

Coffs Harbour Public School

Annual Report



2017



1584

Introduction

The Annual Report for **2017** is provided to the community of **Coffs Harbour Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Leonie Buehler

Principal

School contact details

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Message from the Principal

At CHPS we continue to inspire, challenge and empower our students through our all-inclusive approach to teaching and learning. We focus on this by furthering our skills in personalising and differentiating the curriculum so that every child's needs are met, offering a well-rounded bank of extra curricula activities and developing leadership capacity. We make learning as engaging and stimulating as possible. We want our students to question, be curious and be able to critically evaluate and meaningfully participate in our global community. We promote the wellbeing of the young people in our care and foster in them resilience, empathy and a capacity.

Some of the highlight for 2017 include gymnastics clinics, intensive swimming, peer support lessons, Sailors with Disabilities program, debating, public speaking, Eisteddfod, Lego Robotics, NAIDOC week, multicultural day, weekly shopping and cooking lessons, guitar lessons, Lighthouse Community of Schools concert, Lake Ainsworth camp, Great Aussie Bush Camp, and TAFE playgroup.

Details of many of these, and other activities follow in this report. Should you seek further clarification or information, I encourage you to contact the school to arrange an appointment with me. School information can also be accessed via the Coffs Harbour School Website at <http://coffsharbour-p.school.nsw.edu.au/>.

Kind regards

Leonie Buehler

Principal

Coffs Harbour Public School

School background

School vision statement

We are all independent lifelong learners and leaders in a safe, inclusive and challenging environment where there is collaboration between students, staff, parents and the community.

We value our school rules and focus on:

Respect; Responsibility; Excellence; and Safety.

School context

Coffs Harbour Public School has a student population of 410. We have 16 mainstream classes and 5 special education classes.

Our school has a Family Occupation and Education Index FOEI of 145 indicating that many families come from low socio economic backgrounds. 23% of students are Aboriginal or Torres Strait Islander. 25% of our students are EALD and there are 16 languages spoken as first language across our school. This diversity is celebrated and valued across our school.

Our school has one new scheme teacher who has started at the school in 2016/17 and very few retiring staff. Each new scheme teacher is a part of the Great Teaching Inspired Learning reform and utilises time with their mentor.

Coffs Harbour Public School is a growing school. We have a strong reputation for providing high quality, evidence based teaching for all students which is underpinned by ongoing and relevant professional learning for all staff.

The school is involved with the Early Action for Success strategy (EA4S) and will continue with this reform until the end of 2020. This reform is having huge benefits to the teaching and learning of students in Kindergarten, Year One and Year Two.

Coffs Harbour Public School is a pilot school for Learning Management and Business Reform (LMBR).

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of Learning, the school has moved from delivering to sustaining and growing in Student Performance Measures, has maintained sustaining and growing in Learning Culture, Wellbeing, Curriculum and Assessment. The school continues to work toward sustaining and growing for Reporting.

In the domain of Teaching, the school has maintained sustaining and growing in Data Skills and Use, Professional Standards and Learning and Development. The school continues to work towards excelling in Effective Classroom Practice.

In the domain of Leading, the school moved from delivering to sustaining and growing in Educational Leadership. The school also moved from sustaining and growing to excelling in School Planning, Implementation and Reporting. The school maintained sustaining and growing in School Resources and Management Practices and Processes.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the

delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Leadership – Every person in our school community is a leader.

Purpose

Our purpose is to develop quality leadership for students and staff aligned with professional learning practices. Leaders enact and enable innovation, improvement and change. We are building the capacity of all – developing their collaborative resilience, team work, communication and creativity. To develop the mindset that everybody is a leader in line with our school vision and values statement.

Overall summary of progress

In 2017, Coffs Harbour Public School the Kids Matter team provided professional learning on managing student behaviour, and mindfulness. Student Leaders ran school assemblies and were involved in weekly meetings where roles and responsibilities were discussed. They attended the GRIP conference where they gained insight into the attributes of effective school leaders. A School Representative Council was formed and met twice a term. Peer Support ran in Terms 2 and 3 with Year 5 and 6 students taking on the role of a leader.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>SEF– Wellbeing</p> <p>The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.</p> <p>Students are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live.</p> <p>SEF – Data Skills& Use</p> <p>The school leadership team builds the collective capacity of the staff and school community to use data to inform strategic school improvement efforts</p>	<p>Equity funding:</p> <p>AP salary to support Wellbeing:</p> <p>\$102,000</p> <p>Kids Matter resources and teacher release, \$3500</p>	<p>School leaders and sports captains confidently and competently fulfill leadership roles in the school.</p> <p>Peer Support has a positive impact with school environment.</p> <p>The Wellbeing Policy was developed and school rules aligned to our rewards system.</p> <p>Kids Matter will continue at CHPS through Personal Development and Health programs in classrooms.</p>

Next Steps

- Student Leaders as well as potential School Leaders to attend GRIP conference in 2018
- The School to continue to work towards the strengthening the wellbeing policy.

