

# 2022 Annual Report

## Coffs Harbour High School



8109

# Introduction

The Annual Report for 2022 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 888 students and a support unit comprised of three classes. The school incorporates a diverse student population, including 9.7% 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% with English as an additional language or dialect (EAL/D) currently receiving additional learning support. Our Family Occupation and Education Index (FOEI) is 105, with 63% of students in the lowest two income quartiles.

The school's staffing entitlement in 2022 was 68.3 teaching staff and 16.282 non-teaching staff. Four executive members are in relieving positions, and there has been the recent appointment to the school of a new Principal (2021) and new Deputy Principal (2022).

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 Hub, 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 2022-2025 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. The school also underwent an external validation process in 2021 which has also contributed to the formation of this plan.

# 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                                    | 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.

- Targeted and accountable individualised learning
- Explicit literacy and numeracy teaching

### Resources allocated to this strategic direction

**Aboriginal background:** \$72,871.00

**English language proficiency:** \$547,283.20

**Refugee Student Support:** \$34,106.74

**Low level adjustment for disability:** \$231,842.00

**Professional learning:** \$13,166.00

### Summary of progress

In 2022, a number of activities were significantly hampered due to substantial staffing shortages exacerbated by the COVID pandemic. Overall progress in literacy and numeracy attainment was below expectations and target levels, with only 15.15% of students achieving results in the top two bands in Reading and only 9.26% in Numeracy. Similarly, there was a reduced proportion of Aboriginal students achieving results in the top three bands in NAPLAN, though results in Reading did show improvement from 2021. Aside from the impact of staffing shortages and the COVID pandemic, with an absence of student growth data, it is difficult to determine the exact nature or cause of this data.

These factors inhibited our ability to undertake targeted literacy and numeracy support. Consequently, the bulk of this support was implemented through a combination of existing funded supports for students and through classroom teacher support. There was some limited support for senior students in order to assist them in meeting HSC minimum standards in literacy and numeracy. However, four students did not meet these requirements as they elected not to participate in tutoring or testing and so did not obtain their HSC.

Significant work was undertaken in relation to supporting the learning of Aboriginal students. A review was undertaken into the Personalised Learning Plan (PLP) process and format. This led to realignment of the PLP to meet new guidelines and best practice. Parent sessions were conducted but were not well attended. The process was altered to include a student portfolio that can follow a student throughout high school. Future directions in this area will aim to increase parent and student participation in this process.

Our school plan focussed on the development of Literacy and Numeracy Leaders to work with Year 7 class teaching teams in implementing targeted strategies to address the Literacy and Numeracy needs of our students. Again, due to issues with staffing shortages and COVID, this team did not manage to implement all planned activities for 2022. The team leaders all undertook training and met to analyse data and develop processes and strategies for supporting staff. Unfortunately, they were unable to access timely external supports in relation to professional learning and so full implementation has been delayed into 2023.

### 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 | Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. |

|  |   |
|--|---|
| NAPLAN above the system-negotiated target baseline in Reading by 2.61%   |   |
| Increase the percentage of Year 9 students achieving expected growth in NAPLAN above the system-negotiated target baseline in Numeracy by 1.92%.               | Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.  |
| Increase the percentage of students achieving in the top 2 NAPLAN bands above the system-negotiated target baseline in Reading by 2.51%.                       | 2022 NAPLAN data indicates 15.15% of students are in the top two skill bands for Reading indicating the school did not achieve the system negotiated target. This result was below the target baseline by 1.24%, representing an increasing downward trend.   |
| Increase the percentage of students achieving in the top 2 NAPLAN bands above the system-negotiated target baseline in Numeracy by 2.13%.                      | 2022 NAPLAN data indicates 9.26% of students are in the top two skill bands for Numeracy indicating the school did not achieve the system negotiated target. This result was below the target baseline by 13.39%, representing an increasing downward trend.  |
| Increase the percentage of Aboriginal students achieving in the top 3 NAPLAN bands in Reading to be above the school's lower bound system-negotiated targets.  | 2022 NAPLAN data indicates 23% of Aboriginal students are in the top three skill bands for Reading. This result is an improvement on 2021 results. However, a large proportion of students are equally distributed across the bottom three bands making it difficult to increase results in the higher bands. There were 18 students who sat the 2022 NAPLAN exams. Of these, 23% achieved results in the top three bands in Reading. This result is an improvement on 2021 results. However, a large proportion of students are equally distributed across the bottom three bands making it difficult to increase results in the higher bands. |
| Increase the percentage of Aboriginal students achieving in the top 3 NAPLAN bands in Numeracy to be above the school's lower bound system-negotiated targets. | There were 18 students who sat the 2022 NAPLAN exams. Of these, 34% achieved results in the top three bands in Numeracy. This result is down when compared to 2021 results. However, 50% of students placed in the fourth highest band, suggesting there is future potential to move sufficient students into the higher bands in order to meet targets.  |

