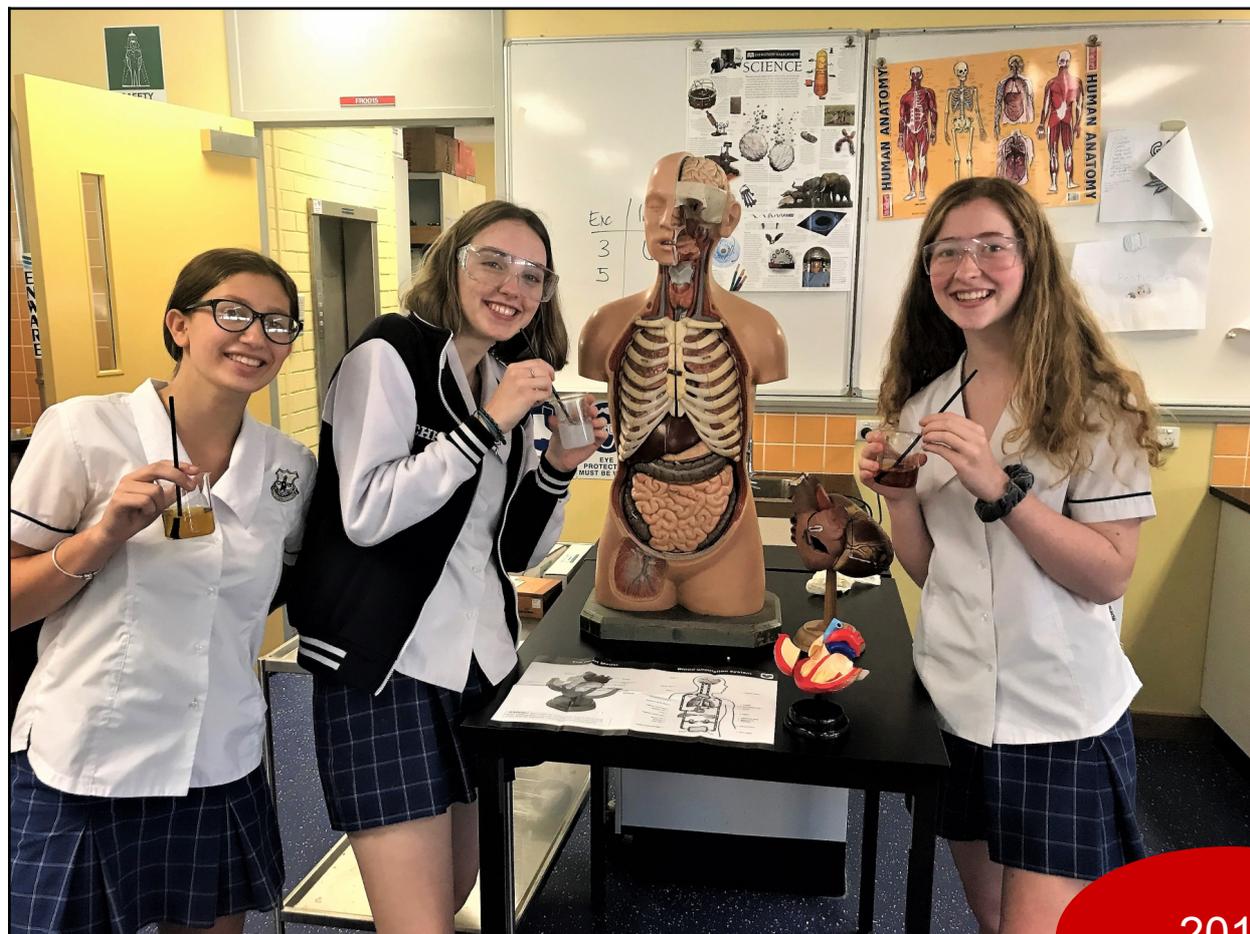


Coffs Harbour High School Annual Report



2018



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Introduction

The Annual Report for **2018** is provided to the community of Coffs Harbour High 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.

Patti Kearns

Principal

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School background

School vision statement

Coffs Harbour High School students, staff and parents develop and maintain positive partnerships which foster an inclusive and excellent learning environment.

