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# Coogee Boys' Preparatory School



## Annual Report 2021



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## Table of Contents

Message from the Principal

Principal's Speech Day Speech

From the President of the Parents and Friends' Association

Review of Goals set for 2021

Student Performance in Nationwide tests and other Examinations 2021

Characteristics of Student Body

Overview of Curriculum and Programs in 2021

Initiatives and programs

General Curriculum

Leadership Program

Wellbeing

Student Representative Council

Chess

Debating

Music, Drama and Visual Arts

Sport

Outdoor Education

Co-Curricular Program

Incursions and Excursions

Staff Overview 2021

Parent, Teacher and Student Satisfaction 2021

Summary of Financial Information 2021



**Education tailored to boys**

**COOGEE BOYS' PREPARATORY SCHOOL**





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## Message from the Principal 2021

This report acknowledges and celebrates the achievements of all Coogee Prep boys and staff in 2021. It was a roller coaster of a year and one in which we encountered trials and tribulations throughout. However, our collective tenacity, resilience, and resourcefulness, made us the stronger for it.

On January 29th we returned to the Coogee Prep campus to begin our 2021 School Year with a new-found enthusiasm and optimism for what the year might bring. Semester 1 was time to be together as a school community learning, playing and socializing side by side enjoying our time in our familiar surroundings- yet with some restrictions. During this period, we headed off to camp, experienced a variety of exceptional incursions, PE, co-curricular activities and training sessions along with Saturday Sport. We had come back to normal routines, timetables, expectations all within a positive and exciting learning environment. This was the new beginning we were all seeking!

With a new and more dangerous variant of COVID19, we were back into lockdown and remote learning for Semester 2. It was time for Coogee Prep to re-visit a familiar scenario along with some exciting new learning platforms online. Rather than express feelings of frustration and despair, the CPS staff jumped in boots and all planning, formulating, adjusting, and implementing programs for the boys, this was tackled head on!

Whilst not the norm we had hoped for, it was this familiar that we knew and were ready for.

Certainly, returning to campus for the latter part of Term 4 gave everyone time to reconnect, establish work and social routines and allow for a fitting farewell to 2021 at Speech Day. As Henry Ford the car manufacturer wisely said, 'coming together is a beginning; keeping together is progress and working together is success!'

This was a challenging yet exceptional year for the staff who collectively, worked together as a team, supporting, encouraging counselling, sharing and exhibiting the highest levels of professionalism. They brought energy, commitment, and creativity to the countless ways in which they enriched the lives of the students. They initiated strong and supportive bonds with parents creating a true partnership within our School Community.

I applaud all our students who accepted school rules, met challenges, worked hard, played with fairness, taken the initiative as leaders, shown sportsmanship and displayed kindness to others. For this and much more, I am extremely proud of all of them and congratulate each of you on their achievements and successes in 2021. The success our boys experience in all areas can be measured not only by credible academic and sporting results, but also by excellent preparation and a huge growth in confidence even when faced with the toughest of challenges. They are certainly Gentlemen, Scholars, and Sportsmen!

We farewelled Mr. Ryan Gowland after 12 years at Coogee Prep who left with his family to live and work in Western Australia. We welcomed Mr Jac Lavorato to the 2022 teaching team who has brought a wealth of experience to Coogee Prep from Waverley College.

### The following is a Vale to Mr Allan Nicholas Brown

It is with a heavy heart that I inform you of the passing of Allan Nicholas Brown the second Headmaster of Coogee Boys' Preparatory School, Randwick, who died peacefully in his sleep last Friday 23rd July 2021.



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Mr Brown was Headmaster of the School from 1964 -1995. He was a member of IPSHA (JSHAA) from 1973 until 1994, taking on the role of NSW Branch President from 1982-1984 and then Federal President from 1988 - 1990. He was awarded Hon Federal Life Membership upon his semi-retirement in 1994. Mr Brown is remembered by his colleagues in the Association for his generosity, friendship, wisdom and infectious sense of humour.

When Mr Brown appointed me as 'Head of School' in 1995, he took the title of Principal until he retired in 2003. Having the dual role of Principal and owner of Coogee Prep, Mr Brown not only enthusiastically mentored me into the role, but successfully continued to run the business side of the school. In a period of close to forty years he led by example, as a true gentleman, a businessman and a leader who brought a wealth of educational knowledge and experience to the those who knew him. Tradition and 'Old school' values and practices, high ideals were at the heart of what he instilled in the boys. Right up until his semi-retirement he was teaching Latin, Algebra and parsing to the senior boys. What and how he taught, was also a reflection of his strong educational beliefs about how boys best learnt and the manner they were to be prepared, for high school and beyond! Mr Brown believed in and lived all that is Coogee Prep, that of Gentlemen Scholar Sportsman.

Mr Brown was a respected teacher and Headmaster, popular and influential as an individual and leader to those around him. His vision took Coogee Prep through the transformative years of the 60's through to the 90's. Several current and past parents who are Old Boys knew Mr Brown as their Headmaster and later as a friend. His father, sons Stuart and Tim, and Grandson Otto, all attended Coogee Prep, making the Brown's the only fourth generational Coogee Prep family.

Within the Coogee Prep community Mr Brown will be remembered for his loyalty and affection to his staff and compassion and support of students' and parents alike. It was a privilege to work with him and learn from him and an honour to be chosen as his successor. He afforded me a great legacy when I took the title of Headmaster on his retirement in 2003. I shall miss him as will all who knew him. Mr Brown is all that is Coogee Prep. - we will not forget him.

John T. Dicks

Principal





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**Allan Nicholas Brown**  
**Headmaster 1964 - 1995**





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## Infants' Learning Report 2021

What a year 2021 was! With 2020 behind us, teachers and students were looking forward to a more normal school year in 2021. Kindergarten boys were eager to start “big school”, and Year 1 and Year 2 boys were excited to have a year of uninterrupted face-to-face learning. As we now know, COVID-19 had other plans and Infants' teachers and support staff, were once again given the tremendous task of teaching five, six and seven-year-old boys via online learning, which is no easy feat. Remote Learning requires a team of exceptionally skilled teachers dedicated to transforming their face-to-face teaching programs to an online format whilst also ensuring their students are engaged and continuing to make academic progress. I am so proud of our Infants' team who worked tirelessly in their own homes to ensure our Infants' students received the best education possible during such a demanding period.

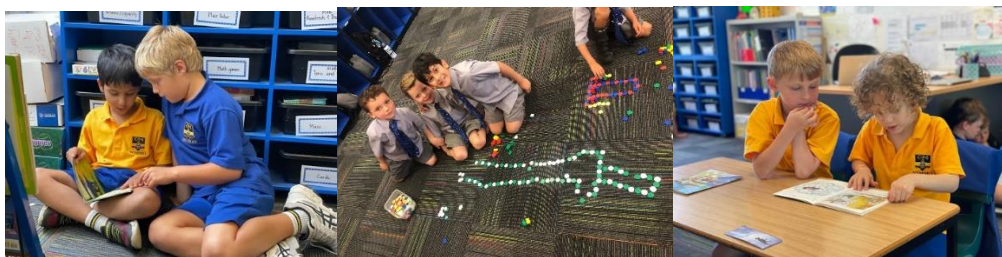
Despite the challenges faced during almost half of the school year, the Infants' team was able to continue numerous Infants' programs and initiatives as well as implement new initiatives. We continued our successful Wellbeing and Mindfulness Program for the second year running and also resumed Infants' STEM, peer reading and cooperative play sessions. To ensure the smooth transition back to face-to-face teaching and learning, after being at home for three months, the Infants' team proactively created and implemented the new Social and Emotional Learning Program in Term Four. This program taught Infants' boys to identify and manage their emotions and has helped them to develop a range of problem-solving strategies that can be used when faced with problems on the playground. These skills being developed are crucial in Primary school to help prepare a path for transitioning to early adulthood and after observing the results from our SEL lessons, we look forward to resuming and extending the program next year.

All Infants' students and their families should be commended for their efforts in 2021. The Infants' boys have displayed the school values in their learning and approach to the obstacles they have faced this year. 2021 has been a very demanding year for students and families, and as such, the decision has been made not to offer first, second and third place to the Infants' classes. To ensure the Infants' Speech Day reflects the year that was, awards for the school values have also been included in this year's Speech Day Awards. These are the values of respect, responsibility, honesty, inclusivity, and perseverance.

I thank Miss Nicole Thrasy, Miss Nicole Jara, Mrs Rachel Mitchell and Mrs Annette Black for the continued dedication and passion they display every day last year. It is a pleasure and honour to work with such professional and dedicated staff to ensure our Infants' boys have the very best start to their schooling in the foundation years.

Thank you.

