

# 2023 Annual Report

## Coffs Harbour High School



8109

# Introduction

The Annual Report for 2023 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

---

Coffs Harbour High School

Cnr Edinburgh & Nile Streets

Coffs Harbour, 2450

<https://coffsharb-h.schools.nsw.gov.au>

[coffsharb-h.school@det.nsw.edu.au](mailto:coffsharb-h.school@det.nsw.edu.au)

6652 3466

## 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 884 students and a support unit comprised of three classes. The school incorporates a diverse student population, including 10% 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 2023 was 64.4 teaching staff and 15.882 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	2023 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 growth and performance	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**  
**English language proficiency**  
**Refugee Student Support**

### Summary of progress

---

In 2023, most planned initiatives and activities were significantly hampered due to substantial staffing shortages and direct impact from the COVID pandemic. The school experienced a significant disruption during late Term 1 through to the end of Term 2. This period resulted in many days where regular classes were suspended, as minimal supervision for many students became necessary to maintain the essential duty of care. The challenges experienced by the school were consistent with the challenges faced by other schools across the state. Department of Education data indicated that NSW public schools had an average casual teacher shortfall of 42% per day, with 87% of all public schools reporting a shortage of casual teachers. Figures indicated that shortfalls were greatest in non-metropolitan areas, with some geographic areas and individual schools experiencing more significant lesson disruption, including twice or three times the state average.

Overall progress in literacy and numeracy attainment was below expectations and target levels. It should be noted that the NSW Department of Education mandated that these targets be changed part-way through the planning cycle due to changes in NAPLAN that prevented the determination of growth data. This made it difficult to determine specific and accurate improvement measures in new areas without historical data. It should also be noted that much of the additional literacy and numeracy support planned for students did not occur because of staffing shortages. The school Literacy and Numeracy improvement teams had to take stock of the limitations placed on them. Mid-year, they changed the Literacy/Numeracy team leader initiative and activities from a cohort academic class-based team to faculty-based teams.

Concerning the reading assessment, the results from the check-in assessment were at the average growth level. Still, it was encouraging to see an overall improvement in Year 9 results in general, with fewer students achieving results in the lower quartile (with the proportion of students at less than the state average for this quartile).

Concerning the attainment of HSC minimum standards, the proportion of students who met the standard by the start of Year 11 was less than the target measure. Of these results, Aboriginal students had a higher achievement rate of minimum standards than the average for the entire cohort, at 68.8%. EAL/D students had the lowest rate at 13.3%. In evaluating these results, it must be noted that 57 students from the 2023 Year 10 cohort left the school to enrol in Year 11 at the Coffs Harbour Senior College in 2024, and their attainment is therefore excluded from this data. This will have significantly skewed these results since these students were more generally the higher achieving academic students in this cohort. The loss of more academic students from Years 10 to 11 is an anomaly compared to most secondary school settings across the state. Any future measures concerning minimum standards may need to be adjusted to reflect attainment by the end of Year 10 compared to the entire Year 10 cohort or attainment at the end of Year 12 compared to the remaining Year 11/12 cohort.

### 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
An increase in Check-in Assessment mean scaled score for reading in Year 9 for 2023 compared with Year 7 in 2021.	The scaled score for the Check-in Assessment for Year 7 in 2021 was 389.1, which increased to 405.7 for the same student cohort in the Year 9 Check-in Assessment in 2023, demonstrating average growth in reading across the cohort.
85% of students to achieve HSC minimum Standards by the start of Year 11	65.4% of students achieved some minimum standards by the start of Year 11. This result primarily reflected achievement of the Numeracy standard, with 62% of students achieving this standard.

## Strategic Direction 2: Wellbeing and engagement

### Purpose

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

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

### Initiatives

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

- 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

### Summary of progress

As was stated earlier in this report, there was a significant impact in 2023 from the COVID pandemic and staffing shortages. This impact was most evident in terms of trends in both attendance and wellbeing data.

Concerning student attendance, it must also be noted that data for measurement against target levels is harvested based on Semester 1 attendance. It was during Semester 1 that the school experienced the most significant impact from the state-wide staffing shortage and illness due to COVID-19. There was clear evidence (through responses to parent contact regarding absences) that students/parents would choose not to attend school due to the disruption caused by minimal supervision over this period. This impact varied among different cohorts due to the effects of minimal supervision on these cohorts. For example, in the case of senior students, where students could see that their teachers were absent on a day and no cover would be provided, they would elect to stay at home and, in some cases, complete their schoolwork independently at home.