School context

Established in 1938 as the first high school of the district, Coffs Harbour High School has a proud tradition of delivering quality education. In 2018 the school enrolled 1020 students, including 97 Aboriginal and Torres Strait Islander students. An intensive English program supports new arrivals from diverse language backgrounds. Students enrolling at our school come from the town centre, the northern beach suburbs and up until 2018 the Orara Valley hinterland. There will be a change of zoning from 2019 to cater to evolving demographics of Coffs Harbour. The school offers an extensive curriculum drawing heavily on the natural riches of our coastal environment to support learning experiences in different KLAs. There is strong student participation in a wide range of sporting and artistic endeavours. CHHS bases its student welfare system around the four Cs: cooperation, courtesy, care and commitment. CHHS is proud to be a regional school hosting a Confucius Classroom and in 2018 students participated in the school's sixth visit to China. The school enjoys very active support from parents and the wider community.

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 three domains of the School Excellence Framework – Learning, Teaching and Leading, the on balance judgement is that the school is placed at Sustaining and Growing In Learning and Teaching and Excelling in Leading.

CESE data indicates that our students achieved above expected growth in NAPLAN placing Coffs Harbour High in the Excelling category for value added 7 to 9. Our Aboriginal students continue to show growth above the state average in Year 9 NAPLAN.

Comprehensive reviews of programming, assessment and work samples for each faculty in Stage 4 led to an improved shared understanding by staff of what constitutes high quality practice in these domains. Our external review of the Lighthouse Learning Space showed that students with complex learning needs felt better supported in engaging with learning and achieved a higher completion of syllabus learning outcomes.

Teachers from Coffs Harbour High continued to play a significant role in leadership both within the school and the wider educational context. Mr Tony Wilson and Mr David Taylor both served as relieving Principals throughout 2018 and Mr Taylor has now been appointed as Principal of Bowraville Central School. Ms Paula Madigan worked tirelessly as English mEsh coordinator, supporting English teachers across the whole northern part of the state and was successful in being appointed to a Literacy Support position. Ms Sheree Burnham was selected to be part of an important trial supporting Principals managing teacher performance.

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

Personalised Learning and Support

Purpose

To deliver effective and differentiated personalised learning and support so that every student is known, valued and cared for in our school and is engaged and challenged to continue to learn.

Overall summary of progress

A significant achievement was the establishment of the Lighthouse Learning Space. In addition to setting up the physical space, the room is staffed by teachers chosen for their expertise in learning support and engagement. An external review, interviewing students, parents and teachers gave strong endorsement of the program.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The education of students with complex learning and support needs is effective and allows for a successful transition from the Lighthouse Learning Space to mainstream classes.	\$60,000 teaching salaries \$10,000 equipment	Students with high levels of anxiety had a learning space where they felt safe and supported.
Students are enabled to make positive choices around their learning and are more engaged with their education.		Students used LLS to complete work rather than truant.
Students who previously would have likely accessed education through Distance Education, will now be supported in the LLS, utilising a flexible and individualised approach.		Only two Distance Education applications relating to students with anxiety in 2018.
Increase in the percentage of Year 9 students supported through the LLS completing all aspects of NAPLAN testing.		Students attending LLS completed NAPLAN rather than choosing to be absent.

Next Steps

For 2019, as recommended by the review, students who are regular users of the space will be appointed a case manager, who will assist students to set goals and who will communicate with parents.



Strategic Direction 2

Quality programs, quality pedagogy

Purpose

To enhance student learning through the development of quality teaching programs and pedagogy, differentiated for the range of students in our school, and which develop a strong foundation in literacy and numeracy and develop higher order thinking.

