

Coffs Harbour Public School

Annual Report



2018



1584

Introduction

The Annual Report for **2018** 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 Coffs Harbour Public School the environment of our school gives us the advantages of a vibrant, diverse and rich student body, strong in tolerance, understanding, compassion and high expectation: that equality, equity and respect underpin what this school stands for and what it represents.

Our school continues to lead the way in Public Education and this year students and teachers were able to participate in Science, Technology, Engineering, Arts and Mathematics (STEAM) lessons, a Lego Robotics competition and collaborative lesson planning with a mentor for the teachers.

Literacy and Numeracy continues to be a focus with staff collaboration led by two Instructional Leaders.

Student Wellbeing has been at the forefront of our attention this year with the introduction of PBL (Positive Behaviour for Learning) bringing together the whole-school community to contribute to developing a positive, safe and supportive learning culture.

Students have had an enormous array of activities to engage in. Some of these have included Gumbaynggir language lessons, gymnastics clinics, intensive swimming, PBL lessons, Sailors with Disabilities program, chess, public speaking, Lego Robotics, NAIDOC week, multicultural day, choir and dance, weekly shopping and cooking lessons, guitar lessons, Cascade Environment Camps, TAFE playgroup and sporting opportunities for teams and individuals.

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

School background

School vision statement

We are all independent lifelong learners in a safe, inclusive environment emphasising high expectations, collaboration, creative and critical thinking in our learning organisation.

We value our school expectations and focus on:

Respect; Responsibility; Personal Best and Safety.

School context

Coffs Harbour Public School has a student population of 457. We have 17 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 three new scheme teachers who have started at the school in 2017/18 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.

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 Learning, the school maintained its status of Sustaining and Growing in all but one area and moved from Delivering to Sustaining and Growing in Student Performance Measures.

In Teaching, the school maintained its status of Sustaining and Growing in all but one area and moved from Sustaining and Growing to Excelling in Learning and Development.

In Leading, the school maintained its status of Sustaining and Growing in Educational Leadership and Management Practices and Processes; maintained the status of Excelling in School Planning, Implementation and Reporting and moved from Sustaining and Growing in Learning and Development and School Resources.

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

Excellence in Teaching

Purpose

We have a strong commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

Lessons and learning opportunities are engaging and teaching strategies are evidence-based. Individually and collaboratively, teachers evaluate the effectiveness of their teaching practices, including sophisticated analysis of student engagement, learning growth and outcomes, to plan for the ongoing learning of each student in their care. Teachers take shared responsibility for student improvement and contribute to a transparent learning culture, including through the observation of each other's practices.

Overall summary of progress

Throughout 2018, Coffs Harbour Public School strengthened collaborative practice through the implementation of collaboration sessions where Spirals of Inquiry drove several focuses for professional learning and teaching allowing teachers to work towards achieving increased student growth in literacy and numeracy. Professional learning in Building Numeracy Leadership was undertaken and, in turn, delivered to the rest of the K–6 staff on building the 4 Mathematics Proficiencies of Problem Solving, Reasoning, Communicating and Fluency into all Mathematics Lessons. Professional Learning in L3 continued to build on teacher's pedagogy around teaching and learning in the areas of Reading, Writing and Comprehension. As a result, the school has developed a culture of collaborative teachers who use student evidence based on the syllabus and the National Literacy and Numeracy Learning Progressions to differentiate learning for all students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
By the end of 2019, 100% of teaching staff are competent in assessing and using PLAN 2 data NAPLAN (National Assessment Program Literacy and Numeracy) Writing and Mathematics growth above Similar School Groups (SSG)	Building Numeracy Leadership course \$17800 L3 Professional Learning \$17600 Extra release for collaboration with 3–6 teachers \$7300 Extra release for collaboration with Special Ed teachers \$3000 Resources \$7200	All members of the Building Numeracy Leadership team completed the BNL course resulting in 90% of teachers facilitating rich tasks which allow students to experience productive struggle in problem solving during mathematics lessons, and teachers reporting that their students are able to communicate their number sense through reasoning. 60% of K–6 staff using PLAN 2 on a regular basis, and using Numeracy and Literacy Progressions to inform their teaching. Percentage of growth at the end of the year. 80% K–2 teachers complete L3K and L3 Stage 1. Creating Texts data shows; Reading data shows: 62% of Kindergarten students reached the end of year benchmark of Reading Text Level 9; 55% of Year 1 students reached the end of the year benchmark of Text Reading Level 17–18; and 60% of Year 2 students reached the end of the year benchmark of 22 and above. 3–6 teachers participate in collaboration around spelling, writing, and vocabulary development. NAPLAN data shows growth in: grammar and punctuation, spelling, and reading. Writing stayed the same with strengths in cohesion and ideas, but weaknesses in text structure and paragraphing. NAPLAN Numeracy data stayed the same as 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
By 2020, 80% of students meet end of stage outcomes in Literacy and Numeracy.	Rotational Collaboration timetable utilising Librarian's timetable and LaST teachers to release.	<p>Collaboration Sessions took place throughout the year with K–6 in response to:</p> <p>Individual needs of teachers established through classroom visits and conversations;</p> <p>Stage Spirals of Inquiry based on evidence. For example, writing samples being shared, tussles with implementing rich tasks in maths, or wonderings about what is happening with our students as a result of data analysis.</p> <p>70% of teachers felt that collaboration sessions allowed them to co plan, co teach and co reflect with the Instructional Leader, but only 33% felt they were able to work with their colleagues in this collaborative manner.</p> <p>Learning Walks took place with the Instructional Leaders and Principal in order to reflect on the Professional Learning that had taken place. This allowed the Principal to share in the classroom successes, the teachers to show pride in their personal growth, and students to demonstrate their learning.</p> <p>PLAN2 usage was focused around one numeracy sub–element, and one literacy sub–element. 40% of teachers reported that they regularly use the National Literacy and Numeracy Learning Progressions to assess and plan for teaching and learning, and only 26% of teachers are confident in using PLAN2 software when entering the progression data.</p>

