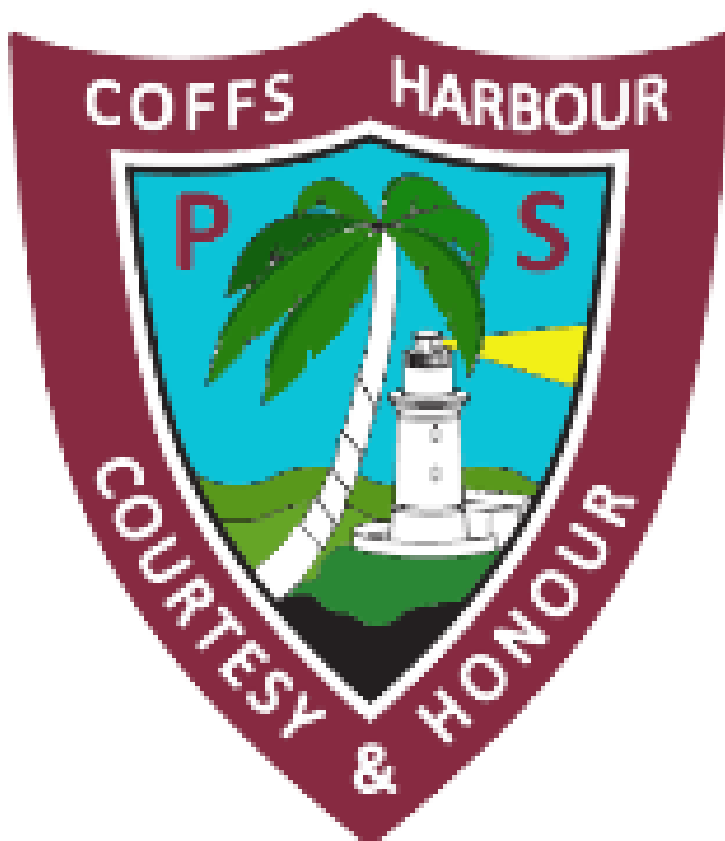


# 2021 Annual Report

## Coffs Harbour Public School



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# Introduction

The Annual Report for 2021 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 Strategic Improvement 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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## Message from the principal

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2021 will definitely be one for the history books, and with a few chapters perhaps we'd rather forget. Though, despite all the challenges we have faced, we have also discovered a depth of resilience, compassion and togetherness that has shone through.

We may have missed some things this year, but we still managed to pull off some wonderful events and celebrations including our swimming carnival and cross country, students represented our school in sport and debating, we've hosted various fundraisers, we held our NAIDOC Week celebrations, kinder orientation programs, we've created cultural spaces, celebrated book week and had our book fair, completed external validation, introduced chickens into our sustainability garden, enjoyed Friday author's group, the Got It program, BMNAC visits and had our own Occupational Therapist work at our school.

It's fair to say, that we didn't let restrictions stop too much. I'd like to take this opportunity to pay my deepest thanks, firstly to our teachers, executive and support staff. I continue to be in awe of the teamwork, passion and drive to support our students through another year of learning. I have observed the hours of work, and deep level of care and commitment to supporting our students, whether face to face or remotely. Staff did this all with an unwavering dedication to continuing improving learning and wellbeing outcomes for all of our students. For what has been an exceptional year, I want to acknowledge all that they have done and continue to do, to ensure every student is known, valued and cared for. My most sincere thanks.

Our incredible community - the parents, carers and families, without whom we would not have been able to support our students learning from home with the same success, if they had not shown their trust and dedication, as they all did. This year our school and family relationships strengthened as partners in learning. We are very thankful for the resolute approach to ensuring all children kept learning during these most challenging times.

And of course there are our school's most important people, our students. I can recall countless times where I have witnessed students helping a friend in need, demonstrating empathy and compassion for one another. All have shown great strength in character and true resilience to keep working hard, whether it be from home, in their learning packs, in front of a laptop, on zoom or in our classrooms.

I would like to acknowledge all of our students for their hard work this year, success and reward is not something we simply stumble upon by accident, it's only achieved through persistence, courage, kindness and hard work.

Lastly, I would like to finish off by saying how I am proud of everyone's achievements this year. Everyone has grown and improved, taken steps forward and worked hard to achieve goals. I want us all to look back on 2021 and instead of thinking about some of the things we missed out on, think about all we've gained.