## Strategic Direction 2: Wellbeing and engagement

### Purpose

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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.

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### 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.

- Establish processes for setting and maintaining high expectations for student attendance
- Use evidence-based strategies to support and promote student wellbeing
- Promote cultural understanding and recognition

### Resources allocated to this strategic direction

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**Socio-economic background:** \$34,409.00

### Summary of progress

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The COVID pandemic has had a clear impact on student attendance and positive sense of belonging. Isolation requirements meant that many students were required to isolate when they contracted the disease. A student who isolated for the mandatory five school days would thus have attendance of 90% for the school term as a maximum, assuming they were not ill on any further days. Several wellbeing activities, including Year camps, were hindered by COVID restrictions. Student learning was disrupted through an inability to cover all classes when staff were absent. These factors led to a more disjointed and disruptive learning environment, particularly in the first half of the year.

Despite these impacts, the school was able to implement several strategies aimed at improving student attendance. This included the establishment of an attendance committee with a Positive Attendance Coordinator position and an Attendance Officer clerical position. A number of activities were undertaken to promote positive attendance including several reward days for students with high attendance. The attendance officer was able to maintain regular follow-up contact with parents regarding unexplained absences which led to a decrease in absences unexplained after 7 days. Attendance reports are now generated on a fortnightly basis and provided to wellbeing and learning and support team members for tabling at meetings supporting students. Despite overall lower numbers of students with 90% or greater attendance, there was a trend of increasing attendance as we moved through the year, demonstrating some impact from these measures.

In relation to student wellbeing, the school implemented a 20-minute wellbeing period, once per week, for Years 7 to 10. This was supported through a range of wellbeing activities and lessons developed by our wellbeing team. This initiative will be extended next year as we move into a full 25-minute roll call each morning, providing further time for teachers to engage with student wellbeing and pastoral care.

The school also had a focus on activities to promote Aboriginal culture so that students felt their culture was valued and included within the school. There was a partnership with the Bularri Muurlay Nyanggan Aboriginal Corporation to deliver cultural activities to Years 7 to 10 students, and a group of Goori boys also participated in the Changing the Story initiative. Student participation in these programs was also somewhat hampered by COVID and a range of factors that will require addressing in 2023. A number of staff were also trained in Sista-speak in reparation for running this program in 2023. Several staff were also able to participate in the AECG Connecting to Country professional learning where sessions were available.

### Progress towards achieving improvement measures

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

| Annual progress measure  | Progress towards achievement  |
|--|---|
| <p>Increase the percentage of Year 7 - 10 students attending school more than 90% of the time by 3.54% above the system-negotiated target baseline.</p>  | <p>The number of students attending school 90% of the time or more has decreased by 17.36% from 2021. However, this figure was significantly affected by the COVID pandemic and resulting public health orders restricting student attendance, in addition to local factors including significant disruption to schooling from wet weather and flood events, loss of access to key facilities from overdue capital works and maintenance projects, and the impact of the staffing shortage.</p> |
| <p>Increase the percentage of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School in Tell Them From Me survey data by 2.25% above the system-negotiated target baseline.</p> | <p>Tell Them From Me data indicates 57% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school). This result is below the target baseline but reflects a state average which is also below the target baseline.</p>   |



## 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.

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

**Socio-economic background:** \$54,324.00

**Professional learning:** \$3,178.00

### Summary of progress

The COVID pandemic and staffing shortage appears to have had some impact on students studying for the HSC, though the school undertook a range of measures to help mitigate this impact, including a range of professionally presented workshops to support HSC success, and providing additional student access to online resources such as Atomi, Edrolo and HSC Hub. Several teachers also enrolled in the HSC High Leverage Strategy professional learning, and 11 staff applied to NESA to participate in the 2022 HSC marking operation. While the overall percentage of students attaining results in the top three bands was lower than the target baseline, there were still a number of notable outstanding individual results in a number of courses including English Extension 1, English Extension 2, Mathematics Extension 1, Visual Arts, English Advanced and Music. One student achieved an ATAR of 96.9 and the Top Achievers list for English Extension 2 and the Distinguished Achievers list for English Advanced and English Extension 1.

