Coffs Harbour Public School

2019 Annual Report

1584

Introduction

The Annual Report for 2019 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 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.

School contact details

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COFFS HARBOUR, 2450

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School background

We are all independent lifelong learners in a safe, inclusive environment emphasising high expectations, collaboration, creative and critical thinking in our learning organisation.

We value our school expectations and focus on:

Respect; Responsibility; Personal Best and Safety.

School context

Coffs Harbour Public School has a student population of 480. We have 19 mainstream classes and 5 special education classes. We have three teachers dedicated to teaching newly arrived students from an EALD background. Our school has a Family Occupation and Education Index FOEI of 161 indicating that many families come from low socio economic backgrounds. 19% of students are Aboriginal or Torres Strait Islander. 47% of our students are EALD and there are 16 languages spoken as first language across our school. This diversity is celebrated and valued across our school. Our school has two new scheme teachers who have started at the school in 2019/ 20 and very few retiring staff. Each new scheme teacher is a part of the Great Teaching Inspired Learning reform and utilises time with their mentor. Coffs Harbour Public School is a growing school. We have a strong reputation for providing high quality, evidence based teaching for all students which is underpinned by ongoing and relevant professional learning for all staff. The school is involved with the Early Action for Success strategy (EAFS) and will continue with this reform until the end of 2020. This reform is having huge benefits to the teaching and learning of students in Early Stage One and Stage One, as well as those in Stage Two and Three with the addition of an Instructional Leader 3–6.

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 school plan and annual report.

Our self–assessment process will assist the school to refine our school 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/school–excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
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	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Excellence in Teaching

Purpose

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.

Improvement Measures

Percentage of students in the top two bands in Reading to increase to at least 25.4%, and in Numeracy to at least 19.8% for both Year 3 and 5.

Percentage of Aboriginal students in the top 3 bands to increase to 31.9% in Reading and to 25% in Numeracy.

Percentage of students at or above expected growth is equal to or above SSSG in Reading. and Numeracy.

By 2020, 100% of teaching staff are competent in differentiating the learning for every students in their class.

Progress towards achieving improvement measures

Process 1: Staff professional learning, collaboration in planning and differentiation of syllabus

Evaluation	Funds Expended (Resources)
NAPLAN results show that in 'at or above expected growth report', CHPS is 8% above SSSG in Numeracy and equal to SSSG in writing. Staff responses to a survey on Maths Professional Leanring indicated the following: • 65% of teachers reported that they are very confident, and 35% of teachers reported that they are somewhat confident in using Talk Moves in mathematics; • Prior to the three professional learning sessions about the 5 Practices for orchestrating deep mathematical discussions, 31% of teachers reported that they were very confident compared to 50% after the professional learning sessions; • 65% of staff feel that their professional learning needs in teaching mathematics are being met, and 35% feel that it is somewhat met.	

Process 2: Coaching and mentoring to improve the quality of teaching.

Evaluation	Funds Expended (Resources)
Due to the Learning Sprints, all stages had a common focus on writing, spelling and vocabulary in literacy. Using PLAN2 data as evidence, teachers were able to narrow the focus area o\f the teaching and learning. Co–planning, co–teaching, co–reflecting timetable, developed from Joyce + Showers "Professional Learning: Effect size for training outcomes by training component' was effective as a whole school structure for collaboration.	

Strategic Direction 2

Rich Learning Experiences

Purpose

In our school, students will develop foundation skills in literacy and numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens. Teachers use information about individual students' capabilities and needs to plan for students' learning so as to engage them in rich learning experiences, developing the vital skills for flourishing – now and in future years.

By sharing information about learning development, teachers work in partnership with parents as active participants in their children's education.

Improvement Measures

Survey Monkey pre (beginning 2019) and post (beginning 2020) implementation indicates strong growth of syllabus understanding in the 4Cs (Critical and Creative thinking, Collaboration,Communication), ICT and STEAM.

By 2020, 100% of teaching and learning programs include evidence of the 4Cs(Critical and Creative thinking, Collaboration, Communication), ICT and STEAM (Science, Technology, Engineering, Art, Maths) in all KLAs.

Progress towards achieving improvement measures

Process 1:   High expectations in our school culture through learning skills to support the implementation of the 4Cs, ICT and STEAM incorporating all syllabus documents.

