-round’ education for young boys as they prepare for high school and life beyond.

What is most inspiring is, that the principles on which Mr. Bill Nimmo founded the school in 1914 – those of ‘Gentleman, Scholar and Sportsman’, still resonate and continue to give a clear message to all Coogee Prep Boys of what they can and should aspire to. Our Centenary Year provided us with an opportunity to reflect on our past, celebrate our achievements, appreciate and acknowledge our history and traditions and look forward to what the next one hundred years has to offer.

We held a series of events throughout the year to celebrate the Centenary Year. These engaged all facets of the school community including staff, parents (P&F), students past and present and the local community. We held events such as The Centenary Ball, Centenary Fete in Alison Park, Church Service and Old Boy functions, Golf Day and numerous inschool activities for the boys.

Throughout 2014 the parent community supported the School across a wide range of areas - in the classroom, on the sporting field, at cultural events such as debating and drama, at various fundraising events and most importantly offering support to their sons on a daily basis throughout the year. I am acutely aware of the tremendous parent community we have at Coogee Prep and I am forever grateful for all the support it gives the school. Congratulations to Mrs Danielle Demos, President of the P&F Association and her executive team for their hard work and support during this busy Centenary Year. We are very grateful for the air-conditioning units the P&F have arranged for the new classrooms as well as other much needed resources.

We continue to focus on improved outcomes in spelling, reading and writing, working mathematically and scientifically. With the purpose of meeting and addressing new syllabus requirements over the next few years. A major emphasis has been placed on the new english and maths documents in particular.

After families, it is said that teachers can be the strongest influence on the lives of their students. Teachers hold a privileged position because their values, attitudes and knowledge of the world can have a lasting effect on their student’s self-esteem, ability to think, research and evaluate the importance of what they learn. I am very grateful for the wonderful team of teachers and staff at Coogee Prep, whose character, dedication, loyalty and hard work contribute to making Coogee Prep such a unique and special community.

Mr John T Dicks
Headmaster
From the President of the Parents’ & Friends’ Association

It has been an honour to have been president of the Parents & Friends’ Association (P&F) in the School’s Centenary Year. The P&F has had a very successful year hosting many social and fundraising events to bring the school community together.

We started the year with a record attendance at the Welcome Cocktail Party. It was a great opportunity to catch up with friends following the holidays and welcome new families to Coogee Prep. This was followed by a very special Centenary Mothers’ Day lunch at Centennial Park Restaurant, attended by current and past mothers of Coogee Prep students. We were thrilled to have guest speakers Professor Rhonda Griffiths, Coogee Prep parent Ms Ticky Fullerton and psychologist Meg Goodison-Farnsworth to provide insights into mothering and issues facing our children in today’s society. We were grateful to Coogee Prep parent Jo Casamento for skillfully guiding the panel discussion.

We also hosted our annual Fathers’ Day Breakfast and stall and Grandparents Morning Tea which is always a highlight on the Coogee Prep calendar.

The Centenary Fete held in September was one of the highlights of the Centenary Calendar. The entire school community came together and worked hard to make this a truly memorable and successful day. After a rainy start, the sun shone and it turned out to be a fabulous day. It was wonderful to see many Old Boys and past Coogee Prep families reliving the days of the Coogee Prep fete and enjoying the atmosphere. We were fortunate and grateful to have The Scots College Pipes and Drums Band perform and Mr Bruce Notley-Smith MP to officially open proceedings. Thank you to past parent Helen Petrohilos for her energy and hard work as Fete Convenor and I am very pleased to report we raised in excess of $34,000.

I am extremely pleased to announce that with the funds raised this year we will have air conditioning installed in all the classrooms by mid-2015. The P&F will also be purchasing science equipment along with science and maths based smart board programs. The school’s sports training equipment will also be updated and enhanced.

I would like to thank the P&F executive, Mrs Christine Valentine and Mr Nicholas Falla for their hard work and dedication, making my job as President such a pleasure. I certainly couldn’t have done it without them. I would also like to thank the class parents, the fete committee members and the wider Coogee Prep community as without their support and dedication we would not have achieved such success with our fundraising efforts.

