

# 2021 Annual Report

## Coffs Harbour High School



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# Introduction

The Annual Report for 2021 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 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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## School vision

At Coffs Harbour High School, the entire school community is committed to excellence in teaching and learning, where every student and teacher learns and improves every year. We value and celebrate diversity, inclusion and positive wellbeing through respectful, harmonious relationships between all stakeholders and safe and orderly classrooms and playground areas.

We will achieve our vision by developing solid foundations in literacy and numeracy through explicit teaching and a commitment to personalised learning and support. We will implement targeted strategies to maximise student attainment in the HSC or other educational pathways leading to work, vocational training and higher education so that our students can lead active and productive lives in our community. We will foster a culture where students participate actively in the school's social and cultural life through a commitment to improving engagement in learning and attendance at school.

## School context

Coffs Harbour High School is a comprehensive secondary school located on the North Coast of NSW with an enrolment of 914 students and a support unit comprised of two classes. The school incorporates a diverse student population, including 9.3% Aboriginal and Torres Strait Islander students and 19.4% of students with a Language Background Other than English, with the majority of these coming from a refugee background, and 10.7% with English as an additional language or dialect (EAL/D) currently receiving additional learning support. Our Family Occupation and Education Index (FOEI) is 109, with 70% of students in the lowest two income quartiles.

The school's staffing entitlement in 2020 was 66.1 teaching staff and 12.972 non-teaching staff. The school employs a Transition Adviser and a Headspace Youth Worker one day per week from equity funding. Five executive members are in relieving positions, and there has been the recent appointment of a new Principal to the school.

We have an active and committed Parents and Citizens' (P&C) Association and strong ties to the local Aboriginal community and Aboriginal Education Consultative Group (AECG). The school has robust connections in the community to support the transition to work and further study for students, including a well-established School-Based Apprenticeships/Traineeships (SBATS) program, work experience, TAFE and University Scholarship opportunities.

The school has an extensive range of intervention programs for student's social and emotional support, including a supported alternate learning space called the Lighthouse Learning Centre, a Wellbeing Hub with a full-time Student Support Officer, and a program of camps and reward excursions promoting student wellbeing and participation. We have a long and proud history of sporting success and a significant number of State and National level representatives across many sports and activities each year.

The school undertook a comprehensive Situational Analysis through genuine consultation with students, staff, parents, and the local community. Extensive communication followed by online surveys, engagement with P&C and AECG executive, and school planning teams working in key target areas contributed to developing the 2021-2024 Strategic Improvement Plan. Priorities include a literacy strategy focusing on writing and reading, a numeracy strategy and a high potential and gifted student strategy focusing on raising expectations and aspirations for all students, with particular attention to the middle to upper bands of achievement. There is an emphasis on teacher professional development concerning the analysis and use of summative and formative assessment data and teaching practice relevant to achieving success in specific HSC curriculum areas. Specialised strategies focus on lifting Aboriginal students' academic performance and ensuring that the school environment fosters and values local Aboriginal language and culture. Targeted programs and support will meet the learning needs of EAL/D students, with a particular focus on literacy and numeracy skill development. Wellbeing programs will improve the "sense of belonging" students feel towards the school. Explicit strategies will focus on improving attendance rates to increase the proportion of students who attend over 90% of school days.

## 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	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
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	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

Our purpose is to ensure that every student has a strong foundation in literacy and numeracy essential for success in the HSC and future engagement with work and study beyond school. Teachers will deliver high-quality and explicit literacy and numeracy teaching in every classroom to ensure student growth and attainment. We will improve student HSC outcomes by focusing on writing and vocabulary in written responses and intensive monitoring and support for students needing additional assistance to meet minimum literacy and numeracy standards.