Ms Rebecca Bown  
Year 2 Teacher / Infants' Co-ordinator





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## Parents and Friends' Association 2021

Who would have thought we would lockdown for 110 days in 2021 when we started the year grateful to be back on campus? We were so proud of the CPS boys as they survived home schooling for a term and a half. They were resilient and committed but it's fair to say that the true strength came from the teachers and staff, as well as parents, who tried their hardest on their daily zoom lessons to lift the boys up in such a tough pandemic.

Last year the class parents and the P&F did not have the opportunity to organise as much as we would have liked but we managed to raise funds for the school in the few events that we ran. We want to thank everyone who put their hand up or into their pockets in any way this year to support the boys in our fundraising efforts. We also wish to thank the teachers and school staff for your support.

Even though this year the calendar was bare, we were still able to achieve some success. The Donor Wall was opened again and many of you bought a tile which is fantastic. The boys love seeing their names on the wall. We raised money via Cookie Dough, Stuck on You, Easter Raffles and guessing comp, our amazing Mother's Day function, our lockdown Father's Day raffle and of course the wine raffle.

Some of the funds raised this year went to the purchase of new AV smartboards for all classrooms and the library. The P&F also funded the purchase of chrome books for the boys to use, as well as organising the Birthday Books which is a huge success.

I thank the class parents for their efforts this year.

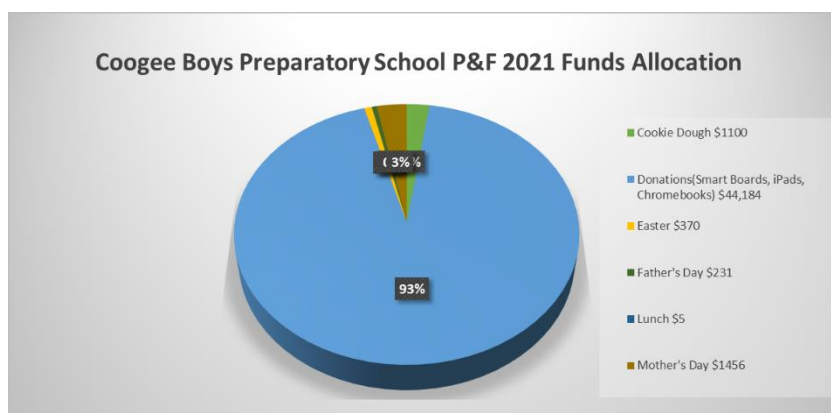
<b>Kindergarten</b>	<b>Ed and Lisa Steiner</b>
<b>Year 1</b>	<b>Julie Michael and Leah Kirwan</b>
<b>Year 2</b>	<b>Emma Stergoulis</b>
<b>Year 3</b>	<b>Terry and Angela Papaioannou</b>
<b>Year 5</b>	<b>Sheree Munro and Erica Li</b>
<b>Year 4</b>	<b>Sally Newman and Tim Henry</b>
<b>Year 6</b>	<b>Gabby Dominy and Kelly Storie</b>

<b>2021</b>	<b>Executive</b>
<b>Executive</b>	Mrs Emma Brown Garrett
<b>Executive</b>	Ms Elizabeth Mangan
<b>Treasurer</b>	Mrs Erica Li

We want to say a very big thank you to all the parents, friends, teachers, community and of course the boys. The reason we do what we do is for our Gentlemen, Sportsmen and Scholars.

Emma Brown-Garrett, Elizabeth Mangan & Erica Go

**Mrs Emma Brown-Garrett**  
**President**





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## Review of the goals set for 2021

Three major goals were identified in the 2020 Annual Report for focus in 2021. Progress on each of these goals is outlined below.

Target 1 2021 Goal	Curriculum Implications and Initiatives - NSW Standards Authority Curriculum Review
2021 Aim	<p>In line with the Curriculum Review taking place by the NSW Standards Authority the following areas will take priority in teaching and learning at Coogee Boys' Prep. Our aim will be to create a less crowded curriculum by looking closely at what is mandatory and what is optional or driven by outside agendas. To achieve such goals the following will apply:</p> <ol style="list-style-type: none"> <li>1. Greater time devoted to more effective teaching and learning scenarios; Priorities numeracy and literacy; Focus on social and emotional development; Create a more Integrated Curriculum where teachers plan for content, ideas, values, skills, and concept integration around meaningful courses of study; Student Differentiation, problem Solving and conceptual understanding and ways of thinking, and working are emphasized.</li> <li>2. These aspects of Curriculum Development also integrate Assessment, Learning Support and Enrichment Programs.</li> <li>3. Staff Professional Development Courses, Staff Development Days will necessitate such change and innovation in our classrooms.</li> </ol>
2021 Result	<p><b>Teaching and learning in 2021:</b></p> <p>We returned to the Coogee Prep campus to begin our 2021 School Year with a new-found enthusiasm and optimism for what the year might bring. Semester 1 was time to be together as a school community learning, playing and socializing side by side enjoying our time in our familiar surroundings- yet with some restrictions. During this period, we headed off to camp, experienced a variety of exceptional incursions, PE, co-curricular activities, and training sessions along with Saturday Sport. We had come back to normal routines, timetables, expectations all within a positive and exciting learning environment. This was the new beginning we were all seeking! Teachers capitalised on being back in the classroom and playground, ensuring that the boys experienced a range of different sporting and social interactions to reconnect and resume normal routines.</p> <p>Due to the resurgence of the COVID-19 pandemic in Semester 2 2021, Coogee Boys' Preparatory School saw students and teachers transition from face-to-face teaching to remote learning at home. As part of NESA's response to support schools during this period, an interim implementation document for Curriculum planning and programming, assessing, and reporting to parents in K-12 was created. This policy document gave principals and school sectors the</p>





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authority to decide which syllabus outcomes and content they teach and assess for Kindergarten to Year 6.

This meant Coogee Prep could select the outcomes and content that would form the basis of the educational program for Kindergarten to Year 6 should learning be affected by COVID-19.

Schools adjusting curriculum provision due to the impacts of COVID-19 were to ensure that English and Mathematics remained a priority with 50% of the school week being devoted to these Key Learning Areas. The study of other KLA's and additional learning activities were to be delivered in the remaining allocation of time, with schools being provided flexibility on how these changes were implemented.

For the duration of Term 3 and the first three weeks of Term 4, primary students at Coogee Boys' Preparatory School continued the teaching and learning cycle based on the above criteria in a remote learning scenario. Priority was given to English and Mathematics, with the first two sessions of each day dedicated to these KLA's. The study of History, Geography, Science and PD/H/PE were delivered during the afternoon sessions. Ongoing assessment of student learning took place which enabled teachers to provide feedback to their students and guide their continuing provision of appropriate learning tasks. Assessments during this time included daily observations during zoom sessions, written feedback, teacher questioning, short answer and responses, online quizzes, assignments, and end of unit tests.

Upon recommencing 'face to face' lessons back on campus in weeks three and four of term 4, students returned to a more traditional school day with a balanced delivery of the School Curriculum. During this time, boys completed the learning of stage outcomes in addition to revising, consolidating, and assessing key outcomes taught throughout Semester 2.

To report as accurately and as fairly, as possible on the students' progress and achievements during this period of remote learning and 'face to face' teaching in Semester 2, the decision was made to adapt our existing reporting template to meet what was viewed as a 'hybrid' teaching and learning context.

Professional Development Focus during this period for the teaching staff was to investigate and develop their range of assessment practices, to effectively and comprehensively manage how to best assess their students whilst in Hybrid learning scenarios:

### **Practices reviewed and emphasized in 2021:**

#### **Diagnostic assessment:**

Information gained from assessment will be used in conjunction with other information to diagnose areas of need for individuals or groups of students and to determine students' future goals. This information informs planning and programming.



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### **Formative assessment:**

Formative assessment is the practice of building a cumulative profile of student achievement. This usually takes place during day-to-day classroom activities and involves informal interaction and systematic observation of the student. The indicators may be used to guide teacher observations. While it may also include more formal assessment procedures, formative assessment provides a broader profile of the student than formal testing may provide. It is a valid and valuable part of overall assessment.

### **Summative assessment:**

Summative assessment is the practice of making judgements about student achievement at certain relevant points in the learning program, such as at the end of units of work, or the end of a term or year of schooling. Formal assessment activities such as tests, projects and assignments are generally used to make summative judgements. Such assessment tools may focus on a single outcome or on a number of outcomes.

Formative and summative assessments complement each other, and both should be used to form a comprehensive profile of student achievement.