Evaluation	Funds Expended (Resources)
ICT/STEAM Coordinator is conducting a stocktake of the current ICT devices in the school and ensuring our 2020 succession plan for alll devices is current and up to date. ICT/STEAM coordinator is meeting with Instructional Leaders to make a plan that allows for STEAM/ICT collaboration during RFF in 2020. This will allow the implementation of the EFFECT Model to occur in classrooms.	

Process 2:   Collaboration and mentoring to improve the quality of teaching.

Evaluation	Funds Expended (Resources)
N/A	

Strategic Direction 3

Leading the journey to excellence

Purpose

Teachers demonstrate personal responsibility for improving their teaching practice in order to improve student learning, and to provide students with opportunities to connect, succeed and thrive. Student learning is underpinned by high quality teaching.

Improvement Measures

All students can identify a staff member to whom they can confidently turn for advice and assistance at school.

EBS4 data reflects decreases in negative behaviour and suspensions by 50% by the end of 2020.

By the end of 2020, all students can identify strategies to cope with challenging and/or stressful situations (building resilience and developing mindfulness).

By the end of 2020 our Wellbeing results from the Tell Them From Me (TTFM) survey will have improved from 88% to 91.6%.

The Expectation for Success from the TTFM survey will have increased to be better than the State average results.

CHPS attendance data will increase from 71.1% to 75.2% by the end of 2020.

Progress towards achieving improvement measures

Process 1: Caring for students – supporting and nurturing the social and emotional wellbeing of all students by fostering strong relationships and communication between students and staff.

Evaluation	Funds Expended (Resources)
N/A	

Process 2: Professional learning for all staff to establish a comprehensive, integrated whole school approach to student wellbeing and behaviour.

Evaluation	Funds Expended (Resources)
Data reflects an improvement for all zones for minor behaviours. Parent survey shows an increased understanding of PBL principles and school behaviour expectations (increase from baseline data in Term 2).	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		Cultural knowledge and engagement has been higher due to the work of our Aboriginal Education Officer and support staff.
English language proficiency		Students from an EALD background have benefited from expert staff to support them in learning English.
Low level adjustment for disability	$3,519 was allocated to be spent on resources.	Student learning has been differentiated using expert teaching staff and support staff. Students have worked in small groups according to their needs.
Quality Teaching, Successful Students (QTSS)		New Scheme teachers have had the opportunity to be mentored by an expert teacher, to observe the practise of colleagues and complete their accreditation.
Socio–economic background	$38,656 was allocated to be spent on Literacy and Numeracy resources	Extra staff and leaders have enabled organisational practices to have significantly improved. Extra class teachers and School learning Support Officers have been able to support student learning across the school.
Support for beginning teachers		New Scheme teachers in their second year were able to observe their colleagues and improve their teaching practice.
Targeted student support for refugees and new arrivals	$389 was allocated to be spent on EALD resources	Part time teacher supported EALD students in their classroom to assist with their learning.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	214	223	238	249
Girls	214	210	221	212

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	91.6	92.8	93.3	93.3
1	90.4	93.9	93.8	91.1
2	92.1	93.3	92.2	93.4
3	94.1	93	93.3	93.9
4	93.6	93.9	89.8	93.2
5	93.2	95.2	90.5	92.5
6	94	90.9	92.5	91.2
All Years	92.8	93.2	92.2	92.6
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

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)	5
Classroom Teacher(s)	23.92
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
Teacher ESL	1
School Counsellor	1
School Administration and Support Staff	10.26

*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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

|	2019 **Actual** ($)
Opening Balance	1,342,049
Revenue	7,246,769
Appropriation	7,110,929
Sale of Goods and Services	33,940
Grants and contributions	95,702
Investment income	5,898
Other revenue	300
Expenses	-7,749,512
Employee related	-6,988,937
Operating expenses	-760,575
Surplus / deficit for the year	-502,744

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.

Please note the 2019 listed deficit for the year of $502,744 does not include the 2018 rollover (2019 opening balance) of $1,342,049. After 2019 expenses our actual end of year surplus is $839,306. This money is to be spent on extra staffing and resources in the 2020 operating year.