We've overcome great adversity for the second year in a row, we've demonstrated flexible and creative thinking skills and we've found those new levels of resilience and grit, which we didn't know we had - there's no challenge too big, that we can't take on, when we work together.



## School vision

Students, staff and leaders will have the opportunity to learn, succeed and thrive in an environment that is inclusive, supportive and stimulating, where high expectations, differentiation and student voice inspire best practice.

Every student attends school regularly and respectfully engages in their learning, achieving academic excellence in literacy and numeracy across all key learning areas.

Families and community values align with school, NSW Department of Education and Premier's priorities. Every staff member displays high expectations and actively collaborates to improve teaching and learning with a strong focus on reading and numeracy.

Staff members regularly communicate with parents and carers and encourage open communication to engage families with their child's wellbeing and learning journey.

High quality systems, structures and processes for planning, teaching and leading underpin the ongoing improvement and success of our organisation.

## School context

Located on the Mid North Coast, Coffs Harbour Public School has an enrolment of 502 students of which 16% are of Aboriginal or Torres Strait Islander descent and 48% of students have a background where English is an additional language or dialect. Our school has 21 mainstream classes and five special education classes. The school's motto "Courtesy and Honour" underpins the quality education and diverse opportunities that the school offers.

The school has a family occupation and education index (FOEI) of 161. The students are provided with modern and stimulating working spaces and resources to cater for all interests and to engage them in the learning process. The school services a diverse community.

Students are supported with a broad, flexible and innovative learning program incorporating academic, sporting, performing and cultural arenas. We are an inclusive school that promotes the wellbeing and success of all. Staff are committed to continual school improvement and a focus on ensuring that all students believe that they can be high achievers and strive to do their best. Staff are committed to high quality professional development and the implementation of evidence based approaches to teaching and learning.

The high level areas for improvement include:

- improving the expected growth for students in numeracy and reading;
- improving the % of students in the top two bands of NAPLAN in reading and numeracy
- improving the % of ATSI students in the top three bands of NAPLAN in reading and numeracy
- improving attendance
- improving positive wellbeing

The school enjoys positive partnerships with our parents, carers and local community and is committed to building social capital throughout the community. Partnerships with Southern Cross University, Newcastle University, Uniting Burnside, BMNAC and local businesses are enjoyed.

In 2020 the school undertook a detailed situational analysis involving consultation with students, staff, parents and the wider community to determine areas for improvement and ascertain strengths. These findings have been included into the school vision and the school's strategic directions for the next four years.

The majority of the school's equity funding will be used to support initiatives developed in the 2021-2024 Strategic Improvement Plan, which is predominantly to employ staff to support students.

## 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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Excelling
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	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

Maximising student growth and attainment in literacy and numeracy through the ongoing analysis of assessment followed by collaborative planning for engagement, explicit teaching, high expectations and targeted interventions.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Student assessment
- Data Driven Practices
- Implement Explicit Teaching

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$180,000.00  
**Socio-economic background:** \$857,506.00  
**English language proficiency:** \$170,000.00  
**Aboriginal background:** \$77,661.00  
**Early Action for Success (EaFS):** \$205,816.00  
**Refugee Student Support:** \$68,890.00  
**School support allocation (principal support):** \$5,113.00  
**Integration funding support:** \$131,264.00  
**New Arrivals Program:** \$10,000.00  
**Location:** \$2,110.00  
**Literacy and numeracy:** \$13,782.00  
**Literacy and numeracy intervention:** \$47,090.00  
**QTSS release:** \$97,706.00

### Summary of progress

#### Review of Improvement Measures

**There will be an uplift of 7.5% from base-line data in the number of Year 3 and Year 5 students achieving in the top two bands in NAPLAN reading.**

Total number of students in the top 2 bands reading showed a 2.1% lift. Yr 3 students exceeded their reading stretch target by 7.3%. Yr 5 students were 13.1% below their reading stretch target.

**There will be an uplift of 7% from base-line data in the number of Year 3 and Year 5 students achieving in the top two bands in NAPLAN numeracy.**

Total number of students in the top 2 bands reading was 3.8% below the 2020 baseline. Yr 3 students exceeded their numeracy stretch target by 0.9%. Yr 5 students were 13.8% below their numeracy stretch target.

**There will be an uplift of 7.9 % from base-line data in the number of Year 3 and Year 5 Aboriginal students achieving in the top three bands in NAPLAN reading.**

Total number of Aboriginal students in the top 3 bands reading and numeracy was 17.65%. This is the highest percentage in 11 years and over double the previous highest percentage achieved in 2012.

