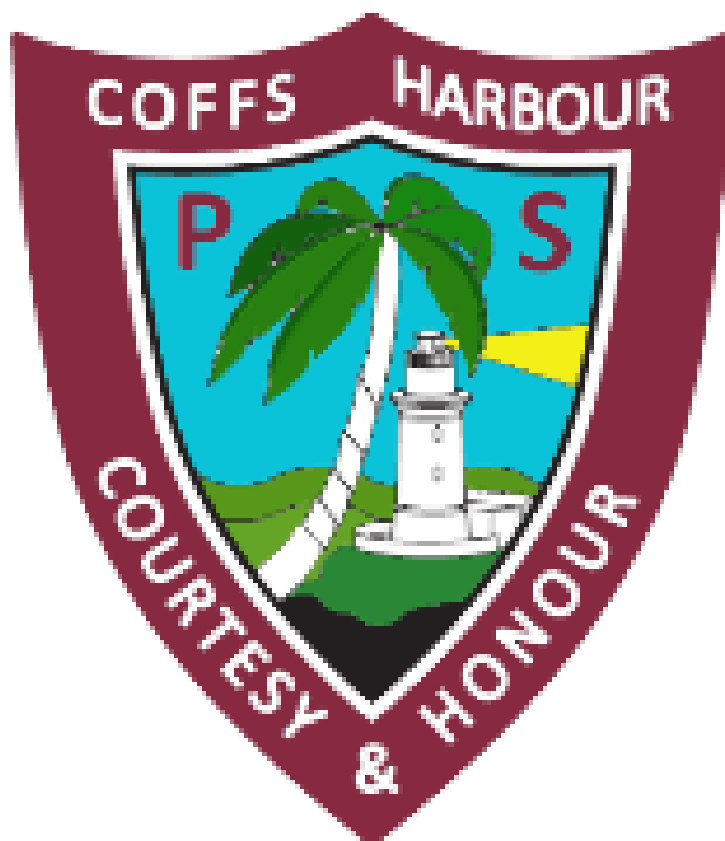


# 2022 Annual Report

## Coffs Harbour Public School



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# Introduction

The Annual Report for 2022 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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## 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.

Work will take place on developing quality summative and formative assessment tasks and data collection practices and developing greater consistency of judgement within our school.

Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support. Structures will be put in place to identify students who need intervention and students not showing growth will be referred to the Learning and Support Teacher for intensive intervention.

Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

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. In 2021 the school was externally validated. 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 2022-2025 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. 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.

Our self-assessment 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>

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
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

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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. In order to maximise student learning outcomes for every student in reading and numeracy and to build strong foundations for academic success in all key learning areas, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students

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

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

### Initiatives

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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.

- Improve student outcomes in Numeracy and Reading
- Collective Efficacy

### Resources allocated to this strategic direction

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**Aboriginal background:** \$29,581.00  
**Socio-economic background:** \$916,184.78  
**AP Curriculum & Instruction:** \$210,799.00  
**6101 rollover:** \$175,800.00  
**Low level adjustment for disability:** \$291,752.31  
**Integration funding support:** \$257,682.00  
**English language proficiency:** \$438,971.00  
**Refugee Student Support:** \$69,212.00  
**QTSS release:** \$105,842.00  
**New Arrivals Program:** \$25,037.00  
**Location:** \$699.38  
**Professional learning:** \$23,835.00  
**Beginning teacher support:** \$49,563.00  
**Per capita:** \$9,854.51

### Summary of progress

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Through the implementation of PL K-6 delivered by our Strategic Direction 1 committee and our APCIs we have been able to build the capacity of all teaching staff to improve student outcomes in literacy and numeracy. The interventionists have incorporated their new learning into the programs used when working explicitly with targeted groups of students to increase the percentage of students achieving in the top 2 bands of NAPLAN. This has been reflected in our NAPLAN and Check-in data. Statistics and Probability and Measurement and Geometry saw growth in the Year 5 cohort. Both these strands are grounded in graphical literacy, which was a targeted area of professional learning and teaching sprints in 2021. This was heavily supported and directed by the instructional leaders in 2021 and continued by the APC&I in 2022.