Finally, thank you to the families of Coogee Prep, for your continued support and generosity to continue to improve facilities and resources for the boys.

Mrs Danielle Demos
President, P&F Association 2014
Review of the Goals set in 2013 and 2014 update

Four major goals were identified in the 2013 Annual Report. Progress on each of these goals is outlined below.

<table>
<thead>
<tr>
<th>Target</th>
<th>Consolidate a range of alternative assessment strategies and procedures taken from Blooms Taxonomy to better meet students’ individual needs and differentiate learning in the classroom</th>
</tr>
</thead>
</table>
| 2013 progress | • Use of rubrics across all KLA's K-6 has proven to be effective for both assessment and reporting  
• Better integration of learning support strategies to ensure individual student needs are being met and a close working relationship between Learning Support staff and classroom teachers  
• More effective and differentiated reporting to parents about student progress and development |
| 2014 Update | • Consolidation of a range of assessment strategies and protocols (Kindergarten to Year Six) to ensure that we effectively meet the individual and collective needs of our students  
• The continued effective use of learning support to meet individual needs of students incorporating ‘mini and multi lit’ to ensure functional and improved reading. Also incorporating spelling mastery as a means of learning support  
• A movement towards more comprehensive and differentiated reporting to parents to ensure continuity and followup is being achieved |

<table>
<thead>
<tr>
<th>Target</th>
<th>Integration of Spalding processes across all years (Kindergarten - Year Six) with an emphasis on improved outcomes in spelling, reading and writing</th>
</tr>
</thead>
</table>
| 2013 progress | • Extensive in-service of all teaching staff with Spalding processes and strategies employed, yet teachers found it difficult to fully commit to the comprehensive and time consuming nature of the program  
• Improved student outcomes in reading and certain areas of written text types was only partially achieved  
• After review at the end of the Year the School Executive and staff decided to take a different approach to better meet the literacy needs of the students. A new program was investigated and decided upon for 2014 – Spelling Mastery |
| 2014 Update | • Departure from Spalding has been a decisive move to ensure a more individualised spelling and reading program which meets the individual and collective needs of our students. This is being achieved with the introduction of Spelling Mastery from Years One to Six. There is a greater focus on guided and take home reading in these years  
• Within the Primary context and in line with the new english syllabus there has been a greater focus on selection of class texts across a range of genre  
• A greater emphasis on working mathematically and scientifically is in process |
### Review of the Goals set in 2013 and 2014 update

<table>
<thead>
<tr>
<th>Target</th>
<th>Improve the creative and practical arts experience of students - in particular public speaking, debating drama and music</th>
</tr>
</thead>
</table>
| **2013 progress** | • Introduction of two dedicated debating coaches for years Five and Six. This more targeted approach resulted in increased popularity of and success with debating  
• Ongoing participation in the IPSHA interschool debating competition  
• Staging of a school drama and musical performance, which included a presentation by each class (K-6). The presentations included aspects of research, dramatic performance, singing and movement. The success of this program was due to our internal music teacher and sub contracted music specialist  
• Ongoing student exposure to a variety of practical arts including fine arts, make and design and classroom presentations. This aspect allowed a specialist teacher to successfully, either team teach or conduct class lessons to assist in the development of students skills and abilities |
| **2014 Update** | • Continued focus on chess, debating and public speaking from Years Two to Six with ongoing IPSHA involvement in debaing and chess  
• IPSHA performing arts and School concerts and musicals remain an ongoing emphasis within our curriculum involving all children from Kindergarten to Year Six. The strengthening of our music team has had an enormous and positive impact on the program  
• The fine arts and craft program has been better integrated across the curriculum giving students a better context to work within and understanding of different mediums |

