

# 2020 Annual Report

## Coffs Harbour High School



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# Introduction

The Annual Report for 2020 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.

## School contact details

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Coffs Harbour High School

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## School vision

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 2019 the school enrolled 950 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 the Orara Valley hinterland. In 2019 there was a change of zoning to cater to evolving demographics of Coffs Harbour. Students from the Orara Valley primary schools now enrol at Orara High School for Year 7. Coffs Harbour High 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. The school enjoys very active support from parents and the wider community.

## Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

## 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.

#### Improvement Measures

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.

Best Start writing data used to inform personalised support.

Individual transition plans developed for Support students moving from Stage 5 to Stage 6.

Increase in the percentage of Year 9 students supported through the LLS completing all aspects of NAPLAN testing and school based assessments

#### Progress towards achieving improvement measures

**Process 1:** Establish, resource, develop referral processes, and review practices for personalised learning in the Lighthouse Learning Space

Evaluation	Funds Expended (Resources)
The Lighthouse Learning Space (LLS) continued to operate as a supported, withdrawal space for students in years 7-10 to complete learning activities in a small group setting with adjustments to assist with access and achievement of curriculum goals. It was staffed each lesson, every day and students had personalised plans for access including those on partial attendance, those with short term learning goals in one or more subjects which required additional support, students with high anxiety or significant mental health concerns which required close supervision. Improvements were made in 2020 to include a Sentral plan for access to the LLS; liaison with classroom teachers to provide appropriate learning materials to align with mainstream classes and monitoring by Learning and Support Staff of learning outcomes. Particular success for complex students with high support needs or school refusal relating to anxiety were noted, along with short term success for students wanting help with assignments.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$106000.00)</li></ul>

**Process 2:** Develop reflective evaluation measures that ensure effective personalised learning is occurring.

Evaluation	Funds Expended (Resources)
Classroom teachers participated in professional learning about providing effective feedback for students in order that they may improve their learning. Procedures to improve student self - reflection were trialled in some classrooms including exit slips and google forms to review learning. Students were encouraged in classrooms and year meetings to reflect on their achievements and progress and undertake goal setting for improvement. The development of intrinsic motivation and personalised learning goals to build self-efficacy remains an important priority for our school as we aim to prepare students for success in their lives beyond school.	Teacher identified professional learning. NESAs HSC Improvement strategy. Component of total PL budget.

**Process 3:** Students engaging with targeted numeracy and literacy groups complete pre and post assessment to monitor progress and growth.

Evaluation	Funds Expended (Resources)

## Progress towards achieving improvement measures

Year 7 students participated in Best Start and teachers analysed results and incorporated information into planning for units of work and lesson delivery in addition to designing and implementing suitable adjustments for students requiring additional support. These adjustments were captured in the data gathering for the NCCD.

NAPLAN did not run in 2020 due to COVID 19 restrictions.

Year 11 and 12 students completed Minimum Standards testing for Numeracy, Reading and Writing and support was provided for students who needed support and further intervention to meet the standard.

Professional learning in the area of data analysis continues to be a priority for the school and we have planned for involvement in additional assessments in 2021.

Funding allocated to school for Minimum Standards

**Process 4:** Collaborative planning process involving IM Class teacher, Transition Advisor, Careers Advisor and Head Teacher Learning Support to develop a transition plan in consultation with family and year 9 and 10 students.

Evaluation	Funds Expended (Resources)
<p>Students in Support Unit classes were able to access short term YES courses at TAFE with the assistance of School Learning and Support Officers, along with students in the mainstream and demand for these courses continues to be very high and much greater than availability of the courses.</p> <p>Students in Years 9 and 10 participated in the SWAP Work Experience program usually for one day per week for a term or more in local businesses or organisations. Numbers in this program were lower than in previous years due to COVID 19 restrictions around work experience, however demand is still high and parents are supportive of this program continuing into 2021.</p>	Transition Adviser 0.4

## 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.

### Improvement Measures

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.

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.

Continue state average or above student growth in literacy and numeracy tests.

### Progress towards achieving improvement measures

**Process 1:** Evidence relating to the standard of teaching in stage 4, specifically; consistency in teacher judgement, syllabus outcomes, scope and sequences, teaching programs, assessment records, samples of student work, teacher reflection including strategies used to engage diverse student population.