In 2022 Year 5 students demonstrated a 19.9% growth in vocabulary. This was a targeted whole school initiative in 2021 with teacher representatives across K-6 leading the professional learning within their stages. In 2021, our LaST focused specifically on and supported our Aboriginal students in preparation for NAPLAN readiness. In 2022, we identified the need for an ATSI LaST to support our Aboriginal students. Due to staffing shortages, this differentiated and intensive support was facilitated by our SLSOs. Our ATSI LaST commenced her role in Semester 2, and we are looking forward to analysing the impact of this role in 2023.

Due to staff shortages and high absenteeism of teachers, our interventionists including our COVID ILSP, ATSI LaST and EAL/D teachers were often required to cover classes throughout the year. Opportunities for teams to collaborate and engage in collegial discussions were also impeded by the lack of casuals and staff shortages. This has resulted in a lack

of program continuity and co-planning which has impacted on our growth projection and results in NAPLAN and Check-in assessments.

Whilst student growth was achieved in the areas of vocabulary, statistics, probability, measurement, and geometry, the focus for 2023 will be on improving results in the areas of comprehension, processing and numbers and algebraic thinking. This will be achieved through whole school PL and explicit teaching of Department of Education Curriculum Reform and other relevant DoE registered professional learning.

### 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 students achieving expected growth in NAPLAN reading to between 59.8% and 64.8%	In the absence of NAPLAN growth data in 2022, Coffs Harbour Public School has analysed Check-in data to determine growth of the Year 5 cohort in reading. In 2022, Year 5 students demonstrated a 19.9% growth in vocabulary. Growth is yet to be identified in the areas of reading comprehension and processing.
Increase the percentage of students achieving expected growth in NAPLAN numeracy to between 55.2% and 60.2%	In the absence of NAPLAN growth data in 2022, Coffs Harbour Public School has analysed Check-in data to determine growth of the Year 5 cohort in numeracy. In 2022, Year 5 students demonstrated a 10.1% growth in statistics and probability, and a marginal increase of 1.4% growth in measurement and geometry. Growth is yet to be identified in the area of number sense and algebraic thinking.
Increase the percentage of students in the top 3 bands for NAPLAN reading to between 31.9% and 36.9%	In the absence of data from 2020, we have analysed the data from 2019, which identifies 4.17% of Aboriginal students achieved in the top three bands in NAPLAN reading. In 2022, 40% of Aboriginal students achieved in the top three bands in NAPLAN in reading. This is 3.1% above our agreed upper bound target of 36.9% and highlights a significant increase of 35.83% from 2019 data.
Increase the percentage of students in the top 3 bands for NAPLAN numeracy to between 25.2% and 30.2%	In the absence of data from 2020, we have analysed the data from 2019, which identifies 12% of students achieved in the top three bands in NAPLAN numeracy. In 2022, 31.58% of students achieved in the top three bands in NAPLAN in numeracy. This is 1.56% above our agreed upper bound target of 30.02% and highlights a significant increase of 19.58% from 2019 data.
Increase the percentage of students in the top 2 bands for NAPLAN numeracy to between 19.8% and 24.8%	In the absence of data from 2020, we have analysed the data from 2019, which identifies 10.85% of students achieved in the top two bands in NAPLAN numeracy. In 2022, 15.75% of students achieved in the top two bands in NAPLAN in numeracy. This is 9.05% below our agreed upper bound target of 24.8%. Whilst this does not meet our upper bound target, it shows a growth of 4.9%.
Increase the percentage of students in the top 2 bands for NAPLAN reading to between 25.4% and 30.4%	In the absence of data from 2020, we have analysed the data from 2019, which identifies 19.53% of students achieved in the top two bands in NAPLAN reading. In 2022, 22.05% of students achieved in the top two bands in NAPLAN in reading. This is 8.35% below our agreed upper bound target of 30.4%. Whilst this does not meet our upper bound target, it shows a growth of 2.52%.