Yr 3 Aboriginal students exceeded their reading stretch target by 21.9%. Yr 5 students were 21.9% below their reading stretch target.

**There will be an uplift of 7.8 % from base-line data in the number of Year 3 and Year 5 Aboriginal students achieving in the top three bands in NAPLAN numeracy.**

Yr 3 Aboriginal students exceeded their numeracy stretch target by 20.45%. Yr 5 students were 25% below their numeracy stretch target.

**The proportion of Year 5 students achieving expected growth in NAPLAN reading increases by 7.4 % from baseline data.**

There was an uplift of 4.8% of Yr 5 students achieving at or above expected growth in reading.

**The proportion of Year 5 students achieving expected growth in NAPLAN numeracy increases by 9.1 % from baseline data.**

This was a 4.1% decrease in Yr 5 students achieving at or above expected growth in reading.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>There will be an uplift of 7.5% from base-line data in the number of Year 3 and Year 5 students achieving in the top two bands in NAPLAN reading.</p> <p>There will be an uplift of 7% from base-line data in the number of Year 3 and Year 5 students achieving in the top two bands in NAPLAN numeracy.</p> <p>There will be an uplift of 7.9 % from base-line data in the number of Year 3 and Year 5 Aboriginal students achieving in the top three bands in NAPLAN reading.</p> <p>There will be an uplift of 7.8 % from base-line data in the number of Year 3 and Year 5 Aboriginal students achieving in the top three bands in NAPLAN numeracy.</p> <p>The proportion of Year 5 students achieving expected growth in NAPLAN reading increases by 7.4 % from baseline data.</p> <p>The proportion of Year 5 students achieving expected growth in NAPLAN numeracy increases by 9.1 % from baseline data.</p>	<p>Our 2021 results showed that students in Year 3 overwhelmingly achieved the lift targets in both reading and number for increasing the number of students in the top two bands in NAPLAN; lifting the number of Aboriginal and Torres Strait Islander students in the top three bands in NAPLAN reading and number.</p> <p>Our 2021 results showed that students in Year 5 did not achieve the uplift targets in reading or number for students in the top two bands in NAPLAN; nor did they achieve the uplift target for Aboriginal and Torres Strait Islander students in the top three bands in NAPLAN reading and number.</p>
<p><b>Expected Growth (NAPLAN/Check-in data)</b></p> <p>Increase % of students achieving expected growth from our system generated lower bound target in reading of 52.4% (end 2020) to 59.8% (end 2021) and in numeracy from 46.1% (end 2020) to 55.2% by the end of 2021.</p>	<p>Students in Year 5 did not achieve their expected growth in numeracy or reading. Our numeracy growth is of particular concern and will continue to be a strong focus in 2022.</p>

## Strategic Direction 2: Attendance, well being and partnerships

### Purpose

The school will continue to build a culture where all members of the school community are known, valued and cared for.

We will implement a planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Staff will work collaboratively with families and the community to support consistent and systematic processes that ensure student absences are decreased.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- The school culture is strongly focused on attendance
- Whole school wellbeing processes
- Classroom management

### Resources allocated to this strategic direction

: \$520.00

**Socio-economic background:** \$73,003.00

**Low level adjustment for disability:** \$68,100.00

**Aboriginal background:** \$18,604.00

**School support allocation (principal support):** \$7,172.00

### Summary of progress

**Attendance** - School Attendance Summary data indicated :

- Students attended school at or greater than 90% of the time - 66.8%

**Wellbeing** - Tell Them For Me data indicated :

- Advocacy at school - 83%
- Expectations for success - 91%
- Sense of belonging - 71%

**Behaviour** - School Suspension data indicates:

- We have had a 30% increase in suspensions between 2020 and 2021, however, the data indicates that there is only a 3% increase in the number of students, suspended with the majority of suspensions being students who have had multiple suspensions.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the % of students attending school 90% or more of the time by 9.1% or above from baseline data.	<p><b>The school culture is strongly focused on attendance</b></p> <p>In 2021 the attendance team regularly analysed attendance data to determine trends and patterns. The Deputy Principal worked closely with departmental and external agencies to improve attendance for students who were of concern. Initiatives were developed to improve student attendance rates. We surveyed staff around what types of initiatives could be beneficial for our students. This information was then used to develop and implement a range of strategies included trialing an attendance report that was sent home in Term 3 that indicated the student attendance and how it compared to other data.</p>



