

Coffs Harbour Public School Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of **Coffs Harbour Public School** 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 school 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.

Leonie Buehler

Principal

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Message from the Principal

At CHPS we continue to inspire, challenge and empower our students through our all–inclusive approach to teaching and learning. We focus on this by furthering our skills in personalising and differentiating the curriculum so that every child's needs are met, offering a well–rounded bank of extra curricula activities and developing leadership capacity. We make learning as engaging and stimulating as possible. We want our students to question, be curious and be able to critically evaluate and meaningfully participate in our global community. We promote the wellbeing of the young people in our care and foster in them resilience, empathy and a capacity.

School background

School vision statement

We are all independent lifelong learners and leaders in a safe, inclusive and challenging environment where there is collaboration between students, staff, parents and the community.

We value our school rules and focus on:

Respect; Responsibility; Excellence; and Safety.

School context

The Coffs Harbour Public School community is committed to providing a caring, inclusive and supportive educational environment. We strive to ensure personal success and the pursuit of individual excellence for all members of our learning community. This is fostered through quality teaching and learning programs in a climate of continuous improvement and professional response to student's needs.

Our school population is presently 410 students comprising of 370 mainstream students and 40 Special Education students. 25 % of our students are Aboriginal. 25 % are EALD students. We currently have 21 classes, 5 of which are special education classes.

There is a strong literacy and numeracy focus in line with our Early Action for Success strategy. Initiatives have centred on a differentiated curriculum and the staff are committed to a learning community where classroom practice is focused, systematic and purposeful to provide high quality teaching and learning. The parent community are actively engaged in the school and have high expectations.

Coffs Harbour Public School provides a safe, happy learning environment where talented and experienced teaching staff aim for excellent learning outcomes for students.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The overall results from the external validation correlated with our own self assessment. The school staff rated themselves between Delivering, Sustaining and Growing and Excelling. Our school currently rates itself as Sustaining and Growing in LEARNING ELEMENT, Sustaining and Growing in LEADING ELEMENT and 3 areas in Sustaining and Growing and 2 areas at Excelling in the TEACHING ELEMENT.

As a staff, we have found the External validation process to be extremely valuable. A dedicated team of teachers, SAS staff and school leaders have engaged in rigorous collaborative discussions to reflect upon our current practices and how these align with the School Excellence Framework. This deep analysis has led to a richer understanding of best practice and our future directions.

Strategic Direction 1

Leadership – Every person in our school community is a leader.

Purpose

Our purpose is to develop quality leadership for students and staff aligned with professional learning practices. Leaders enact and enable innovation, improvement and change. We are building the capacity of all – developing their collaborative resilience, team work, communication and creativity. To develop the mindset that everybody is a leader in line with our school vision and values statement.

Overall summary of progress

Our continued school-wide focus on student leadership has enabled us to achieve significant progress in this strategic direction through a successful approach to student wellbeing and learning culture.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Student Leadership roles and responsibilities.	<i>Student leaders and sports captains to have clearly defined roles and responsibilities to support student leadership across the school.</i>	\$5,500
Consistent attendance and improvement in wellbeing data.	<i>Consistent school attendance and increased success with partial attendance.</i>	
Implement Peer Support program in Terms 2 and 3.	<i>Successful peer support programs managed and reviewed for future leaders.</i>	
Kids Matter program to be engaged as a 3 year program.	<i>Kids Matter program to be further enhanced and embedded in the school community using the surveys provided within the program.</i>	

Next Steps

Implementation of Personal Development Scope and Sequence K–6 and evaluation. Implementation of Peer Support Program and the impact on students, teachers, attendance and suspension data. Continued implementation of *Kids Matter* well-being framework and surveys conducted as an evaluative measure.

Strategic Direction 2

Learning – Our school community promotes a culture of lifelong learning

Purpose

To create learners who are valued and have self-direction. All students will get the teaching and support they need to learn, achieve and become responsible productive citizens. Teachers take a shared responsibility for student engagement improvements, developments and success. Students are informed and contributing citizens in our global community; priority is given to student voice.