Despite the significant issues around minimal supervision and staffing shortages, the school still demonstrated improvement in attendance compared to 2022, which should be seen as a substantial success in this context. This improvement can be attributed to the work of the dedicated attendance clerical position in following up on absences through direct contact with parents, the work of learning and wellbeing teams in supporting students with identified attendance issues, and the significant work done to promote and reward high levels of attendance.

Concerning student wellbeing, there was an apparent decline in data from the results of the first survey in Term 1 to the second survey at the end of Term 3, and this can also be attributed to the disruption caused by minimal supervision, which led to a significant increase in behavioural issues over this time. There were also significant negative impacts on the school environment caused by extremely disruptive and prolonged repair works that significantly reduced the amount of space and facilities available to students in an already limited school environment. This has largely been removed, leading to a more positive school environment and culture. There were also weaknesses identified in the transition of Year 7 students to school, which contributed to an increase in behavioural issues in this cohort. Significant work has since been undertaken to improve the future transition process from primary school to Year 7.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of Year 7 - 10 students attending school more than	After a significant decline in 2022, the percentage of students attending 90% or more of the time increased significantly to 47.44%. Still, it remained

90% of the time by 7.1% above the system-negotiated target baseline.	short of the targeted improvement level and below pre-COVID levels.
Increase the percentage of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School in Tell Them From Me survey data by 4.5% above the system-negotiated target baseline.	The overall average measure for the Tell Them From Me survey was 46.79% and remains well short of the targeted improvement level.



### 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

### Summary of progress

Again, as stated earlier in this report, the COVID pandemic and staffing shortages significantly impacted the HSC program. Considering the difficulties with staffing covering senior classes, several measures were implemented to support students. This included redistributing funds to purchase and make available additional learning resources for senior students. We also made available teachers in the library every morning to provide tutorial-style and individual support for senior students. The school spent funds to employ external invigilators to supervise the Trial HSC and Year 11 Yearly exams. These invigilators were the same team running the final HSC exams, and administered these school exams in the same manner, thereby providing students with familiarity with the HSC exam process before sitting for the final exams.

Concerning HSC achievement in the top 3 bands, it should be noted that the baseline used for setting the improvement measure was selected at the peak of our student performance and was an average between two cohorts that were significantly divergent and with over 11% difference, with the 2017 cohort achieving 56.4% in top 3 bands and the 2018 cohort only 45.34%. Since 2017, results have declined steadily, and this has coincided with an increase in refugee arrivals and EAL/D students, and more recently with COVID and the impacts of the staffing shortage. Additionally, the school loses a significant proportion, in varying and inconsistent degrees, of more capable students to the Coffs Harbour Senior College at the start of Year 11 each year. Moving forward, the focus of HSC performance will remain on students achieving in the top three bands and on students undertaking more appropriate learning pathways matching their abilities and career aspirations.

Concerning Aboriginal student attainment in the HSC, results were pleasing, and it was particularly impressive that our Aboriginal students are demonstrating a stronger sense of belonging and expectations for success than non-Aboriginal students. The school has done significant work in increasing the cultural opportunities and experiences for Aboriginal students through several external programs delivered within and outside the school, the establishment of a Yarning Circle, and involvement with other schools in initiatives such as the Inter-school Aboriginal dance group. The school has also expanded the offering of Aboriginal Studies to include a Stage 5 elective, with a class running in 2024.