Financial summary - Equity loadings

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

	2019 **Approved SBA** ($)
Targeted Total	1,126,728
Equity Total	1,212,572
Equity - Aboriginal	128,711
Equity - Socio-economic	670,324
Equity - Language	146,013
Equity - Disability	267,523
Base Total	3,033,788
Base - Per Capita	114,156
Base - Location	2,605
Base - Other	2,917,027
Other Total	1,043,817
Grand Total	6,416,904

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

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

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.
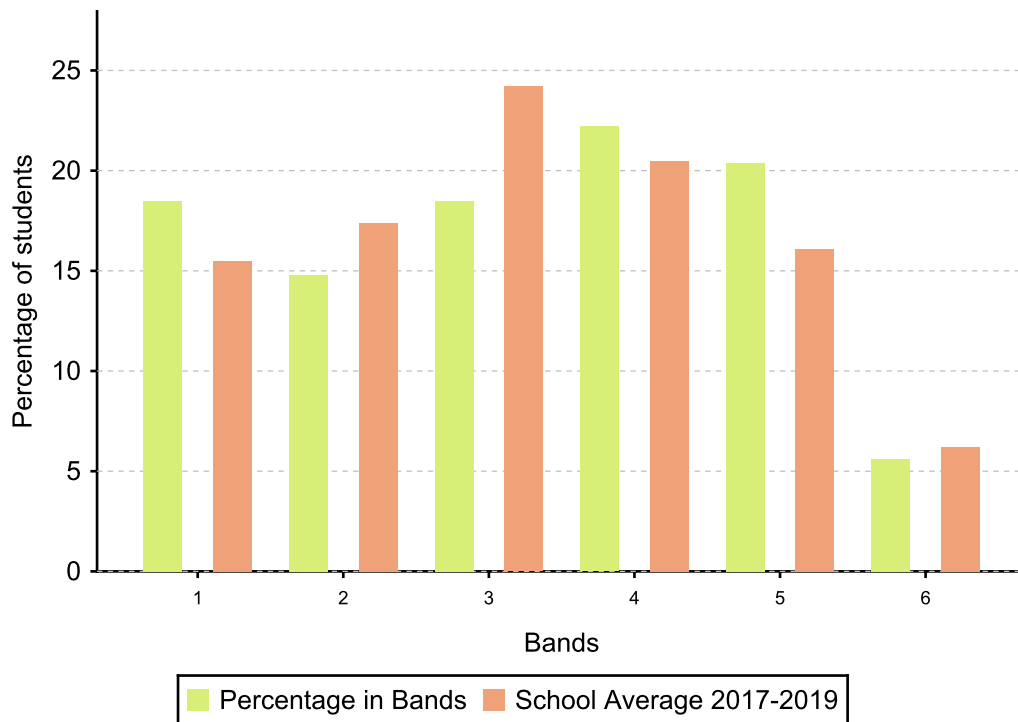
Literacy and Numeracy Graphs

Percentage in bands:
Year 3 Grammar & Punctuation
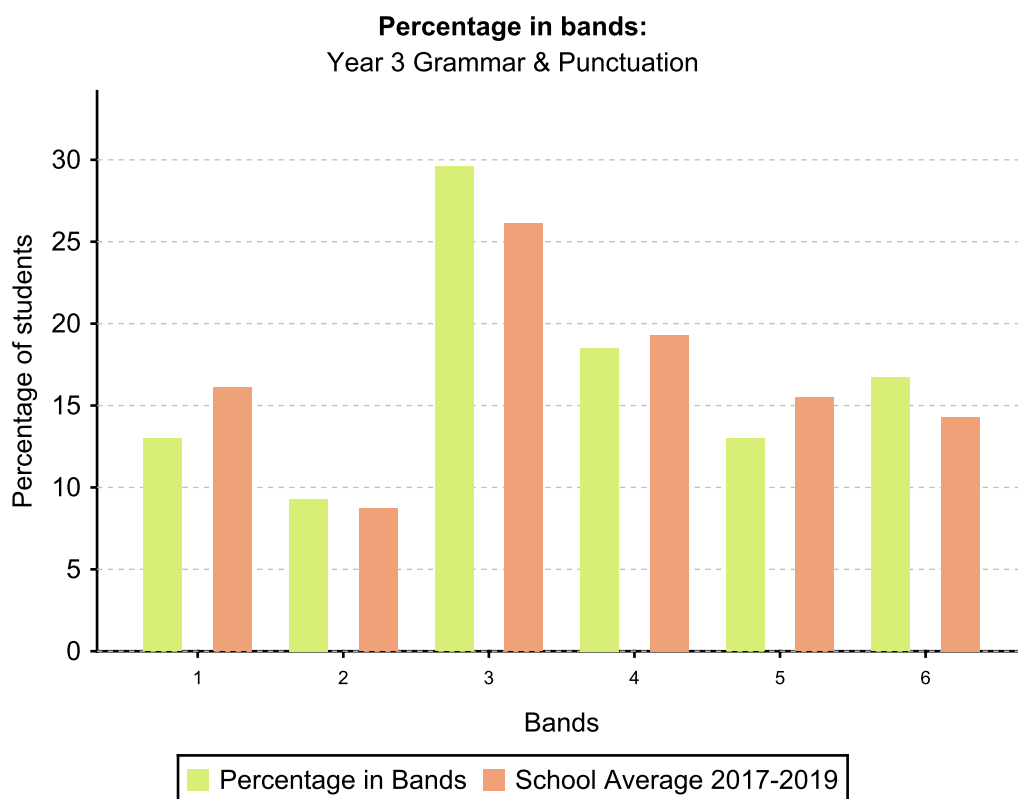
Band	1	2	3	4	5	6
Percentage of students	13.0	9.3	29.6	18.5	13.0	16.7
School avg 2017-2019	16.1	8.7	26.1	19.3	15.5	14.3