### **General Assessment Procedures**

#### Assessment will be:

- integrated into the planning stage
- used to identify at risk students
- used to obtain information about students' academic, social and physical progress
- used to identify students' strengths and weaknesses
- reflective of teacher designed tasks as well as commercial assessments
- used to report to parents and provide feedback to students
- reflective of the content of the school's scope and sequence and learning programs as well as the Board of Studies Syllabuses

#### Assessment is evident in the following forms:

- Diagnostic tests will be carried out at the beginning of the year, at the beginning of a students' schooling (if they have transferred from another school), at the beginning of a support teaching program and will be used to inform planning.
- Regular and ongoing formative assessment will be carried out throughout the year as part of classroom practice in all subjects.
- Half-yearly and yearly examinations will take place annually at the conclusion of Terms 2 and 4.
- Each teacher will use Sentral to record all assessed work (both informal and formal) and to monitor student progress.



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- Standardised tests will be administered where appropriate, e.g., NAPLAN

### Assessment for Learning

Assessment for learning involves teachers in deciding how and when to assess student achievement, as they plan the work students will do, using a range of appropriate assessment strategies including self-assessment and peer assessment.

In summary, assessment for learning:

- is an essential and integrated part of teaching and learning
- reflects a belief that all students can improve
- involves setting learning goals with students
- helps students know and recognise the standards they are aiming for
- involves students in self-assessment and peer assessment
- provides feedback that helps students understand the next steps in learning and plan how to achieve them
- involves teachers, students and parents reflecting on assessment data.

### Goal of Planning

Students' achievement of the syllabus outcomes is the goal of planning, programming and assessing. The sequence of learning experiences that teachers provide should build on what students already know and should be designed to ensure that they progress through the Stages identified in the learning continuum.

### Quality Assessment Practices

The following principles provide the criteria for judging the quality of assessment materials and practices.

#### **1. Assessment for learning:**

- emphasizes the interactions between learning and manageable assessment strategies that promote learning.

In practice, this means:

- teachers reflect on the purposes of assessment and on their assessment strategies
- assessment activities allow for demonstration of learning outcomes
- assessment is embedded in learning activities and informs the planning of future learning activities
- teachers use assessment to identify what a student can already do



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clearly expresses for the student and teacher the goals of the learning activity.

In practice, this means:

- students understand the learning goals and the criteria that will be applied to judge the quality of their achievement
  - students receive feedback that helps them make further progress
- reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark

In practice, this means:

- teachers use tasks that assess, and therefore encourage, deeper learning
  - feedback is given in a way that motivates the learner and helps students to understand that mistakes are a part of learning and can lead to improvement
  - assessment is an integral component of the teaching-learning process rather than being a separate activity
- provides ways for students to use feedback from assessment

In practice, this means:

- feedback is directed to the achievement of standards and away from comparisons with peers
  - feedback is clear and constructive about strengths and weaknesses
  - feedback is individualised and linked to opportunities for improvement
- helps students take responsibility for their own learning

In practice, this means:

- assessment includes strategies for self-assessment and peer assessment emphasising the next steps needed for further learning
- is inclusive of all learners

In practice, this means:

- assessment against standards provides opportunities for all learners to achieve their best
- assessment activities are free of bias.



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	<p>Whilst, on remote learning teachers worked closely with Learning Support staff to ensure students needing extra support, received such assistance. This was a successful process that provided students with a more individualized help, and when and where possible a modified curriculum that enabled them to work independently on.</p> <p>In review, Hybrid learning was successfully navigated and implemented to meet student learning needs, and ensure that when they returned to face-to-face learning, they were ready to tackle assessment activities, and teachers were able to report effectively on student progress and achievement.</p>
<b>Target 2 2021 Goal</b>	<b>Digital Technologies</b>
<b>2021 Aim</b>	<p>As part of 2021 staff development, all staff will participate in professional development programs focusing on the use and implementation of various digital technologies across a range of Key Learning Areas. Merge Cubes and Co-spaces will be introduced firstly into the Primary in Semester 1 and Infants in Semester 2.</p> <p>What is a Merge Cube?</p> <p>Merge cubes provide a viable alternative to physical teaching aids and allow students to utilise powerful hands-on digital teaching aids and interactive simulations. They provide students with multisensory learning experiences that enable them to engage with digital content naturally and intuitively using visual, auditory, kinesthetic, and tactile senses for more memorable and impactful learning. The Merge cube is linked to other coding programs such as Co-spaces, so students are not only able to manipulate and engage with digital objects but create their own as well.</p> <p>Our Co-curricular coding group were the first group to use the new technology in 2020 and it was exciting to see the engagement this new technology generated.</p> <p>This new technology will be an exciting initiative within the school not only for the students, but also the teachers who look forward to integrating this into their curriculum.</p>
<b>2021 Result</b>	<p>As part of our whole school approach towards the teaching and learning of STEM and Digital Technologies, the use of CoSpaces, and Merge Cubes has been implemented in the 3-6 classrooms since the beginning of this year (2021)</p> <p>CoSpaces is an amazing 3D creation web and app-based classroom tool that allows students to create in a 3D augmented and virtual reality environments. Finished creations can then be viewed in VR with a mobile device using the app. A bonus of this technology is that it can be accessed online, with assignments and enrichment tasks being set by teachers and students being able to complete group work whilst learning remotely.</p>





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Merge cubes provide the only viable alternative to physical teaching aids and allows students to hold thousands of powerful, hands-on digital teaching aids and interactive simulations. It provides students with a multisensory learning experience that enables them to engage with digital content naturally and intuitively using visual, auditory, kinesthetic, and tactile senses for more memorable and impactful learning. The Merge cube is directly linked to other coding programs such as CoSpaces, so students are not only able to manipulate and engage with digital objects but create their own as well.

The integration and use of these digital technologies within our primary classrooms has been an enormous success. During our end of semester learning reflection, students regularly provide feedback to staff that lessons that include the use of this technology are the most engaging and enjoyable. Teachers use Merge Cubes regularly in science lessons as there are numerous concrete simulations and virtual interactives that link directly to NSW science syllabus outcomes. Merge cubes have also proven to be a valuable teaching tool to engage and prompt students during creative writing lessons as they enjoy selecting from the range of virtual objects and use them as a writing stimulus.

Likewise, CoSpaces is being used on a weekly basis as a digital tool for students to demonstrate their understanding of key concepts and outcomes. Rather than completing a project on cardboard or google docs, students are now able to design and create virtual displays that demonstrate their understanding of concepts across all KLA's. Teachers are able to assign tasks to students individually or in small groups and are able to view students working on their projects and assist them with their projects in live time.

This was of help for all primary teachers during remote learning as students were able to remain engaged in lesson objectives, in addition to completing work with their peers whilst learning remotely. Examples of virtual projects students enjoyed working on this year include a virtual fair of an Asian country studied in geography, a virtual museum of important figures involved in Federation, Virtual book reviews and recreating scenes from classroom texts.

The Merge Cube has proven to be a most valuable interactive resource that student use creatively in both independent and collaborative learning scenarios. The interactive and flexible nature of the Merge Cube has given teachers the scope to effectively integrate exciting and student-centered activities and lessons across the curriculum.

As the School spent a considerable amount of time on remote learning throughout 2021 and students were using both iPads and Chrome Books it was important to review and implement the following policy to ensure safe and secure use of technology was maintained.

## **ICT ACCEPTABLE USAGE POLICY 2021**

Due to strong elements of Hybrid learning throughout the year due to COVID it was a priority to reevaluate the ICT Acceptable Usage Policy to ensure that during remote learning safeguards were in place.



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The use of digital devices and points of access to Internet services at Coogee Boys' Preparatory School and/or at home is provided to students to support their educational needs. These digital services are educational tools and must be used in a responsible manner. This policy recognises that there are constant advances and changes in the use of technology [ including for e.g., Software, apps, information sharing, social media platforms, new devices etc and this list is not exhaustive]. **Therefore, students must seek advice and clarification from the school as soon as possible when engaging with new or unfamiliar technology.**

Acceptable use is guided by the following principles.

- Students must behave in an ethical manner when using digital devices to access resources, communicate and interact with others.
- Online behaviour should always demonstrate a respect for the dignity of each person.
- 
- It is never acceptable to use digital devices to harass, bully, intimidate or humiliate others.

This policy informs parents and students of our school's expectations when students are using digital devices and services provided by the School. Students whose actions contradict this policy will be subject to the School's Welfare and Discipline Policy. This may include the withdrawal of access to services. Unacceptable material will be supplied to the NSW Police or other relevant agencies [for e.g., Family and Community Services] at the discretion of the School.

The School reserves the right to capture, store and review all online activity and content created or accessed via school provided devices or services. Such material is the property of Coogee Boys' Preparatory School. School devices may be taken or accessed where there is reasonable belief that:

- There has been or may be a breach of the School rules or policy.
- There may be a threat of harm of a student or others or the school system security or school staff.
- 

Interaction with school staff outside of the school premises is only to occur in the context of a formal learning exercise which parents have been alerted to formally in advance.