Strategic Direction 2

Learning – Our school community promotes a culture of lifelong learning

Purpose

To create learners who are valued and have self-direction. All students will get the teaching and support they need to learn, achieve and become responsible productive citizens. Teachers take a shared responsibility for student engagement improvements, developments and success. Students are informed and contributing citizens in our global community; priority is given to student voice.

Overall summary of progress

Throughout 2017, Coffs Harbour Public School has built a collegial team of teachers who have participated in collaborative discussions based on student achievement data; professional learning delivered by Instructional Leaders around Writing and Working Mathematically; peer planning of lessons, observations; and in class support from Instructional Leaders. Teachers have been given support with guidance from an Accreditation Panel throughout their accreditation process to ensure they were successful in gaining their accreditation before their due date. As a result, the school has developed a culture of collaborative teachers who are reflective in their teaching practice; who differentiate learning to cater to all students' needs; and who develop teaching and learning programs where the learning is visible to all students, allowing them to give explicit feedback to students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Curriculum programs and teaching practices develop skills of all students, by using PLAN data to track and communicate achievement. Teachers collaborate within and across stages and faculties to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement. The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing improvement in teaching practice and student outcomes. Teachers collaborate within and across stages and faculties to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement. Teachers regularly review learning with each student, ensuring all students have a clear understanding of how to improve their learning. Teachers take responsibility for changes in practice required to achieve improved school performance and are using data on a regular basis to monitor the effectiveness	Equity funding: \$11,000 – Accreditation \$34,007 – EAFS staffing \$44,019 – Resources	Collaboration across all K–6 classes achieve. Teachers value the opportunity to collaborate and plan to improve student outcomes. Instructional Leaders provide professional learning for K–6 in Writing and Mathematics. Peer observations of classroom practice took place, resulting in increases in more explicit teaching practice in literacy and numeracy. Teachers are successful in accreditation process before due date Teachers draw on and implement evidence-based research to improve their performance and development

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
of their own efforts		<p>Collaboration across all K–6 classes achieve. Teachers value the opportunity to collaborate and plan to improve student outcomes.</p> <p>Instructional Leaders provide professional learning for K–6 in Writing and Mathematics.</p> <p>Peer observations of classroom practice took place, resulting in increases in more explicit teaching practice in literacy and numeracy.</p> <p>Teachers are successful in accreditation process before due date</p> <p>Teachers draw on and implement evidence–based research to improve their performance and development</p>

Next Steps

- Continued support from Instructional Leaders using Co–planning, Co–Teaching and Co–Revising as the vehicle for collaboration.
- K–2 teachers will participate in Ongoing Professional Learning in L3 and L3 Stage 1.
- The professional learning within the areas Mathematics and English will be built upon with focuses which are informed by PLAN and NAPLAN data, the Early Action for Success initiative.
- National Literacy and Numeracy Learning Progressions will be trialled and support assessment and planning K–6.
- Teachers seeking Accreditation will continue to be supported by the Accreditation Panel ensuring that all teachers at Coffs Harbour Public School achieve and maintain their accreditation.

Strategic Direction 3

Community – Our school community values collaboration

Purpose

To form genuine partnerships within and across our community to deeply engage and offer a wide range of avenues to communicate. To build capacity to broaden the range of community agencies involved in meeting the needs of every student.

Overall summary of progress

Coffs Harbour Public School continues to build strong partnerships with others including parents and families, external agencies, local business and service providers. We consistently strive to build on the community spirit in a diligent and sustainable way to promote a dynamic school that values a social conscience and a culture of success.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Practices and processes are responsive to school community feedback. There is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement. Students are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live. The school community is committed to the school's strategic direction and practices to achieve educational priorities	Equity funding: Sustainability \$20,000 Aboriginal Committee \$2500	Sustainability area planned and construction begun including; perimeter fencing, clearing of site, removal of trees and water connection.. Students participated in the 'Resourceful Schools Program' and new rubbish bins have been installed throughout the school to allow recycling of waste. Other activities included: 'Travelling Trash', 'Go Mad', 'Marine Against Debris' and 'Seaside Scavenge'. Coffs Harbour Public School continued to be endorsed as a 'Waterwise' school. The committee were successful in being awarded 'The Eco Schools Grant' and will use the \$3500 towards stage one of the project. The Aboriginal Committee hosted the Connecting To Country programme which was run by the AECG and have setup a community webpage M-goals sharing our Aboriginal culture and activities of our students and community. NAIDOC celebrations were organised and attended by all students and a wide representation of the Aboriginal community.