Overall summary of progress

Staff have worked collaboratively in stage groups, to have data discussions in teaching and learning in English and Mathematics. Staff have examined trends in PLAN data and where the need is for explicit teaching practices. There has been an improvement in collaborative planning and consistency of teacher judgement across the school. Hattie's research (Visible Learning) is linked to practical classroom implementation through the practice of teaching. Time has been allocated for staff to carefully examine data and how it can be utilised to drive teaching practice has been a priority in 2016. Stage teams have supported each other in the understanding of specific markers in PLAN and worked together to examine work samples and ensure expectations are consistent. Staff have then been allocated further time to evaluate the effectiveness of their teaching and learning. Lesson observation has allowed peers to engage in professional discourse on explicit teaching strategies and to provide valuable feedback to their peers. In preparation for the transition for schools to be authorities at the proficiency standard, a school based committee has been established to provide support and guidance.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Accreditation committee maintained to mentor and support staff.	<i>Accreditation valued and committee members offering mentoring support and feedback as required.</i>	\$169,807.00
Visible Learning to continue to support TWiT program and collaborative planning.	<i>TWiT sessions occurring regularly to support collaborative planning and goal setting. Evidence of Hattie's work translated into practice.</i>	
Professional Learning implemented consistently across the many aspects of the school environment.	<i>L3, GTIL, Compliance Training, EAFS, EALD and Professional Learning supporting the school targets and achievements.</i>	

Next Steps

TWiT processes refined to focus on Writing, Reading and Numeracy. LaSTs focussing on the top 2 bands from data and focussing on the continuation of supporting aboriginal students with Reading and Numeracy in the top 2 bands. The Teacher Accreditation Authority committee to meet regularly to provide support and feedback with the accreditation process at the proficient level and to guide the principal in her judgements.

Strategic Direction 3

Community – Our school community values collaboration

Purpose

To form genuine partnerships within and across our community to deeply engage and offer a wide range of avenues to communicate. To build capacity to broaden the range of community agencies involved in meeting the needs of every student.

Overall summary of progress

Coffs Harbour Public School continues to build strong partnerships with others including parents and families, external agencies, local business and service providers. We consistently strive to build on the community spirit in a diligent and sustainable way to promote a dynamic school that values a social conscience and a culture of success.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Community events celebrated. Employment of CLO. Aboriginal students and programs supported. Increased awareness and development of sustainability within the school community.	<i>Staff and students engaged positively in community events such as Multi-cultural day, concerts and eisteddfods.</i> <i>CLO has liaised successfully with parents and community members.</i> <i>PLPs, Naidoc Day celebrations, Language programs, school Mural and continued successful support of the aboriginal students in the school.</i> <i>The increased development of the sustainability club and it's members within the school community. Maintain engagement with Waterwise programs and community competitions for Recycling.</i>	\$49,775.00

Next Steps

Continuing with maintaining and broadening community contacts to promote and advocate our school within the wider community.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Employment of AEO to support implementation of language program, increase Reading and Numeracy support, liaise and build links within the community and purchase relevant and up to date resources.	\$217,694.00
English language proficiency	Employ teaching and support staff to design and deliver appropriate programs to support students and staff within the school.	\$92,226.00
Low level adjustment for disability	LaST and SLSO staff employed to support identified students with differentiated curriculum and individual needs.	\$180,715.00
Socio-economic background	<p>Non-teaching AP to work with wellbeing and attendance concerns.</p> <p>Computer co-coordinator engaged part time. LaSTs and SLSOs to support students and staff in delivering programs.</p>	\$438,202.00
Support for beginning teachers	Providing extra support and ongoing guidance to 1st and 2nd year teachers.	\$29,127.00
Targeted student support for refugees and new arrivals	Targeted funding for student support.	\$20,803.00
Early Action for Success	Employment of Instructional Leader to continue supporting staff and student programs. TPL using TWiT as the focus and purchasing L3 resources to support student development.	\$208,150.00