Parents/caregivers play a critical role in developing knowledge, understanding and ethics around their child's safety and safe practices regardless of the time of day. Being cyber-safe is no exception and we invite you to discuss with your child the following strategies to help us stay safe when using ICT at Coogee Boys' Prep and at home.



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## Agreement:

I understand that Coogee Prep will:

- Do its best to enhance learning through the safe use of ICT. This includes working to restrict access to inappropriate, illegal or harmful material on the internet or on ICT equipment/devices at school or at school related activities/events including working from home.
- Work with children and their families to encourage and develop an understanding of the importance of cyber-safety through education designed to complement and support the ICT Acceptable Usage Policy. This includes providing children with strategies to keep themselves safe in a connected world.
- Respond to any breaches in an appropriate manner.
- Welcome enquiries at any time from parents/caregivers/legal guardians or children about cyber safety issues.

## My responsibilities as a parent/carer include:

- Discussing the information about cyber-safety with my child and explaining why it is important.
- Supporting the Coogee Boys' Prep cyber-safety initiative by emphasising to my child the need to follow the ICT strategies put in place by the college.
- Contacting the Principal to discuss any questions I may have about cyber-safety and/or this Usage Policy.
- Exploring the website [www.cybersmart.gov.au](http://www.cybersmart.gov.au) to gain a better understanding of the usage and impact of technology in my child/s life.

An example of how our senior boys successfully navigated their time on remote learning:

Boys in Years 4, 5 and 6 classes worked remotely in the following way:

- Have been working independently during remote learning and need minimal parental support compared to other year groups.
- Have produced work of high quality and have shown exceptional engagement during lessons.
- Have demonstrated skills, aptitude and maturity whilst using Co-spaces in break-out rooms and group work.
- Have a sound skill base and ability to remain focussed and engaged when using Google Docs, Prime Maths, and other online activities.
- Have had opportunities to work in their Stage groups on Spelling Mastery, as have they with Friday rewards.
- Have maintained satisfactory assessment tasks during remote learning.

Boys in Year3 – Kinder classes have in most part, worked independently, yet still relying significantly on their parents and without the same online interactions with their peers during remote learning as the senior boys.



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Their earlier return to school is to ensure that they once again work in social constructs, consolidate what has been covered during their time remotely and fulfill assessments to a satisfactory level.

With Years 5 and 6 returning together they become a cohort, where they can mix socially at lunch and recess, participate in activities such as debating, chess, table tennis and spend time together in the park. Year 6 returning on their own for a week excludes such opportunities as there is no cohort for them to interact with. However, Mr Wren-Pattison and I will require the Year 6 boys at School on Friday 29 October for a leadership day prior to their Monday return. This will be a day filled with social activity and preparation for their return to class. Further details will be forthcoming closer to the time, to ensure the boys experience a memorable farewell, before they enter high school.

<b>Target 3 2021</b>	<b>Well-being K-6: Continuation of the integration of our 'Values' program into our day-to-day life at Coogee Boys' Prep:</b>  <b>Stage Two Initiative.</b>
<b>2021 Aim</b>	<p><b>Values Integration</b></p> <p>We have recently updated our School's 'Values' program and we are pleased to announce that the five core values we will incorporate into our day-to-day life are as follows:</p> <p><b>Responsibility, Respect, Honesty, Perseverance, and Inclusivity.</b></p> <p><i>Values provide the framework for our whole lives - they shape our thoughts, feelings, and actions. The development of values is a complex, ongoing process but the formative stages occur in our early lives - through the dominant influences of family, friends, and school.</i></p> <p><b>Coogee Prep's Core Values</b></p> <p><b>Responsibility</b> Follow school and class rules, Support the decisions of the school, learning to accept that for an action there may be a consequence, Display self-discipline, Model expected behaviours, accept responsibility for your learning, Act in a safe manner at all times, actively problem solve to avoid conflict.</p> <p><b>Respect</b> Accept the rights of others, show tolerance and understanding for difference, Understanding and appreciating fairness and justice, Valuing ourselves, others and property, Listen to others without interrupting, Recognise others' strengths and abilities – and work alongside them</p>



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	<p><b>Honesty</b> Display open and transparent actions, be trustworthy and fair, Be truthful,</p> <p><b>Perseverance</b> Strive for our personal best. Set and meet high standards, valuing realistic and achievable goals, Persist through challenges and difficulties in learning.</p> <p><b>Inclusivity</b> Maintain friendly, positive and caring relationships, make constructive and encouraging comments about others, listen to others who may have different views to yourself, Include others in our play and activities.</p> <p>As a K-6 initiative in 2020, we have found that there is a far more positive and inclusive element in the boys' social and emotional interactions, both in the playground and around the school in general. We have identified several playground games which have led to exclusive and dominant behaviours and replaced them with more inclusive and prosocial games and activities.</p> <p>Our senior students have been instrumental in the playground success, by coaching younger boys in the rules and attitudes for success!</p> <p>In 2021, the staff intend implementing class-based activities to further support the pro-social behaviour we are beginning to experience.</p>
<b>2021 Result</b>	Values Integration is now a daily part of the School's Curriculum

<b>Goal 4 2021</b>	<b>Back to Basics LITERACY AND NUMERACY</b>
<b>2021 Target</b>	<p>The Infants' home reading program will be getting a complete overhaul in 2021/22, when the current predictable text home readers will be replaced with decodable readers. Our current 'Predictable Texts' align with a whole language approach to reading where children are encouraged to memorise words and to "predict" or guess words based on the pictures and the story.</p> <p>Decodable texts align with a phonics approach to reading instruction where children are sequentially taught the relationships between letters and sounds (our code) and how to blend them into spoken words.</p>





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The decodable home readers will compliment reading instruction in the classroom and will provide opportunities for students to practice their newly learned phonics skills at home.

This improves reading fluency and confidence for early readers. Once students have developed strong phonics knowledge and blending skills, they are considered fluent readers and can move away from decodable texts and start to read novels and other reading material.

### Literacy Planet

Literacy Planet is an engaging online Literacy Learning platform aligned with the NSW English and Literacy Curriculum. Teachers can set a range of differentiated tasks for their students on spelling, grammar, phonics, and comprehension to ensure every student is receiving literacy instruction at their level.

The digital and game-focused nature of Literacy Planet engages learners and helps to develop their technological skills as well as improving literacy learning outcomes K-2.

## 2021 Result

Our Infants' literacy program had a complete reconstruction in Term 1, 2022 with the implementation of the Little Learners Love Literacy Program. It is a sequential, structured and explicit phonics program which has helped extend our strong literacy approach even further.

Little Learners Love Literacy is a multi-sensory program which is assisting our Infants' teachers to develop our students into fluent readers, writers and spellers through games, crafts, music, picture books, chant cards, puppets and drawing. The program also aligns beautifully with the new NSW English Syllabus for K-2 which was rolled out this year.

To continue the strong relationship between what our students are learning at school and what they consolidate at home, our school's home reader system had a complete overhaul with predictable texts replaced with decodable texts, in line with current research for teaching literacy.

Literacy Planet has become a strong resource within our daily literacy lessons in Infants' with the program installed on our new set of Infants' iPads. Our teachers are able to set differentiated reading and spelling tasks on Literacy Planet based on the content being learned in the Little Learners Love Literacy lessons and to meet student learning goals and outcomes.





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<b>Target 5 2021 / 2022 Goal</b>	<b>Online enrolments, website upgrade, outdoor marketing, 3<sup>rd</sup> party website marketing</b>
<b>2021 Result</b>	<p><b>Online enrolments</b></p> <p>Enrolment applications are now 100% online with the ENROL HQ system acting as a digital repository and tracking system for all enrolments. Paper based enrolment forms are no longer accepted.</p> <p><b>Website Upgrade</b></p> <p>The website has been made more accessible to those with vision impairments and acts as an excellent 'calling card' for the school. We have not yet included a virtual tour of the school but this is planned. Our Facebook page acts in tandem with the website to showcase daily life at school. Building of an online School Archives has commenced and will be launched late 2022 / 2023.</p> <p><b>Outdoor marketing</b></p> <p>Bus back ran in Term 1 and Term 3 in 2021 and some are still visible in 2022. This is an excellent and affordable option for us given our limited marketing budget and will continue in 2022.</p> <p><b>3<sup>rd</sup> party website marketing</b></p> <p>We continue to advertise with Better Education <a href="http://www.bettereducation.com.au">www.bettereducation.com.au</a>.</p> <p>This accounts for at least 75% of our online enquiries due to its popularity in ranking schools based on their NAPLAN results.</p> <p>We have ceased advertising in the Private School's Guide as it yielded negligible enquiries. <a href="http://www.privateschoolsguide.com.au">www.privateschoolsguide.com.au</a> and will revert to a basic free listing.</p>