Evaluation	Funds Expended (Resources)
Teachers use assessment to support learning as demonstrated in the curriculum audits 2018-19. Their reflective statements and registration demonstrated a response to trends in student performance. Students were involved in assessment criteria and utilise rubrics, submit drafts for feedback and seek opportunities to improve before submission of summative assessments. The use of formative feedback has increased and improved significantly since our focus on assessment for learning in 2019. The curriculum audit shows that teachers use timely and explicit feedback across faculties.	nil additional

**Process 2:** Evidence of assessment policies and procedures for stage 6 including organisation of assessment tasks, components and weightings, scheduling of tasks, and allocation and recording of grades.

Evaluation	Funds Expended (Resources)
Assessments were developed and used regularly across stages/subject areas and marked collaboratively to promote consistent and comparable judgement of student learning. Teachers identified skill gaps for improvement and areas for extension. Curriculum audits in 2018-19 demonstrate faculties are compliant with NESA requirements.	nil additional

**Process 3:** Completion of PDP process involving observation, coaching and mentoring of all staff to improve their practice in targeted areas, including literacy and numeracy.

Evaluation	Funds Expended (Resources)
PDPs and performance conversations were all aligned with Australian standards. Each faculty undertook professional learning using standardised data including NAPLAN, Minimum Standards and Best Start to evaluate student achievement and plan for improvement in their classrooms. Staff completed a survey in 2020 to demonstrate their understanding of data literacy.	nil additional

## 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.

#### Improvement Measures

Student feedback on alumni initiatives demonstrates fuller understanding between school and post school options.

Increase in the percentage of students engaging in work placements and traineeships.

Increase in students undertaking school based VET.

Higher level of engagement of Year 11 students as measured through Sentral Wellbeing and Attendance data.

#### Progress towards achieving improvement measures

**Process 1:** Broaden Stage 6 curriculum to include tailored ROSA pathway.

Evaluation	Funds Expended (Resources)
There was an increase in subject offering and curriculum choice, with the introduction of additional subjects across multiple lines including Lifestyle Studies. The senior timetable structure now includes a non-ATAR subject on each subject line.	nil additional

**Process 2:** (N/A - deleted)

Evaluation	Funds Expended (Resources)
N/A	

**Process 3:** Develop a wider range of pathways for participation in vocational and workplace training for both Stage 5 and 6.

Evaluation	Funds Expended (Resources)
The number and spread of Vocational subjects across the timetable was increased. There was an increased uptake of school-based apprenticeships/traineeships. Restrictions arising from the COVID-19 pandemic limited work placement and workplace learning opportunities.	nil additional

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$83 811.00)</li> </ul>	<p>The school continued with individualised support for ATSI students, with a particular focus on Literacy, Numeracy and engagement. This involved the employment of Student Learning and Support Officers, working within classes and on withdrawal in the Aboriginal Resource Room. Participation in cultural events and activities was significantly limited due to COVID-19 restrictions. The school applied for funding to establish a yarning circle and cultural space, with work to commence in 2021.</p>
<b>English language proficiency</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>English language proficiency (\$417 538.00)</li> </ul>	<p>There was a significant decrease in the number of new students needing additional support due to a reduction in new arrivals stemming from COVID-19 travel restrictions. Funds were utilised to employ the equivalent of 3.4 FTE teachers to support the development of English Language Proficiency. This involved the employment of teachers and support staff from a variety of language and cultural backgrounds. Students were placed into classes where this support could be maximised. It is worth noting that the 2020 DUX of Coffs Harbour HS was a EALD student who has benefited from these supports.</p>
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$352 697.00)</li> </ul>	<p>Funds were utilised to employ the equivalent of 2.0 FTE teachers and additional Student Learning and Support Officers. This staffing was used primarily to support student literacy and numeracy development through both in-class support and support for students through programs such as QuickSmart and MultiLit.</p>
<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Socio-economic background (\$412 552.00)</li> </ul>	<p>Funds were used to support a number of initiatives including the Lighthouse Learning Space, the employment of additional counselling through Headspace and the provision of additional staffing to support initiatives such as the running of lunchtime sporting activities to better engage students in the playground. These initiatives were designed to decrease the number of negative behaviours impacting student learning, thereby providing a more settled and supportive learning environment for all students.</p>
<b>Support for beginning teachers</b>	nil  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Support for beginning teachers (\$0.00)</li> </ul>	nil - no beginning teachers appointed to the school during 2020
<b>Targeted student support for refugees and new arrivals</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Targeted support for refugees and new arrivals (\$35 076.00)</li> </ul>	Funds were utilised to provide additional tutoring and support for targeted students.