Next Steps

- Establish focused Spirals of Inquiry around Writing, Reading; Vocabulary and Numeracy to focus Professional Learning;
- Clear structures are in place for assessing student learning on a regular basis in both literacy and numeracy;
- The Building Numeracy Leadership team extends to Early Stage 1 and Stage 3 APs in order to drive programming and planning on a stage basis.
- Professional learning around the use of the National Literacy and Numeracy Learning Progressions will be embedded in every collaboration session to support teachers to regularly use student evidence to drive planning for teaching;
- Scope and Sequences for Mathematics will be devised in a collaborative way determined by student need, not time.
- A collaboration timetable established to allow teachers to participate in more co planning, co teaching and co reflecting with colleagues.

Strategic Direction 2

Rich Learning Experiences

Purpose

In our school, students will develop foundation skills in literacy and numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens. Teachers use information about individual students' capabilities and needs to plan for students' learning so as to engage them in rich learning experiences, developing the vital skills for flourishing – now and in future years.

By sharing information about learning development, teachers work in partnership with parents as active participants in their children's education.

Overall summary of progress

Throughout 2018, rich learning experiences and high expectations in our school culture were developed through learning skills to support the implementation of the 4Cs, ICT and STEAM incorporating all syllabus documents. Through the employment of a specialised ICT/STEAM Coordinator, all staff were supported in building their capacity to embed quality STEAM practices. Such as the use of GSuite for Education to be used a collaboration/sharing tool, implementing the use of iPads (in 3 focus classrooms), developed a school wide approach to embedding the 7 Dispositions and provided time off class to develop STEAM knowledge with the ICT/STEAM Coordinator. CHPS also developed learning alliances in the area of STEAM by establishing a relationship with University of Sydney. The school recieved a grant for a team of teachers to attend the University of Sydney STEM Teacher Enrichment Program. This program provided opportunities for the CHPS teachers to develop their knowledge and skills in the area of STEAM, network with other local schools and develop authentic STEAM programs. As a result, the school has developed a strong foundation for continued growth in 2019 in the area of STEAM and Critical and Creative Thinking and will be supporting the development of these areas with increases in the quality technology devices provided for teaching and learning programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Survey Monkey pre and post implementation indicates strong growth of syllabus understanding in the 4Cs (Critical and Creative thinking, Collaboration, Communication), ICT and STEAM.</p> <p>By 2019, 100% of teaching and learning programs include evidence of the 4Cs (Critical and Creative thinking, Collaboration, Communication), ICT and STEAM (Science, Technology, Engineering, Art, Maths) in all KLAs.</p>	\$750.00 STEAM Resources	<p>1. Survey one would be a follow on from the Google Suite survey done at the start of the year – this will be a direct comparison of knowledge. Survey two will be directed at teachers and be based around confidence, understanding and expectations of STEAM at CHPS. Both surveys have been sent out and completed by staff.</p> <p>2. ICT/STEAM Coordinator purchased hardware through procurement. 32 laptops to be allocated to teachers. 165 iPads to be distributed in lots of 10 to all classes (numbers vary in special ed). 17 additional laptops were purchased to top up the T4L rollout allocated to Stage 3.</p> <p>3. Strategic Direction 2 Committee meeting occurred on the 3.12.18. Discussions based around achievements of the year, survey results, technology purchase update and plan for next year. Emphasised the need for PL around iPads so they are utilised correctly as well as refocusing on 7 Dispositions and Coloured Thinking Caps.</p> <p>1. Team Leader completed final report which was endorsed by the Principal and forwarded to Sydney Uni. Awaiting return of pre and post data collected by uni on participation of students in STEM.</p>

Next Steps

- ICT/STEAM Coordinator to establish connection with new staff and explicitly detail the 7 Dispositions and Coloured Thinking Hats and how they can be embedded in classroom teaching.
- ICT/STEAM Coordinator will be available to all classes for collaboration/team teaching/demonstrations on integrating ICT/STEAM into effective classroom practise.
- ICT/STEAM Coordinator to support the introduction of the new Science and Technology Syllabus.
- ICT/STEAM Coordinator to refresh ideas with staff regarding the 7 dispositions and Coloured Thinking hats and how they can be embedded in classroom teaching every day.