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https://bettereducation.com.au/schools/primary/nsw/sydney\_top\_non-government\_primary\_schools.aspx?coed=boys

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School	State Overall Score	English	Maths	Total Enrolments	Trend / Compare	Locality	ICSEA
Sydney Grammar School, Darlinghurst, NSW, 2010	100	100	100	1860	Trend / Compare	Darlinghurst, NSW, 2010	1278
St Aloysius' College, Milsons Point, NSW, 2061	100	100	100	1260	Trend / Compare	Milsons Point, NSW, 2061	1232
Knox Grammar School, Wahroonga, NSW, 2076	100	100	100	3030	Trend / Compare	Wahroonga, NSW, 2076	1170
Coogee Boys' Preparatory School, Randwick, NSW, 2031	100	100	100	125	Trend / Compare	Randwick, NSW, 2031	1154
The King's School, North Parramatta, NSW, 2151	99	100	100	1772	Trend / Compare	North Parramatta, NSW, 2151	1155
The Scots College, Bellevue Hill, NSW, 2023	99	100	100	1967	Trend / Compare	Bellevue Hill, NSW, 2023	1110
SHORE - Sydney Church of England Grammar School	99	100	100	1641	Trend / Compare	North Sydney, NSW, 2060	1177

**Better Education ranking in 2021:** [www.bettereducation.com.au](http://www.bettereducation.com.au)





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## Goals 2022

Goal 1 2022	School Reporting
	<p><b>Overview</b></p> <p>To amend our School Report structure to align with the new K- 12 Syllabus and provide a clearer understanding to parents about student progress</p> <p><b>Primary Report Rationale</b> As part of our ongoing evaluation of reporting processes at Coogee Prep, the Primary staff have reflected on how to most effectively and comprehensively report upon student progress in the twice-yearly end of semester reports.</p> <p>With this in mind, we have decided to implement some significant changes to our reporting format to provide parents and carers with a much clearer understanding of their sons' academic achievements in the strands of English and Mathematics.</p> <p>Teacher comments in English and Mathematics have been replaced in favour of a more detailed format of A-E tick boxes relating to individual sub-strands within these Key Learning Areas.</p> <p><b>Writing and Representing</b> has been expanded to include individual types of text within the imaginative, informative and persuasive writing genres. <b>Reading and Viewing</b> now elaborates on student achievement in <b>Reading Comprehension, Reading Fluency, Novel Study and Literacy Pro</b>. Likewise, student <b>Mathematical</b> understanding of sub-strands within <b>Number</b> and <b>Algebra</b>, <b>Measurement</b> and <b>Geometry</b> and <b>Statistics</b> and <b>Probability</b> will now be reported on.</p> <p>All other Key Learning Areas will be reported on as in previous reports with A-E tick boxes identifying student assessment grades in these subjects. Student achievement and understanding may be discussed in greater detail within the teacher comment on the final page of the report.</p> <p><b>Infants Report Rationale</b></p> <p>As part of our ongoing evaluation of reporting processes at Coogee Boys' Prep, the Infants' staff have reflected on how to report on student progress, in a clear and comprehensive manner, in the end of semester reports. With this in mind, we have decided to implement some minor changes to the report format starting Semester One, 2022.</p> <p>Teacher comments regarding your son's progress in <b>English and Mathematics</b>, have been replaced with bullet point style comments that will detail the learning goals your son has achieved this semester as well as one future goal to work towards in the next semester.</p> <p>All Key Learning Areas will continue be reported on, as in previous reports with A-E tick boxes identifying student grades in these subjects.</p>



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	<p>To reflect the new mandatory NSW English Syllabus K-2 implemented in 2022, there have been some minor changes to the English section of the report.</p> <p>Speaking and Listening has been replaced with <b>Oral Language and Communication</b> and Grammar is now included <b>under Creating Written Texts</b> rather than being reported on separately. Also, <b>English</b> sub-strand descriptions have also been re-written to reflect these changes.</p> <p>This modification will provide parents better understanding of their son's progress over a semester.</p>
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Goal 2 2022 / 2023	Infants Literacy Initiatives
	<p>The Infants' teachers are thrilled with the recent implementation of the <i>Little Learners Love Literacy</i> program and recent literacy testing of our students has already shown a vast improvement in phonic knowledge, reading, spelling and writing, among our Infants' students.</p> <p>As we have implemented the program across all Infants' classes, our goal for 2022/2023 is for the current Year 2 students to have passed the program prior to their transition to Year 3 and for the current Kindergarten and Year 1 students to have passed the program by the end of Year 1 - middle of Year 2.</p> <p>With such a strong approach to literacy in our classrooms, led by dedicated teachers, our aim is to have less student referrals to our MiniLit and MultiLit programs in the future. To ensure our Infants' teachers are across the new curriculum and best teaching practices for our students, our teachers will be involved in various online Professional Development courses over the next six months. This will ensure the effective implementation of the new NSW English K-2 Syllabus, which Coogee Boys' Prep implemented in early 2022, and the new NSW Mathematics K-2 Syllabus, which our school will begin implementing in 2023.</p>

Goal 3	Electronic interview and tour bookings
2022 Target	<p>The school interview and tour booking process will be streamlined by the adoption of Sign-up Genius. This will provide a streamlined process for parents with a range of dates and times to choose from and the ability to change bookings without needing to go through the school.</p>





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Goal 4	Upgrade Infants' IPADS
2022 Target	To replace the 20 IPADS in the Infant department to the newest version. Old IPADS to be moved to the After School Homework Club service.

Goal 5	Genrefy the School Library
2022 Target	<p>Despite a well curated selection of boy-friendly titles covering all popular fiction genres, observations during library lessons and reports from the OLMS reveal that only a small proportion of the fiction collection is being accessed. When prompted to borrow, students are often heard saying 'I can't find anything I like'. and provided inspiration for a fiction collection re-organisation and genre labelling of all fiction titles. All fiction titles will be genre labelled through means of a new spine label. This excludes infants' picture books and the non-fiction collection.</p> <p>The aim of this project is to re-invigorate and refresh the library space to aid access to the collection, to promote increased borrowing and enhance enjoyment of the student borrowing experience. We also wish to gain a deeper understanding of which genres are most popular with the students.</p>





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## Student Performance in Nationwide Tests and Examinations 2021

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. This year has been an exceptional one, as we farewelled four year 6 boys off to Sydney Grammar. Year 2 also farewelled three of its students to Grammar - an outstanding result for Coogee Prep

### NAPLAN 2021

YEAR THREE	Reading	Writing	Spelling	Grammar	Numeracy
Band 6	56%	73%	72%	68%	83%
Band 5	28%	16%	6%	17%	4%
Band 4	16%	4%	22%	15%	7%
Band 3		7%			6%

YEAR FIVE	Reading	Writing	Spelling	Grammar	Numeracy
Band 8	45%	10%	45%	50%	80%
Band 7	25%	35%	30%	15%	15%
Band 6	25%	45%	25%	30%	
Band 5	5%	10%		5%	5%

### University of New South Wales Testing REACH 2021

All Primary boys participated in the REACH testing which is conducted by the UNSW Global Company. Once again, our results were outstanding as seen in the tables below. ICAS is offered as an option, and due to lockdown, a small number of boys participated in these exams. Unfortunately, we do not have all the results returned to us as yet. 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. **REACH tests are taken in Years 3 to 6 in English, Maths and Science.** Gradings are rated as follows. The numbers represent the boys in each year.



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## English

	Outstanding	Commendable	Good Effort	Satisfactory	Participation
Year 3		8	8	2	
Year 4		2	10	6	2
Year 5	2	3	12	3	
Year 6	2	8	7	3	

## Maths

		Outstanding	Commendable	Good Effort	Satisfactory	Participation
Year 3		7	5	6		
Year 4		1	5	10	4	
Year 5		6	10	4	1	
Year 6		2	4	9	5	

## Science

	Outstanding	Commendable	Good Effort	Satisfactory	Participation
Year 3	7	5	3	3	
Year 4	1	6	8	2	1
Year 5		9	8	3	
Year 6	4	4	7	4	

## Student Body Characteristics 2021

By the end of 2021, 130 students were enrolled at Coogee Prep. The majority of the students live within the council areas of Waverley or Randwick City Council. Of the total student body, 23% are siblings, 9% are relatives of Old Boys and 68% make up the remainder.



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## Attendance 2021

Coogee Prep has extremely high attendance rates – well above the national average. The school reports to the on attendance twice a year to the Department of Education. Throughout 2021, attendance sat at 97.6 up from 95% in 2020. This reflects the strength of the online learning program the school offered during the lockdown periods as attendance did not drop off.