### 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.

<p>Increase the percentage of HSC course results in the top 3 bands by 5.7% above the system-negotiated target baseline.</p>	<p>The percentage of students achieving results in the top three bands in the HSC in 2023 was 30.77%. This result was well below the targeted improvement measure and followed a declining trajectory that began with the COVID-19 outbreak.</p>
<p>Increase the percentage of Aboriginal students attaining the HSC whilst maintaining their cultural identity above the school's lower bound system-negotiated target.</p>	<p>Nine Aboriginal students attained an HSC in 2023, representing 9% of the total HSC cohort. This proportion is consistent with Aboriginal students across the school and represents a consistent retention rate to the HSC. In the Tell Them From Me survey data, Aboriginal students indicated a 2% higher level of "Sense of Belonging" and "Expectations for Success" than non-Aboriginal students.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$17,941.32</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> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> There was an uptake later in the year with new arrivals as COVID travel restrictions have lifted and more refugee families were settling in the area. 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.</p> <p><b>After evaluation, the next steps to support our students will be:</b> This funding will continue to be used for the purpose of employing SLSOs to support these students and their families.</p>
<p>New Arrivals Program</p> <p>\$66,583.00</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 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 targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Funding was able to provide for a separate class to focus on more individualised and explicit support for new arrival EAL/D students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Given the continuing enrolment of these students and the likely continuation of this funding, this class will continue into 2024.</p>
<p>Integration funding support</p> <p>\$354,232.00</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> </ul>

<p>Integration funding support</p> <p>\$354,232.00</p>	<ul style="list-style-type: none"> <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>• 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> 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> This support will continue in its current form.</p>
<p>Socio-economic background</p> <p>\$419,736.99</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>• 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>• providing students with economic support for educational materials, uniform, equipment and other items</li> <li>• resourcing to increase equitability of resources and services</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> 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> 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>\$97,193.29</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 support literacy and numeracy programs</li> <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> </ul>

<p>Aboriginal background</p> <p>\$97,193.29</p>	<ul style="list-style-type: none"> <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> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Funding has ensured that students were able to feel culturally safe and 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> There is an ongoing need for this support into the future.</p>
<p>English language proficiency</p> <p>\$450,434.13</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> 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> 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>• 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>• targeted students are provided with an evidence-based intervention MacLit program to increase learning outcomes</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> 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>Low level adjustment for disability</p> <p>\$360,775.07</p>	<p><b>After evaluation, the next steps to support our students will be:</b> The MacLit program continues to be successful in building student confidence and skill. The ongoing additional support of students is essential, especially in providing capacity to support students without a formal diagnosis of disability who do not qualify for funding but have need of additional supports.</p>
<p>Location</p> <p>\$4,613.51</p>	<p>The location funding allocation is provided to Coffs Harbour High School to address school needs associated with remoteness and/or isolation.</p> <p><b>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> The provision of additional trolleys of laptops for class use and the employment of a Technical Support Officer to appropriately maintain resources.</p> <p><b>After evaluation, the next steps to support our students will be:</b> There is a particular need to continue to update resources where funding permits and also to continue a role supporting the installation and maintenance of computing systems within the school.</p>
<p>Professional learning</p> <p>\$96,027.53</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>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• teacher relief for staff engaging in professional learning</li> <li>• presentations by suitable and qualified facilitators, for example diabetes or first aid workshops</li> <li>• course costs for staff undertaking recognised courses</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 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> A significant proportion of professional learning funds were not utilised due to impacts of staffing shortages. However, the quantum amount of funding available remains small and needs to be managed carefully once improved staffing permits greater access to courses and release to attend courses.</p>
<p>COVID ILSP</p> <p>\$232,420.51</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><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> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 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> Again this year, unfortunately, staffing shortages meant that there were times throughout the year where staff had to be taken off tutoring to relieve absent staff that could not be covered. It should be noted that schools were</p>

<p>COVID ILSP \$232,420.51</p>	<p>only funded for the first half of the year and were required to fund the second half of the year from school funds. It is unclear as to whether this program will continue in future and in what capacity.</p>
<p>Student Support Officer \$99,516.00</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>Overview of activities partially or fully funded with this Staffing - Other include:</b></p> <ul style="list-style-type: none"> <li>• Improve the wellbeing, resilience, and pro-social behaviours of students by working in partnership with the wellbeing team and the school counselling service to prioritise and deliver individual, small group and whole-school evidence-based programs and strategies.</li> <li>• SSOs contribute to the implementation of the whole-of school approach to wellbeing with a focus on early intervention.</li> <li>• working collaboratively with external and other government agencies in their support of students and their families.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The Student Support Officer is an essential role within the school and a key member of our wellbeing team, supporting the work of School Counsellors, the Head Teacher Wellbeing and Year Advisers. A new SSO was appointed to the school in 2023 to fill a vacancy in this position.</p> <p><b>After evaluation, the next steps to support our students will be:</b> This position has become an integral part of our wellbeing team and supports for students. In 2024, there will be a focus on the delivery of more planned programs to students to help move the role to a more proactive rather than reactive one.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	454	475	461	434
Girls	445	442	423	417