<table>
<thead>
<tr>
<th>Target</th>
<th>A concerted focus on both the new English and Mathematics NSW syllabus as part of the new National Curriculum to ensure that teachers are adequately equipped to plan, program and implement for these KLA areas in 2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2013 progress</strong></td>
<td>• After staff in-service from the AIS in both KLA's and an extensive review of both Mathematics and English scope and sequences was conducted across all years (K-6), we were better able to begin the planning for implementation of these two new curriculums. This included a review of teaching resources, texts and the introduction of new support materials. This was achieved internally through the work of a dedicated Curriculum Co-ordinator who successfully facilitated workshops and training sessions for the staff.</td>
</tr>
</tbody>
</table>
| **2014 Update** | • In 2014 consolidation of both the new english and maths national curriculum (NSW Board of Studies documents) across K-6 became a major focus for the school and within the context of BOSTES registration  
• The new science syllabus was also seen as an important document to introduce to all staff with the view of consolidating this by 2015  
• The executive and staff experienced extensive inservice training in the areas of english, maths and science to achieve our goals of creating a comprehensive, integrated and differentiated curriculum from Kindergarten to Year Six |
Student Performance in Nationwide Tests and other Examinations

Coogee Prep is dedicated to promoting a high level of academic achievement. We continue to perform well in all external testing including entrance to Secondary High Schools. It is always pleasing to receive positive feedback from Senior School Headmasters on the readiness of Coogee Prep Boys for the challenges of high school.

NAPLAN

The NAPLAN testing was conducted for all Year Three and Five students in Government and Non-Government schools nationally in May 2014. The testing focuses on assessing the numeracy and literacy knowledge of students.

Coogee Prep performed well above the state average in the recent NAPLAN testing. The boys should be commended on their excellent performance.

<table>
<thead>
<tr>
<th>YEAR THREE</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band 6</td>
<td>50%</td>
<td>9%</td>
<td>23%</td>
<td>27%</td>
<td>32%</td>
</tr>
<tr>
<td>Band 5</td>
<td>5%</td>
<td>64%</td>
<td>36%</td>
<td>55%</td>
<td>28%</td>
</tr>
<tr>
<td>Band 4</td>
<td>41%</td>
<td>23%</td>
<td>32%</td>
<td>18%</td>
<td>22%</td>
</tr>
<tr>
<td>Band 3</td>
<td>4%</td>
<td>4%</td>
<td>9%</td>
<td>-</td>
<td>18%</td>
</tr>
<tr>
<td>Band 2</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Band 1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR FIVE</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band 8</td>
<td>32%</td>
<td>-</td>
<td>8%</td>
<td>32%</td>
<td>28%</td>
</tr>
<tr>
<td>Band 7</td>
<td>36%</td>
<td>12%</td>
<td>48%</td>
<td>40%</td>
<td>24%</td>
</tr>
<tr>
<td>Band 6</td>
<td>24%</td>
<td>52%</td>
<td>32%</td>
<td>20%</td>
<td>40%</td>
</tr>
<tr>
<td>Band 5</td>
<td>8%</td>
<td>36%</td>
<td>8%</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>Band 4</td>
<td>-</td>
<td>-</td>
<td>4%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Band 3</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

International Competitions & Assessments for Schools (ICAS)

The ICAS testing is conducted by The University of New South Wales and is not compulsory in 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. The boys are to be congratulated on their overall efforts.

<table>
<thead>
<tr>
<th></th>
<th>High Distinction</th>
<th>Distinctions</th>
<th>Credits</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>1</td>
<td>5</td>
<td>18</td>
<td>56</td>
</tr>
<tr>
<td>Science</td>
<td>1</td>
<td>11</td>
<td>16</td>
<td>49</td>
</tr>
<tr>
<td>English</td>
<td></td>
<td>3</td>
<td>17</td>
<td>61</td>
</tr>
</tbody>
</table>
Overview of Curriculum and Program in 2014

Student Body Characteristics

In 2014, 159 students were enrolled in Coogee Prep. The majority of the students live within the suburbs of Waverley or Randwick City Council. Of the total student body, 33% are siblings, 9% are relatives of Old Boys and 58% make up the remainder.