Regular attendance at school is essential to assist students to maximise their learning as well as their social development. Parents / carers, are required to telephone or email the School Office prior to 9.00am if a student is ill. Absences of three or more days require a doctor's certificate on the student's return to school. All absences must be explained by a note (electronic or hard copy) and are recorded in a database (Sentral) for follow up and reporting. Teachers roll books (through Sentral) are marked at 8.30am each morning (via Sentral).

Late boys must report to the office to sign in or are sent down to the office by their teacher to have the roll amended. Sentral sends out an automatic alert regarding unexplained absences at 9.00am to parents/guardians. Frequent or prolonged absences from school explained or unexplained are followed up and documented in accordance with Government guidelines and ministerial policy.

- Attendance data is measured by the government from Years 1 – 6 in Primary Schools



## Scholarships

Coogee Prep offers four internal scholarships each year. These provide the boys with an incentive to work consistently throughout the year, to the best of their ability. They reward and acknowledge a boy's achievements as he strives to emulate the values of Gentleman, Scholar and Sportsman.



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<p><b>Lady Storey Memorial Best All Rounder Scholarship</b></p> <p><i>Best All Rounder in Year Four with 25% of Tuition Fees covered in Year Five</i></p>	<p><b>Harland Garrett</b></p>
<p><b>William Nimmo Memorial Best All Rounder Scholarship</b></p> <p><i>Best All Rounder in Year Five with 25% Tuition Fees covered in Year Six</i></p>	<p><b>Joshua Capaan School Co-Captain 2022</b></p> <p><b>Rugby Mangan School Co-Captain 2022</b></p>
<p><b>Walter Scott South (1928) Memorial Scholarship</b></p> <p><i>Highest Percentile Improvement in Year Four with 20% Tuition Fees covered in Year Five</i></p>	<p><b>Sam Goold</b></p>
<p><b>Stephen Dicks Memorial Scholarship</b></p> <p><i>Highest Percentile Improvement in Year Five with 20% Tuition Fees covered in Year Six</i></p>	<p><b>Charlie Serhan</b></p>







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## Overview of Curriculum and Programs in 2021

### General Curriculum

Coogee Boys' Preparatory School delivers comprehensive, contemporary, and enriched learning experiences that address all aspects of the NSW curriculum. We integrate subjects within the curriculum to assist in differentiating teaching and learning to meet the individual needs and interests of our students. As a school, we set high expectations of success for every student to best prepare them and equip them with skills for life. Coogee Boys' Preparatory School provides well-rounded education offering extra-curricular activities such as STEM, sport, peer reading, well-being, and mediation, creative and performing arts and digital technologies including coding. These learning experiences promote problem solving, collaboration, mindfulness, reasoning, and critical thinking relating to meaningful and real word experiences.

### Leadership Program

Coogee Prep continues to adopt the traditional values of hard work, self-discipline, and respect for others. Our School Motto of 'Gentlemen, Scholar, Sportsman' captures the essence of the all-round education that Coogee Boys' Preparatory School offers every student. The Leadership Program is a key component in giving our leaders more responsibility in their formative years as they prepare for the challenges of High School.

2021 was another successful year for the Year 6 Leadership program which builds positive relationships to improve the education of each individual. This empowers young people to support each other and contribute positively to society, while developing key skills in resilience, assertiveness, decision making, problem solving and leadership.

The 'buddy system' linking Year 6 leaders with our newest members of the Coogee Prep community, Kindergarten, continued this year. The leaders embraced their roles with enthusiasm and provided much needed support and friendship to their Kindergarten buddies. This process helps Kindergarten settle into school with confidence knowing the 'big boys' are there to help at any time and our Year 6 leaders should be commended on their exemplary leadership throughout the year. We also congratulate and thank our School Captain and Vice-Captain for their outstanding leadership and commitment to their roles this year.

### Primary Circle Time

Throughout 2021, Kindergarten to Year Six have been focusing on 'Circle Time' sessions within their classrooms. These sessions have allowed the class to investigate the CPS Core Value of the week (Respect, Honesty, Responsibility, Perseverance, Inclusivity) and delve into how these values impact our daily lives at school, home and in the community. Circle Time sessions generally take 20-45 minutes and allow the boys different opportunities to be involved in conversations regarding what the school's core values look like, sound like and how they can interact with each other in a more positive way throughout the school day. These sessions can consist of sharing experiences, role playing scenarios and discussing issues that have been identified within the classroom or playground and working towards solving them as a group.



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## Infants' Mindfulness and Wellbeing Time

Infants' classes participated in one or two Wellbeing and Mindfulness units throughout the year as incorporated into the Personal, Development, Health and Physical Education learning programs. These lessons involve developmentally appropriate activities that involve topics such as growth mindset, gratitude, resilience, regulation of emotions and behaviour and social skills, such as problem solving and decision making. The students participate in a range of activities such as meditation, journaling and role playing to build understanding and skills in these areas.

## Student Representative Council

Thank you to all boys who were involved in the SRC throughout 2021. Special mention goes to Charlie Appleton and Archer Wong (Social Justice Captains), as well as Ned Read and Joshua Morris for their outstanding commitment and dedication, throughout once again an indifferent year. Each SRC member received a yellow wristband, promoting the inclusive and kindness campaign '**You can sit with me**'. This allowed students to identify who the SRC members were, promoting students to talk to them about any issues or concerns they have at school or simply just sit next to them when feeling down. In Term One, the SRC was in discussions regarding class and school rules, continuing the importance of our core values and appropriate behaviour in the playground. During Week 10, CPS showed off their best dance moves in collaboration with **Crazy Hair Day**, raising money and awareness for Cystic Fibrosis. In Term Two, CPS dressed up as pirates supporting **Pirate Day**, raising awareness and much-needed funds for childhood brain cancer, as well as continuing to have the important discussion around **Pretty Flipped**, pledging to value girls from the inside not out. Even though COVID impacted Term 3, students and staff had the opportunity to dress up as farmers on zoom to raise much-needed funds for farmers who are still suffering from the severe drought hitting parts of Australia, supporting **Fiver for a Farmer**. Once again, **Jersey Day** allowed us to focus on the value of being organ donors and how we can help others. To conclude the year, the CPS community was encouraged to grow a mullet to raise much-needed funds for mental health research, in collaboration with Black Dog Institute's **Mullets for Mental Health**.

Thank you to all parents and staff for your continued support throughout the year.





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## Chess 2021

There was no Inter-Schools Chess Competition in 2021 due to COVID-19 restrictions. We continued Chess lessons at School every Friday in Terms 3 and 4 and ran a competitive school Primary chess competition and awarded our usual 2 chess cups at Speech Day.

## Debating 2021

The 2021 Debating Team represented Coogee Prep in the Eastern Regional IPSHA Inter-Schools Debating Competition. Unfortunately, due to COVID restrictions, the boys only participated in one debate against another school. However, we held internal debates between year 5 and 6 which were very equally fought with wins going to each class.

## Music & Drama 2021

Covid continued to affect our ability to perform but weekly music lessons in singing, recorder, percussion, ukulele and music theory continued.







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## Sport 2021

The 2021 Sports Program was very different from a normal Coogee Prep Sporting year. Looking back, we were extremely grateful to have been able to run the CPS Swimming Carnival as well as the CPS Cross Country in 2021. Thank you to all involved in adhering to all of the COVID policies and protocols throughout the course of this year. The primary students were also lucky to have been able to get in Saturday Sport for Term 1 and Term 2 giving us a mix of both Summer and Winter Sport. This was a fantastic way to kickstart the year and I know all students will be ready for the social and competitive nature of sport for a full Saturday Sport return in 2022.

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. All coaches witnessed the boys develop during the year and look forward to further growth in their nominated sport in 2022. 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.

We also thank the team at 'Transform - Us' for running our School PE program again this year.

Coogee Prep students were involved in a variety of sporting events throughout the year including Inter- School and CPS competitions. The following pages highlight and acknowledge the boys' sporting achievements in 2021.

### Saturday Sport – Summer 2021

The brief 2021 winter season for both Rugby and Soccer codes, had many highlights and successes within its 6 weeks! There were many close and competitive games played. Rugby 7's continued to be popular and once again Coogee Prep were very successful across all age groups. Soccer continued to be popular with many CPS students as our participation numbers continue to improve every year, special mention to the Year 4 Blue and Gold Soccer teams who were both extremely successful throughout the year.



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We congratulate all teams and coaches for their sportsmanship and team spirit, along with some fantastic results.

## Saturday Sport - Winter 2021

The brief 2021 winter season for both Rugby and Soccer codes, had many highlights and successes within its 7 weeks! There were many close and competitive games played. Rugby 7's continued to be a Coogee Prep strength with all teams being very successful across all age groups. Soccer continued to be popular with many CPS students as our participation numbers continue to improve every year, special mention to the Senior Soccer teams who were both extremely successful throughout the year. We congratulate all teams and coaches for their sportsmanship and team spirit, along with some fantastic results.