Overall summary of progress

A significant achievement was the audit involving every faculty and covering syllabus implementation and pedagogy in Stage 4 (year 7/8) and Stage 6 (Year 11). The review examined programs, work samples, assessment and feedback to students, resulting in the establishment of priority areas for staff professional learning in 2019.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Each KLA, led by Head Teacher, will collaboratively plan, implement and evaluate quality teaching programs which comply with NESA requirements and successfully meet standards of internal school audit.	Audit process involved staff release \$10 000. Peer assessment of Stage 6 programs occurred during executive meeting, no cost.	Review of focus area and planning for future directions. Some faculties need to improve collection of work samples and provide differentiated support for a diverse range of students, and most need to focus on strengthening formative assessment procedures.
The PDP process will involve observation, coaching and mentoring by supervisors to improve pedagogy, with a focus on literacy and numeracy, deep content knowledge, differentiation and higher order thinking.	Head teachers observed staff and supervised teaching standards and learning outcomes in their faculty as a part of their HT allocation.	Principal signs off on individual PDPs. Senior executive conduct analysis of identified areas for professional learning.
Continue state average or above student growth in literacy and numeracy tests.	0.2 – Aboriginal literacy support and additional 0.4 literacy and numeracy programs	Staff will continue to analyse student learning and achievement data to inform their teaching. Participation in Best Start trial in Year 7.

Next Steps

Consideration of future directions in areas of quality programs and quality pedagogy resulted in a whole school focus on formative assessment for 2019 with planned professional learning with Curriculum Adviser, Paula Madigan. Data analysis of satisfaction and outcomes from professional learning was shared with staff and informed planning for 2019.



Strategic Direction 3

Building connections

Purpose

To build strong connections with the local and wider community, including alumni, so that our young people finish school well prepared for higher education, training and work.

Overall summary of progress

CHHS continues to build strong partnerships with the community to enhance the learning opportunities for students and their post school options.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student feedback on alumni initiatives demonstrates fuller understanding between school and post school options.		The proposed alumni day was unable to be organised as the hall was unavailable at the proposed time due to a roofing project that we were unaware of at the time of initial planning.
Increase in the percentage of students engaging in work placements and traineeships.	\$40,000 0.4 transition coordinator	Year 9 and 10 students participated in work placements.
Increase in students undertaking school based VET.		VET Hospitality and Primary Industries continued to flourish.
Higher level of engagement of Year 11 students as measured through Sentral Wellbeing and Attendance data.		Attendance rates for Year 11 remained static at around 88% but the negative learning and behaviour entries on Year 11 students decreased by an astonishing 55% indicating an improved level of engagement.

Next Steps

Look to increasing the number of schools based VET courses in 2020 by including Business Services. Continue to build opportunities for students to engage in traineeships while completing HSC.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$84,852	<p>Additional wellbeing support for students throughout the year – employment of Aboriginal education officer (0.2).</p> <p>Teacher release for Aboriginal teacher to support literacy and cultural programs.</p> <p>Both these initiative contributed to an above state average growth 7 to 9 for ATSI students in NAPLAN Literacy and Numeracy.</p> <p>Deeper Gumbaynggirr cultural knowledge and understanding for eight staff who participated in Connecting to Country training.</p> <p>Improved facilities: Gumbaynggirr language sign greeting visitors to the school, refurbishment of Aboriginal resource room, access door to tutorial room.</p> <p>Upgrade of computer hardware in Aboriginal resource room.</p>
English language proficiency	\$353,984 staffing \$39,552 flexible funding	<p>Staffing component of 3.4 FTE used to provide team teaching for students transitioning from Intensive English class.</p> <p>Students well supported in both the Intensive English setting and as they transition to mainstream classes.</p> <p>Flexible funding component used to employ SLSOs with language background of students to assist with both learning and communication with families.</p>
Low level adjustment for disability	\$208,226 staffing \$116,572 flexible	<p>The totality of the budget must be spent on staffing. 78% of the total budget was spent on teacher salaries and 22% on school learning support officers.</p> <p>The SLSOs worked in classrooms supporting students with their learning.</p> <p>The teaching component was used for the delivery of small group and personalised programs such as Lexia and MultiLit as well as helping students in the small group setting of the Lighthouse Learning Space. Learning and Support teachers also worked with teachers assisting them to make adjustments to programs to cater to student needs.</p>
Socio-economic background	\$308,627	<p>Funding is used on a range of programs to increase equity for our students.</p> <p>Staffing included employment of a transition coordinator which helped students become work ready through a variety of work placement and TAFE opportunities.</p> <p>Teacher was employed to run lunchtime physical activities on the oval. This initiative increased physical activity and decreased anti social behaviour during lunch breaks.</p>