## Strategic Direction 2: Developing positive relationships and engagement

### 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.

- Improving Attendance
- Improving Behaviour
- Improving Wellbeing

### Resources allocated to this strategic direction

**Professional learning:** \$19,500.00

**Socio-economic background:** \$112,346.00

**Per capita:** \$8,700.00

**6101 rollover:** \$133,336.00

### Summary of progress

At Coffs Harbour Public School daily attendance during 2022 is 85.4%- 88.8%, reflecting student attendance is above state, local, and similar schools. Monitoring and tracking student attendance is a priority because it has been identified as an area of concern. Coffs Harbour Public School monitoring and tracking student attendance data, improving communications, improved systems, and processes to ensure clarity of data and value is placed on every child attending school every day. Attendance measures have been implemented to ensure the school culture is strongly focused on the building of educational aspiration and ongoing performance improvement throughout the school community. Whole school attendance data is regularly collected and analysed to determine trends in school, stage, and grade statistics. At this stage measures have not been as successful as anticipated, and targets have not been achieved. Future priorities will be to determine ways to further engage staff, students, and community members to create systematic and consistent approaches to managing student absenteeism ensuring student absences do not impact on the achievement of learning outcomes.

At Coffs Harbour Public School there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive & learn. Tell Them From Me data reflects growth in student's Expectations for Success at school. Year 4 students reflected strong feelings of Advocacy at School. In 2022, the school embarked on a restructuring of wellbeing practices incorporating a deputy principal leading wellbeing and supported by a strategic team of teaching and non-teaching staff. The purpose of this team was to improve student engagement and build positive and respectful relationships. The school implemented an evidence-based change to whole-school practices through engagement in Berry St trauma-informed learning and whole-school reflection of positive and respectful relationships based on best practice research, to ensure optimum conditions for student learning across the whole school. There is a school-wide collective responsibility for student learning and success, which is shared by parents and students. This was reflected in the number of whole-school and community activities celebrated throughout the year. In preparing for 2023, the wellbeing team is supporting the whole staff in readiness for new policy and procedure implementation relating to student wellbeing and will continue to focus on developing positive relationships and engagement.

### 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 students	In 2022 students attending 90% or more of the time at Coffs Harbour School



<p>attending school 90% or more to between 75.2% and 80.2%</p>	<p>Public equated to 47.3% in Semester 1, in line with state average and above local network schools and similar school groups. Student daily attendance at Coffs Harbour Public School is 85.4%.</p>
<p>In 2022 - Decrease the % of student suspensions by 1.5% from 2021; Decrease the number of students with repeat suspensions by 8% from 2021.</p>	<p>In 2022 Coffs Harbour Public School identified a reduction in student suspensions of 9.1%. In 2022 Coffs Harbour Public School identified a 50% reduction in repeat suspensions during Semester 1. The data from Semester 2 is not compatible as there was a state-wide lockdown between Weeks 4-9 of Term 3 and 0 suspensions were recorded.</p>
<p>Increase the percentage of students reporting positive wellbeing on the Tell Them from Me Survey to between 91.6% and 96.6%</p>	<p>In 2022 the Tell Them From Me data identified a downward trend from 2021 data in student sense of belonging.</p>

## Strategic Direction 3: Creating Opportunities for All

### Purpose

We want to create opportunities right across our school for students, community, and all staff to aspire, lead and have a strong sense of belonging and partnership.

### 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.

- Community and Student Voice
- Inspiring Leadership within and across staff

### Resources allocated to this strategic direction

**Socio-economic background:** \$12,717.60

**6100 Carry Forward Funds:** \$6,000.00

**Aboriginal background:** \$79,603.00

**Location:** \$1,200.00

**Professional learning:** \$13,992.00

**Beginning teacher support:** \$50,189.00

### Summary of progress

In 2022 a focus was to improve community voice at Coffs Harbour Public School. With Covid restrictions being lifted this enabled the school to invite the broader community to a range of school-based events. Two new initiatives were introduced including the CHPS Hub and Community Breakfasts.