As part of establishing high expectations for success, the High Performing and Gifted Education committee facilitated online professional learning for all staff. A number of enrichment activities were organised including a Year 8 Group Challenge. Several careers activities and workshops were organised to support student aspiration and transition to work.

The school does not have access to a full data set in relation to the retention of Aboriginal students to the HSC. While this is a system target set down for all schools, it must be noted that some students do also transition from school to undertake apprenticeships or enrol in further vocational training rather than stay on to complete an HSC. In undertaking this transition, students are actively supported by the school's careers and transition team. Vocational pathways should not be in any way diminished and should be seen as a successful completion of a student's education, as they move on to formal training in highly sought after vocational skill areas.

### 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 2.87% | 33.23% of students attained results in the top three bands for the HSC, demonstrating progress yet to be seen towards the lower bound target. |

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| above the system-negotiated target baseline.   |   |
| Increase the percentage of Aboriginal students attaining the HSC whilst maintaining their cultural identity above the school's lower bound system-negotiated target. | Four Aboriginal students completed the HSC with four or more subjects. This result is consistent with previous years and represents approximately 6% of the total Year 12 cohort. |

| Funding sources  | Impact achieved this year  |
|--|--|
| <p>Refugee Student Support</p> <p>\$34,106.74</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>• Targeted and accountable individualised learning</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>• additional staffing for targeted interventions to support student learning</li> <li>• intensive English language and learning support to increase educational outcomes for students</li> <li>• additional staffing to map individual students against the EAL/D progressions</li> <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 the following impact:</b><br/>While the number of new arrivals has declined due to COVID travel restrictions, there were still a significant proportion of refugee students with English as an additional language or dialect. This funding was invaluable in providing SLSO support for students with the employment of staff from these local refugee community backgrounds to support students and liaise with parents/carers. This was particularly important during COVID to support any learning from home and manage communication around issues associated with management of disruptions to learning resulting from the COVID pandemic.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>This funding will continue to be used for the purpose of employing SLSOs to support these students and their families.</p> |
| <p>Integration funding support</p> <p>\$318,943.00</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>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</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>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Students with IFS funding were allocated SLSO support. This support includes in-class support with clustered groups of funded students, as well as one-on-one and small group withdrawal for intensive programs and support.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>This support will continue in its current form.</p>  |
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| <p>Socio-economic background</p> <p>\$414,049.24</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>• Establish processes for setting and maintaining high expectations for student attendance</li> <li>• Embed high expectations for student achievement</li> <li>• Establish quality assessment processes that embed effective feedback</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>• professional development of staff through Berry Street Training to support student learning</li> <li>• resourcing to increase equitability of resources and services</li> <li>• employment of external providers to support students with additional learning needs</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• employment of additional staff to support a range of programs focussing on attendance, student wellbeing and literacy and numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>This funding has allowed students to engage in additional learning and wellbeing experiences that they might not otherwise have been able to afford or access. It has assisted students from low socio-economic backgrounds to access an education on as equal a footing as possible in comparison to their peers. It has helped provide the staff release time necessary to provide programs and support to meet the complex needs of students.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>It is essential that we continue to allocate this funding to support these programs in alignment with school plan priorities.</p> |
| <p>Aboriginal background</p> <p>\$93,262.68</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>• 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 staff to deliver personalised support for 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> <li>• 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</li> <li>• community consultation and engagement to support the development of cultural competency</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Funding has ensured that students were able to feel culturally safe and</p>   |