Strategic Direction 3

Leading the journey to excellence

Purpose

Teachers demonstrate personal responsibility for improving their teaching practice in order to improve student learning, and to provide students with opportunities to connect, succeed and thrive. Student learning is underpinned by high quality teaching.

Overall summary of progress

Throughout 2018 whole staff have embraced new learning regarding PBL which is demonstrated by observations and staff feedback. Our data demonstrates significant improved behaviour outcomes in areas explicitly taught regarding physical aggression for Term 3 and Term 4:

- * Term 4 data for overall number of incidents involving physical aggression decreased by 58% from Term 3.
- * Term 4 data for physical aggression on the oval decreased by 87% from Term 3.
- * Term 4 data for physical aggression on the top tier of the playground decreased by 76% from Term 3.
- * Term 4 data for physical aggression at the hall decreased by 50% from Term 3.

Parent information regarding the introduction of PBL was given throughout our weekly newsletter in 2018. All parents surveyed indicated a need to establish positive behaviour expectations at CHPS. Our P & C also supported the introduction of PBL after information sessions were given at meetings throughout 2018.

In 2019, our official school launch will further provide extensive information on the principles of PBL and how parents can support PBL principles at home. A survey will be conducted to establish the school community's understanding of PBL to date.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
EBS4 data reflects decreases in negative behaviour and suspensions by 50% by the end of 2020.	\$6760 spent in 2018 with \$5000 pending for signage in January 2019.	Whole staff have embraced new learning regarding PBL which is demonstrated by observations and staff feedback. Data demonstrates significant improved behaviour outcomes in areas explicitly taught regarding physical aggression for Term 3 and Term 4: Term 4 data for overall number of incidents involving physical aggression decreased by 58% from Term 3. Term 4 data for physical aggression on the oval decreased by 42.5% from Term 3. Term 4 data for physical aggression on the COLA decreased by 87% from Term 3. Term 4 data for physical aggression on the top tier of the playground decreased by 76% from Term 3. Term 4 data for physical aggression at the hall decreased by 50% from Term 3.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
EBS4 data reflects decreases in negative behaviour and suspensions by 50% by the end of 2020.		<p>An audit will be completed in Term 1 of 2019 by the Head Teacher for PBL. Due to the implementation of a new reporting system in Semester One 2018 (Sentral) the data for the first semester of 2018 may not be a true reflection of behaviour outcomes in the period of implementation (in Semester One) as staff were learning how to input the data correctly through ongoing professional learning. Semester 2 data shows a more accurate reflection of improved outcomes due to explicit teaching, behaviour expectations and correct data entry by staff.</p> <p>Formal external audits and surveys will be completed in 2019 which will show a 12 month collection of data since the initial implementation of PBL regarding behaviour in non-classroom settings.</p>
100% of PDP goals identifying improved teaching practices are evident during observations from IL, supervisor and/ or Principal.	Nil	Goals identifying improved teaching practices are evident during observations from IL, supervisor and/ or Principal.