### 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.

- Using data to inform practice
- Explicit literacy and numeracy teaching
- Targeted and accountable individualised learning
- High impact professional learning

### Resources allocated to this strategic direction

**English language proficiency:** \$313,930.80

**Low level adjustment for disability:** \$224,236.00

**Aboriginal background:** \$59,280.00

**Socio-economic background:** \$112,120.00

**COVID ILSP:** \$199,862.11

### Summary of progress

Progress in 2021 NAPLAN results was generally lower than expected. Results related to student growth are largely cohort-dependent, however, there was also a decline in performance in relation to the top 2 bands in NAPLAN for Numeracy. Despite this, the percentage of students achieving in the top 2 bands in Reading was close to the target trajectory. This progress is based on targets that were set prior to the COVID-19 pandemic and is impacted by learning and conditions in 2020. It is clear that this pandemic has had an impact on student outcomes through a significant and ongoing disruption to learning. This is something acknowledged by the NSW Department of Education through the implementation of additional tutoring to support students in 2021. Despite this, it is pleasing to note the significant improvement in Year 11 students meeting minimum standards early as they progress into the Year 12 HSC Year. This reflects school initiatives and the use of COVID tutoring to support these students directly.

### 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 percentage of Year 9 students achieving expected growth in NAPLAN above the system-negotiated target baseline in Reading by 1.56% and Numeracy by 1.15%.	The percentage of Year 9 students achieving expected growth was well below the expected baseline at 44.55% for Reading and 40% for Numeracy. There was a decline compared to prior results and while this can be cohort dependent, there is concern that the overall trend in the last four cohorts has been downward.
Increase the percentage of students achieving in the top 2 NAPLAN bands above the system-negotiated target baseline in Reading by 1.41% and Numeracy by 1.28%.	The percentage of students in the top 2 bands in NAPLAN Reading in Year 9 was 17.83%, only slightly below the projected annual trajectory baseline. Results for Numeracy were at 13.4%, which is significantly below the projected trajectory. However, these results showed a significant increase over the prior test results (2019). The rate of improvement in results matches the rate of improvement required but from a much lower starting point. This means the school needs a much greater rate of improvement in Numeracy results if it is to meet targets.
Increase the percentage of Aboriginal students achieving in the top 3	The 2021 Year 9 Aboriginal student cohort was less than 10, which is not statistically significant. However there was a general decline in the

<p>NAPLAN bands in Reading and Numeracy to be above the school's lower bound system-negotiated targets.</p>	<p>proportion of students in this cohort achieving in the higher bands in comparison to previous years.</p>
<p>Baseline data: Year 11 - 6.8%, Year 12 - 68.3%</p>	<p>Of the current Year 12 cohort (Year 11 - 2021) 84.1% have already achieved all minimum standards for the award of the HSC. Only 1.2% of students have not yet achieved any of the standards. Of the 2021 Year 12 Cohort, 90% of students achieved all minimum standards. Of the remaining students, all were offered additional support and opportunities for testing but either declined or were otherwise ineligible for a HSC.</p>

## Strategic Direction 2: Wellbeing and engagement

### Purpose

Our purpose is to ensure that all students feel valued, cared for and supported to reach their potential. We will increase our students' sense of belonging and connection to the school to improve overall attendance and engagement. We will provide all students with social/emotional support and opportunities to maximise outcomes and bridge the gap for our diverse student population, including Aboriginal students and students with a language background other than English.

### 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.

- Embed high expectations for student attendance
- Regular review of attendance and related data
- Evidence-based strategies to support and promote student wellbeing
- Promote cultural understanding and recognition
- High impact professional learning

### Resources allocated to this strategic direction

**Socio-economic background:** \$3,000.00

**Aboriginal background:** \$12,000.00

### Summary of progress

The percentage of students achieving greater than 90% attendance was well below what was initially expected. This progress is based on targets that were set prior to the COVID-19 pandemic and its impact on student and staff learning and attendance. It is clear that this pandemic has had an impact on student outcomes through a significant and ongoing disruption to learning. To address these issues a renewed focus on student attendance will be required in 2022 through revised school strategic improvement plan initiatives as the school attempts to return to some form of "normal" operation. On a positive note, wellbeing initiatives over such a challenging time for our community have managed to maintain overall positive student wellbeing. Maintaining positive wellbeing is fundamental in supporting student attendance and ultimately student achievement and academic outcomes.