## Student attendance profile

School				
Year	2020	2021	2022	2023
7	94.3	88.7	84.8	83.0
8	92.7	86.5	83.6	84.8
9	90.6	85.4	80.3	83.6
10	90.0	86.0	79.6	83.3
11	91.9	84.8	79.4	76.7
12	91.1	87.1	86.5	86.9
All Years	91.8	86.4	82.1	83.5
State DoE				
Year	2020	2021	2022	2023
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11	88.2	83.6	80.0	81.7
12	90.4	87.0	83.9	86.0
All Years	89.6	85.9	81.7	83.9

## 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.

## Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	3	11
Employment	8	12	44
TAFE entry	2	0	12
University Entry	0	0	25
Other	2	10	4
Unknown	1	2	4

## Year 12 students undertaking vocational or trade training

---

33.88% of Year 12 students at Coffs Harbour High School undertook vocational education and training in 2023.

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

---

87.9% of all Year 12 students at Coffs Harbour High School expected to complete Year 12 in 2023 received a Higher School Certificate or equivalent vocational education and training qualification.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	42.3
Learning and Support Teacher(s)	1.9
Teacher Librarian	1
Teacher EAL/D	3.2
School Counsellor	1
School Administration and Support Staff	15.08
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 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 <sup>1</sup>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	1,166,784.21
<b>Revenue</b>	13,102,007.13
Appropriation	12,732,594.17
Sale of Goods and Services	-337.70
Grants and contributions	344,456.58
Investment income	22,024.08
Other revenue	3,270.00
<b>Expenses</b>	-12,369,995.08
Employee related	-10,843,483.60
Operating expenses	-1,526,511.48
<b>Surplus / deficit for the year</b>	732,012.05
<b>Closing Balance</b>	1,898,796.26

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 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	299,800
<b>Equity Total</b>	1,328,139
Equity - Aboriginal	97,193
Equity - Socio-economic	419,737
Equity - Language	450,434
Equity - Disability	360,775
<b>Base Total</b>	9,212,090
Base - Per Capita	235,270
Base - Location	4,614
Base - Other	8,972,207
<b>Other Total</b>	685,932
<b>Grand Total</b>	11,525,962

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.