Next Steps

Formal external audits and surveys will be completed in 2019 which will show a 12 month collection of data since the initial implementation of PBL regarding behaviour in non-classroom settings. In 2019, we will have our official launch of PBL with the school community in Term 2 revealing our new signage and communicating to families the principles of PBL. Ongoing professional learning will continue to occur with all staff. 5 weekly data collection will continue and inform our teaching and learning cycle for weekly whole school explicit teaching of behaviour expectations to students for all areas of our school. Positive reinforcement of desired behaviours will continue throughout 2019.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • 1 AEO 1.0 Fulltime equivalent (FTE) • 1.0 FTE SLSO • \$5856 resources Total Expenditure: \$133570	The Gumbaynggir Language has been taught by the Aboriginal Education Officer (AEO) in most classes across the school to develop Aboriginal Language and Culture. Parents were supported by an increase in communication from the AEO assisting with issues that may affect attendance. The AEO organised NAIDOC, liaised with Elders to be part of the History KLA in classrooms, and assisted with Closing the Gap initiative. Aboriginal students have made the following Individual Student Growth in NAPLAN. In Reading 50% of students achieved above expected growth; Numeracy 56% of students achieved above expected growth, Spelling 76% of students achieved above expected growth and in Writing 24% of students achieved above expected growth.
English language proficiency	<ul style="list-style-type: none"> • 1.0 FTE Teacher • SLSO (0.8FTE) • \$1808 Resources Total Expenditure \$148511 (More staffing taken from SEB funds) • (\$37 127.00)	Additional teachers have provided our growing enrolment of students with EAL/D background. This has enabled students to develop in their proficiencies in speaking English, as well as to engage with all KLAs.
Low level adjustment for disability	<ul style="list-style-type: none"> • 2.4 FTE Teachers • \$5838 resources Total Expenditure \$255709 (More staffing taken from SEB funds)	Coffs Harbour Public School has employed additional teachers to provide personalised learning support for students in accordance with their additional learning needs.
Quality Teaching, Successful Students (QTSS)	0.86 FTE teacher Total Expenditure: \$86000	The additional time for Assistant Principals allowed for more communication with parents, wellbeing issues, administration duties attached to the AP role, organisation of excursions and major events, check-ins with supervised staff, and PDPs. This allowed them to spend quality time on teaching and learning with minor disruptions..
Socio-economic background	<ul style="list-style-type: none"> • 0.4 FTE Instructional Leader • 1.0 FTE Deputy Principal • 1.968 FTE teacher • 2.42 FTE SLSOs • 0.2 FTE GA • \$16921 Resources Total Expenditure: \$512467	<p>Student growth in writing, reading and numeracy has increased as measured by National Literacy and Numeracy Progressions. Students in the top two bands in Year 3 and Year 5 reading have increased in 2018. Year 3 and Year 5 NAPLAN reading scores have increased and are above statistically similar schools in 2018. The school is excelling in value adding K–3. The school is excelling in effective classroom practice and collaborative practice. Communication and effective wellbeing and administrative systems have been enhanced. The school is implementing Positive Behaviour for Learning and there are school wide consistent approaches to student discipline and wellbeing.</p> <p>Extra staffing has been utilised to support other Equity programs and wellbeing programs.</p>

Support for beginning teachers	<p>2 teachers accessed GTIL funds</p> <p>1 teacher was on maternity leave and will access GTIL in 2019.</p> <p>Total Expenditure: \$13786</p>	<p>Extra release from face to face teaching was given and time spent with mentor to complete accreditation and observe other teachers in class.</p>
Targeted student support for refugees and new arrivals	<ul style="list-style-type: none"> • 0.3 FTE teacher • \$533 resources <p>Total Expenditure: \$31233</p>	<p>EAL/D students are supported in small groups and within the classroom, and are making gains in feeling welcome at school, and developing communication skills. Students participated in Harmony Day, and Multicultural Day. Additional SLSOs assist with communication with parents. Breakfast Club provides immersion in authentic and communicative language situations, and develops a sense of community.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	213	214	223	238
Girls	190	214	210	221

Coffs Harbour Public School is a growing school. Data shows that from 2015 when the student enrolments were 403 to 2018 where enrolments are 459. This is an increase of 56 students over four years.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.9	91.6	92.8	93.3
1	92.1	90.4	93.9	93.8
2	93.1	92.1	93.3	92.2
3	92.7	94.1	93	93.3
4	93	93.6	93.9	89.8
5	92.8	93.2	95.2	90.5
6	92.4	94	90.9	92.5
All Years	92.7	92.8	93.2	92.2
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Coffs Harbour Public School has maintained an average of 92.7% attendance rates over the last four years. This is marginally lower than the state average of 93.8%.

- Students are rewarded for any attendance over 90% each term. A rewards draw is held each term whereby all students have the chance to win a prize. Class parties for the best attendance and

improvements on attendance are held each term.

- Staff track attendance both in full days and partial days. Communication with families is crucial in maintaining strong partnerships and encouraging full attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	23.64
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
Teacher ESL	1
School Counsellor	1
School Administration and Support Staff	10.26

*Full Time Equivalent

Four members of our staff are Aboriginal or Torres Strait Islander.

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	

Professional learning and teacher accreditation

All staff have engaged in weekly professional learning throughout the year.

All teachers who sought accreditation as proficient were successful.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	1,108,668
Revenue	6,619,196
Appropriation	6,515,408
Sale of Goods and Services	31,964
Grants and Contributions	64,180
Gain and Loss	0
Other Revenue	0
Investment Income	7,644
Expenses	-6,385,814
Recurrent Expenses	-6,385,814
Employee Related	-5,777,910
Operating Expenses	-607,904
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	233,381
Balance Carried Forward	1,342,049

- Coffs Harbour Public School has a finance committee of four staff members. Weekly meetings are held to meet financial policy requirements.
- A large balance is carried over to 2019 as this includes \$260000 for the perimeter fence and monies for the major works (to provide furniture, air conditioning, landscaping etc) and planned capital expenditure.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	2,989,523
Base Per Capita	89,383
Base Location	2,895
Other Base	2,897,246
Equity Total	1,050,257
Equity Aboriginal	133,570
Equity Socio economic	512,467
Equity Language	148,511
Equity Disability	255,709
Targeted Total	1,101,754
Other Total	732,788
Grand Total	5,874,323