## Co-Curricular 2021

The Co-curricular program focuses on Sport, ICT and extra-curricular based activities for students in Years Four to Six. In supporting the school's motto and academic curriculum, the co-curricular activities provide a platform on which students grow into healthy, capable and confident young men.

The range of programs provides students with a pathway to develop their talent and skills in a safe, informative and friendly environment. The activities are directed towards character development and unique learning opportunities for valuable life lessons and universal values, teamwork, self-discipline and hard work. This also helps the transition into high school allowing the boys to widen their view on school activities. Activities in 2021 included:

- **Sailing:** Tacker's course. Learning to have fun on the water, Tricks, Techniques and learning to race.
- **Tennis:** Students work through levelled group-based lessons focussing on stroke correction, serving and games strategies.
- **Coding / Robotics: ICT Stem program.** In small groups students work designing, making and presenting projects. Augmented reality and the use of Merge Cubes, Metaverse and Co-Spaces were all a big hit.
- **Golf:** The concepts of driving, approaching, chipping, putting and stroke play were all introduced. The boys competed in teams in a two ball Ambrose competition.

All activities are taught by qualified Coaches/Professionals and supervised by CPS staff



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## Outdoor Education 2021

The outdoor education program is one of the highlights on the Coogee Prep Calendar as boys from years two-six enjoy school camps at two different sites. These programs give the boys the opportunity to experience learning and teamwork in an outdoor setting, where they are encouraged to try new activities and challenge themselves. Qualified educators take the boys through well -structured and fun activities in a safe environment. The boys in Years two and three attend the Collaroy Centre for one night whilst the boys from Years Four to Six, spend two nights at the Lutanda site in Toukley.







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## Excursions and Incursions 2021

Throughout 2021 students attended several excursions and incursions 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.

### Infants

	Excursions	Incursions
Kindergarten	The Zoo	RAWART Virtual Space Incursion Ranger Jamie Book week Art Dinosaurs Kadoo
Year One	The Zoo	RAWART Virtual Space Incursion Ranger Jamie Book week Dinosaurs Kadoo
Year Two	School Camp The Harbour Bridge Stairs Walk	RAWART Virtual Space Incursion Jamie Ranger Bell Shakespeare Theatre Book week Kadoo





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## Primary

	Excursions	Incursions
Year Three	School Camp State Library	RAWART Virtual Space Incursion Ranger Jamie Bell Shakespeare Theatre Book week Art
Year Four	School Camp State Library	RAWART Virtual Space Incursion Ranger Jamie Bell Shakespeare Theatre Book week Art
Year Five	School Camp Kids Giving Back	RAWART Virtual Space Incursion Ranger Jamie Bell Shakespeare Theatre Claymation Book week Art
Year Six	School Camp Bondi Beach Kids Giving Back	RAWART Virtual Space Incursion Ranger Jamie Bell Shakespeare Theatre Claymation Book week Art





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## Staff Overview 2021

2021 was a challenging yet exceptional year. Collectively, the staff worked together as a team, supporting, encouraging counselling, sharing, and exhibiting the highest levels of professionalism. Individually they have brought energy, commitment, and creativity to the countless ways in which they have enriched the lives of the students and have initiated strong and supportive bonds with parents creating a true partnership within our School Community. I am indebted to the staff for this and so much more.

2021 challenged and extended the whole staff across a range of technologies, problem solving and team work. This has further ensured their professional growth and development and kept them at the cutting edge of their profession. This ensured that the boys have received the best possible education both remotely and then back on campus.

Coogee Prep continues to go from strength to strength, primarily because of its teaching and ancillary staff and for this I am extremely grateful and proud. Our teaching, support and administrative staff are great ambassadors for our School who uphold and promote the values, traditions, philosophy, and ethos of Coogee Prep not only within the School, but also within the wider community. I commend the CPS Staff for their dedication and commitment in ensuring that these goals are met, and the School continues to grow from strength to strength.

I cannot speak more highly or with more enthusiasm for my Leadership team and classroom teachers

**Ms Kerry Gershon** (Head of School) who is actively involved with the staff in the day-to-day processes, to ensure that 'best practice' across the school is first and foremost! Her dynamic leadership and example are a beacon for all staff to follow and feel secure, knowing that she is available for guidance and support when needed. Ms Gershon is a true professional and natural leader.

**Mr. Ryan Gowland** (Year 4 & Deputy Head), **Mr. Wren-Pattison** (Year 6 / Curriculum Coordinator), and **Ms. Rebecca Bown** (Year 2 & Infants Coordinator) and **Mr. Matthew O'Connor** (Year 5 & Sports Convenor), **Mrs Rachel Mitchell** (Learning Support Co-ordinator & Year 2 / 4 support teacher) **Miss Nicole Jara** (Kindergarten), **Miss Nicole Thrasy** (Year 1), **Mr. Matthew Sarkies** (Year 3 / SRC Co-ordinator) for not only being exceptional classroom teachers but for leading and supporting the staff in their fields of expertise and responsibility. I cannot thank you enough for your hard work, commitment and passion last year.

My most sincere commendation and gratitude is extended to each of my classroom teachers for what they have achieved and gave to the School Community last year. It was immeasurable, and has been acknowledged by students and parents alike.

**Mrs. Tessa Morris** (Admissions and Administration) I thank and commend Mrs Morris on her steadfast coordination of a multiplicity of tasks and communication medium. Not to mention those student cuts, bruises and stomach aches attended to daily!

To my ancillary and support staff:

The work you do individually and collectively, forms the backbone of the School, supporting what happens across a plethora of activities on a daily basis to ensure things run smoothly and efficiently. Your contribution is invaluable and appreciated by teachers, parents and boys alike. Thank you all!



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**Mrs Annette Black** (Teacher's Aid, Librarian, Performing Arts Coordinator),

**Mr Bob McDonald** (General Hand, Uniform Shop, Traffic Manager),

**Mr Campbell Foss** (Sports Administrator),

**Miss Danielle Thrasy** (Aftercare)

**Miss Azizah Dicks** (Aftercare)

To our part-time teachers **Ms Kerrin Oakes** (Specialist Music Teacher) and **Miss Katherine Zabala-Reyes** (Spanish teacher), I can only express my most sincere gratitude and thanks for the manner in which you professionally conducted your respective classes and acknowledge the significant role you played within the staff. The boys have not only learnt a great deal this year, but have thoroughly enjoyed the many experiences.

## Professional Staff Development

Teaching staff are encouraged to attend at least 2 Personal Development days per year in order to continue their professional learning and also keep up to date with new developments regarding curriculum.

All staff attended the compulsory CPR training which is held once a year. The general First Aid training covers all staff for 3 years.

All teachers abide by the NESAs which sets the standards of teaching practice. Staff at Coogee Prep are all on Proficient Level, bar one new teacher who is working towards attaining that level.

## Staff Numbers and retention

Staff category	Number
Total full-time teaching staff	9
Total part-time teaching staff	1
Total full-time ancillary staff	2
Total part-time ancillary staff	1
Peripatetic Staff	2
Total number of staff to leave at the end of 2021	1

In 2021, the average daily staff attendance rate was 89.9% due to Covid related illness.

## Teaching Standards

Category	Number of teachers
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	9



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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	0
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	0

The Coogee Prep Staff, both teaching and administration is comprised of the following in 2020:

**Female:** 6 full-time and 1 part-time  
**Male:** 6 full-time





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## Staff 2021

<b>Principal</b>	Mr John T. Dicks
<b>Head of School</b>	Ms Kerry Gershon
<b>Deputy Head &amp; Pastoral Care</b>	Mr Ryan Gowland
<b>Year Six &amp; Curriculum Coordinator</b>	Mr Jason Wren-Pattison
<b>Year Five &amp; Sports Convenor</b>	Mr Matthew O'Connor
<b>Year Four</b>	Mr Ryan Gowland & Mrs Rachel Mitchell
<b>Year Three</b>	Mr Matthew Sarkies
<b>Year Two</b>	Ms Rebecca Bown
<b>Year One</b>	Miss Nicole Thrasy
<b>Kindergarten</b>	Miss Nicole Jara
<b>Head of Infants Learning</b>	Ms Rebecca Bown
<b>Learning Support and Library</b>	Mrs Rachel Mitchell
<b>Infants' Teacher's Aide, Library &amp; Music Coordinator</b>	Mrs Annette Black
<b>Sports Co-ordination &amp; Administrator</b>	Mr Campbell Foss
<b>School Secretary and Admissions</b>	Mrs Tessa Morris
<b>Music Teacher</b>	Miss Kerrin Oakes
<b>Spanish Teacher</b>	Miss Katherine Zabala-Reyes
<b>After School Care</b>	Mr Bob McDonald, Miss Danielle Thrasy, Miss Azizah Dicks
<b>Uniform Shop and General Hand</b>	Mr Bob McDonald
<b>2021 Coogee Prep School Executive 2021</b>	Principal: Mr John T. Dicks Head of School: Ms Kerry Gershon Deputy Head: Mr Ryan Gowland
<b>School Board of Directors 2021</b>	Chairman: Mr John T. Dicks
	Directors: Mr Stuart Brown, Mr Tim Brown, Mr David Jepsen, Ms Dinah Ginis