The average student attendance per year in 2014 was as follows:

<table>
<thead>
<tr>
<th>Year Level</th>
<th>% attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>98%</td>
</tr>
<tr>
<td>Year One</td>
<td>97%</td>
</tr>
<tr>
<td>Year Two</td>
<td>96%</td>
</tr>
<tr>
<td>Year Three</td>
<td>95%</td>
</tr>
<tr>
<td>Year Four</td>
<td>97%</td>
</tr>
<tr>
<td>Year Five</td>
<td>95%</td>
</tr>
<tr>
<td>Year Six</td>
<td>96%</td>
</tr>
</tbody>
</table>

Regular attendance at school is essential to assist students maximise their learning as well as their social development. Parents and/or carers are required to telephone or email the School Office prior to 9.00am if a student is ill. Absenses of two or more days require a doctor’s certificate on the student’s return to school. All absences must be explained by a note and are recorded in a data base (Sentral) for follow up and reporting. Teachers roll books (through Sentral) are marked before prior to 9am each morning, the school office (via Sentral) follows up daily absences with parents/guardians. Frequent or prolonged absences from school, explained or unexplained are followed up and documented in accordance with Government guidelines and ministerial policy.

General Curriculum

Coogee Boys’ Preparatory School curriculum is based around a balance of both traditional and contemporary ideology and practice. A key element of this is the importance of learning the basics in numeracy and literacy and then appropriately being able to apply knowledge and skills across a range of challenges and learning experiences. We see the importance of integrating across the curriculum and diversifying and differentiating teaching and learning to meet the individual and collective needs and interests of our students. Technology and a diverse approach within the classroom has enabled students to maximise their learning using the resources that are made available to them. Finally, we endeavour to create a safe and secure environment where students are supported and support each other, and where they are not afraid to take risks and build on prior learning to achieve success.

A key element of Coogee Prep’s education is its diversity across all areas of learning, with extra curricular activities such as creative and practical arts, debating, chess, drama and sport.
Overview of Curriculum and Program in 2014

Leadership Program

Coogee Prep’s philosophy adopts the traditional values of hard work, self-discipline and respect for others. This ethos is encouraged in all students. The School Motto ‘Gentleman, Scholar, Sportsman’ captures the essence of the ‘all-round’ education Coogee Boys’ Preparatory School offers every student. The Leadership Program supports the School motto and is an important component of the Senior Boys’ education as they prepare to take on the next stage of their lives with confidence and determination.

The Alpha Leadership Program continued to evolve in 2014. This program is designed to build the foundations of a responsible and confident young boy with leadership skills who in turn gives back to his community. These skills are an important grounding for our senior boys so they can lead by example and be outstanding role models and help set a positive culture within the School. This year the Year Five and Six boys participated in the ‘Young Leaders Program’ which focused on aspects of personal as well as public leadership.

In 2014, Year Six embraced the ‘buddy system’ with enthusiasm and provided support and direction to their Kindergarten buddies to help them settle into school life. Year Six contributed greatly through their leadership to the sporting, cultural and co-curricular activities, ensuring their success across the School. We congratulate and thank our School Captain and Vice Captain for their exemplary leadership and commitment to their roles this year.

Student Representative Council

The Student Representative Council (SRC) gives boys in 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.

2014 has been a marvellous year for the SRC. In addition to their normal duties as SRC class representatives the boys took on the responsibility of representing their year group in the School’s Centenary year. This added responsibility required the boys to think about the future of Coogee Prep and what lasting legacies they could implement this year. Each Term the SRC representatives in all classes demonstrated enthusiasm and excitement and executed a number of worthwhile initiatives.

This year the SRC generated significant funds, much of which were raised from the Walkathon in June. This event was a huge success and allowed us to donate funds to help various charities and foundations such as our World Vision Student, James, in Malawi. Funds were also donated to the Indigenous Literacy Foundation and Bear Cottage - a foundation that assists families of children with life-threatening conditions. Other successful SRC fundraising initiatives were Boardies Day and Toys N Tucker.

Chess

Nine Coogee Prep teams participated in the Eastern Division NSW Junior Chess League Competition this year. The boys continued to develop their chess skills and enjoyed the challenge of playing against other schools. The internal Chess Club continued to run during lunch times and provided another opportunity for practice and competition.