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

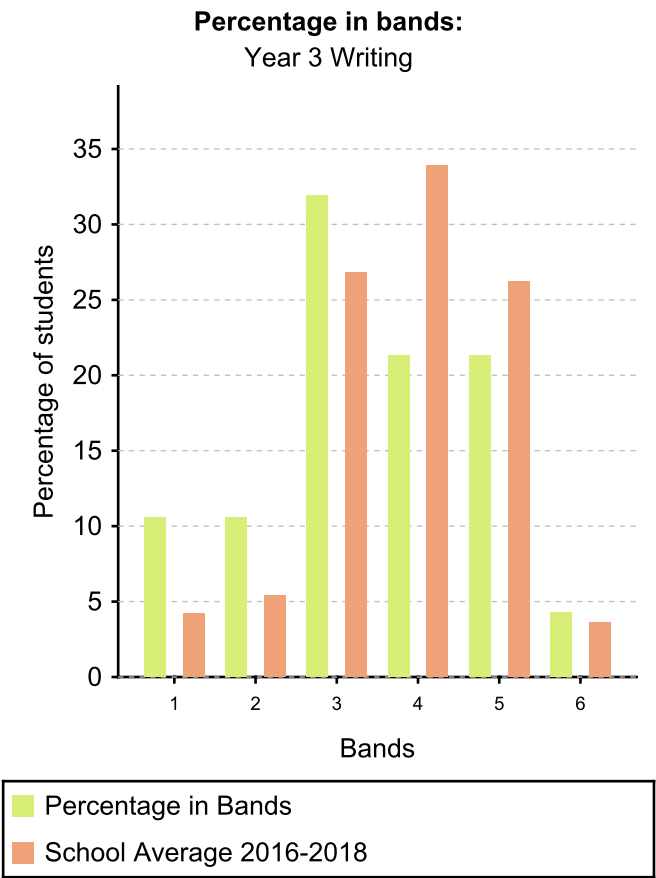
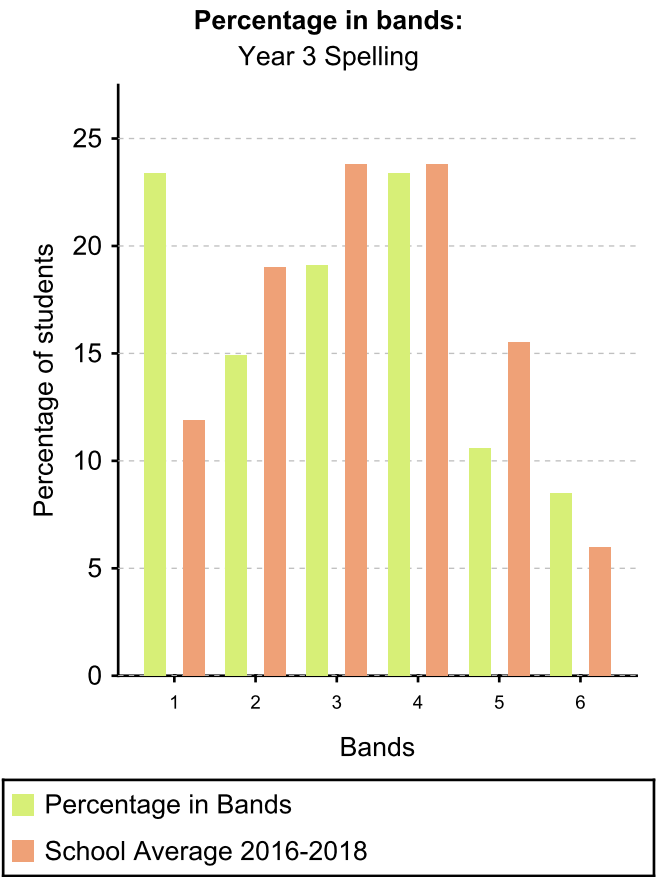
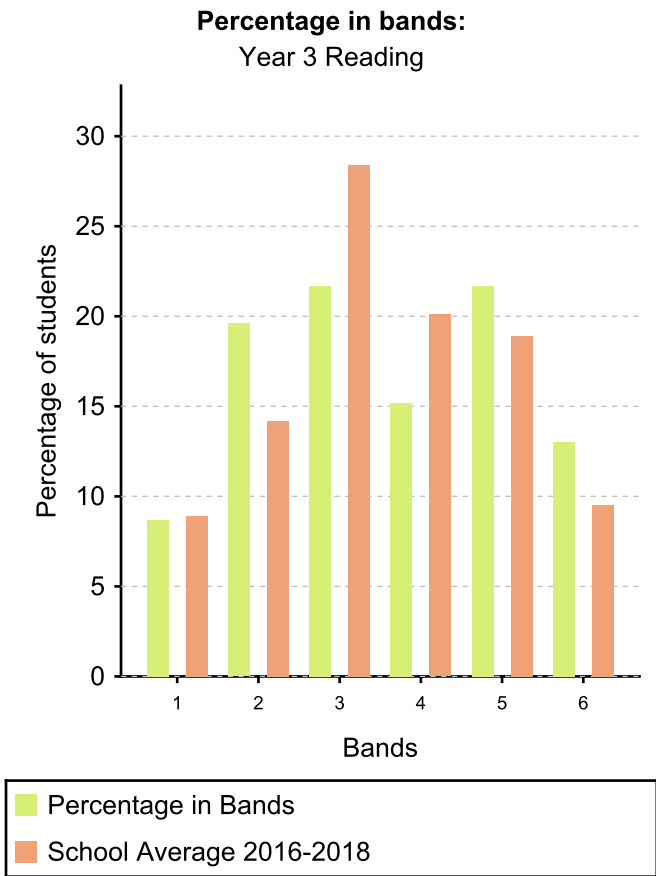
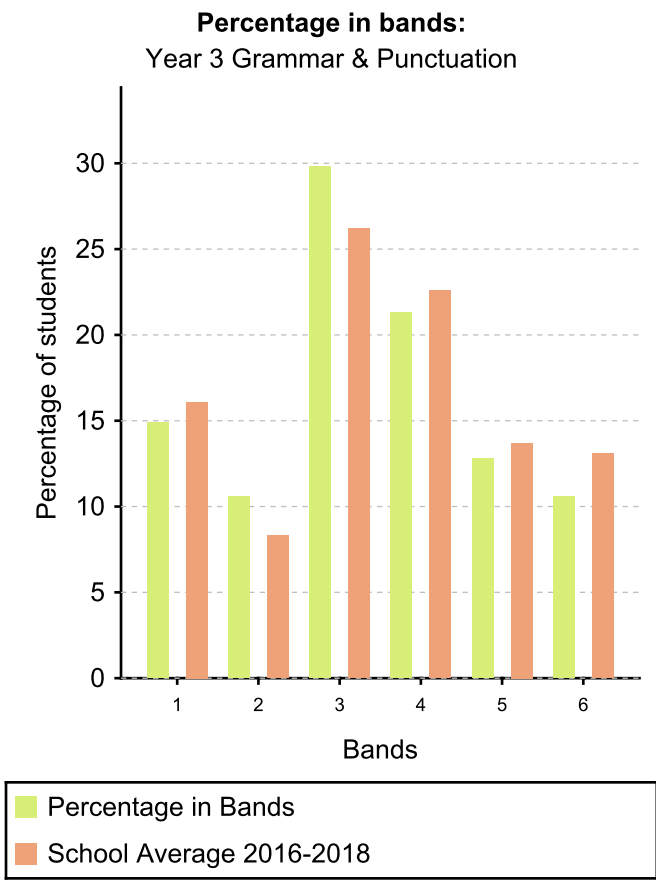
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