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	466	489	454	454
Girls	492	514	498	445

## Student attendance profile

School				
Year	2017	2018	2019	2020
7	92	90.8	90.7	94.3
8	90	88.4	88.7	92.7
9	87.9	86.6	88.7	90.6
10	87.6	86.7	86.6	90
11	88.6	87.6	88.1	91.9
12	89.7	88.5	87.9	91.1
All Years	89.3	88.2	88.5	91.8
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

## Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0.0	2.0	15.8
Employment	5.3	9.0	27.1
TAFE entry	4.7	5.5	16.0
University Entry	0.0	0.0	31.0
Other	0.5	4.0	5.0
Unknown	1.1	0.0	5.0

## Year 12 students undertaking vocational or trade training

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36.36% of Year 12 students at Coffs Harbour High School undertook vocational education and training in 2020.

## Year 12 students attaining HSC or equivalent vocational education qualification

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90.3% of all Year 12 students at Coffs Harbour High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	43.7
Learning and Support Teacher(s)	2
Teacher Librarian	1
Teacher ESL	3.4
School Counsellor	1
School Administration and Support Staff	12.97
Other Positions	1

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	1,068,494
<b>Revenue</b>	11,586,330
Appropriation	11,466,272
Sale of Goods and Services	59,885
Grants and contributions	58,256
Investment income	1,818
Other revenue	100
<b>Expenses</b>	-11,717,007
Employee related	-10,444,826
Operating expenses	-1,272,181
<b>Surplus / deficit for the year</b>	-130,676
<b>Closing Balance</b>	937,818

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.

## Financial summary - Equity loadings

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	225,565
<b>Equity Total</b>	1,266,599
Equity - Aboriginal	83,811
Equity - Socio-economic	412,552
Equity - Language	417,538
Equity - Disability	352,697
<b>Base Total</b>	8,742,539
Base - Per Capita	232,365
Base - Location	4,513
Base - Other	8,505,661
<b>Other Total</b>	481,160
<b>Grand Total</b>	10,715,863

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.

## 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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

# School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2020	SSSG	State	School Average 2018-2020
Biology	64.6	67.5	70.8	63.6
English Advanced	74.7	77.8	80.8	73.5
English Standard	64.2	66.7	68.1	63.4
Hospitality Examination (Kitchen Operations and Cookery)	69.0	71.1	72.5	72.0
Legal Studies	55.8	69.0	72.1	54.4
Mathematics Standard 2	64.3	62.8	64.9	66.0
Modern History	70.8	63.6	68.9	65.5
Personal Development, Health and Physical Education	64.9	67.6	69.9	64.2

# Parent/caregiver, student, teacher satisfaction

## Academic support

Our Parent Survey indicated that 67% of parents who completed the survey were satisfied or very satisfied with their child's academic progress at school.

While this can be seen as a relatively positive result, results from standardised tests and assessment including the HSC indicates that there is room for improvement in academic standards for some students and possibly this indicates that we need to improve the way we explain value added to parents and monitor student progress to alert parents when students are falling behind or not meeting their potential.

In the Student Survey, 49% of students surveyed were satisfied with their academic progress, with 32% students not identifying positive or negative. This could indicate that we need to raise the expectations and aspirations of achievement in every classroom so that students are more interested in their academic achievement. Students are generally happy with how they are going despite results and value added being lower than state average.

## Wellbeing support

65% of parents surveyed indicated that they were satisfied with the wellbeing support provided to their child and they nominated having contact with major personnel in the school involved in providing wellbeing support including Year Adviser 92%; Deputy Principals 68%; Head Teacher Wellbeing 53% and Careers Adviser 51%.

48% of students indicated that they were satisfied with their wellbeing at school. 22% of students indicated that they were not satisfied with their wellbeing at school, and this indicates a need to further explore whether there are patterns within that group including year level, male/female, disability or disadvantaged group, so that we can plan to improve school life for them. 30% of students surveyed indicated that they felt neither positive or negative about their wellbeing at school and we also need more information about which areas students need further support in wellbeing.

Students indicated high support and usage of many of the positive wellbeing programs run including breakfast club 42%; lunchtime supervised games 37%, Careers Adviser 20%, Technology club 15%, Rock and Water 10%. Lighthouse Learning Space 11%, Craft Club 9%. Equity funding has been directed to these areas and lunchtime clubs will continue to be supported and expanded in 2021.

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.