### 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 percentage of Year 7 - 10 students attending school more than 90% of the time by 2.13% above the system-negotiated target baseline.	51.15% of Years 7 - 10 students attended school more than 90% of the time. This is below the annual trajectory and can be largely attributed to the impact of the COVID-19 pandemic.
Increase the percentage of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School in Tell Them From Me survey data by 1.35% above the system-negotiated target baseline.	62.3% of students indicated positive wellbeing averaged across all three measures of the Tell Them From Me Survey. This was only very slightly below the expected trajectory and given the impact of the COVID pandemic, it is a pleasing result indicating a positive trend towards the baseline target.

## Strategic Direction 3: High expectations learning culture

### Purpose

Our purpose is to raise aspirations and expectations so that all students, including those considered high potential and gifted, can improve each year and achieve their maximum potential. Teachers will engage in professional learning to enhance their understanding of curriculum, quality teaching and the use of formative and summative assessment data, and effective and timely feedback to maximise and personalise learning for all students, especially concerning the HSC. We will establish routines and practices within classrooms and across the school that promote a positive, supported, high expectations learning culture.

### 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.

- Embed high expectations for student achievement
- Establish quality assessment processes that embed effective feedback
- High impact professional learning and effective teacher collaboration

### Resources allocated to this strategic direction

**Aboriginal background:** \$15,532.00

**Socio-economic background:** \$95,348.00

### Summary of progress

Progress in 2021 HSC results in the top 3 bands was generally lower than expected. However, it did show steady improvement over the previous two years with an upward trend towards the baseline target. This progress is based on targets that were set prior to the COVID-19 pandemic and is impacted by learning and conditions affecting the HSC student cohort in both 2020 and 2021. It is clear that this pandemic has had an impact on student outcomes through a significant and ongoing disruption to learning. This is something that was acknowledged by the NSW Education Standards Authority through significant changes to the HSC assessment requirements and schedule. Despite this, there were some standout results in some subjects, which reflect improvement linked to teacher participation in high impact professional learning in relation to the HSC. The increase in the percentage of Aboriginal students attaining the HSC was significant and pleasing, though this measure fails to acknowledge those students who may not attain a HSC but instead are successful in attaining a vocational pathway prior to the end of Year 12.

### 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 percentage of HSC course results in the top 3 bands by 1.72% above the system-negotiated target baseline.	The percentage of students achieving in the top 3 bands in the HSC was 44.37%, which is below the expected trajectory for improvement. However, results show a significant increase over the prior two years performance in an upward trend towards the baseline target.
Increase the percentage of Aboriginal students attaining the HSC whilst maintaining their cultural identity above the school's lower bound system-negotiated target.	The percentage of Aboriginal students attaining a HSC increased by 5.7% from 2020 to 85.7% in 2021. It should be noted that a number of students not completing the HSC have instead successfully transitioned to vocational training or employment.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$36,306.36</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>• 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>• release time for staff to provide targeted support to students, including mentoring and tutoring</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Additional support to EALD students focussing particularly on Years 10 - 12 students to support meeting HSC Minimum Standards. There was a demonstrated improvement in the number of students attaining minimum standards prior to completion of Year 12. However, some individuals still failed to meet the standards required for the award of the HSC, with Writing being the main area impacting EALD students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to provide individualised support for these students. Now that there is a greater focus on early completion of HSC minimum standards, it will be possible to have greater focus and support for those students most at risk of not meeting these standards.</p>
<p>Integration funding support</p> <p>\$355,329.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Coffs Harbour High 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>• 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 staff to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Individualised support for students with diagnosed disabilities and learning needs. This included intensive vision and hearing support for students. This ongoing funding supports the successful integration of these students into mainstream learning environments.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> This funding will continue to support students on an individual basis within the funding guidelines.</p>
<p>Socio-economic background</p> <p>\$422,157.42</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Coffs Harbour High 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>• Targeted and accountable individualised learning</li> <li>• Evidence-based strategies to support and promote student wellbeing</li> <li>• Embed high expectations for student achievement</li> </ul>