NAPLAN student growth data in Literacy indicated that the percentage of students who exceeded or equalled expected growth was: 56% in Reading; 48% in Writing; 56% in Grammar and Punctuation and 78% in Spelling.

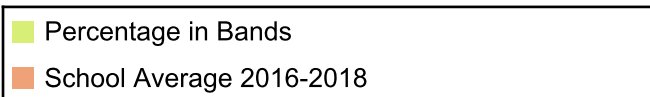
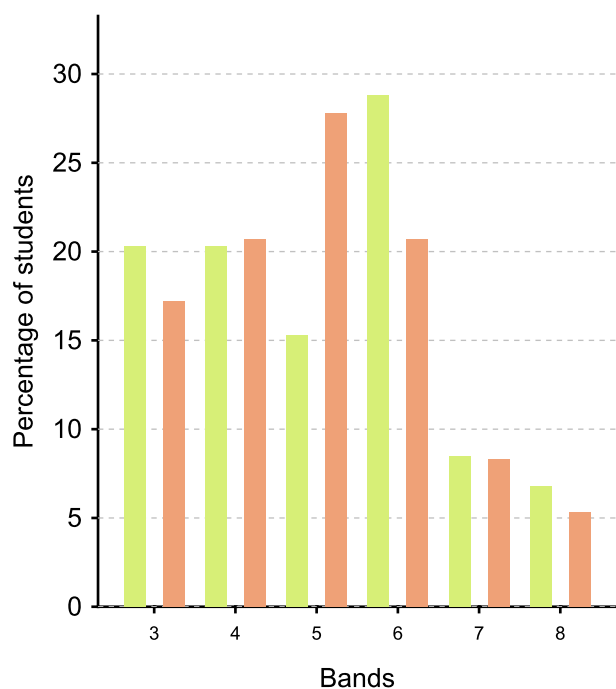
The percentage of students in the top 2 bands in Year 3 increased from 24% to 34% in Reading; but decreased

from 27% to 25% in Writing, from 35% to 23% in Grammar and Punctuation, and from 21% to 19% in Spelling.