This year greater leadership opportunities were available for staff to access. These included teachers having the opportunity to mentor new scheme teachers; teachers taking on the role of presenting professional learning at staff meetings and middle executive staff continuing to have deeper professional learning around leadership strategies. Students were also given the opportunity to become leaders within the school. As well as formalised student leadership positions (captains, student leaders, sports leaders, and cultural ambassadors), students took on leading the Friendship room and the Harry Potter club which were both lunchtime groups. These have all been highly successful.

### 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
Measure staff satisfaction on leadership opportunities including mentoring, additional data and collaboration sessions and leadership professional learning by the end of 2022.	<ul style="list-style-type: none"><li>• 100% Mentees engaged in the opportunity and all Mentors agreed the program supported improving teaching capacity.</li><li>• 100% of teachers appreciated the extra data time offered each week</li><li>• 100% of teachers participated in the collaboration sessions led by the AP and APCI and felt that they benefited from ongoing class support and professional learning</li><li>• Two middle executive leaders participated in the Art of Leadership professional learning modules and were 100% satisfied with the content and how it could be applied in the school setting.</li></ul>
Positive responses from annual parent survey indicate high satisfaction level and school engagement that is increased by 5% per year.	85% of responses indicated a high satisfaction level of communication and community engagement between families and school.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$69,212.00</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>• Improve student outcomes in Numeracy and Reading</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 additional staff for targeted student support</li> <li>• release time for staff to provide targeted support to students, including mentoring and tutoring</li> <li>• intensive English language and learning support to increase educational outcomes for students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Stretch targets for Numeracy are that we achieve 24.8% of students in the Top 2 bands. NAPLAN results show:</p> <p>The school achieved 16% of students overall in the top 2 bands; When you remove EALD students from the data, the school achieved 24.6% in the top 2 bands in numeracy which is close to achieving our stretch target.</p> <p>ATSI students in both Year 3 and Year 5 made gains in achievement in Numeracy whereas non-ATSI students maintained their achievement, or as with Year 3 made a slump in achievement.</p> <p>The evidence of lessons which took place in Learning Support teachers across the school this year show that all Learning support personnel have been taken away from their support lessons to replace absent teachers due to the lack of casual teachers.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue targeted intervention for students in a differentiated approach. Weekly collaboration sessions will enable stage discussions to monitor progress</p>
<p>New Arrivals Program</p> <p>\$25,037.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency 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>• Improve student outcomes in Numeracy and Reading</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>• employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Allocated teachers and SLSOs to work directly with students who are new arrivals. Staff then offer support to classroom teachers on how to differentiate teaching and learning programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to have dedicated NAP staff to work with students who are new or recent arrivals.</p>
<p>Integration funding support</p>	<p>Integration funding support (IFS) allocations support eligible students at Coffs Harbour Public School in mainstream classes who require moderate</p>

<p>\$257,682.00</p>	<p>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>• Improve student outcomes in Numeracy and Reading</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>• implementation of targeted programs to differentiate teaching and learning programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Additional teachers and SLSOs have been employed to assist with personalised learning and support for students in and out of the classroom. Additional SLSO time to provide planned adjustments.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue engaging additional teachers and SLSOs to assist with personalised learning and support for students. Employ a Deputy Principal wellbeing to oversee the effective resourcing of the school for students with additional needs.</p>
<p>Socio-economic background</p> <p>\$1,041,248.38</p>	<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>• Improve student outcomes in Numeracy and Reading</li> <li>• Community and Student Voice</li> <li>• Improving Attendance</li> <li>• Improving Behaviour</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 support program implementation.</li> <li>• resourcing to increase equitability of resources and services</li> <li>• employment of external providers ( occupational therapist) to support students with additional learning needs</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Implement intensive small group tuition to support students with additional literacy and numeracy learning needs Strengthen the use of personalised learning and support plans Provide a safe, positive and stimulating learning environment that is conducive to learning</p> <p><b>After evaluation, the next steps to support our students will be:</b> Employ additional staff to work as interventionists to support the needs of all students Providing release for classroom teachers to evaluate data to identify student learning needs and inform practice Providing equitable access to opportunities for students by purchasing school equipment including laptops Providing release for teachers to take a collaborative approach to planning, programming and assessment</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Coffs Harbour Public School. Funds under</p>