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## Enrolments

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, 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 31<sup>st</sup> of May 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 behavioural policy, school rules and fee payment schedule. When an offer of a place is made (after an interview with the Principal), the Conditions of Entry document must be read and signed as part of the enrolment and registration process. Upon acceptance of a position an Acceptance and Administration fee of \$750.00

### 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.



[www.coogeeprep.com.au](http://www.coogeeprep.com.au)

COOGEE BOYS' PREPARATORY SCHOOL



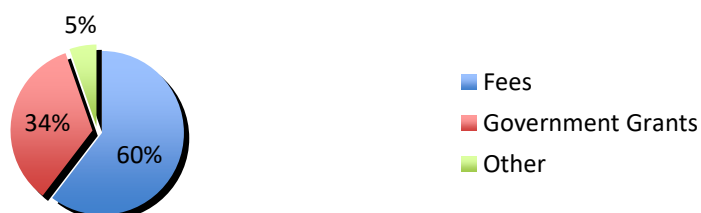


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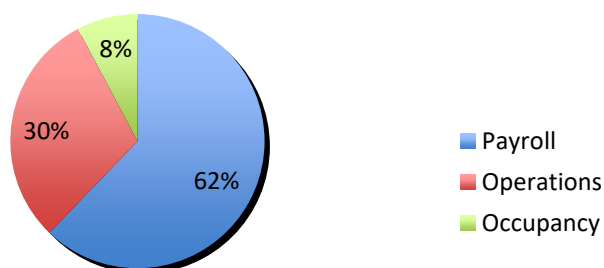
## Summary of Financial Information 2021

	2021	%
<b>Coogee Prep Income</b>		
Fees	1,818,938	60%
Government Grants	1,032,653	34%
Other	160,629	5%
	<b>3,012,219</b>	<b>100%</b>
<b>Coogee Prep Recurrent Expenditure</b>		
Payroll	1,737,069	62%
Operations	839,036	30%
Occupancy	216,766	8%
	<b>2,792,870</b>	<b>100%</b>

### Coogee Boys Preparatory School - Income by Source 2021



### Coogee Boy's Preparatory School - Expenditure by Source 2021





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## School Policies 2021

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:

- Instill 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



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## Discipline

All Teachers at Coogee Prep endeavor to use positive reinforcement procedures wherever possible in the classroom. Formal punishment (i.e., 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 Principal 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.

## Anti-Bullying

Bullying of any kind is not tolerated at Coogee Prep. This includes verbal, physical, indirect (i.e., lying, spreading rumors, 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 feel they are being bullied. All incidents are treated seriously and confidentially. They will be investigated promptly and impartially.

## Behaviour Management - Classroom System

All classes at Coogee Prep use a visual system to manage student behaviour. They could be traffic lights, pegs, or animals. The system aims to encourage and reward positive classroom behaviour and allows each student to monitor their own progress throughout the day.

Boys begin each day with a fresh start. For a minor infraction, a boy could be moved down the chart. From here the boy either returns to a positive (if the behaviour has improved) or to the next level down if the behaviour is continuing. For more serious offences

– i.e., swearing, rudeness etc., boys move down two places. Moving boys to the last level indicates a need to talk to an executive teacher and parents may be contacted. The last level indicates an immediate withdrawal from the playground and is used as a very last resort for behaviour such as fighting, punching etc.

As positive reinforcement, any boy who stays on the top level 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 Principal.

## 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.

All policies are available at [www.coogeeprep.nsw.edu.au](http://www.coogeeprep.nsw.edu.au)



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## Parent, Teacher and Student Satisfaction

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.

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.

Student participation in the academic, sporting and co-curricular programs remained strong throughout 2017 with the Student Representative Council (SRC) continuing to provide students with a formal channel to communicate, give suggestions, feedback and comments to the School.

Parents were also kept informed of developments within the School via the weekly distribution of the Coogee Prep Chronicle, letters from the Principal, 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 Skoolbag App has further enhanced communication processes between School and parents. Our Facebook Page continues to act as a communication medium with past and present Coogee Prep families as well as being an effective marketing tool.

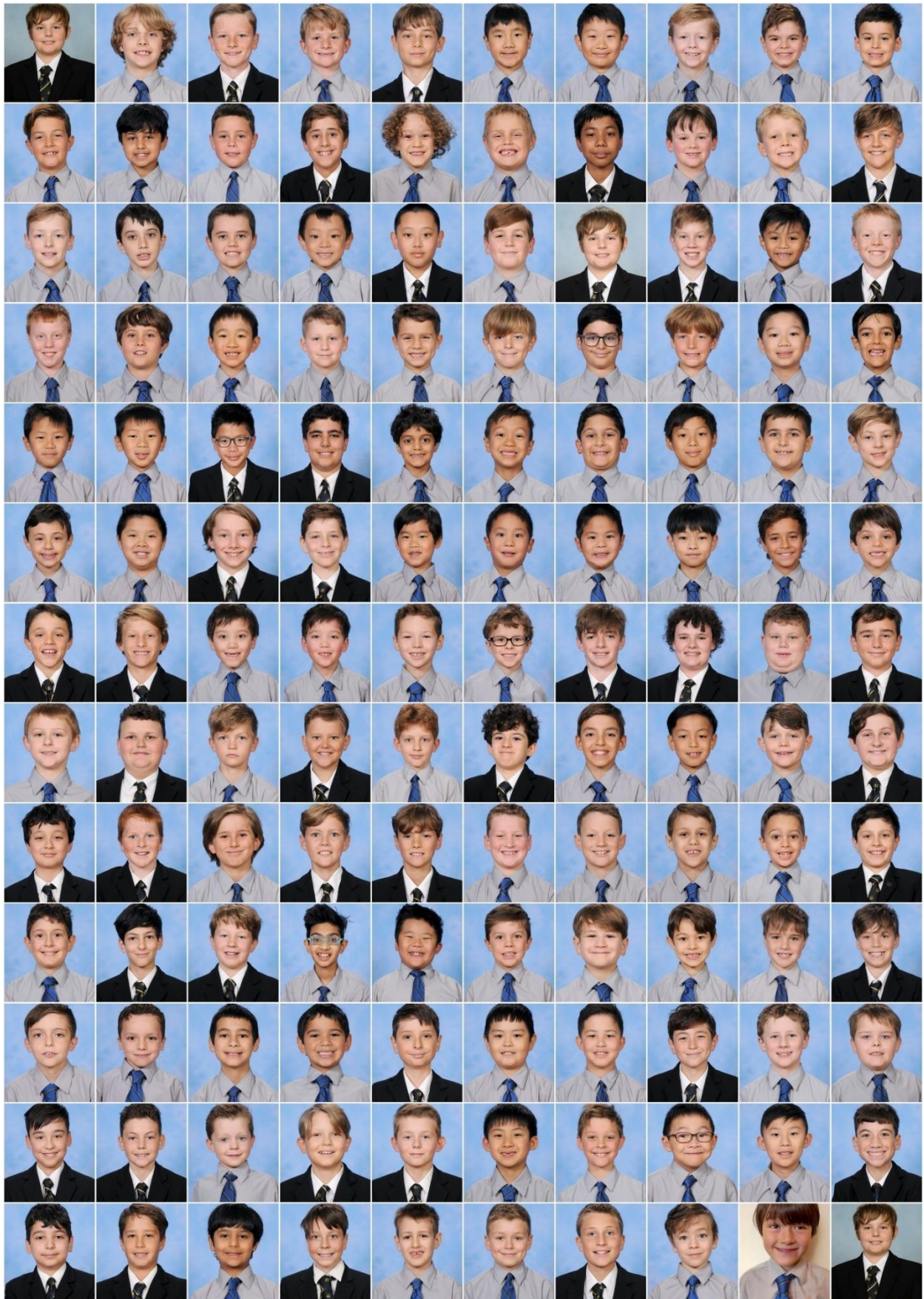
Parent/teacher interviews (many conducted with parents and students in the Upper Primary years) proved an effective conduit for feedback and demonstrate that both the teachers' structured and informal communication processes with parents are meeting parent expectations. Coogee Prep is proud of the number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







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## Coogee Boys' Preparatory School

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