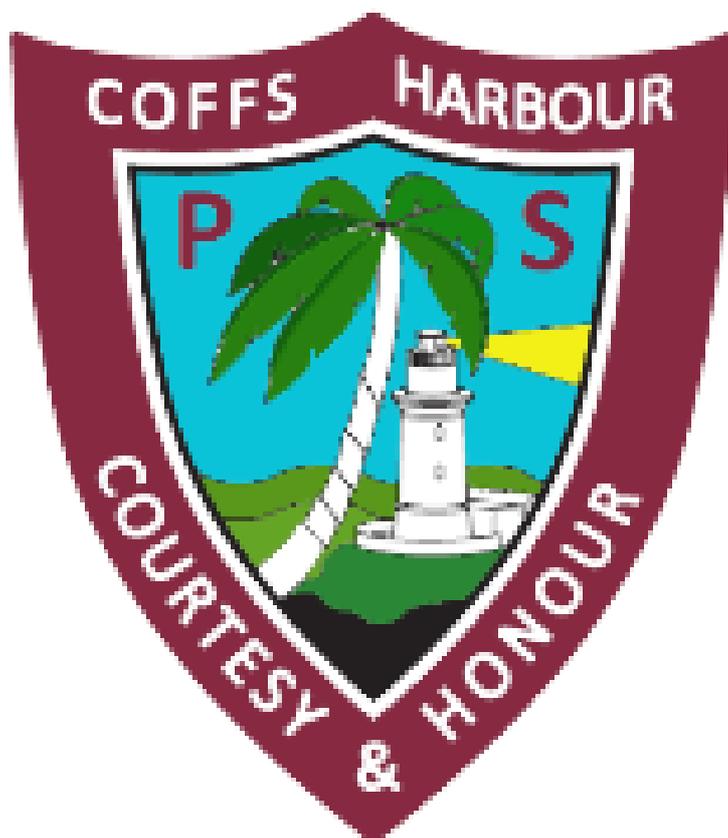


2023 Annual Report

Coffs Harbour Public School



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Introduction

The Annual Report for 2023 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>

Strategic Direction 1: Student growth and attainment

Purpose

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

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

Aboriginal background
English language proficiency
Low level adjustment for disability
Socio-economic background
Integration funding support
Refugee Student Support
New Arrivals Program
Professional learning
QTSS release
AP Curriculum & Instruction

Summary of progress

The two focuses of Strategic Direction 1 in 2024 were to improve outcomes in literacy and numeracy, and build collective efficacy between staff. Early in the year staff had collaborative conversations to develop team-wide programming systems. The majority of staff implemented OneNote as an effective system for programming. Opportunities were provided throughout the year for staff to build on their understanding of programming using OneNote and share their learning. A major initiative of Strategic Direction 1 was weekly collaboration sessions. These sessions began at the beginning of the year and were directed by the school's Assistant Principal Curriculum and Instruction and Stage Assistant Principals. The focus of these sessions varied for K-2 & 3-6, but predominantly focussed on Curriculum Reform and ensuring all staff are equipped to implement the new English and Mathematics syllabus.

While the focus on developing whole school programming systems was generally successful, it wasn't initially adopted by all staff and all teams. As the school staff who did adopt the new systems began to showcase their success during team meetings and collaboration sessions, many others began to realise the value of this as a programming tool and also began to use this system. The benefit of this emerged when stage-based teams began to use the DoE sample units of work provided as part of the curriculum reform and saw they could make a team master program. This was then individualised by each staff member to cater for the needs of their own class by differentiating and scaffolding learning. The success of the K-2 OneNote programming has inspired 3-6 to continue this activity next year, thus ensuring a whole school approach to this activity in the SIP. Collaboration sessions were a highly successful structure that was implemented in 2023. All staff engaged with extensive professional learning about the new English and Mathematics Curriculum Reform. Staff felt confident to implement the new curriculum, assessment and reporting requirements. Timetabling these sessions weekly contributed to the overall success of the structure and reinforced the value placed on building teacher capacity. Elements of the collective efficacy activity were included in other components of SD1. This activity will be reconsidered for 2024.