<p>\$109,184.00</p>	<p>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>• Improve student outcomes in Numeracy and Reading</li> <li>• Community and Student Voice</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 teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level</li> <li>• employment of specialist additional staff (LaST) to support Aboriginal students</li> <li>• employment of specialist additional staff (SLSO) to support 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 the following impact:</b>  Provide non-teaching staff with Aboriginal cultural awareness training.  Provide an engaging, culturally safe and simulating learning environment that is conducive to learning  Implement intensive small group tuition to support students with additional literacy and numeracy learning needs</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process  Participating in relevant professional learning, including courses focusing on Aboriginal cultural education such as Connecting to Country  Ensuring community consultation and engagement to promote and enable the inclusive development of cultural competency</p>
<p>English language proficiency</p> <p>\$438,971.00</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>• Improve student outcomes in Numeracy and Reading</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>• employment of additional bilingual staff to support communication</li> <li>• employment of additional EAL staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Employing an additional EAL/D teacher to deliver targeted support for EAL/D students  Employing a bilingual school learning support officer (SLSO) to support students to clarify learning in their home language  Employing temporary staff to allow permanent staff to gather, analyse and plan using EAL/D student data. Student adjustments and plans are discussed and developed during this time.  EALD staff have worked with DP EALD to continue targeted PL and refinement of teaching and learning programs</p> <p><b>After evaluation, the next steps to support our students will be:</b>  EALD team to continue to work together in supporting students' needs.  PL to continue for all staff</p>

<p>English language proficiency</p> <p>\$438,971.00</p>	<p>QR codes to be utilised for all correspondence home</p>
<p>Low level adjustment for disability</p> <p>\$291,752.31</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>• Improve student outcomes in Numeracy and Reading</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>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Engaging specialist staff to collaborate with classroom teachers to build capacity in meeting the literacy needs of identified students  Developing and sustaining a needs-based learning and support program in which specialist staff collaborate with classroom teachers to build capacity in meeting the literacy needs of identified students  Employing a learning and support teacher to work with individual students and 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 will be:</b>  Continue to employ specialist staff to collaborate with classroom teachers to meet the needs of all students  Continue to employ SLSOs for targeted students  Collaboration meetings to discuss and monitor programs</p>
<p>Location</p> <p>\$1,899.38</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><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>• Improve student outcomes in Numeracy and Reading</li> <li>• Community and Student Voice</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>• subsidising student excursions to enable all students to participate</li> <li>• student assistance to support excursions</li> <li>• technology resources to increase student engagement</li> <li>• additional staffing for teaching principal release</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  All students have had the opportunity to participate in excursions  Resources have been purchased for all students to be able to access technology</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Continue to resource the school adequately with technology  Continue to subsidise events and excursions</p>
<p>Professional learning</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the</p>

<p>\$57,327.00</p>	<p>Professional Learning for Teachers and School Staff Policy 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>• Improve student outcomes in Numeracy and Reading</li> <li>• Inspiring Leadership within and across staff</li> <li>• Improving Attendance</li> <li>• Improving Behaviour</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>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Professional learning aligned with the SIP has been offered to staff Extra release time has been offered to teachers for collaborative discussions and data entry</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to provide necessary PL aligned to the SIP Continue to offer extra release time for collaborative discussions</p>
<p>Beginning teacher support</p> <p>\$99,752.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Coffs Harbour Public School during their induction period.</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>• Improve student outcomes in Numeracy and Reading</li> <li>• Inspiring Leadership within and across staff</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>• New scheme teachers have been given the opportunity to work on their program and accreditation New scheme teachers can work with their mentor</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> New scheme teachers feel supported with their role</p> <p><b>After evaluation, the next steps to support our students will be:</b> Employ a teacher mentor to support new scheme teachers with accreditation, programming and understanding their complex role.</p>
<p>QTSS release</p> <p>\$105,842.00</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>• Improve student outcomes in Numeracy and Reading</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> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Extra release time has enabled executive staff to collaborate to improve teaching practices</p>