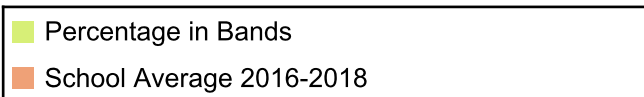
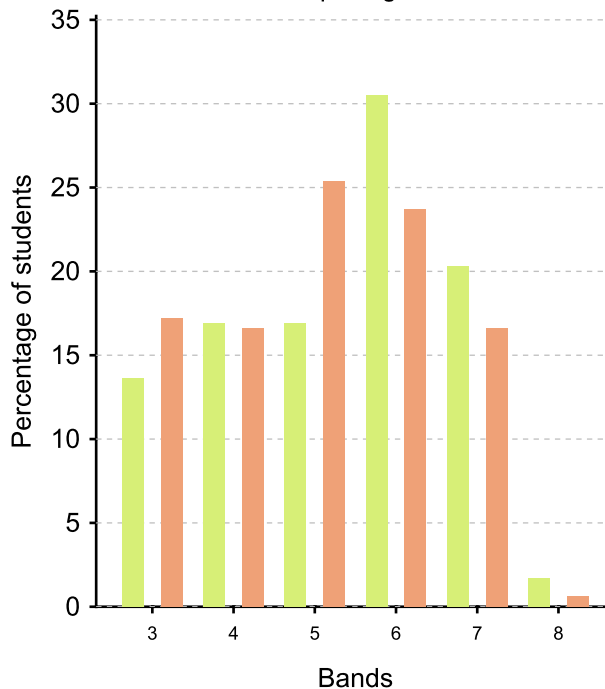
The percentage of students in the top 2 bands in Year 5 increased from 11% to 13% in Reading, from 15% to 22% in Spelling and from 8% to 15% in Grammar and Punctuation; but decreased from 6% to 5% in Writing.



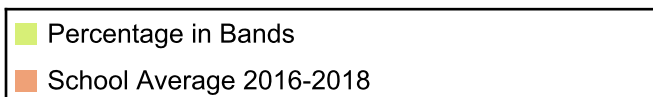
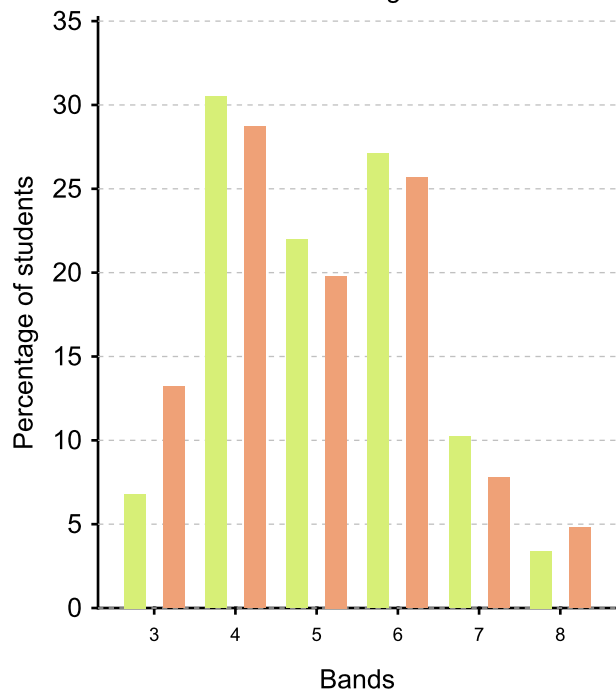
Percentage in bands:
Year 5 Grammar & Punctuation



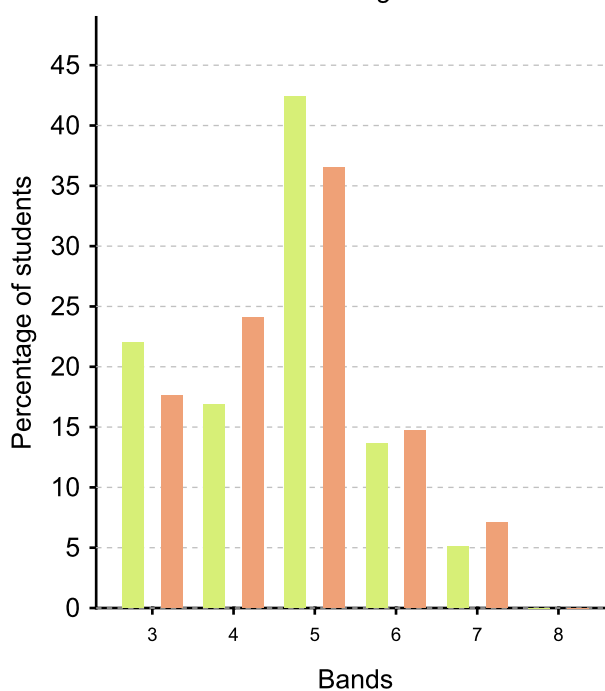
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