<p>Increase the % of students attending school 90% or more of the time by 9.1% or above from baseline data.</p>	<p>The school participated in a Pioneering Attendance Trial where SMS's were sent home to parents/carers highlighting important learning for the week and the importance of regular attendance. Feedback for this program indicated that parents were pleased with the trial.</p> <p>Next year we will continue to track and communicate our attendance rates to all key stakeholders. In 2022 we will focus on targeting our students that are currently attending school below 90% or more of the time with the aim of bumping them above 90%.</p> <p>In 2021 our attendance committee has consulted with staff to develop positive attendance initiatives that aim to improve student attendance. Throughout 2021 these initiatives have been implemented and refined. We now have a wide range of initiatives that are aiming to increase our positive culture around student attendance. This includes celebrating positive attendance with fortnightly prizes and class parties at the end of each term. As we move forward into 2022 CHPS will start the year with all of these initiatives from Term 1. This will continue to build a positive culture around attendance with the aim of seeing this help us to meet our 2022 stretch target.</p>
<p>Increase the % of students with positive wellbeing (as indicated by our Tell Them From Me Survey data) to 91.6%</p>	<p><b>Whole school wellbeing processes</b></p> <p>The Tell Them From Me data analysis has indicated a decrease for both Year 4 and Year 5 students in having a positive sense of wellbeing and positive relationships at school, however, Year 6 has increased since 2020. In the 2020 and 2021 comparison, Advocacy at school, positive teacher-student relations and expectations for success have all decreased in Year 4, 5 and 6. ATSI results reflect a similar decrease trend. Overall, this data is demonstrating that student engagement and wellbeing has not improved since our last Tell Them From Me survey.</p> <p>Areas that indicated improved results were:</p> <ul style="list-style-type: none"> <li>• Values School Outcomes</li> <li>• Positive Behaviour at School</li> </ul> <p>Areas that indicated further focus in 2022 were:</p> <ul style="list-style-type: none"> <li>• Positive Relationships</li> <li>• Bully-Victim</li> <li>• Sense of Belonging</li> </ul> <p>Next year, we will continue to focus on improving student wellbeing and engagement across K-6. Wellbeing initiatives for both students and staff such as; Berry Street Model, Second Step, Rock and Water will be implemented to improve overall wellbeing and engagement. New wellbeing support models such as; wellbeing AP, wellbeing LaST's, wellbeing SLSO's and ATSI LaST will be in place to further support student wellbeing and engagement. Strategic Direction 2 will organise wellbeing activities like; celebrating wellbeing week at school.</p> <p>School-based data indicates the highest level of offence still seems to be physical aggression from year 3, then kindergarten. The most disrespectful behaviours occur in K &amp; 6, with K being the highest. Even though lessons should be being taught across the school, the survey showed that 50% of staff believe that students don't value PBL expectations. This support concerns that PBL is not valued as a means of behaviour management. The decision has been made to revise and review current PBL practices to ensure there are optimal conditions for school learning.</p> <p>In Term 4 the Rock and Water Program was conducted for identified students in Stage 2 &amp; 3. A male staff member was trained in Rock and</p>