<p>Socio-economic background</p> <p>\$422,157.42</p>	<ul style="list-style-type: none"> <li>• Embed high expectations for student attendance</li> <li>• Other funded activities</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>• supplementation of extra-curricular activities</li> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• employment of additional staff to support Mathematics and numeracy teaching through ACIP program implementation.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Greater support for extracurricular activities and programs to engage students has helped contribute towards Wellbeing targets. Funds have also increased accessed to educational resources, both individually through student assistance so students can participate in core learning and opportunities, as well as school-wide resources to support learning. This has included electronic resources which were of significant benefit during periods of learning from home due to COVID. these resources also supported our HSC students and students individually isolated due to COVID. This funding also supported additional onsite counselling through Headspace, additional programs for girls and Aboriginal students and students with disability where existing funding was insufficient. Funds supported a range of enrichment programs and programs supporting the successful transition of students to work, as well as a school Transition Adviser at 0.4 teaching allocation. Overall success is measured through wellbeing indicators and the successful transition of students to post-school employment and further training.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>The ACIP position is difficult to sustain in the long term and will need to be eventually absorbed into overall school staffing. The school will look at more targeted support for school-to-work transition through a special "Skills for Work" class, supported through our Transition and Careers Adviser. Funds will also be used to improve student access to programs that support high expectations and achievement in students, such as HSC preparation and study days for senior students.</p>
<p>Aboriginal background</p> <p>\$86,812.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Coffs Harbour High 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>• Targeted and accountable individualised learning</li> <li>• Promote cultural understanding and recognition</li> <li>• Embed high expectations for student achievement</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 Aboriginal SLSOs to deliver literacy and numeracy support, cultural connection and wellbeing</li> <li>• Partner with community organisations to deliver cultural programs. Partnerships include Jagan Elders and BMNAC group.</li> <li>• Regular student meetings to reinforce high expectations, mentoring for achievement of personal goals and aspirations. Involvement of careers and transition advisers.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Students evaluated the literacy and numeracy support as being highly valued.</p> <p>Students valued the partnerships with community organisations and Elders'</p>

<p>Aboriginal background</p> <p>\$86,812.00</p>	<p>groups to deliver cultural programs. These were interrupted due to COVID restrictions in terms 3 and 4 with limitations on external providers.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  In 2022 we will pursue language classes utilising community partnerships and continue with cultural programs. We will also re-partner with AIME to deliver mentoring for students.</p>
<p>English language proficiency</p> <p>\$350,623.04</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Coffs Harbour High 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>• Targeted and accountable individualised learning</li> <li>• Other funded activities</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 bilingual staff to support communication</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Additional employment of bilingual SLSOs to support students and engage better with community. Some parallel stand-alone intensive classes were run, and some classes were supported through team teaching. Students were tracked against ELD learning progressions by EAL/D staff. Key milestone data such as Best Start, NAPLAN and HSC minimum standards used to triangulate analysis. Data was reported back to staff. EALD staff also supported program development, assessment, and reporting across the school. Staff were able to support some highly successful community cultural and anti-racism projects.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  With COVID restrictions impacting on the refugee program resulting in no new arrivals, the allocation of EAL/D funding will continue to decline which impacts on the levels and types of support for students. There will not be sufficient students to support an intensive class which poses challenges for how best to stretch resources to cover mainstream and parallel classes.</p>
<p>Low level adjustment for disability</p> <p>\$369,989.40</p>	<p>Low level adjustment for disability equity loading provides support for students at Coffs Harbour High 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>• Targeted and accountable individualised learning</li> <li>• Other funded activities</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 a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention to increase learning outcomes</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in</li> </ul>