Percentage in bands:
Year 3 Reading
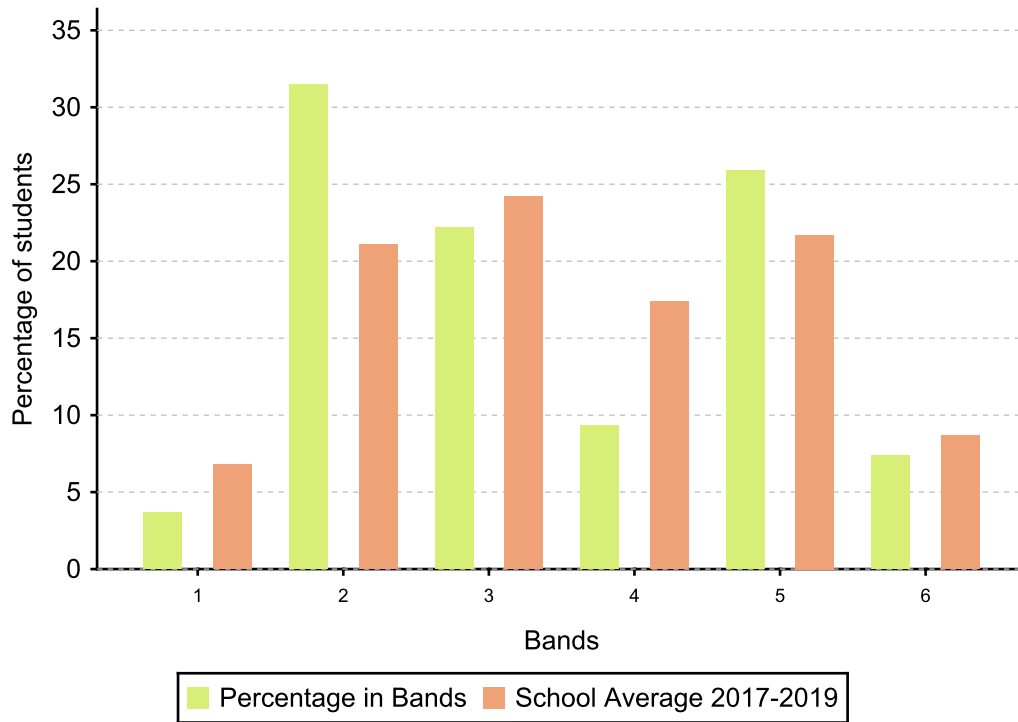
Band	1	2	3	4	5	6
Percentage of students	3.7	31.5	22.2	9.3	25.9	7.4
School avg 2017-2019	6.8	21.1	24.2	17.4	21.7	8.7

Percentage in bands:
Year 3 Spelling

Band	1	2	3	4	5	6
Percentage of students	18.5	14.8	18.5	22.2	20.4	5.6
School avg 2017-2019	15.5	17.4	24.2	20.5	16.1	6.2