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| <p>Aboriginal background</p> <p>\$93,262.68</p>                | <p>supported by Aboriginal staff assisting them with their learning, engaging with their parents and involving them in cultural activities and celebrations.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>There is an ongoing need for this support into the future.</p>   |
| <p>English language proficiency</p> <p>\$547,283.20</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> </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>• additional staffing intensive support for students identified in beginning and emerging phases</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><br/>EALD staff have maintained support for targeted students through one-on-one and small group withdrawal as well as in-classroom support. They have effectively supported teachers with professional learning, team teaching and liaison with parents and community groups.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>These activities are an essential ongoing support for the school.</p>  |
| <p>Low level adjustment for disability</p> <p>\$360,775.07</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>• Explicit literacy and numeracy teaching</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 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>• 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>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>The ongoing provision of Learning and Support teacher allocation is essential in supporting students with learning difficulties through testing and the development of planning and support. Similarly, the provision of additional SLSO support to help deliver the MacLit literacy program has assisted junior students, who do not qualify for integration funding support, with explicit literacy-related learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>Unfortunately, ongoing staffing shortages have meant that the Lighthouse Learning Space, which was reviewed in 2021 for implementation in 2022, did not operate. It is hoped that this space will be able to operate once staffing supply increases.</p> |
| <p>Location</p>  | <p>The location funding allocation is provided to Coffs Harbour High School to</p>  |

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|---|---|
| <p>\$4,566.43</p>                               | <p>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><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 the following impact:</b><br/>The provision of additional trolleys of laptops for class use and additional release for the school Computer Coordinator to appropriately maintain resources.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>The Computer Coordinator role will be non-teaching in 2023 to alleviate pressures on teacher staffing.</p>  |
| <p>Professional learning</p> <p>\$92,695.02</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 Professional Learning for Teachers and School Staff Policy 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>• Explicit literacy and numeracy teaching</li> <li>• Embed high expectations for student achievement</li> <li>• Establish quality assessment processes that embed effective feedback</li> <li>• High impact professional learning and effective teacher collaboration</li> <li>• Other funded activities</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>• whole staff professional learning aligned to the school plan</li> <li>• individual professional learning aligned to individual PDPs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Professional learning funds were initially allocated to school plan priorities. Remaining funds were then allocated to staff on a per-capita faculty basis to be utilised for individual professional learning undertaken as part of the PDP process. Staff undertook professional learning in areas such as literacy and numeracy leadership, gifted and high performing education and Aboriginal cultural education through the Connecting to Country course.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>A significant proportion of professional learning funds were not utilised due to impacts of both the COVID pandemic and staffing shortages.</p> |
| <p>COVID ILSP</p> <p>\$159,890.00</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>• releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p>  |

|   |  |
|---|--|
| <p>COVID ILSP</p> <p>\$159,890.00</p>                   | <p>Some small group tuition did occur in Mathematics and in supporting senior students to meet HSC Minimum Standards.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>Unfortunately, staffing shortages and the impacts of the COVID pandemic meant that staff had to be taken off tutoring to relieve absent staff that could not be covered. The school was also unable to employ against the full funding entitlement.</p>  |
| <p>Student support officer (SSO)</p> <p>\$96,058.00</p> | <p>These funds have been used to support improved outcomes and the achievements of staff and students 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>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of a Student Support Officer</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>The Student Support Officer is an essential role within the school and provides support as a key component of our wellbeing team, supporting the work of School Counsellors, the Head Teacher Wellbeing and Year Advisers. Unfortunately, the position was vacant for a significant proportion of the year and had to be partially back-filled when the substantive SLSO separated from the Department of Education.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>There is a need to undergo recruitment to fill the vacant SLSO position.</p> |

# Student information

## Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2019       | 2020 | 2021 | 2022 |
| Boys     | 454        | 454  | 475  | 461  |
| Girls    | 498        | 445  | 442  | 423  |

## Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2019 | 2020 | 2021 | 2022 |
| 7         | 90.7 | 94.3 | 88.7 | 84.8 |
| 8         | 88.7 | 92.7 | 86.5 | 83.6 |
| 9         | 88.7 | 90.6 | 85.4 | 80.3 |
| 10        | 86.6 | 90.0 | 86.0 | 79.6 |
| 11        | 88.1 | 91.9 | 84.8 | 79.4 |
| 12        | 87.9 | 91.1 | 87.1 | 86.5 |
| All Years | 88.5 | 91.8 | 86.4 | 82.1 |
| State DoE |      |      |      |      |
| Year      | 2019 | 2020 | 2021 | 2022 |
| 7         | 91.2 | 92.1 | 89.7 | 85.5 |
| 8         | 88.6 | 90.1 | 86.7 | 82.1 |
| 9         | 87.2 | 89.0 | 84.9 | 80.5 |
| 10        | 85.5 | 87.7 | 83.3 | 78.9 |
| 11        | 86.6 | 88.2 | 83.6 | 80.0 |
| 12        | 88.6 | 90.4 | 87.0 | 83.9 |
| All Years | 88.0 | 89.6 | 85.9 | 81.7 |