<p>Low level adjustment for disability</p> <p>\$369,989.40</p>	<p>improvement for students with additional learning needs</p> <p><b>The allocation of this funding has resulted in:</b>  Employment of 2.0 FTE Learning and Support Teachers along with Aboriginal SLSO to support students in Literacy and Numeracy through targeted programs such as MacLit provided individual support for a significant number of mainstream students, including Aboriginal students. The Lighthouse Learning space provided a means to engage and support disengaged students with high levels of fractional truancy and avoidance so that they could re-engage with their normal classes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Concerns were raised regarding the over-dependence of academically disengaged students on the Lighthouse Learning Space and whether this was supporting their avoidance of the normal rigours and high expectations of learning. A review of this program was undertaken which resulted in a number of recommendations for significant change in the program so that it was more structured and followed a case managed approach with planning around entry and exit from the program.</p>
<p>COVID ILSP</p> <p>\$399,724.22</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>• Targeted and accountable individualised learning</li> <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 targeted, explicit instruction for student groups in literacy/numeracy</li> <li>• employing/releasing staff to coordinate the program</li> <li>• leading/providing professional learning for COVID educators</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Tutoring was split between targeting Year 10 to 12 student to achieve HSC minimum standards in literacy and numeracy, and intensive tutoring sessions for targeted students in literacy and or numeracy. There was a marked increase in the number of students who achieved minim standards in literacy and numeracy before commencing Year 12 and in completing their HSC.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  As this is only short-term NSW Government stimulus funding, the school will need to look towards other means of supporting students in Literacy and Numeracy development, especially in relation to HSC minimum standards testing, which is an onerous and ongoing requirement for senior students. There were significant difficulties in finding sufficient quality tutors for this program. Some tutors withdrew part-way through and could not be replaced. This will be an ongoing issue if this funding is to continue, and so future methods need to be less reliant on the employment of additional teaching staff.</p>
<p>Location</p> <p>\$4,395.00</p>	<p>The location funding allocation is provided to Coffs Harbour High School to address school needs associated with remoteness and/or isolation.</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>Location</p> <p>\$4,395.00</p>	<p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• technology resources to increase student engagement</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  The school received a total allocation of only \$4,395 in Location Allowance. This is the equivalent of less than \$5 per student. As such, these funds were too insignificant to warrant any separate program and were absorbed into school budget items related to the purchase of technology.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  The school was able to loan out technology to students learning from home due to the impact of the COVID pandemic. This funding will continue to be used for the purchase of resources supporting student learning.</p>
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# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	489	454	454	475
Girls	514	498	445	442

## Student attendance profile

School				
Year	2018	2019	2020	2021
7	90.8	90.7	94.3	88.7
8	88.4	88.7	92.7	86.5
9	86.6	88.7	90.6	85.4
10	86.7	86.6	90	86
11	87.6	88.1	91.9	84.8
12	88.5	87.9	91.1	87.1
All Years	88.2	88.5	91.8	86.4
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

## 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.

### Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	1	16
Employment	9	17	22
TAFE entry	1	1	13
University Entry	0	0	38
Other	1	5	5
Unknown	1	1	5

### Year 12 students undertaking vocational or trade training

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29.67% of Year 12 students at Coffs Harbour High School undertook vocational education and training in 2021.

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

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90.4% of all Year 12 students at Coffs Harbour High School expected to complete Year 12 in 2021 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)	45.4
Learning and Support Teacher(s)	2
Teacher Librarian	1
Teacher ESL	2.6
School Counsellor	1
School Administration and Support Staff	13.97
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 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 Actual (\$)
<b>Opening Balance</b>	937,818
<b>Revenue</b>	12,590,431
Appropriation	12,367,925
Sale of Goods and Services	3,572
Grants and contributions	174,245
Investment income	594
Other revenue	44,095
<b>Expenses</b>	-12,339,430
Employee related	-11,289,462
Operating expenses	-1,049,967
<b>Surplus / deficit for the year</b>	251,001
<b>Closing Balance</b>	1,188,819