<p>Increase the % of students with positive wellbeing (as indicated by our Tell Them From Me Survey data) to 91.6%</p>	<p>Water during the year to ensure both boys and girls could participate. 100% of surveyed students said they would use what they have learnt in real life situations and 95% of students stated that they feel more confident when dealing with issues such as bullying. 100% of students would recommend the Rock and Water Program to others. The reflection survey results indicate that Rock and Water lessons are having a positive impact and will continue at Coffs Harbour Public School in 2022.</p> <p>The Got It program ran in Term 4 and had some alterations due to lockdowns and tighter COVID-19 restrictions. 100% of parents stated that they will use the information learnt during the Got It program in real life situations. The survey results indicate that the Got It program has had a positive impact on both students and their families. Professional Development learnt from the Got It program will be shared with K-6 staff in 2022. Staff can then utilise the strategies and activities in their classrooms with their students.</p>
<p>Decrease the % of student suspensions by 3%.</p> <p>Decrease the number of students repeatedly attending the Planning Room as indicated by wellbeing data to 10%</p>	<p><b>Classroom management</b></p> <p>In 2021 the school introduced a book study of Paul Dix 'When the Adults Change, Everything Changes: Seismic Shifts in School Behaviour'. A book club was formed and met regularly to discuss chapter by chapter ideas and strategies for changing the culture of behaviour within the school. The book club facilitated staff discussion from Chapters 1-5 during two staff meetings in Terms 1, 2 and 3 and one meeting in Term 4. Initial strategies adopted for each classroom from Chapters 1-5 included:</p> <ul style="list-style-type: none"> <li>• Fantastic Walking at CHPS</li> <li>• Classroom Meet and Greets</li> <li>• Recognition Boards</li> </ul> <p>The remaining chapters will be areas of focus in 2022.</p> <p>During the year a review of the existing CHPS Negative Behaviour Heat Chart and Policy was conducted. An updated Negative Behaviour Heat Chart and Policy was introduced to staff in Term 4 and will be formally launched to the entire school community in 2022.</p> <p>School-based data indicates that there hasn't been a sustained decrease in planning room incidents or suspension data throughout 2021. We have led whole school professional learning on 5 occasions throughout the year, with an aim to allow staff enough time between sessions to consolidate and embed the strategies discussed in order to build authentic and meaningful connections with the students. We are yet to make any major changes to our wellbeing systems related to planning room and the best way to resolve issues as they arise. Our plan for 2022 is to continue working through the professional learning related to implementing appropriate strategies from the book. This will result in whole school changes with a focus on increasing student engagement, which in turn will decrease the total number of negative incidents.</p> <p>The heat chart and negative incident procedures document was revised and redistributed mid way through term 4. This was regarded as a soft launch, to allow teachers the opportunity to trial using the revised heat chart and provide further feedback, ready for use in 2022. The format was modified and wording of incidents refined to make it more user-friendly to allow for stronger consistency throughout the school. Staff were involved in Professional Learning to launch the revised heat chart, and were provided with opportunities to apply their new learning to some fictional scenarios and discuss discrepancies in teacher judgement. Staff were also made aware of system and procedures when notifying parents. This heat chart will continue to be modified and revised as we move towards implementing strategies and processes that arise as we work through the book club professional learning on 'When the Adults Change Everything Changes'</p>

## Strategic Direction 3: Organised and efficient systems and processes

### Purpose

Further develop and refine administrative systems, structures and processes to improve school-wide professional effectiveness.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Administrative systems and processes
- Effective school wide reporting systems
- High quality service delivery

### Resources allocated to this strategic direction

### Summary of progress

This strategic direction focused on improved systems within and across the school. Over the course of the year, the three initiatives have all been successful in creating a more organised, refined and efficient set of systems and processes. Sentral computerized systems are streamlined and developed so staff can efficiently access accurate student information in relation to LST, HCP, suspension resolutions and student based plans such as PLPs, Student risk assessment template, behaviour support plans, playground plans. A Sentral system is created to communicate LST student relevant data to Class Teachers, Assistant Principal, Deputy Principal, Principal and School Counsellor. All student Health Care Plans and asthma actions plans are logged in Sentral and tagged against individual students. Systems are developed and implemented via Sentral computerised software allowing student plans to be efficiently and accurately communicated to staff.

Report templates have been adjusted according to feedback. A survey was given to staff which asked questions about their current reporting and interview process. A team used this data to develop Reporting/Interview guidelines that were then presented to the staff prior to the Semester 1 reports.

The student report templates were also modified based on the feedback received. The syllabus indicators staff were reporting on we modified into parent-friendly speak to make them more accessible to members of the community.

It was decided that teachers would use the 3-way interview process including parents, students and teachers to discuss progress. The interviews would then be held at the end of Term 1 and then on-demand for Term 3, with either parents or teachers requesting an interview. Overall, the response to the changes to the report templates was positive. Staff felt the 'parent-friendly' indicators were an effective way of delivering progress to staff. There were some staff which expressed concern that the report systems constantly changed and would like the process to stay the same for longer periods of time with minimal changes. There was some feedback about how the general comments were structured, which will be the focus of the team in 2022.