## 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.

## Post school destinations

| Proportion of students moving into post-school education, training or employment | Year 10 % | Year 11 % | Year 12 % |
|--|-----------|-----------|-----------|
| Seeking Employment   | 1         | 4         | 12        |
| Employment   | 10        | 13        | 38        |
| TAFE entry   | 3         | 4         | 15        |
| University Entry   | NA        | NA        | 28        |
| Other  | 2         | 2         | 2         |
| Unknown  | 1         | 2         | 5         |

## Year 12 students undertaking vocational or trade training

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28.43% of Year 12 students at Coffs Harbour High School undertook vocational education and training in 2022.

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

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89.2% of all Year 12 students at Coffs Harbour High School expected to complete Year 12 in 2022 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)                         | 12    |
| Classroom Teacher(s)                    | 44.3  |
| Learning and Support Teacher(s)         | 2     |
| Teacher Librarian                       | 1     |
| Teacher ESL                             | 4     |
| School Counsellor                       | 1     |
| School Administration and Support Staff | 15.48 |
| 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 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>                | 1,000,285        |
| <b>Revenue</b>                        | 13,129,518       |
| Appropriation                         | 12,752,829       |
| Sale of Goods and Services            | 2,254            |
| Grants and contributions              | 367,584          |
| Investment income                     | 6,447            |
| Other revenue                         | 405              |
| <b>Expenses</b>                       | -12,838,886      |
| Employee related                      | -11,059,526      |
| Operating expenses                    | -1,779,360       |
| <b>Surplus / deficit for the year</b> | 290,632          |
| <b>Closing Balance</b>                | 1,290,917        |

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>   | 353,050                           |
| <b>Equity Total</b>     | 1,415,370                         |
| Equity - Aboriginal     | 93,263                            |
| Equity - Socio-economic | 414,049                           |
| Equity - Language       | 547,283                           |
| Equity - Disability     | 360,775                           |
| <b>Base Total</b>       | 9,384,513                         |
| Base - Per Capita       | 235,518                           |
| Base - Location         | 4,566                             |
| Base - Other            | 9,144,429                         |
| <b>Other Total</b>      | 681,177                           |
| <b>Grand Total</b>      | 11,834,110                        |