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>	358,823
<b>Equity Total</b>	1,217,050
Equity - Aboriginal	86,104
Equity - Socio-economic	422,157
Equity - Language	350,623
Equity - Disability	358,165
<b>Base Total</b>	9,104,686
Base - Per Capita	225,085
Base - Location	4,395
Base - Other	8,875,206
<b>Other Total</b>	552,233
<b>Grand Total</b>	11,232,792

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

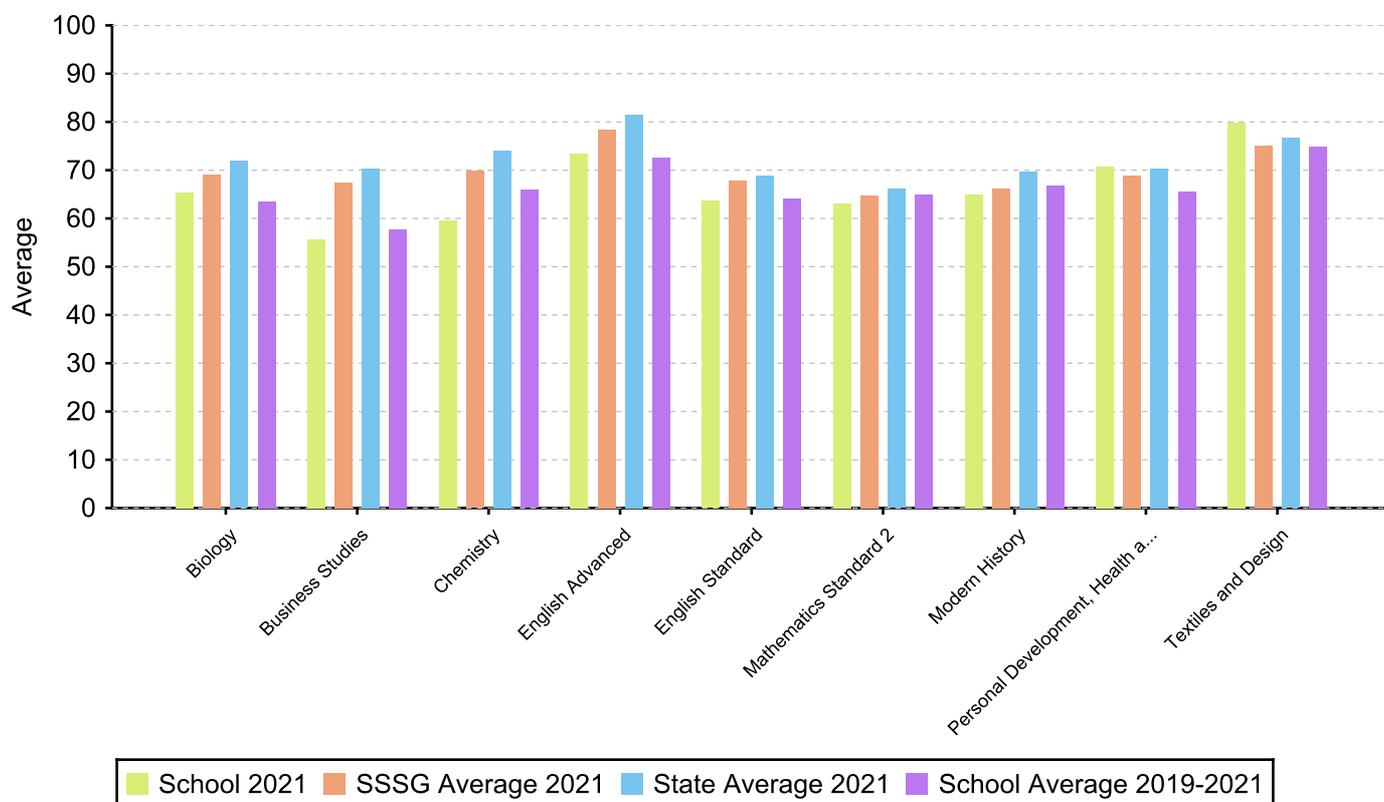
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