Clearly defined systems are identified for computerised data storage to support the operational planning and management of the school. Data storage to be implemented from 2022 so all staff can identify where to source required information (policies, teacher programs, student information) using the data migration support from the Rural Access Gap program.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
95% of staff, through the annual staff satisfaction survey, will indicate high agreement that they understand and	<b>Administrative systems and processes</b>  In Term One a professional reflection was written on current systems

<p>implement systems and processes to effectively and efficiently support whole school organisation and communication about students .</p>	<p>currently being used for learning support notifications and feedback, risk assessments , WHS procedures, PLPs, and various student plans After consultation with the staff, new electronic templates and new recording systems were set up on sentral. Throughout terms 2 and 3 there was ongoing consultation with staff to refine the templates and processes for recording and feeding back to appropriate staff , parents and community services.</p> <p>Throughout Term 2, a staff handbook outlining school processes and systems was developed and easily accessible for all staff. This will need to be embedded in future years. Professional learning of how to use the hyperlinks in the handbook will be given at the staff development day in term 1 , 2022.</p> <p>These electronic systems have enabled streamlining of information and communication systems . Feedback from staff is that professional development is needed to use the new systems and how they relate to each other. These new systems will enhance communication and embed it across the school. During the first staff development day of term 1 2022 professional learning will be offered to all staff of the new systems.</p>
<p>95% of internal and external audits indicate systems and processes have been evaluated and updated based on identified needs and effectively support management practices to improve service delivery and experience</p>	<p>• <b>High quality service delivery</b></p> <p>In planning for this initiative, extra staff were utilised in the front office, and for ICT . The extra office staff have allowed for bilingual staff to be on hand in the mornings and afternoons to interpret for our parents and carers. Extra office staff have also enabled more administrative workload to be taken from teachers.</p> <p>Office staff plotted themselves on a matrix of School improvement to determine their journey. Feedback from our community has shown a strong sense of satisfaction with customer service, and a responsive and courteous climate for supporting our families.</p> <p>In term four this year a staff survey was developed to ascertain data storage information and staff usage of the server, google drive and collaborative files. The Rural Access Gap program was then developed and information given to schools on cloud migration. This has superseded this activity.</p>
<p>Community satisfaction survey results indicate 85% or above high level satisfaction.</p> <p>95% of staff indicate in the annual staff satisfaction survey enhanced delivery of administrative systems and processes.</p>	<p>• <b>Effective school wide reporting systems</b></p> <p>This year we have modified the systems around the student reporting process. This involved developing parent friendly indicators to indicate student progress; providing clear and concise information to parents and providing information that is accurate of student progress at that point in time; implemented three way interviews to engage students in the conversations and report writing guidelines for our staff to clarify the process.</p> <p>In semester two changes were made to the report writing guidelines after staff and parent survey data indicated areas that required further clarification.</p> <p>Departmental changes to reports , due to covid19 guidelines, meant there wasn't an opportunity to consolidate the systems as thoroughly as anticipated.</p> <p>Future directions for this initiative include ensuring that student reports are accessible for all parents in our community regardless of their language or dialect.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$68,890.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Refugee Student Support helped to fund a 1.0FTE Interventionist LaST to support students from a refugee background</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  All teachers now have regular opportunities to liaise with all interventionists to engage in deep meaningful conversations about each student to ensure their learning, social and wellbeing needs are being met.  58.8% (10 teachers) ticked 5, 35.3% (6 teachers) ticked 4 and 5.9% (1 teacher) ticked 3 to express the extent that FBFF sessions assisted them to update PLAN 2 data;  64.7% (11 teachers) ticked 5 NS 35.3% (6 teachers) ticked 4 to express the extent that FBFF sessions allowed them to use PLAN 2 Areas of Focus to create future learning goals;  52% (9 teachers) of staff ticked 5, 41% (7 teachers) ticked 4 and 5.9% (1 teacher) ticked 3 to express the extent that FBFF sessions assisted them to enact the teaching and learning cycle.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Refugee student support funds will be used to pay for additional bilingual SLSO support in the new SIP.</p>
<p>Integration funding support</p> <p>\$131,264.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Coffs Harbour Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> <li>• consultation with external providers for the implementation of [strategy]</li> <li>• staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments]</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Effective practice in providing adjustments for student learning, developed by the class teacher and implemented with the assistance of a school learning support officer; providing adjustments for student participation, including those developed by the teacher in collaboration with medical and psychology professionals and implemented with the assistance of a school learning support officer; mentoring a class teacher by team teaching with a visiting teacher from a support class or a local school for specific purposes</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Employ 3.0 FTE IFS SLSOs to support students in mainstream classes who have a diagnosed disability and receive Integration Funding Support and</p>