Next Steps

- Sustainability through education and student's active participation in sustainable practices will continue to be a focus in 2018.
- Completion of the Sustainability Garden.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$139,435 – Staffing	Students have been encouraged to achieve their potential. Parents feel supported and informed.
English language proficiency	PLAN data is showing improvements for EALD students over the year. \$111,202 – Staffing	PLAN data is showing improvements for EALD students over the year.
Low level adjustment for disability	\$191,747 – Staffing	Students across the school are supported. Students in special education are given opportunities to integrate and have support wherever needed.
Socio–economic background	\$537,944 – Staffing	Students have maximum support with extra SLSOs, LaSTs per grade and IL across the school. Teachers are mentored.
Support for beginning teachers	Great Teachers Inspired Learning (GTIL): \$30,963 – Staffing	New scheme teachers feel supported and mentored.
Targeted student support for refugees and new arrivals	\$23, 796 – Staffing	EALD students supported in the classroom. Additional staff employed to work across Kindergarten to Year 6.
Early Action for Success	\$186,465 – Staffing	EAFS Support Teachers Wellbeing Services Funding – CLO K–2 teachers have support from Instructional Leaders in English and Mathematics Parents and community members have a greater sense of belonging in our school.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	204	213	214	223
Girls	188	190	214	210

In 2017, Coffs Harbour Public School had a student population of 433. We had 16 mainstream classes and 5 special education classes.

Our school has a Family Occupation and Education Index FOEI of 145 indicating that many families come from low socio economic backgrounds. 23% of students are Aboriginal or Torres Strait Islander. 25% of our students are EALD and there are 16 languages spoken as first language across our school. This diversity is celebrated and valued across our school.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	92.6	92.9	91.6	92.8
1	94	92.1	90.4	93.9
2	90.1	93.1	92.1	93.3
3	91.5	92.7	94.1	93
4	95	93	93.6	93.9
5	92.7	92.8	93.2	95.2
6	92.2	92.4	94	90.9
All Years	92.6	92.7	92.8	93.2
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

students to maximise their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. At Coffs Harbour Public School encouraging regular attendance is a core school responsibility. Classroom teachers mark the roll each morning and keep accurate records regarding absences. Notes are sent to parent/carers if the teacher has not been notified of an explanation for a student's absence within a seven day period. The non-teaching Assistant Principal liaises with staff to ensure students with unsatisfactory attendance are monitored. All class rolls are checked twice a term. All cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and appropriate intervention strategies are implemented which may include: implementation of individual student attendance contracts and regular meetings with parents and students. Students with attendance below 85% are referred to the Learning and Support team (and the Home School Liaison Officer when deemed necessary).

Student attendance is encouraged by implementing a range of strategies which include:

1. Provision of awards to students (Rewards Day, Class Attendance Party, Term Assembly Prize)
2. Implementation of individual student attendance contracts
3. Student and parent Interviews
4. Reviewing the appropriateness of the student's educational program
- 5.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	21.04
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	1.2
Teacher Librarian	0.8
Teacher of ESL	0.8
School Counsellor	1
School Administration & Support Staff	10.1
Other Positions	0

*Full Time Equivalent

Coffs Harbour Public School has one new scheme teacher who started at the school in 2016/17 and very

Management of non-attendance

Regular attendance at school is essential to assist

few retiring staff. Each new scheme teacher is a part of the Great Teaching Inspired Learning reform and utilises time with their mentor. In 2017, Coffs Harbour Public School had 4 Aboriginal staff members: a classroom teacher, School Learning Support Officer, School Administration Officer and an Aboriginal Education Officer.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

In 2017, Coffs Harbour Public School had 5 provisional/conditional teachers working towards Proficient Teacher Accreditation, 2 at the maintaining stage of Proficient Teacher Accreditation and 1 staff member at the beginning stage of applying for Highly Accomplished/Lead Teacher Accreditation.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	1,081,778
Revenue	5,625,756
Appropriation	5,526,197
Sale of Goods and Services	2,343
Grants and Contributions	90,910
Gain and Loss	0
Other Revenue	0
Investment Income	6,307
Expenses	-5,598,866
Recurrent Expenses	-5,598,866
Employee Related	-5,148,844
Operating Expenses	-450,022
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	26,890
Balance Carried Forward	1,108,668

The Opening balance for the 2017 school financial year is displayed in the Financial Summary Table as balance brought forward.

The school rolled over \$1,081,778 from 2016. This money is being set aside for a school perimeter fence, ongoing maintenance, new COLA refurbishment and a school funded Deputy Principal.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	2,616,784
Base Per Capita	70,404
Base Location	3,217
Other Base	2,543,163
Equity Total	980,328
Equity Aboriginal	139,435
Equity Socio economic	537,944
Equity Language	111,202
Equity Disability	191,747
Targeted Total	1,081,024
Other Total	672,776
Grand Total	5,350,912

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In NAPLAN student growth Reading data, 67% of students exceeded or equalled expected growth, in Writing 42.5%, in Spelling, 51% and in Grammar and Punctuation 59%.