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	196	204	213	214
Girls	146	188	190	214

Student attendance profile

School				
Year	2013	2014	2015	2016
K	90.9	92.6	92.9	91.6
1	89.4	94	92.1	90.4
2	90.8	90.1	93.1	92.1
3	93.8	91.5	92.7	94.1
4	92.9	95	93	93.6
5	94.5	92.7	92.8	93.2
6	93	92.2	92.4	94
All Years	92	92.6	92.7	92.8
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Class sizes

Class	Total
K YELLOW	16
K RED	16
K BLUE	17
1 BLUE	17
1/2 RED	17
1 YELLOW	21
2 YELLOW	21
2 BLUE	22
3/4 YELLOW	28
3/4 RED	28
3/4 PINK	29
3/4 BLUE	28
3/6 RED	10
5/6 YELLOW	28
5/6 RED	27
5/6 PINK	25
5/6 BLUE	28

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	17.79
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.8
Teacher of ESL	1
School Counsellor	1
School Administration & Support Staff	10.1
Other Positions	2.9

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

We currently have three Aboriginal staff employed at the school. Two staff are working in classrooms

supporting the learning outcomes of students. One staff member is employed as a School Administration Officer.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	50

Professional learning and teacher accreditation

Professional Learning and Teacher accreditation information is embedded in section 2 of this report.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	1 039 260.85
Revenue	5 290 003.45
(2a) Appropriation	5 170 344.38
(2b) Sale of Goods and Services	43 376.35
(2c) Grants and Contributions	70 847.28
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	5 435.44
Expenses	-5 247 486.51
Recurrent Expenses	-5 247 486.51
(3a) Employee Related	-4 676 751.82
(3b) Operating Expenses	-570 734.69
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	42 516.94
Balance Carried Forward	1 081 777.79

School financial management processes and governance structures to meet financial policy requirements

Unusual spending patterns/substantial underspending/overspending

- Unused funds have been carried forward for improving maintenance of school grounds, saving for a perimeter fence and additional staff to meet our school's complex needs.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	2 542 687.69
Base Per Capita	23 364.40
Base Location	3 574.00
Other Base	2 515 749.29
Equity Total	842 540.07
Equity Aboriginal	95 280.87
Equity Socio economic	438 201.95
Equity Language	128 342.19
Equity Disability	180 715.05
Targeted Total	1 033 193.79
Other Total	432 193.49
Grand Total	4 850 615.04

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

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

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The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link My School and insert the school name in the *Find a school* and select *GO* to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year school's are required to seek the opinions of parents, students and teachers about the school. Coffs Harbour Public School participated in the 'Tell them from Me' survey in 2016. As the school has taken on board the Kids Matter focus as of 2017 we will be utilising the surveys available from Kids Matter in order to forward plan and seek feedback form students, staff and our community.

Policy requirements

Aboriginal education

In addition to what has been outlined in section 2 of this report, Coffs Harbour Public School has implemented the following; classroom programs that addressed Aboriginal curriculum content in a meaningful and contextualized manner. Staff were able to work in stage based teams. Purchasing of resources to support classroom programs. Assigned Mathletics tasks to individual students which aligned with the teaching focus. We purchased Mathletics for all students K–6. Some financial assistance provided to Aboriginal students to attend sporting events and to purchase uniforms. Dedicated week of celebrations and learning experiences for NAIDOC.

Multicultural and anti-racism education

In 2016 we acknowledged and celebrated Harmony Day as a school community with reflective lessons and community involvement in a fun afternoon.

We employed support staff, across language and cultural groups, to provide in class support for students and to work in a community liaison capacity. This allowed us to support positive home /school congruence and a more inclusive school environment.

Our EALD teacher strongly supports the needs of students from non–English speaking backgrounds through team teaching, consultancy with class teachers, co–operative planning and individualised instruction.