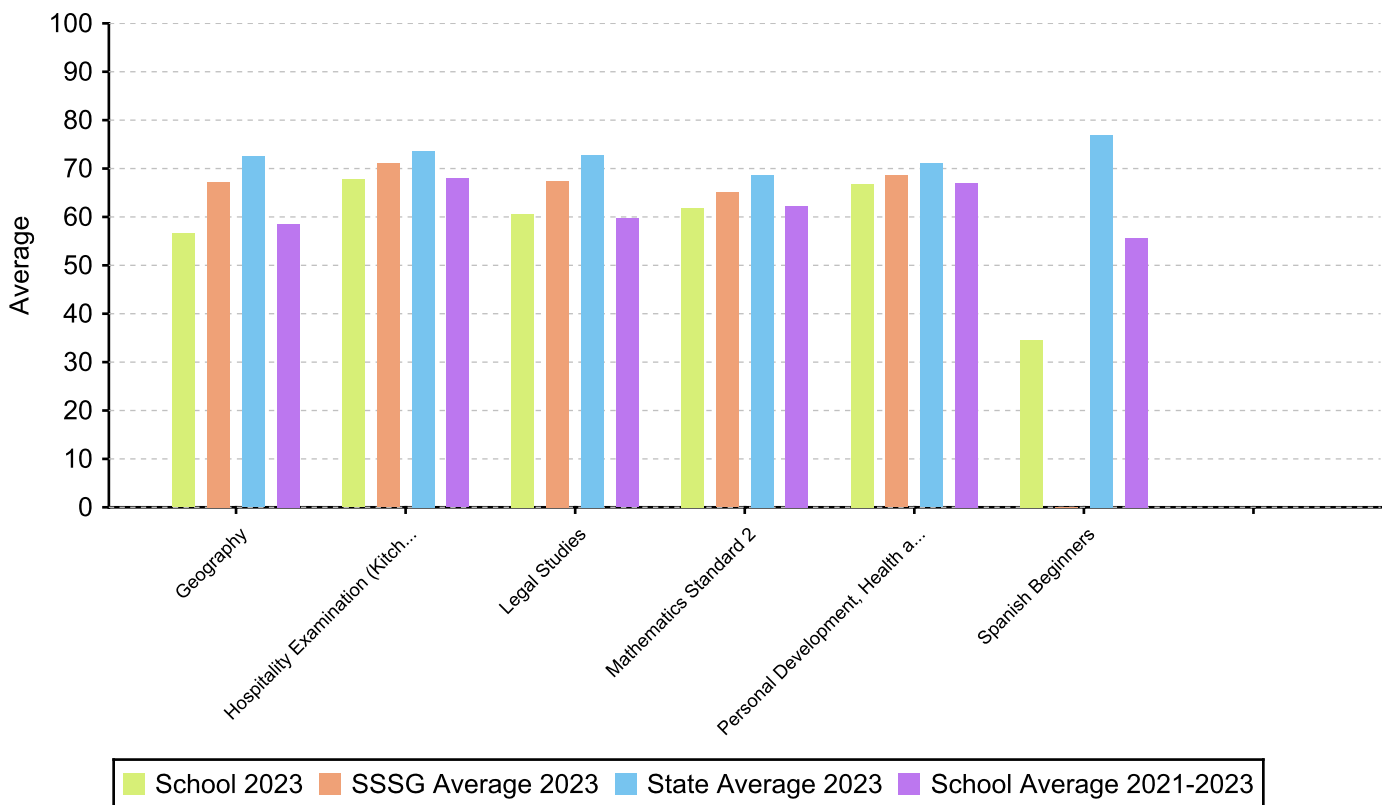
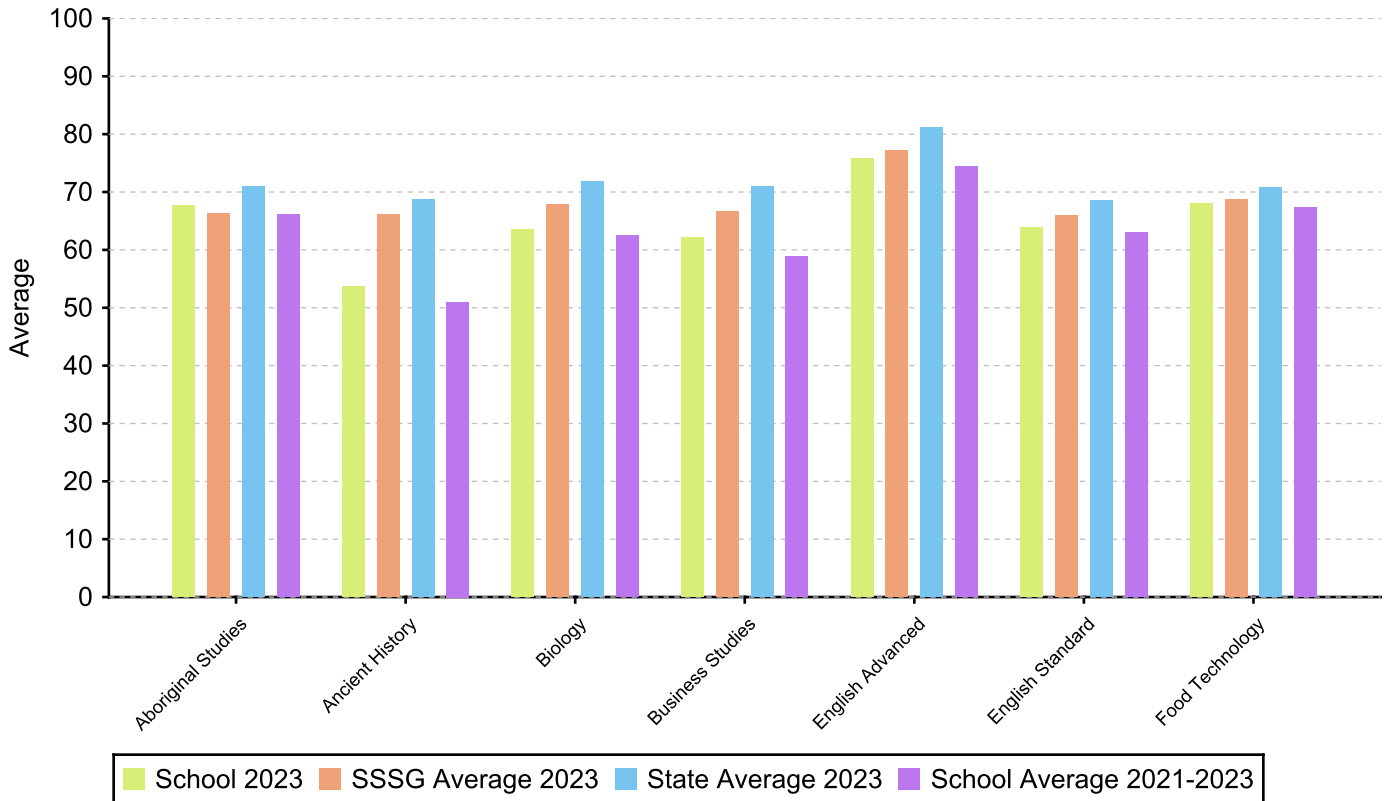
In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](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.