Due to effective structures, systems and processes, specifically weekly collaboration sessions, the activities outlined in SD1 have been highly successful. Teachers have a comprehensive understanding of the new curriculum and have built their capacity to differentiate for point of need. The consistency in programming and using the DoE units of work has ensured consistency and compliance. It has also developed teacher understanding of how to utilise the extensive DoE evidence based resources available on the Universal Resources Hub.

Our success has ensured a strong foundation for continued focus on programming and curriculum implementation in 2024, as 3-6 begin their enact phase and K-2 continue embedding the new curriculum within their teaching and learning practice. All staff will be required to use OneNote as the tool for programming utilising a master template for teachers to adapt to cater for the needs of student in their classes. APC&I's will continue to network with CRC and executive networks to provide current and comprehensive professional learning for all staff during collaborative sessions.

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 uplift percentage of students achieving expected growth in reading Check In Assessment to within 3% of state average.	2023 Check-In Assessment reading results in: <ul style="list-style-type: none"> • Year 4 reflected a 4 percentage point decrease when compared with Statistically Similar School Groups, and a 2.7 percentage point increase when compared with 2022 State average. • Year 5 reflected a 1.2 percentage point decrease when compared with Statistically Similar School Groups, and a 1.1 percentage point decrease when compared with 2022 State average. • Year 6 reflected a 3.9 percentage point decrease when compared with Statistically Similar School Groups, and a 4.2 percentage point decrease when compared with 2022 State average.
Increase the uplift percentage of students achieving expected growth in numeracy Check In Assessment to within 3% of state average.	2023 Check-In Assessment reading results in: <ul style="list-style-type: none"> • Year 4 reflected a 1.7 percentage point decrease when compared with Statistically Similar School Groups, and a 2.4 percentage point decrease when compared with 2022 State average. • Year 5 reflected a 0.3 percentage point increase when compared with Statistically Similar School Groups, and a 1.6 percentage point decrease when compared with 2022 State average. • Year 6 reflected a 2.5 percentage point decrease when compared with Statistically Similar School Groups, and a 4.3 percentage point decrease when compared with 2022 State average.
Years 4, 5, and 6 Aboriginal students within Coffs Harbour Public School achieve expected, or above expected, growth in reading as measured through the Check-In Assessment and when compared to Statistically Similar School Groups and State averages.	2023 Check-In Assessment reading results in: <ul style="list-style-type: none"> • Year 4 reflected a 4 percentage point decrease when compared with Statistically Similar School Groups, and a 2.7 percentage point decrease when compared with 2022 State average. • Year 5 reflected a 1.2 percentage point decrease when compared with Statistically Similar School Groups, and a 1.1 percentage point decrease when compared with 2022 State average. • Year 6 reflected a 1.9 percentage point increase when compared with Statistically Similar School Groups, and a 2.2 percentage point increase when compared with 2022 State average.
Years 4, 5, and 6 Aboriginal students within Coffs Harbour Public School achieve expected, or above expected, growth in numeracy as measured through the Check-In Assessment and when compared to Statistically Similar School Groups and State averages.	2023 Check-In Assessment reading results in: <ul style="list-style-type: none"> • Year 4 reflected a 1.7 percentage point increase when compared with Statistically Similar School Groups, and a 2.4 percentage point decrease when compared with 2022 State average. • Year 5 reflected a 0.3 percentage point increase when compared with Statistically Similar School Groups, and a 1.6 percentage point decrease when compared with 2022 State average. • Year 6 reflected a 2.5 percentage point decrease when compared with Statistically Similar School Groups, and a 4.3 percentage point decrease when compared with 2022 State average.

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

6101 Consolidated Fund Carry Forward

Aboriginal background

Professional learning

Summary of progress

In term 3 students identified as regular non attendees were offered the opportunity to catch the school based bus. Admin staff now coordinate the collection of absences daily through phone calls home when students are absent. We completed Berry Street PL in Term 1 and in Term 2 we commenced an SRC. In term 2 we conducted a staff meeting to gain feedback on current behaviour models and practices, professional learning and wellbeing models. This year we have organised staff meetings and team meeting on alternate weeks. Teachers were provided with an additional 1 hour RFF to collaborate with the APC&I. In Term 3 members of the Exec team attended workshops delivered by the Black Dog Institute on Managing team wellbeing.