<p>Socio-economic background</p>	<p>\$308,627</p>	<p>Purchase of licences for ATOMI, Lexia and Mathletics increased the personalised learning both at school and at home.</p> <p>Provision of student assistance and breakfast club provided for students with needs.</p> <p>Purchase of laptops allowed students access to technology.</p> <p>Purchase of additional STEM technology enhanced learning in TAS faculty.</p>
<p>Support for beginning teachers</p>	<p>\$110,533</p>	<p>Funding was used to reduce the face to face teaching load of teachers in their first or second year of teaching. In addition an experienced teacher was appointed as a mentor for the beginning teachers to help them with their pedagogy and accreditation.</p> <p>Nine teachers successfully completed initial accreditation at proficient level in 2018 and four teachers completed their five year maintenance of accreditation.</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>\$34,511</p>	<p>Funding used to provide student assistance with uniforms, subject fees and excursions.</p> <p>Funding allowed for the delivery of enrichment activities which build on connection and citizenship and allow students a greater sense of belonging in our community.</p> <p>These included a successful swim and surf school and excursion to Canberra.</p> <p>Computer hardware and other resources were purchased for use in the Intensive English classroom.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	436	451	466	489
Girls	464	451	492	514

The school continued to receive strong support from the community and we were not able to meet the many requests for out of zone enrolments. Over 200 students enrolled in Year 7. The change to the zoning of high schools in Coffs Harbour which will be effective from 2019, will ease this pressure. Our IM class, in its second year, operated effectively at capacity.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	90.3	92.4	92	90.8
8	89.9	88.3	90	88.4
9	87.2	87.3	87.9	86.6
10	86.3	87	87.6	86.7
11	89.5	91	88.6	87.6
12	89.9	88.1	89.7	88.5
All Years	88.7	89.1	89.3	88.2
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

Roll marking takes place each morning and during every lesson. If students are absent without explanation, a text message is sent mid-morning to parents. The Learning Support Team monitors attendance and coordinates action for students with unsatisfactory attendance. Students who have persistent non-attendance may be referred to the Home School Liaison Officer for further support.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0.6	0.7	21
Employment	8.7	11.7	22
TAFE entry	3.3	3.1	12
University Entry	0	0	35
Other	2.7	7.8	4
Unknown	0.6	2.3	6

35% of 2018 Year 12 students were made an offer to university by the beginning of 2019. Of these students, approximately 60% have decided to defer their first year of study.

The most popular universities for applications for the 2018 Year 12 cohort included Griffith University, Southern Cross University and University of Southern Queensland.

Four students completed the Southern Cross University Headstart program and one was offered a place in a university course of their choice for 2019. The other three students will commence their course in 2020.

Year 12 students undertaking vocational or trade training

Of the 90 students who completed Year 12 in 2018, 16 (18%) students participated in TAFE or other externally delivered Vocational Education and Training courses. An additional 16 (18%) students participated in school delivered Vocational Education & Training courses in the form of Hospitality and Primary Industries.

Further to these vocational undertakings, three students completed School based Traineeships whilst completing Year 12. Students achieved these in Warehousing Operations, Electrotechnology and Property Services.

Year 12 students attaining HSC or equivalent vocational education qualification

Collectively, all students worked towards educational outcomes that suited their individual needs and requirements. Twelve students obtained only a Record of Student Achievement (13%), 22 students achieved the HSC and ROSA, whilst 56 students worked towards an ATAR.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	49.6
Learning and Support Teacher(s)	2
Teacher Librarian	1
Teacher ESL	3.4
School Counsellor	1
School Administration and Support Staff	13.77
Other Positions	1

*Full Time Equivalent

In 2018 two staff members, one Aboriginal Education Officer and English/History teacher, identified as Gumbayngirr.

In the workforce composition table, *other positions* refers to the Careers Adviser.