Integration funding support \$131,264.00	follow the program set by the teacher and therapists
Socio-economic background \$930,509.00	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Coffs Harbour Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices</li> <li>• The school culture is strongly focused on attendance</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement [program/initiative] to support identified students with additional needs</li> <li>• supplementation of extra-curricular activities</li> <li>• professional development of staff through [program] to support student learning</li> <li>• resourcing to increase equitability of resources and services</li> <li>• employment of external providers to support students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Teaching staff were able to collaborate with each other and participate in professional learning with the Instructional Leader on a regular basis. A targeted approach to improve attendance and reward those with great improvements</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Employment of 3 teaching and learning SLSOs to work with support teachers with students with additional learning needs Employment of 3 FTE SLSOs to work in classrooms and support identified students as guided by the teacher To top up staff to a 1.0FTE from other equity areas To provide resources and staffing to support the strategic directions 1,2 and 3 in the new SIP</p>
Aboriginal background \$96,265.00	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Coffs Harbour Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices</li> <li>• The school culture is strongly focused on attendance</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• employment of specialist additional staff (AEO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Employment of an AEO to support the learning of all Aboriginal and Torres Strait Islander students Resources purchased to support cultural awareness programs</p> <p><b>After evaluation, the next steps to support our students with this</b></p>

<p>Aboriginal background</p> <p>\$96,265.00</p>	<p><b>funding will be:</b> Employ ATSI Last ( 0.257 FTE) Employ a full time AEO</p>
<p>English language proficiency</p> <p>\$170,000.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Coffs Harbour Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• employment of additional bilingual staff to support communication</li> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• provide EAL/D Progression levelling PL to staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b> EAL/D Students were supported by teaching and SAS staff in the classroom to improve student outcomes, give a stronger sense of wellbeing and belonging. Parents and community were able to communicate effectively with the school through bilingual staff</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Employ 3.2FTE EALD teachers to deliver targeted support for EAL/D students Employ 1 FTE SLSO to support students in the classroom to clarify learning in their home language</p>
<p>Low level adjustment for disability</p> <p>\$248,100.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Coffs Harbour Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices</li> <li>• The school culture is strongly focused on attendance</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• employment of LaST and interventionist teacher</li> <li>• employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists</li> </ul> <p><b>The allocation of this funding has resulted in:</b> A needs-based learning and support program was developed Individual students work with the LaST in a case management role within the classroom to build teacher capacity to meet the needs of all learners</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Employ 2.5 Wellbeing LaSTs to collaborate with classroom teachers to build capacity in meeting the learning and wellbeing needs of identified students;</p>
<p>Location</p> <p>\$2,110.00</p>	<p>The location funding allocation is provided to Coffs Harbour Public School to address school needs associated with remoteness and/or isolation.</p>

<p>Location</p> <p>\$2,110.00</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing for teaching principal release</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Support for principal in administrative tasks</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Further support for principal with administrative tasks</p>
<p>Literacy and numeracy</p> <p>\$13,782.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Coffs Harbour Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• employment of an additional Learning and Support intervention teacher</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Staff having a deeper knowledge of literacy and numeracy capabilities</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Funds now being used to employ an Assistant Principal Curriculum and Instruction</p>
<p>Early Action for Success (EAfS)</p> <p>\$205,816.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Coffs Harbour Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of Instructional Leader to support literacy and numeracy programs</li> <li>• lead professional learning opportunities available through the Numeracy Strategy</li> <li>• lead analysis of student performance data with whole school and stage teams</li> <li>• employment of Instructional Leader to facilitate and support K-2 teachers in building the capacity of teachers to explicitly teach, assess and implement quality literacy and numeracy learning opportunities for all students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Teacher capacity has been strengthened in literacy and numeracy after working side by side with the Instructional Leaders</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To further build the capacity of Assistant principals as Instructional Leaders and offer support to all teachers</p>



<p>QTSS release</p> <p>\$97,706.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Coffs Harbour Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Assistant principals having the time to follow up with learning and wellbeing needs of students in their stages</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Assistant Principals will offer in-class support to all teachers; and follow up with positive phone calls to parents. APs will guide and support their teams to ensure all students have their needs met</p>
<p>Literacy and numeracy intervention</p> <p>\$47,090.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Coffs Harbour Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Employment of teaching staff to support the learning needs of students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> If resources are available, further instructional leader positions will be utilised.</p>
<p>COVID ILSP</p> <p>\$336,000.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing intensive small group tuition for identified students who were...</li> <li>• development of resources and planning of small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Small group instruction has enabled students to develop further literacy and numeracy skills in a differentiated approach</p> <p><b>After evaluation, the next steps to support our students with this</b></p>