Debating

Public Speaking and debating have been an important element of a Coogee Prep education for one hundred years. The 2014 Debating Team represented Coogee Prep in the Eastern Regional IPSHA Inter-Schools Debating Competition. The boys participated in numerous debates covering a wide variety of topics. This debating season was a resounding success with the Team debating competitively and presenting many strong and compelling arguments. It has been particularly pleasing to see the enthusiasm and increased support for debating following the engagement of two dedicated debating coaches for Years Five and Six. We look forward to the debating and public speaking program further strengthening in 2015.
Overview of Curriculum and Program in 2014

Music, Drama and Visual Arts

Music in particular continued strongly this year with Mr Lloyd Bowden and Miss Annette Ginis taking charge of the Primary boys and Ms Gershon working with the Infants’ boys. In preparation of the school concert in September, Mr Bowden and Miss Ginis auditioned a number of boys and consequently formed a special singing group who gave up their lunchtimes once a week to practice. There were also a number of talented musicians who accompanied the singers and what followed was a truly outstanding performance at the annual concert. All boys were included in the singing as each class performed a song or medley of songs from a particular decade, starting with Kindergarten in the 60’s through to Year Six performing contemporary hit tunes!

The school concert is also a platform for solo performers and small groups to display their many talents as were witnessed on the night.

Another successful DVD, ‘Happy ‘ was produced by Miss Ginis which included every boy and staff member of Coogee Prep and was thoroughly enjoyed by all who watched it.

Sport

Sport continues to be an integral part of life at Coogee Prep. It promotes teamwork, sportsmanship, communication, acceptance and inclusion. Our inclusive approach to sport gives each boy the opportunity to participate and develop his skills. During Saturday Sport and PE lessons we aim to teach students to respect their opponents, accept the referee’s decision and understand the importance of a team effort.

The annual Swimming and Athletics carnivals are a highlight for the boys and following these carnivals teams are selected to represent the school in the Quadrilateral, South Harbour and IPSHA inter-school carnivals. Throughout the sport program including PE lessons, Saturday morning sport, internal competitions and inter-school competition, all coaches witnessed the boys develop during the year and look forward to further growth in their nominated sport in 2015.

We thank and congratulate all our coaches for the commitment they showed to their teams and parents who transported their sons to sport every Saturday and supported them at games and carnivals.

Outdoor Education

Our outdoor education program, which involves boys in Years Two to Six, incorporates structured programs held at appropriate sites in outer Sydney. These are of great benefit to the boys as they give them the opportunity to experience learning in an outdoor setting, and encourage them to try new activities which challenge them to move outside their comfort zone. These experiences are within a well structured and safe environment under the guidance of instructors who are well trained and certified within this field.
Overview of Curriculum and Program in 2014

Incursions and Excursions

Throughout 2014 students attended a number of excursions and were entertained by performances and lectures. We thank the many parents who volunteered their time to assist with excursions as their support is much appreciated.

<table>
<thead>
<tr>
<th>INFANTS</th>
<th>Excursions</th>
<th>Incursions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kindergarten</strong></td>
<td>Pete the Sheep Performance</td>
<td>RAWART x 2, Dance lessons, Book Week Performance, Salaka African Drums Performance, Life Education, CSIRO, Double Trouble performance</td>
</tr>
<tr>
<td></td>
<td>Sculptures by the Sea Movies</td>
<td></td>
</tr>
<tr>
<td><strong>Year One</strong></td>
<td>Pete the Sheep Performance</td>
<td>RAWART x 2, Dance lessons, Book Week Performance, Salaka African Drums Performance, Life Education, CSIRO, Double Trouble performance</td>
</tr>
<tr>
<td></td>
<td>Sculptures by the Sea Movies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>26 Storey Treehouse performance</td>
<td></td>
</tr>
<tr>
<td><strong>Year Two</strong></td>
<td>School Camp</td>
<td>RAWART x 2, Dance lessons, Book Week Performance, Salaka African Drums Performance, Life Education, CSIRO, Double Trouble performance</td>
</tr>
<tr>
<td></td>
<td>Sculptures by the Sea Movies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>26 Storey Treehouse performance</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRIMARY</th>
<th>Excursions</th>
<th>Incursions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year Three</strong></td>
<td>The Rocks School Camp</td>
<td>RAWART x 2, Book Week Performance, Salaka African Drums Performance, Life Education, CSIRO, Double Trouble performance, Claymation</td>
</tr>
<tr>
<td></td>
<td>IMAX Theatre</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sculptures by the Sea</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tenpin Bowling</td>
<td></td>
</tr>
<tr>
<td><strong>Year Four</strong></td>
<td>IMAX Theatre Australian Museum</td>
<td>RAWART x 2, Book Week Performance, Week of Tastes, Salaka African Drums Performance, Life Education, CSIRO, Double Trouble performance</td>
</tr>
<tr>
<td></td>
<td>Sculptures by the Sea</td>
<td></td>
</tr>
<tr>
<td></td>
<td>School Camp</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tenpin Bowling</td>
<td></td>
</tr>
<tr>
<td><strong>Year Five</strong></td>
<td>School Camp Leadership Day</td>
<td>RAWART x 2, Book Week Performance, Salaka African Drums Performance, Life Education, CSIRO, Double Trouble performance</td>
</tr>
<tr>
<td></td>
<td>Sculptures by the Sea</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tenpin Bowling</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Canberra ABC Studios</td>
<td></td>
</tr>
<tr>
<td><strong>Year Six</strong></td>
<td>School Camp Leadership Day</td>
<td>RAWART x 2, Book Week Performance, Salaka African Drums Performance, Life Education, CSIRO, Double Trouble performance</td>
</tr>
<tr>
<td></td>
<td>Bondi Beach</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sculptures by the Sea</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tenpin Bowling</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Canberra Fishing</td>
<td></td>
</tr>
</tbody>
</table>
Staff Overview