Due to increasing student numbers in Years 11 and 12 and the high level of complexity around student pathways in the senior school, a position of Head Teacher Senior Studies was funded from Equity loadings.

Permanent appointments made through merit selection were Mr Paul Jones, Head Teacher Administration, Science teacher Mr Kyle Macdonald, Engineering Studies teacher Mr Nathan Canney and English teacher Mr Kai Lawson. Mr Raymond Pobjoy was transferred to our school, bringing valuable skills and experience in History and Social Sciences. Mr Simon Donald was appointed through the employment list. We welcomed Mr Grant Roder, appointed on merit as farm assistant who replaced the much appreciated Mr Paul Parish who retired after more than 20 years of service to our school.

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	15

Professional learning and teacher accreditation

Congratulations to the nine teachers who achieved their accreditation in 2018. They were ably supported by teacher mentor, Ms Julie Roberts.

Teachers reflected on their career goals, areas for improvement, class allocation, experience and skills and generated their own personalised professional learning plan which was supported by the school professional learning funds. High leverage strategies in 2018 included faculty areas working together to plan and develop new curriculum to meet changing syllabus areas and also to assess student work collaboratively in small teams. We supported eight staff to attend the valuable Connecting to Country program run by the AECG to improve our teaching of Aboriginal students, along with a number of teachers completing training in teaching students from refugee backgrounds and language backgrounds other than English.

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	694,557
Revenue	11,884,285
Appropriation	11,270,667
Sale of Goods and Services	4,375
Grants and Contributions	601,702
Gain and Loss	0
Other Revenue	0
Investment Income	7,541
Expenses	-11,689,856
Recurrent Expenses	-11,689,856
Employee Related	-10,366,940
Operating Expenses	-1,322,916
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	194,429
Balance Carried Forward	888,986

The Principal has chosen to use the Principal Administrative Support funding to employ Ms Ky Knight to assist with financial management.

Ms Knight has a degree in financial administration and an accounting background as well as extensive experience working in the public and private sectors. Prior to her appointment with CHHS, Ms Knight was a trainer rolling out the new SAP finance system to schools.

Ms Knight works closely with the SAM (School Administration Manager) and Principal to ensure all financial processes are in accordance with guidelines. She provides regular updates to the Principal on budget tracking and anomalies. In addition, Ms Knight works with Head Teachers tracking cash flow and budget processes within their areas of responsibility. Ms Knight has developed a good understanding of the complex staffing components of the budget and along with the Principal, ensures that the eFPT (electronic financial planning tool) is kept up-to-date.

The balance carried forward of \$888,986 included:

1. Unpaid salaries and commitments carried into next financial year.
2. \$300,000 in school and community funds to be used in for joint funding project application in 2019
3. \$100,000 committed to co-payment for Cooler Classrooms program.
4. Money held in trust for excursions, including overseas trip to Vietnam.
5. Money held by Coffs Harbour High School for projects across several schools such as mEsh and Head Teacher Refugee Support.
6. In addition beginning teacher funding received in semester 2 is usually carried forward into the following year as it is too late to make changes to timetable structure.

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	8,708,243
Base Per Capita	187,166
Base Location	5,247
Other Base	8,515,830
Equity Total	1,111,481
Equity Aboriginal	84,520
Equity Socio economic	308,627
Equity Language	393,536
Equity Disability	324,798
Targeted Total	410,585
Other Total	234,580
Grand Total	10,464,888

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.

The Department of Education has recognised the NAPLAN growth of students between Years 7 to 9 to be in the excelling range for the second year in succession. Students from Aboriginal and Torres Strait Islander background continue to show significantly higher levels of growth than ATSI students across the state. This is a good indicator that our targeted literacy programs in Years 7, 8 and 9 are impacting positively on student learning.