In term 3 a 'clubs' initiative was developed for the playground as an additional passive space for students to play. This has had a positive impact on students behaviour.

(Impact) As a result of the administration team taking on the monitoring of attendance data the school has had a significant decrease in unexplained absences. Due to a culture shift at CHPS we are now heading towards the philosophy of intrinsic motivation vs extrinsic motivation. This is being supported by the implementation of Berry Street and Paul Dix innovations by staff across the school. With consideration of staff feedback on our behaviour models, a range of strategies to support students on the playground were trialled with significant success. We set consistent playground duties, developed explicit duty expectations for teachers and merged our stage playgrounds. As a result, behaviour incidents have reduced and teacher consistency has increased.

In 2023 external agencies were contacted to deliver workshops to the whole staff on wellbeing practices. We were unsuccessful in locking in 'Myer Briggs personality types' professional Learning however, members of the exec team will be participating in the Art of Leadership course and the Master course in 2024. During the Staff Development Days at the beginning of 2024 the whole staff will engage in wellbeing professional learning on trauma informed art therapy lead by an external agency. Further Professional Learning will be implemented to further develop behaviour management practices.

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
There will be an uplift of 14.6% in the number of students identifying positive	The 2023 Tell Them from Me survey results indicate students at Coffs Harbour Public School have a 11 percentage point increase in students

wellbeing improvements based on the Tell Them From Me survey.	having a positive Sense of Belonging compared to 2021 data. The survey was not completed in 2022.
Increase the percentage of students attending school 90% or more to between 75.2% and 80.2%	In 2023, students attending school 90% or more of the time was 59.8%. This was 16.7 percentage points above statistically similar school groups (SSSG), and 7 percentage points above State average.
Decrease the % of student suspensions by 3%. Decrease the number of students repeatedly attending the Planning Room by 10%	In 2023, there was a decrease in suspensions from 3.88% to 3.08% of students when compared to 2022. This reflects a 0.80% percentage point decrease. In 2023, there was a decrease of 7.2% in the number of incidences referred to the planning room when compared to 2022.
Increase the percentage of students reporting positive wellbeing on the Tell Them from Me Survey to between 91.6% and 96.6%	In 2023 the Tell Them From Me survey indicates Coffs Harbour Public School students have a positive wellbeing of 93%. This is 5 percentage points above State average.

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

Professional learning
Socio-economic background
Aboriginal background

Summary of progress

Community & Student Voice: Meetings with different groups of parents were held in Terms 1, 2 & 3, based on school needs. This enabled parent and carer input into learning plans and also provided opportunity for teachers to give parents and carers feedback about their child's learning. The CHPS Hubs started in Term 1, but have not continued throughout the year. It was designed as an avenue to give community members information about our school and provide expert advice to parents and carers. Community breakfasts were held at the end of each term to welcome the community into the school. These proved very popular and developed positive relationships between staff and parents and carers. The SRC was established in Term 1 with representatives elected from each class. The plan was for students to have a voice in some aspects of the school community. One meeting was held in Term 2, but the structure was unsuccessful and no further meetings were held. Student leaders were elected in Term 4 for 2024.

Inspiring Leadership within and across staff: Two Executive attended Art of Leadership.

Community and Student Voice: The Community breakfasts were successful in that a large number of families attended, however, it was really difficult to collect data on numbers and how families feel about the school.

(Impact)

Community and Student Voice: Community breakfasts will continue next year as an activity, but not be part of the SIP.