## 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 2021	SSSG	State	School Average 2019-2021
Biology	65.3	69.1	71.9	63.6
Business Studies	55.6	67.4	70.4	57.8
Chemistry	59.6	69.8	74.1	65.9
English Advanced	73.5	78.4	81.4	72.6
English Standard	63.6	67.8	68.8	64.1
Mathematics Standard 2	63.1	64.8	66.1	65.0
Modern History	65.0	66.2	69.7	66.9
Personal Development, Health and Physical Education	70.8	68.9	70.3	65.6
Textiles and Design	79.8	75.1	76.6	74.9

## Parent/caregiver, student, teacher satisfaction

The school sought the views and involvement of parents in a number of activities throughout the year including parent involvement in school budgeting processes and through completion of the Tell Them From Me survey. In particular, the school sought the views of parents in relation to changes to the restriction of mobile phones and electronic devices, and a formal review of the Lighthouse Learning Space initiative.

### Changes to the restriction of mobile phones and electronic devices

Coffs Harbour High School staff, parents and students were consulted via P&C and SRC, staff meetings and special Webinar presentations to staff and parents. All staff and parents were surveyed regarding the development of these procedures. 76 parents responded to the survey. Survey results indicated significant support for restricting mobile phone use in school while allowing students to bring phones for use before and after school. Key findings include:

- The main parent concerns with student use of mobile phones at school related to their distraction to learning, cyberbullying, and the impact on students' social skills and ability to engage interpersonally.
- 89.5% of parents agreed that the school should regulate or restrict student mobile phone use.
- 76.3% of parents were supportive of the use of Yondr phone pouches as a way of supporting students and teachers to implement restrictions on mobile phone use.
- The majority of parents agreed with a "three strikes" approach to dealing with students who disobey school mobile phone policy. This included 71.1% of parents agreeing that students who repeatedly fail to follow these procedures should be considered for suspension from school for continued disobedience.

To accommodate this, the school partnered with Yondr to supply students with a magnetic lockable phone pouch to contain their phone while they are at school. The implementation of these procedures was delayed due to COVID until the commencement of the 2022 school year.

### Lighthouse Learning Space (LLS) Review

A review team was established with two staff representatives and two external representatives, a Head Teacher Transition Adviser from another school and the Network Specialist Facilitator - Coffs Harbour.

Interviews and discussions were held with the School Principal and Deputy Principals, the Head Teacher Learning Support, Head Teacher Wellbeing, Student Support Officer, School Counsellor and 2 teachers with the most timetabled lessons in the LLS. All staff were given the opportunity to participate via a Google survey. Interviews were conducted with several students that regularly attend the LLS, to provide feedback from the student cohort. A statistical analysis of hardcopy and Sentral attendance data has also been carried out to identify year groups, students, terms, weeks, specific subjects, periods or days where data is higher/lower.

Parents and students indicated general support for the program, with most students indicating that it provided a quiet space with 1 to 1 support to help them regulate their emotions. However, there were concerns identified in relation to student referral to and from the program, staffing and coordination, and the overall goals and rigour of the program.

The review made 8 key recommendations that have been adopted in planning for 2022. These recommendations included:

- Appointment of an LLS Coordinator/Case Manager
- Development of a formalised referral process
- Development of a LLS Transition plan for all participants
- Renaming of the LLS to the "Learning Hub"
- Changes to the staffing of the program relating to changes in the content and structure
- Development of formal student timetables for the program
- Consequences for successful student completion or non-completion of the program
- Improved communication of LLS goals and structure to staff
- Including of additional programs including targeted programs for Literacy/Numeracy, assessment and transition, a skills-based VET focus, and the incorporation of evidence-based wellbeing programs

This revised model of operation will be implemented from the start of the 2022 school year and reviewed after a period of 12 months.

# 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.