Percentage in Bands:

Year 7 - Reading

Band	4	5	6	7	8	9
Percentage of students	7.1	16.1	30.8	28.4	11.4	6.2
School avg 2016-2018	6.9	14.6	28.8	28	13.9	7.8

Percentage in Bands:

Year 7 - Writing

Band	4	5	6	7	8	9
Percentage of students	16.3	38.3	23.4	14.4	5.7	1.9
School avg 2016-2018	13.9	28.9	25.1	19.9	8.5	3.6

Percentage in Bands:

Year 9 - Reading

Band	5	6	7	8	9	10
Percentage of students	4.7	19.8	26.2	30.8	11.0	7.6
School avg 2016-2018	5.9	16.6	30.3	28.6	11.8	6.9

Percentage in Bands:

Year 9 - Writing

Band	5	6	7	8	9	10
Percentage of students	28.0	26.9	18.3	18.3	5.7	2.9
School avg 2016-2018	23.9	23.9	21	19.5	7.8	3.8

Year 7 NAPLAN Numeracy has 64.2% of our Year 7 students at or above expected growth while the state average was 65.5%. Year 9 NAPLAN numeracy showed that 63.5% of all students were at or above expected growth compared with 66.0%. For our Year 9 Aboriginal students 70% achieved at or above expected growth in Numeracy compared to only 57.2% for the state.

For both Years 7 and 9 the two areas that require further attention are Algebra and Probability. The majority of students showed a very good understanding in the Measurement strand.

Percentage in Bands:

Year 7 - Numeracy

Band	4	5	6	7	8	9
Percentage of students	5.3	19.7	26.9	27.9	13.0	7.2
School avg 2016-2018	4.4	16.8	23.8	32.6	15.4	7

Percentage in Bands:

Year 9 - Numeracy

Band	5	6	7	8	9	10
Percentage of students	4.1	16.3	27.9	30.8	16.9	4.1
School avg 2016-2018	3	20	29.4	26.7	13.9	7

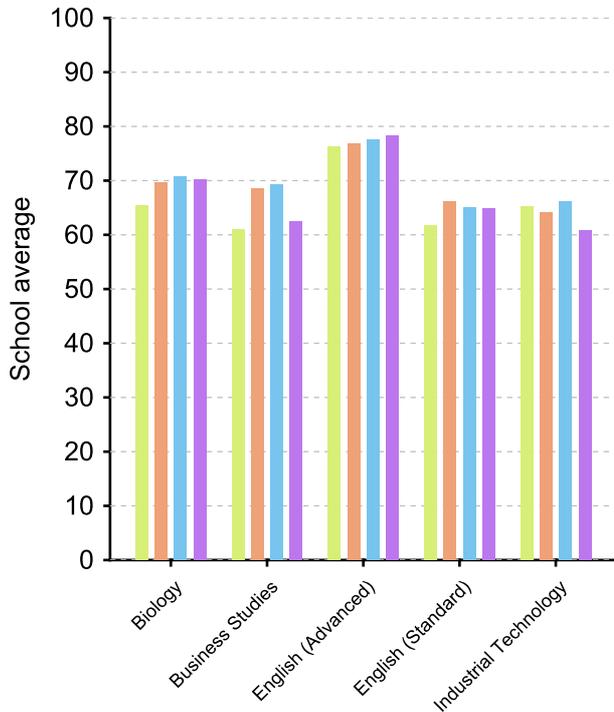
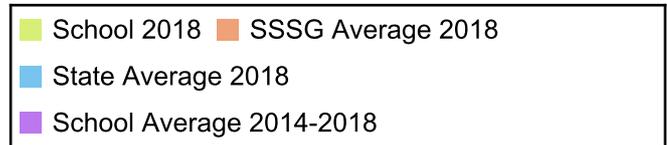
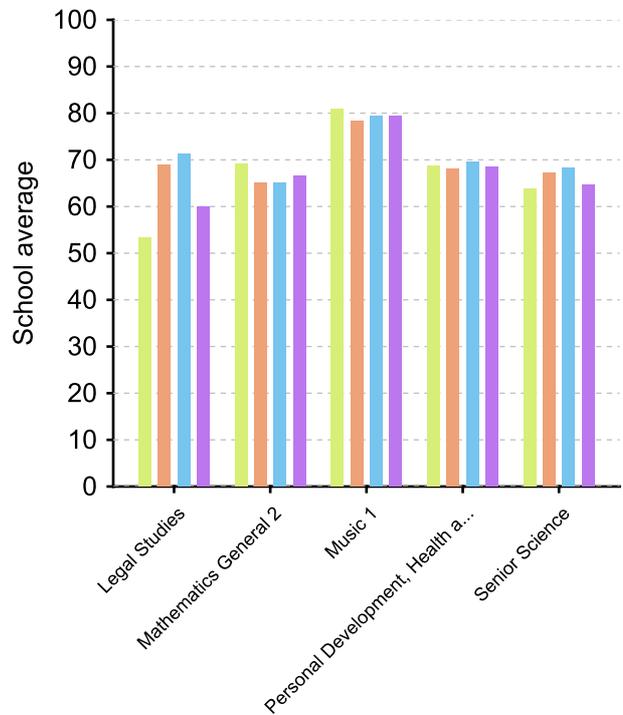
The My School website provides detailed information and data for national Literacy and Numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