<b>Subject</b>	<b>School 2023</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2021-2023</b>
Aboriginal Studies	67.7	66.3	71.0	66.1
Ancient History	53.7	66.1	68.7	51.0
Biology	63.5	67.8	71.8	62.5
Business Studies	62.2	66.7	70.9	58.9
English Advanced	75.8	77.1	81.2	74.4
English Standard	63.9	66.0	68.5	63.1
Food Technology	68.0	68.6	70.8	67.3
Geography	56.6	67.2	72.5	58.6
Hospitality Examination (Kitchen Operations and Cookery)	67.7	71.1	73.7	68.0
Legal Studies	60.6	67.4	72.9	59.7
Mathematics Standard 2	61.9	65.1	68.7	62.3
Personal Development, Health and Physical Education	66.8	68.6	71.0	67.0
Spanish Beginners	34.6	0.0	76.9	55.7

## Parent/caregiver, student, teacher satisfaction

The *Tell Them From Me* student survey was conducted in Terms 1 and 3. This survey seeks to gauge student experiences and attitudes to school and their learning. While the results for the Term 1 survey were, in most areas, similar to results from the previous year, there was a significant decline in results from the first to the second survey. This appears to be attributable to the disruption caused by a considerable period of minimal supervision due to staffing shortages throughout Term 2. It is hoped that since the school has now secured more reliable staffing moving into 2024, there will be future improvement in these results. While two-thirds of students indicated mid to high attitudes concerning the *Advocacy at School* and *Sense of Belonging* measures, results relating to student learning culture were low compared to state data. In this respect, data related to teaching practice and teacher-student relations was on par with state levels, while measures related to intellectual engagement, interest and motivation, effort, and expectations for success were below state levels. Accordingly, developing a more positive and high-expectations learning culture will be a priority underpinning future school improvement.

Only 28% of staff completed the NSW Public Sector Employee Survey in 2023. This participation rate was down from previous years but an improvement from 2022. The top three favourable results from the survey were related to *job purpose and enrichment*, *inclusion and diversity*, and *ethics and values*. The lowest results were related to [lack of] *action on survey results*, *pay*, and *staff wellbeing*. These responses are most likely exacerbated by the additional pressures placed on school staff due to the staffing shortage. Concerning staff engagement and participation in decision-making, staff were engaged in the running of the school through school planning teams, the Wellbeing team, the Learning and Support team, the Aboriginal Education team and the school executive team. There was staff representation on the Work Health and Safety Committee and the School Finance Committee.

P&C collaboration and feedback to the school remain strong and positive. The P&C continues to operate an excellent school canteen and uniform shop that supports our students and families. The P&C were engaged in representation on merit selection panels and was invited to field a representative on the school finance committee. The P&C also contributed funding to support students competing in representative activities and provided funding for resources and initiatives proposed by staff, including support for the school Garden Club, Science resources, learning resources for our Support Unit and furniture for our Wellbeing room.



# 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.