<p>QTSS release</p> <p>\$105,842.00</p>	<p><b>After evaluation, the next steps to support our students will be:</b> Continue to provide executive staff with additional time to support their stages and collaborate with their teams</p>
<p>COVID ILSP</p> <p>\$261,566.00</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 2022.</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 targeted, explicit instruction for student groups in literacy/numeracy</li> <li>• providing intensive small group tuition for identified students who were behind grade expectations</li> <li>• development of resources and planning of small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The COVID Intensive Learning Support Program (COVID ILSP) has proved beneficial with schools reporting learning gains for participating students in both literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continuation of small group instruction for identified students. This ensures the continuation of small group tuition with a focus on literacy and numeracy in classrooms for the next 12 months.</p>
<p>Per capita</p> <p>\$133,475.51</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students 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>• Improve student outcomes in Numeracy and Reading</li> <li>• Improving Attendance</li> <li>• Improving Behaviour</li> <li>• Other funded activities</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>• Combine with other resources to promote learning opportunities for students</li> </ul> <p>Enhance teaching resources Employ staff to support student learning needs.</p> <p><b>The allocation of this funding has resulted in the following impact:</b> Additional resources have allowed specific programs to become operational. Extra staff has allowed for smaller teaching and learning groups.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to allocate additional resources to support additional programs and students.</p>
<p>6101 rollover</p> <p>\$309,136.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students 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>• Improve student outcomes in Numeracy and Reading</li> <li>• Improving Behaviour</li> </ul>



6101 rollover

\$309,136.00

**Overview of activities partially or fully funded with this allocation include:**

- Employ a full time Deputy Principal to Teaching and Learning to coordinate and mentor interventionists and support staff to support targeted students to achieve improved outcomes in numeracy; and to work collaboratively with AP C&I and middle leaders to strengthen numeracy instruction.

**The allocation of this funding has resulted in the following impact:**

Staff and students have been supported by interventionists  
Targeted students have had extra support  
teaching and Learning has been strengthened

**After evaluation, the next steps to support our students will be:**

Continue the employment of the DP teaching and learning to support the school based interventionists and in turn improve student outcomes

# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	249	256	259	243
Girls	212	216	240	254

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.3	91.8	90.1	82.7
1	91.1	90.1	91.1	87.2
2	93.4	91.1	91.4	88.4
3	93.9	86.1	90.2	87.5
4	93.2	87.4	91.9	88.8
5	92.5	90.4	90.3	88.4
6	91.2	92.0	87.6	84.6
All Years	92.6	89.9	90.4	86.9
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

## 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## 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)	6.4
Classroom Teacher(s)	25.04
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
Teacher ESL	3.2
School Counsellor	1
School Administration and Support Staff	10.66

\*Full Time Equivalent

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
<b>Opening Balance</b>	823,588
<b>Revenue</b>	8,574,185
Appropriation	8,476,039
Sale of Goods and Services	34,601
Grants and contributions	58,048
Investment income	5,197
Other revenue	300
<b>Expenses</b>	-7,941,098
Employee related	-7,505,946
Operating expenses	-435,151
<b>Surplus / deficit for the year</b>	633,088
<b>Closing Balance</b>	1,456,675

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.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	281,954
<b>Equity Total</b>	1,876,834
Equity - Aboriginal	109,184
Equity - Socio-economic	1,041,248
Equity - Language	438,972
Equity - Disability	287,429
<b>Base Total</b>	4,489,985
Base - Per Capita	133,476
Base - Location	1,899
Base - Other	4,354,610
<b>Other Total</b>	1,086,811
<b>Grand Total</b>	7,735,582

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.



## Parent/caregiver, student, teacher satisfaction

The Tell Them From Me 2022 data showed a positive increase in parents feeling welcome; parents being informed; parents feeling that the school supports learning and parents feeling that the school is an inclusive school, compared to the 2021 data.

The Tell Them From Me data 2022 from staff had a positive growth in the areas of leadership, parent involvement, inclusivity, teaching strategies and learning culture compared to the 2021 data.

The Tell Them From Me 2022 data showed a decline in students feeling a sense of belonging, advocacy for school and expectations for success due to the 2021 data.

# 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.