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 % of staff satisfaction by 5% on leadership opportunities including mentoring, additional data and collaboration sessions and leadership professional learning based on 2022 survey data.	-All teaching staff attended collaboration sessions in 2023 - Beginning teachers received additional RFF time through GTiL. They were also mentored by an expert teacher to complete their accreditation.
Positive responses from annual parent survey indicate high satisfaction level	There was low engagement in completing the annual parent community engagement survey. However, 85% of responses indicated a high

and school engagement that is increased by 5% per year.

satisfaction level of communication and community engagement between families and school.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$59,030.58</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improve student outcomes in Numeracy and Reading <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • release time to engage staff in targeted professional learning • additional staffing for targeted interventions to support student learning • intensive English language and learning support to increase educational outcomes for students • engagement of a refugee support leader to coordinate personalised support for students and families from refugee backgrounds <p>The allocation of this funding has resulted in the following impact: In 2023, Refugee Student Support funds supported teachers to differentiate teaching and learning through EAL/D professional learning that focused on refugee education. The learning needs of all students were identified and support, additionally, the funds also supported the wellbeing of refugee students and their families.</p> <p>After evaluation, the next steps to support our students will be: In 2024, Refugee Student Support will be used to support all refugee students learning and wellbeing.</p>
<p>New Arrivals Program</p> <p>\$205,048.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improve student outcomes in Numeracy and Reading <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: Our NAP class was formed in Semester 2, staffed by a specialist EAL/D teacher 1.0FTE and 2 bilingual SLSOs. As our funding for NAP fluctuates regularly and is paid to us one month in arrears, we determined the need to stabilise the support by establishing this model. This meant at times the school was funding above allocation, which balances out with the times when the funding has increased for short increments of time. Our bilingual SLSOs have supported students in our NAP class for morning and middle sessions each day. Each afternoon students return to their 'base' class to engage in other KLAs. Our bilingual SLSOs are timetabled to visit the 'base' classrooms to support our NAP students with their learning and English language acquisition during these afternoon sessions. As a result, students are more willing to actively participate in all activities as their confidence levels are increasing.</p> <p>After evaluation, the next steps to support our students will be: In 2024 we will continue our NAP class and EAL/D interventionist support for our students. We will analyse the effectiveness and impact of these programs regularly to ensure we are maximising our supports.</p>

<p>Integration funding support</p> <p>\$440,498.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Coffs Harbour Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improve student outcomes in Numeracy and Reading <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • consultation with external providers for the implementation of [strategy] <p>The allocation of this funding has resulted in the following impact: 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>After evaluation, the next steps to support our students will be: In 2024, we will 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>\$1,007,560.68</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improve student outcomes in Numeracy and Reading • Community and Student Voice • Inspiring Leadership within and across staff <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support MultiLit program implementation. <p>The allocation of this funding has resulted in the following impact: Due to staff absences we've modified the MultiLit program in Semester 2 to be run exclusively by SLSOs. We now have 7 SLSOs running the Multilit program across Years 1-6. This allows consistency in programming as SLSO are less likely to be taken off their role. Our EAL/D interventionist teachers have been supporting students in small group withdrawal settings and in class. Their programs have also lost a degree of continuity due to interventionists being required to cover classes when staff are away and no casuals are available to cover. Our bilingual SLSOs have supported students in our NAP class for morning and middle sessions each day. Each afternoon students return to their 'base' class to engage in other KLAS. Our bilingual SLSOs are timetabled to visit the 'base' classrooms to support our NAP students with their learning and English language acquisition during these afternoon sessions.</p> <p>After evaluation, the next steps to support our students will be: In 2024 we will continue our MultiLit program interventionist support for our students. We will analyse the effectiveness and impact of these programs regularly to ensure we are maximising our supports.</p>
<p>Aboriginal background</p> <p>\$99,335.58</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Coffs Harbour Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p>