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

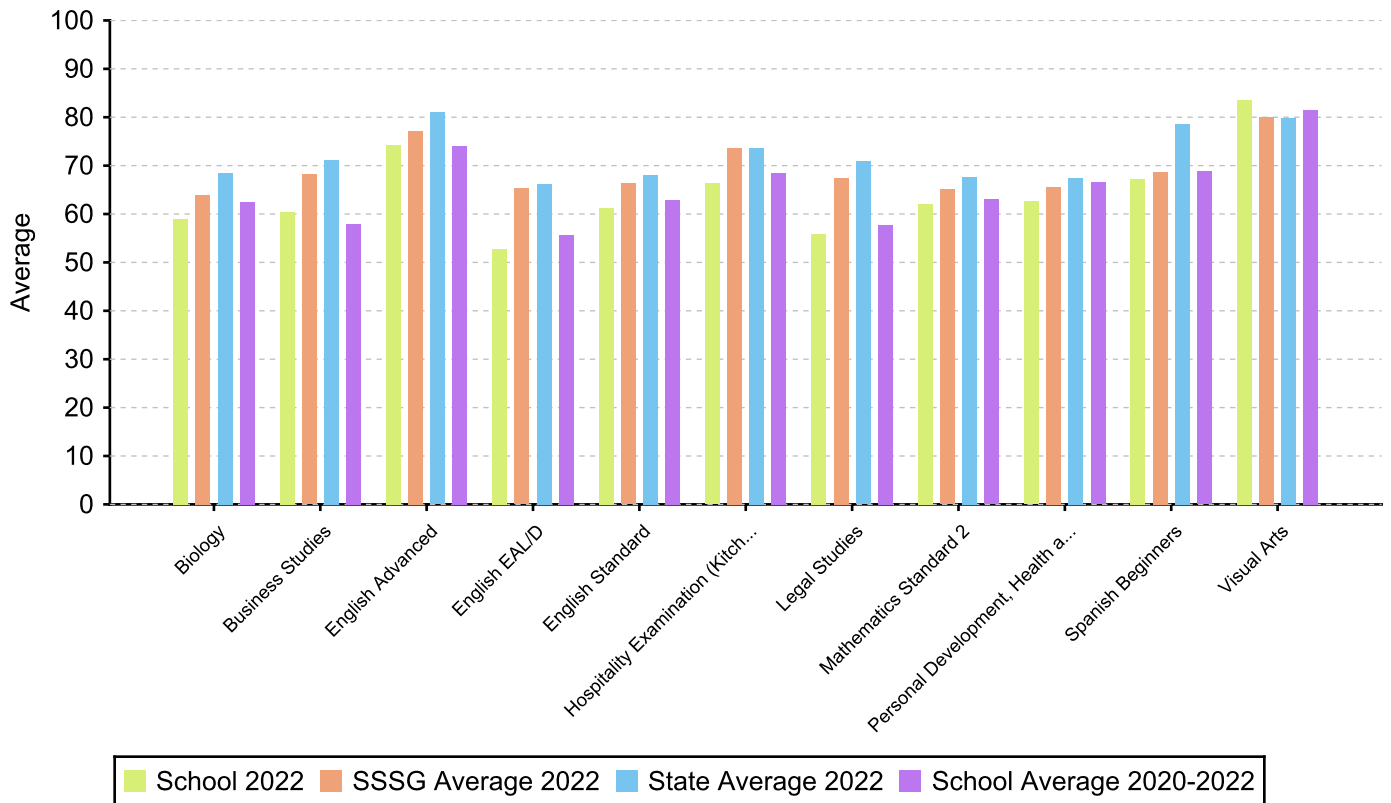
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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 2022 | SSSG | State | School Average 2020-2022 |
|--|-------------|------|-------|--------------------------|
| Biology  | 58.9        | 64.0 | 68.5  | 62.5                     |
| Business Studies   | 60.4        | 68.2 | 71.2  | 58.0                     |
| English Advanced   | 74.3        | 77.2 | 81.0  | 74.1                     |
| English EAL/D  | 52.8        | 65.3 | 66.1  | 55.7                     |
| English Standard   | 61.3        | 66.3 | 68.1  | 62.9                     |
| Hospitality Examination (Kitchen Operations and Cookery) | 66.3        | 73.7 | 73.7  | 68.5                     |
| Legal Studies  | 55.8        | 67.4 | 70.8  | 57.8                     |
| Mathematics Standard 2                                   | 62.0        | 65.1 | 67.6  | 63.0                     |
| Personal Development, Health and Physical Education      | 62.6        | 65.5 | 67.5  | 66.5                     |
| Spanish Beginners  | 67.3        | 68.8 | 78.6  | 68.8                     |
| Visual Arts  | 83.6        | 80.0 | 79.8  | 81.5                     |

## Parent/caregiver, student, teacher satisfaction

Due to staffing shortages and disruption from COVID the annual Tell Them From Me survey was only conducted for the second snapshot and only with students. This is something that will be rectified in 2023 now that the school has a substantive Head Teacher Wellbeing who is managing this process. In the second 2022 survey, 57% of students reported a positive sense of belonging, which was below the state average of 66%. The Mean Score for Expectations for Success was 6.6, slightly below the state average. The Mean Score for Advocacy at School was 5.4, also slightly below the state average.

Participation rates for the People Matter Public Sector Employee Survey were down from the previous year at only 26%. The most improved responses related to manager support for flexibility and collaboration. The lowest scores related to staff expressing a lack of time to complete their work, a lack of motivation, an increase in workload and stress, and lack of fair remuneration for their work. These responses are most likely exacerbated by the additional pressures placed on school staff due to the COVID pandemic and the increasing staffing shortage. All staff are engaged in the running of the school through school planning teams, the Wellbeing team, the Learning and Support team, the Aboriginal Education team and through the school executive team.

P&C collaboration and feedback to the school is strong and positive. The P&C continues to operate a school canteen and uniform shop. The P&C were engaged in representation on merit selection panels and had representation on the school finance committee. The P&C also contributes to funding to support students competing in representative activities.

# 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.