Professional Staff Development

During 2014 all teaching staff were encouraged and supported to participate in regular professional development to broaden their skills, improve their curriculum knowledge and pursue particular areas of interest. The focus of the professional development was to ensure all areas of the new National Curriculum were covered. This included training for all teaching staff in ICT, Spelling Mastery, BOSTES English and maths syllabus documents, child protection and first aid. Two teachers participated a Multi-lit training program in order to offer one to one daily intervention for students requiring assistance with reading and spelling.

All teachers who are deemed within the scope provided by BOSTES in relation to the Australian Professional Standards for Teachers are currently actively engaged in meeting the seven standards that are required for teaching in NSW. Teachers within this scope are working withing the domains of professional knowledge, professional practice and professional engagement. Within each standard they are focussing within their professional career stage, ie. Graduate, Proficient, Highly, Accomplished and Lead. Monitoring of this process is conducted by the Headmaster and Deputy Head.

Staff Numbers and retention

<table>
<thead>
<tr>
<th>Staff category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total full-time teaching staff</td>
<td>10</td>
</tr>
<tr>
<td>Total part-time teaching staff</td>
<td>4</td>
</tr>
<tr>
<td>Total full-time ancillary staff</td>
<td>3</td>
</tr>
<tr>
<td>Total part-time ancillary staff</td>
<td>1</td>
</tr>
<tr>
<td>Perapatetic Staff</td>
<td>1</td>
</tr>
<tr>
<td>Total number of staff to leave at the end of 2014</td>
<td>2</td>
</tr>
</tbody>
</table>

In 2014, average daily staff attendance rate was 96% and the full-time staff retention rate was 92%.

Teaching Standards

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of teachers</th>
</tr>
</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>14</td>
</tr>
<tr>
<td>B. Teachers who have qualifications as a graduate from a higher education institution within Australian or one recognised with the AEI-NOOSR guidelines but lack formal teacher qualifications</td>
<td>1</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>0</td>
</tr>
</tbody>
</table>

The Coogee Prep Staff, both teaching and administration is comprised of the following in 2014:

Female: 6 full-time and 3 part-time
Male: 7 full-time and 3 part-time
Key Policies

Enrolment

Coogee Boys’ Preparatory School is a single-stream 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 the 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. Acceptance of students into other grades depends upon the availability of a position.

When parents accept a position at Coogee Prep, they are giving their 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. 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 for all Years K-6 of $500.

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 is 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.
Key Policies

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 (including cyber-bullying)
- Complaints and Grievance
- Staff Duty of Care
- House System/ Buddy System
- Leadership
Key Policies

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, indirect (ie lying, spreading rumours, mimicking, social exclusion etc) or cyber bullying. 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.