<p>Aboriginal background</p> <p>\$99,335.58</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improve student outcomes in Numeracy and Reading • Inspiring Leadership within and across staff • Improving Attendance <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs • creation of school literacy resources embedding local language <p>The allocation of this funding has resulted in the following impact: The Multilit program in Semester 2 was run exclusively by SLSOs. We now have 7 SLSOs running the Multilit program across Year 1-6. This allows consistency in programming as SLSO are less likely to be taken off their role.</p> <p>After evaluation, the next steps to support our students will be: In 2024, we will continue engaging additional programs including Multilit facilitated by SLSOs to assist with personalised learning and support for students.</p>
<p>English language proficiency</p> <p>\$338,115.16</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improve student outcomes in Numeracy and Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional bilingual staff to support communication • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phases • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in the following impact: English Language Proficiency Funding was utilized to provide additional staffing to provide intensive support for students identified in beginning and emerging phases of EALD Learning Progressions aiming to Improve student outcomes in Numeracy and Reading.</p> <p>After evaluation, the next steps to support our students will be: In 2024 English Language Proficiency Funding will continue to be utilized to provide additional staffing in both EAL/D specialist teacher to model EAL/D strategies and bilingual SLSOs to support communication. Providing intensive support for students identified in beginning and emerging phases of EALD Learning Progressions and supporting teacher confidence and practice in their classrooms.</p>
<p>Low level adjustment for disability</p> <p>\$290,503.72</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improve student outcomes in Numeracy and Reading

<p>Low level adjustment for disability</p> <p>\$290,503.72</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention through the Multi-Lit program to increase learning outcomes • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: Students who have participated in the Multi-Lit program have made significant progress with their literacy learning. This is reflected in PLAN2 data and pre and post assessment carried out at the beginning and completion of the Multi-Lit cycle.</p> <p>After evaluation, the next steps to support our students will be: We will continue this program in 2024 in order to support a new cohort of students as determined by the pre-assessments. Students on the Multi-Lit caseload for 2023 will continue to access support with their learning through differentiated learning experiences and targeted intervention from student learning support officers through activities such as reinforced reading.</p>
<p>Location</p> <p>\$1,882.97</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: All students were able to access excursions and other experiences that had previously incurred a cost to families. This has ensured inclusivity for all students</p> <p>After evaluation, the next steps to support our students will be: Throughout 2024 we will continue to allocate this funding to subsidise excursions and experiences for our students.</p>
<p>Professional learning</p> <p>\$53,621.82</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 Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improve student outcomes in Numeracy and Reading • Community and Student Voice • Inspiring Leadership within and across staff • Improving Behaviour • Improving Wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in weekly professional learning with our APCI to build teacher capacity with implementing the new curriculum • course costs for staff undertaking recognised courses • presentations by suitable and qualified facilitators, for example diabetes or first aid workshops <p>The allocation of this funding has resulted in the following impact:</p>

<p>Professional learning</p> <p>\$53,621.82</p>	<p>Weekly one hour collaboration sessions hosted by stage Assistant Principals and APCIs continue to be a successful model to ensure school wide improvement in teaching practices. During these sessions K-2 teachers are focusing on adopting and adapting the English and Mathematics units to suit our school context and learning needs. 3-6 teachers are developing a strong understanding of Component A to ensure they are ready to implement the new syllabus in 2024.</p> <p>After evaluation, the next steps to support our students will be: We will continue weekly 1 hour collaboration sessions for all teachers so that they are comfortable sharing ideas and suggestions. We will ensure there is a regular opportunity in exec meetings throughout 2024 to enable best practice discussion of collaboration.</p>
<p>Beginning teacher support</p> <p>\$47,019.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • professional learning that focuses on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and caregivers. • ongoing feedback and support that is embedded in the collaborative practices of the school <p>The allocation of this funding has resulted in the following impact: Beginning teachers are provided with weekly scheduled opportunities to engage in professional learning with the APCI that focuses on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and caregivers.</p> <p>After evaluation, the next steps to support our students will be: In 2024 Beginning teachers will be provided with additional mentorship and support from APCI and nominated staff to support their ongoing professional learning.</p>
<p>QTSS release</p> <p>\$107,359.78</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improve student outcomes in Numeracy and Reading <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: This funding facilitated staff engagement in embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>QTSS release \$107,359.78</p>	<p>In 2024 this funding will continue to support additional staffing to facilitate staff collaboration in the implementation of high-quality curriculum.</p>
<p>COVID ILSP \$293,655.35</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 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy <p>The allocation of this funding has resulted in the following impact: The funding facilitated intensive small group tuition for students who had been disadvantaged by the move to remote and/or flexible learning and were identified as most likely to benefit from additional support.</p> <p>After evaluation, the next steps to support our students will be: This funding will be repurposed by the Department of Education in 2024.</p>
<p>Per capita \$137,630.73</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Funding was allocated to support all students to access the curriculum and engage in their learning. <p>The allocation of this funding has resulted in the following impact: Per capita funds supported the school through facilitation of programs including classroom supplies and online learning subscriptions..</p> <p>After evaluation, the next steps to support our students will be: In 2024, per capita funds will continue to support all students equitably at Coffs Harbour PS</p>
<p>AP Curriculum & Instruction \$217,123.20</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improve student outcomes in Numeracy and Reading <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • collaborate effectively with school leaders to develop structures and routines to collect, analyse and use data on the learning needs of teachers and students regarding literacy and numeracy through the curriculum • develop the capability of middle leaders and teachers to use formative and summative assessment strategies and tools effectively when identifying and monitoring progress of students in literacy and numeracy • coordinate differentiated professional learning that builds teacher and