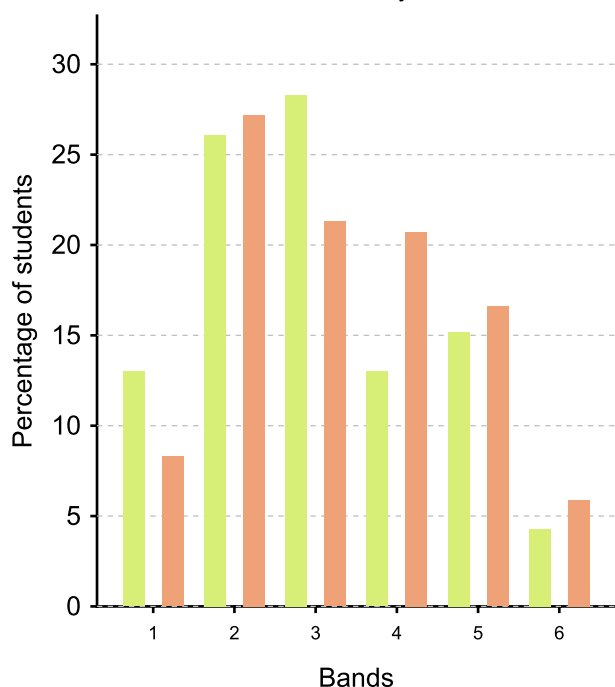
Percentage in bands:
Year 5 Writing



NAPLAN student growth data in Numeracy indicated that the percentage of students who exceeded or equalled expected growth was 46% in Numeracy.

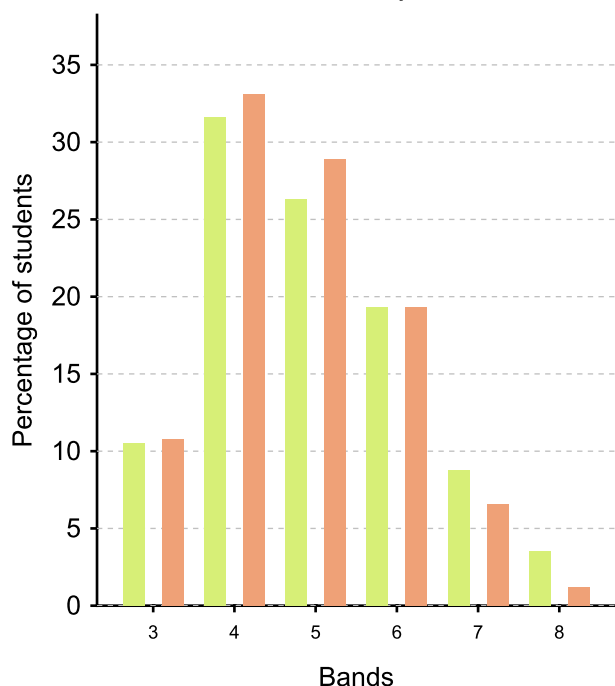
The percentage of students in the top 2 bands in Year 3 increased from 18% to 19% in Numeracy; and also increased from 8% to 12% for year 5.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

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 increased from 10% to 25% in

Reading, but decreased from 14% to 8% in Writing, from 15% to 8% in Spelling, from 20% to 8% in Grammar and Punctuation, and from 10% to 0% in Numeracy.

In Year 5, the percentage of Aboriginal students in the top two NAPLAN bands increased from 0% to 7% in Numeracy, remained the same in Spelling at 6.5%, but decreased from 7% to 0% in Reading, from 6% to 0% in Grammar and Punctuation, and from 12% to 0% in Writing.

Whilst Aboriginal student performance has made a pleasing increase, Writing, Reading and Numeracy continue to be targets for 2019.

Parent/caregiver, student, teacher satisfaction

Parent information regarding the introduction of PBL was given throughout our weekly newsletter in 2018. All parents surveyed indicated a need to establish positive behaviour expectations at CHPS and were supportive of adopting the program for our school. Our P & C also supported the introduction of PBL after information sessions were given at meetings throughout 2018.

Policy requirements

Aboriginal education

The Gumbaynggir Language has been taught by the Aboriginal Education Officer (AEO) in most classes across the school in all stages to develop Language and Culture across the school. Parents were supported by an increase in communication from the AEO assisting with issues that may effect attendance. The AEO organised NAIDOC, liaised with Elders to be part of the History KLA in classrooms, and assisted with Closing the Gap initiative. Students have made the following Individual Student Growth in NAPLAN. In Reading 50% of students achieved above expected growth; Numeracy 56% of students achieved above expected growth, Spelling 76% of students achieved above expected growth and in Writing 24% of students achieved above expected growth.

Multicultural and anti-racism education

2018 initiatives include:

- Breakfast club program
- Multicultural Day celebrations
- Harmony Day celebrations
- GRIP leadership course for a group of students to extend their talents and leadership skills
- "Opening the Gate" course offered to improve parental involvement and bridge the gap in family and cultural values between home and school
- Surf for Life swimming skills at the beach for refugee families
- Transition programs with partner high schools
- Referrals to counselling services and refugee

health centre

- MEERS project – University of Western Sydney mapped the educational experiences of refugee students