Behaviour Management - Traffic Light System

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 which 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.
## Improvement Goals for 2014

### Science and Maths K-6

<table>
<thead>
<tr>
<th>Target</th>
<th>Science and Maths K-6</th>
</tr>
</thead>
</table>
| 2014   | • Create a maths and science syllabus that focus on a more inquiry based approach, incorporating functional aspects of both maths and science including critical and creative thinking, information and communication technology capabilities and analytical thinking across each of the strands  
• A greater emphasis on cross curricular integration will enable both teacher and learner to create a more meaningful context in which to work |
| Progress | • An indepth understanding for teachers of the NSW BOSTES syllabus in mathematics and science, for the Australian curriculum, ie. outcomes, content, background information and appropriate language  
• Teacher inservice training in both maths and science has played an integral part in the success of both programming and implementation of these curriculum areas into the classroom  
• Ongoing evaluation and assessment of classroom management and reporting to parents play an important part in this process |

### English K-6

<table>
<thead>
<tr>
<th>Target</th>
<th>English K-6</th>
</tr>
</thead>
</table>
| 2014   | • A major focus for english K-6 is to achieve not only a comprehensive, cohesive and well sequenced english scope, but also to ensure that english when and where possible is integrated across all KLAs  
• To ensure that we have authentic assessment the following approach has been incorporated ie. assessment for learning, assessment as learning, assessment of learning as they play an important role in the teaching and learning process |
| Progress | • Ongoing review to ensure our K-6 scope and sequence effectively covers all objectives and outcomes within a continuum of learning  
• To look closely at the outcomes and content being covered and finding links across the curriculum has been an achievable process, along with finding appropriate themes and units of work which integrate well  
• In addition this has enabled us to meet the diversity of learners and has better enabled us to support students with special needs, gifts and talents and create more meaningful contexts for learning |
# Improvement Goals for 2014

<table>
<thead>
<tr>
<th>Target</th>
<th>Sport and Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>• Our emphasis is to broaden the student's knowledge and skill base within a program of gross motor skill development, games and activities for the purpose of fitness, body awareness, team building and knowledge of rules for a variety of sports</td>
</tr>
</tbody>
</table>
| Progress | • The subcontracting of a specialist sports team 'Transformers' has enabled us to develop and implement a comprehensive gross motor program developing all students' hand eye coordination and specific skill related movement for games. This includes player position, game strategies and rules  
• The program has elevated the students' overall fitness, as measured by 'the beep test', given an improved gross motor skill base and promoted better team cohesion and knowledge of particular games played at a competitive level |
Parent, Teacher and Student Satisfaction

Student participation in the academic, sporting and co-curricular programs remained strong throughout 2014 with the Student Representative Council (SRC) continuing to provide students with a formal channel to communicate, give suggestions, feedback and comments to the School.

Parent/teacher interviews (many conducted with parents and students in the Upper Primary years) proved an effective conduit for feedback and demonstrate that both the teachers’ structured and informal communication processes with parents is meeting parent expectations. Coogee Prep is proud of the number of communication channels it has available to parents and continues to encourage a policy of open and transparent communication between teachers and parents.

Parents were also 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 school secretary and P&F meetings throughout the year. The weekly Chronicle newsletter provided parents with information on a range of parenting techniques across a number of aspects of a child's development. Feedback on these communication initiatives was positive indicating parent satisfaction in this regard was high.

The ongoing streamlining of many administrative communications and procedures (both online and offline) that occurred throughout 2014 was met with much informal positive feedback from the parent body. Feedback from current parents via parent/teacher interviews, feedback from prospective parents via the enrolment process and other informal feedback from parents indicates an overall high level of satisfaction within the parent body.

Two staff left the school at the end of 2014 ..... 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 for 2014

Coogee Boys’ Preparatory School - Income by Source 2014

- Fees: 8%
- Government Grants: 32%
- Other: 61%

Coogee Boys’ Preparatory School - Expenditure by Source 2014

- Payroll: 60%
- Operations: 33%
- Occupancy: 7%
Coogee Boys’ Preparatory School

Cnr Alison Road and Cook Street (PO Box 190), Randwick NSW 2031
Phone 9398 6310  Fax 9398 3697  Email office@coogeeprep.nsw.edu.au
Web www.coogeeprep.nsw.edu.au  ABN 300001 82490