19% of Years 7 and 9 students achieved in the top two bands in reading and numeracy in 2018. For Aboriginal students, the percentage achieving in the top two bands was 6%.



Higher School Certificate (HSC)

High performing subjects in 2018 included Design and Technology, Maths General, Visual Arts, Music, Extension 2 Maths and Community and Family Studies. Many high achieving students in 2018 were attracted to courses in Engineering. Dux Danny O'Connor received a \$13,000 Vice Chancellor's scholarship to study Agricultural Engineering at the University of Southern Queensland. Twins Jeremy and Brad Chambers have each been awarded QTAC Regional and Rural Enterprise scholarships to the value of \$18,000 to assist with their studies. Both boys will be undertaking study in Engineering, with Brad at the University of Southern Queensland and Jeremy at Griffith University Gold Coast campus.



Parent/caregiver, student, teacher satisfaction

Coffs Harbour High School has a dynamic P & C which meets on the first Monday of each month. During 2018 the main office bearers were: President Mr Paul Covington, Secretary Ms Bec Hulbert, Treasurer Ms Karen Bryant and Publicity Officer Ms Caitlin Mackie. The P & C run a successful and healthy school canteen and uniform shop. The P & C introduced a new method of grants to the school. Twice a year groups within the school are able to complete an online submission for funding and the merits of all applications are considered by the P & C. In 2018 funding was provided for additional outdoor furniture, Maths textbooks, library furnishing, resources for Learning and Support and resources for teaching STEM subjects. In addition to these grants, the P & C provide subsidies of \$100 to students competing at state level in any school event such as sport or Music. Our students were so successful in 2018 that the P & C gave away \$6000 in grants to families.

Students from a refugee background participated in focus groups for research from the University of Western Sydney and also for a representative from the Office of the Advocate for Young People. In both of these forums, the students spoke strongly of their positive experiences in our school. Students who accessed the Lighthouse Learning Space in 2018 were interviewed as part of the external review conducted in Term 3 and their opinions contributed to the recommendations for 2019. The Prefect group, SRC and ERC continued to represent student views both within the school and at external forums. Liam Snell from Year 10 delivered the Anzac Dawn Service address at Coffs Harbour and also visited a French primary school in Villers Bretonneux, presenting a book on behalf of our school.

All staff are required to have current training Emergency Care, Anaphylaxis, CPR, Code of Conduct and Child Protection. Our teachers supervising water sports or Marine Studies complete Bronze medallions or snorkelling and scuba qualifications. Our Learning and Support team have been trained in the administration of epilepsy medication.

Teachers make an active effort to improve their knowledge and pedagogy to be able to support the diverse learners in the school. Eight staff members completed Connecting to Country training thereby developing a deeper understanding of Gumbaynggirr culture and teachers also participated in several training courses related to supporting students from a language background other than English.

Teachers at Coffs Harbour participated actively in their own professional learning and contributed through collegial networks and assuming leadership roles within a broader educational context. All teachers developed their own professional learning plan and worked towards achieving the goals they had set in collaboration with their supervisor.

Nine teachers achieved initial accreditation in 2018,

supported by mentor teacher, Ms Julie Roberts. Teachers now need to submit maintenance of their accreditation every five years and in 2018 four teachers completed this process.