The percentage of students in the top 2 bands in Year 3 increased from 21% to 35% in Grammar and Punctuation, decreased from 27.5% to 24% in Reading, from 36% to 27% in Writing, from 23% to 21% in Spelling.

The percentage of students in the top 2 bands in Year 5 increased from 14% to 15% in Spelling, decreased from 13% to 11% in Reading, from 9.5% to 6.5% in Writing, and 15.5% to 8.5% in Grammar and Punctuation. Writing and reading continue to be a priority for 2018.

In NAPLAN student growth Numeracy data, 60% of students equalled or exceeded expected growth.

The percentage of students in the top 2 bands in Year 5 increased from 3.2% to 8.7% and Year 3 decreased from 29% to 18% in Numeracy.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In Year 3, the percentage of Aboriginal students in the top two NAPLAN bands in Writing is 15%, in Spelling 10.6%, in Reading 10%, in Grammar and Punctuation 21% and in Numeracy 10%.

In Year 5, the percentage of Aboriginal students in the top two NAPLAN bands in Spelling is 7%, in Reading 7.7%, in Grammar and Punctuation 7% and in Numeracy and Writing is 0%.

Additional Learning and Support staff have been employed for 2018 to continue to work on targeted priorities including writing and numeracy.

Parent/caregiver, student, teacher satisfaction

To assess parent perceptions the school ran two surveys—Tell Them from Me in Term 1 and Kids Matter (Term 4) parent surveys. Many of our non English speaking parents were helped to be able to complete the survey. Each survey asked slightly different questions but showed that parents strongly supported teaching staff and agreed that Coffs Harbour Public School was a great school. They supported the diversity of the school and the learning opportunities that their child had in all areas of learning and leadership. A small minority showed some concern about bullying and lack of communication from the school. This led to the Skoolbag app being emphasised as another means of communication, along with the weekly printed newsletter, Facebook page and school blog. A Parent Focus group was formed to assess the viewpoints of a cross section of school families. The meeting outlined initial areas of focus that parents wanted for our school.

Policy requirements

Aboriginal education

This year we have successfully participated in the Connecting To Country programme which was run by the AECG. Our school was one of few to host this event.

We have set up a community webpage M-goals sharing our Aboriginal culture and activities of our students and community.

Coffs Harbour Public School held an informal yarn up coffee/tea and damper afternoon on Tuesday 14th

March at 2:30pm with parents and carers completing Personalised Learning Plans with the teachers.

The Aboriginal Education Team assisted the sustainability club in designing a bush tucker section of the new garden.

The Aboriginal Education Officer (AEO), Ms Rebecca Johnson was able to work with every classroom this year, for classroom support or teaching the Gumbaynggirr language, and was able made positive phone calls to home ensuring that the links from home to school stays strong. Our Aboriginal School Learning and Support Officer, Ms Dallas Gittins worked in the Kindergarten to Year 2 classes and also taught the Gumbaynggirr language.

The Aboriginal Education Officer participated in Professional Learning in the SistaSpeak programme, and attended AEO collegial meetings every term.

The Aboriginal team organised a very successful NAIDOC week of celebrations including guests from Jagun elders, Jetty High school who ran a dance and didgeredoo workshop, Orara High school dance group, Uncle Mark Flanders with stories from the Dreaming and language, Uncle Clark Webb who delivered language workshops for both students and parents, and Auntie Linda Whitton who shared stories from Kamilaroi country and also Johnny cakes and fried scones. The successful week all wrapped up with a morning tea for our guests.

Multicultural and anti-racism education

Coffs Harbour Public School is a culturally and linguistically diverse school comprising of more than 32% English as Another Language or Dialect (EAL/D) students and 29 different languages. The school continues to focus on strengthening EAL/D pedagogy across all learning areas and stages of learning within the EAL/D School Evaluation Framework. Students are identified and assessed and their needs addressed. EAL/D programs are planned and taught in consultation with classroom teachers and School Learning and Support Officers (SLSOs) to continually improve the educational outcomes of EAL/D students. STARTTs training, network meetings and whole school Professional Learning has been undertaken this year in consultation with area EAL/D co-ordinators to further understand EAL/D characteristics and their capacity of learning and well-being. Effective use of bilingual SLSO's to cater for new students during communication meetings, enrolments and for classroom support has strengthened community ties particularly amongst the local Kurdish and Arabic speaking community. This has become evident with an increased number of families visiting the school and taking part in Multicultural Day. In 2018 there will continue to be a sustained effort to increase the number of Non English Speaking Background parents involved in the school and to improve attendance rates of students. This will involve translating as much school based information into relevant languages and continuing to engage parents directly through bilingual staff and students.