COVID ILSP \$336,000.00	<b>funding will be:</b> Employ 2.276 FTE teachers to work with targeted students which will lead to an increase of student achievement in reading and numeracy in standardised assessments
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## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	238	249	256	259
Girls	221	212	216	240

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.3	93.3	91.8	90.1
1	93.8	91.1	90.1	91.1
2	92.2	93.4	91.1	91.4
3	93.3	93.9	86.1	90.2
4	89.8	93.2	87.4	91.9
5	90.5	92.5	90.4	90.3
6	92.5	91.2	92	87.6
All Years	92.2	92.6	89.9	90.4
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

### Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Management of non-attendance

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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.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	26.03
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
Teacher ESL	1.6
School Counsellor	1
School Administration and Support Staff	10.26

\*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,078,251
<b>Revenue</b>	7,937,464
Appropriation	7,868,579
Sale of Goods and Services	36,265
Grants and contributions	31,929
Investment income	591
Other revenue	100
<b>Expenses</b>	-8,047,913
Employee related	-7,619,697
Operating expenses	-428,217
<b>Surplus / deficit for the year</b>	-110,449
<b>Closing Balance</b>	967,802

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.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	213,555
<b>Equity Total</b>	1,531,100
Equity - Aboriginal	96,265
Equity - Socio-economic	930,509
Equity - Language	225,985
Equity - Disability	278,340
<b>Base Total</b>	4,474,324
Base - Per Capita	123,352
Base - Location	2,110
Base - Other	4,348,861
<b>Other Total</b>	1,073,073
<b>Grand Total</b>	7,292,051

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.



## Student Satisfaction

The Tell Them From Me data analysis has indicated a decrease for both Year 4 and Year 5 students in having a positive sense of wellbeing and positive relationships at school, however, Year 6 has increased since 2020. In the 2020 and 2021 comparison, Advocacy at school, positive teacher-student relations and expectations for success have all decreased in Year 4, 5 and 6. ATSI results reflect a similar decrease trend. Overall, this data is demonstrating that student engagement and wellbeing has not improved since our last Tell Them From Me survey.

Areas that indicated improved results were:

- Values School Outcomes
- Positive Behaviour at School

Areas that indicated further focus in 2022 were:

- Positive Relationships
- Bully-Victim
- Sense of Belonging

Next year, we will continue to focus on improving student wellbeing and engagement across K-6. Wellbeing initiatives for both students and staff such as; Berry Street Model, Second Step, Rock and Water will be implemented to improve overall wellbeing and engagement. New wellbeing support models such as; wellbeing AP, wellbeing LaST's, wellbeing SLSO's and ATSI LaST will be in place to further support student wellbeing and engagement. Strategic Direction 2 will organise wellbeing activities like; celebrating wellbeing week at school.

## Teacher Satisfaction

86% of staff completed the People Matter Survey (70 staff). Survey results indicated an overall positive increase in workplace satisfaction.

Areas that indicated significant improved results were:

- Teamwork and Collaboration - 96% of staff indicated that there is good team spirit in their workgroup. This is an increase of 25% since 2020. 93% of staff indicated that they felt that their workgroup works collaboratively to achieve it's goals. This is an increase of 19% since 2020.
- Inclusion and Diversity - 93% of staff felt that people treat each other with respect. This is a 15% increase since 2020.
- Flexible Working - an increase of 22% of staff felt that their manager supports flexible working
- Employee Voice/Senior Managers - an increase of 21% of staff indicated that they felt senior managers listen to them, and senior managers model the values of our organisation
- Risk and Innovation - 81% of staff felt that managers encourage people to keep improving the work they do. This was an increase of 20% since 2020.

## Parent Satisfaction

Tell Them From Me data indicated that our parents have not felt welcome in the school during the last 12 months. This could be due to the restrictions of COVID-19.

The data shows that parents feel:

- less informed of school happenings;
- that the school does not support learning as much,
- that parents don't support learning at home than they did compared to the 2020 data
- 50% of parents would recommend our school and 28% would not

Whilst this data was a snapshot of only 15 parents the information is being used as an opportunity to improve partnerships and improve home-school relationships as part of our new Strategic Improvement Plan in 2022.

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.