<p>AP Curriculum & Instruction</p> <p>\$217,123.20</p>	<p>leader expertise to understand and implement explicit, evidence informed teaching strategies for student literacy and numeracy improvement across the curriculum</p> <ul style="list-style-type: none"> • strategically plan for and engage in professional conversations about teaching practices to enhance literacy and numeracy instruction in classrooms <p>The allocation of this funding has resulted in the following impact: Staff engage in embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student outcomes.</p> <p>After evaluation, the next steps to support our students will be: In 2024 Assistant Principals, Curriculum and Instruction will continue support strong instructional leadership models at Coffs Harbour Public School to drive school wide improvement in both teaching practice and student outcomes.</p>
<p>6101 Consolidated Fund Carry Forward</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>The allocation of this funding has resulted in the following impact: Creation of a school funded bus to assist with transporting students to school and additional staffing resources to collect and analyse attendance data to inform strategies and planning.</p> <p>After evaluation, the next steps to support our students will be: In 2024, we will continue engaging additional programs including facilitating the attendance bus for identified students and ongoing collection and ana</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	256	259	243	246
Girls	216	240	254	251

Student attendance profile

School				
Year	2020	2021	2022	2023
K	91.8	90.1	82.7	88.6
1	90.1	91.1	87.2	85.4
2	91.1	91.4	88.4	86.4
3	86.1	90.2	87.5	90.7
4	87.4	91.9	88.8	88.3
5	90.4	90.3	88.4	87.9
6	92.0	87.6	84.6	87.8
All Years	89.9	90.4	86.9	88.0
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	6.4
Classroom Teacher(s)	24.03
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
Teacher EAL/D	2.4
School Counsellor	1
School Administration and Support Staff	10.66

*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 2023, 2.5% 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 ¹	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	981,303.75
Revenue	9,235,741.64
Appropriation	9,138,690.53
Sale of Goods and Services	32,618.39
Grants and contributions	50,254.02
Investment income	12,878.70
Other revenue	1,300.00
Expenses	-9,137,374.62
Employee related	-8,186,626.80
Operating expenses	-950,747.82
Surplus / deficit for the year	98,367.02
Closing Balance	1,079,670.77

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

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

	2023 SBAR Adjustments (\$)
Targeted Total	490,555
Equity Total	1,735,515
Equity - Aboriginal	99,336
Equity - Socio-economic	1,007,561
Equity - Language	338,115
Equity - Disability	290,504
Base Total	4,613,612
Base - Per Capita	137,631
Base - Location	1,883
Base - Other	4,474,099
Other Total	970,164
Grand Total	7,809,846

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Coffs Harbour Public School regularly took the opportunity to seek opinions of our school community including parents/caregivers, students and teachers. throughout the year in 2023 using survey data such as 'Tell Them From Me' and focus groups including our 'CHPS Parent Help Share Hub'. Coffs Harbour Public School aimed to build positive and respectful relationships between staff, students and the wider community to improve sense of belonging, cultural awareness and connectedness within our school.

Policy requirements

Aboriginal Education Policy

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

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

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.