Two of our staff served as relieving principals at neighbouring schools throughout 2018, Mr Tony Wilson at Coffs Harbour Learning Centre and Mr David Taylor at Bowraville Central School. Ms Paula Madigan was appointed to a curriculum adviser position and Ms Sheree Burnham worked in a newly created role supporting principals in their management of teacher improvement programs. Mr Ben Dyer continued in his role facilitating the introduction of NAPLAN online.

In addition to their teaching duties, Coffs Harbour High school staff organise a vast offering of enrichment activities including overseas and interstate excursions and getting beyond the school gate in our own community. The planning for these activities is onerous and demonstrates the willingness of our staff "to go the extra mile" in ensuring a rich learning experience for students.



Policy requirements

Aboriginal education

Coffs Harbour High is committed to providing a quality education to Aboriginal students and ensuring that all students deepen their knowledge of Aboriginal cultures and histories.

Eight teachers from Coffs Harbour High attended Connecting to Country training facilitated by Aboriginal staff from CHHS Mr Merv Bolt and Ms Fiona Webb, who are active members of AECG.

Seven students from Aboriginal backgrounds completed their HSC. Congratulations to Tommeisha Butler who achieved a Band 5 result in Music and a Band 4 in Visual Arts.

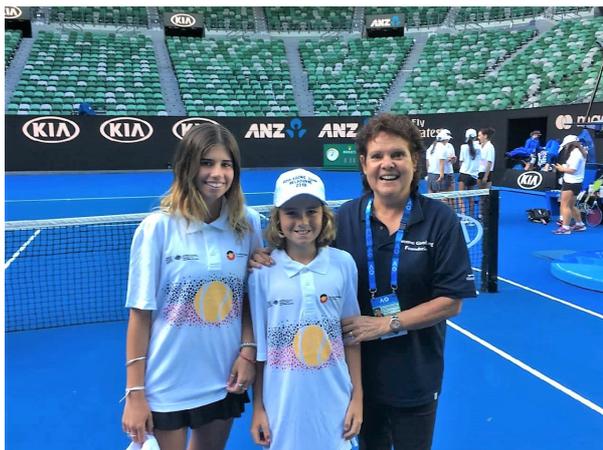
Uncle Tony Perkins facilitated visits from the Jagun Elders, who shared stories and culture with our students building strong connections with community.

Students worked on painting a mural outside the Aboriginal resource room to make it a more welcoming space.

The whole school attended NAIDOC week celebrations which were led by Aboriginal students.

Participation in School Based Traineeships has increased in recent years, and in 2018 five Aboriginal students, Mikaela Brown–Hickson, Danielle Page, Ivy Doyle, Lily Pade and Angel Croft, commenced new training plans in various industry areas.

Students from Years 10 to 12 travelled to Bowraville in March to participate in the Future Health Champions Careers Expo to learn about career paths within the medical and health fields.



Multicultural and anti-racism education

Coffs Harbour High is a comprehensive school which values the diversity of the students who enrol in our school.

The school has three trained ARCOs (anti racism coordinators) Mr Ray Pobjoy, Ms Rebecca Bailey and Mr Craig Hundle, who assist in the management of any

student, staff or parent complaints about racism.

Coffs Harbour High continues to offer quality education to students from a refugee background through our Intensive English Program and in mainstream classes. Teachers regularly undertake specialised training to ensure they have appropriate pedagogy for teaching students for whom English may be the second, third or fourth language. Nine students from a refugee background graduated from Year 12. Ms Deanne Ion leads education for refugee students both in our school and across the Coffs Harbour area.

Students from a refugee background participated in a combined schools picnic day with other schools from the Lighthouse Community of Public Schools. This is part of a wider plan to improve the transition of students from primary school to high school.

Year 8 students celebrated Multicultural Day with a range of activities related to their learning of Mandarin. Sixty Year 8 students also travelled to Brisbane for the Buddha Birthday celebrations.

Students from Year 10 travelled to China during the September school holidays to put their language skills to the test while visiting Beijing, Xian, Shanghai and our sister school in Nanjing.