Percentage in bands:
Year 3 Writing
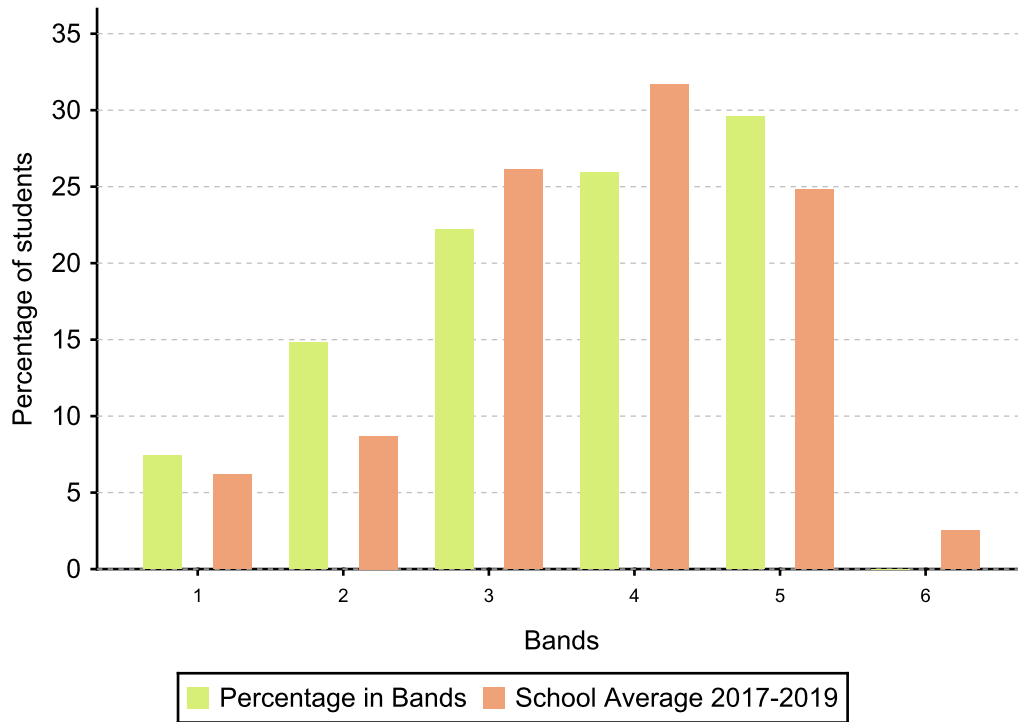
Band	1	2	3	4	5	6
Percentage of students	7.4	14.8	22.2	25.9	29.6	0.0
School avg 2017-2019	6.2	8.7	26.1	31.7	24.8	2.5

Percentage in bands:
Year 5 Grammar & Punctuation
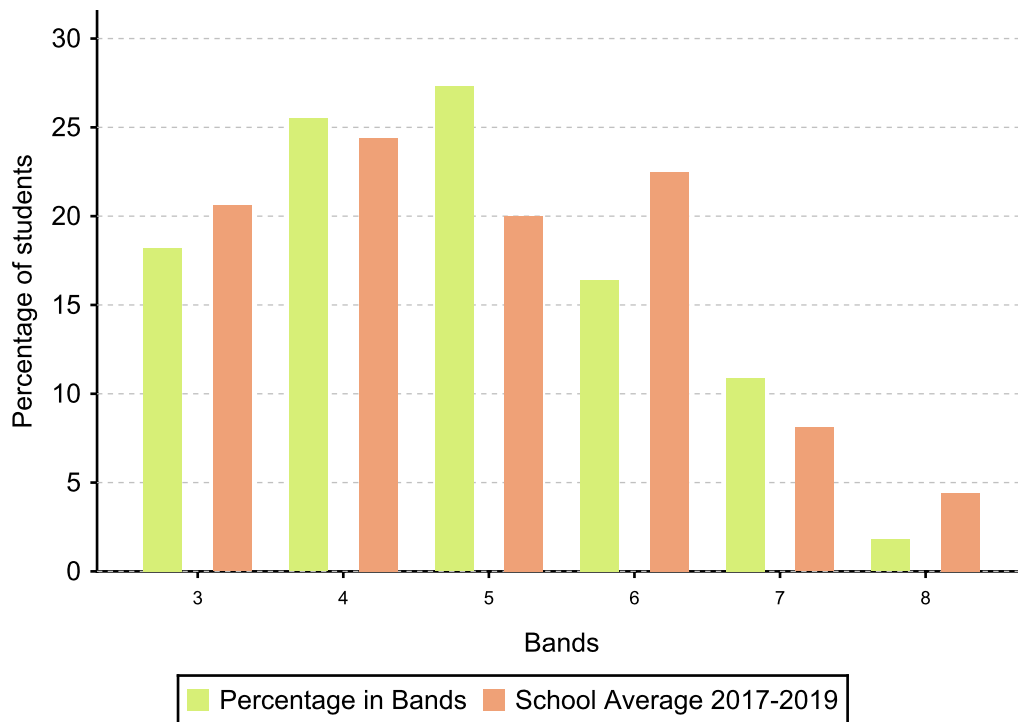
Band	3	4	5	6	7	8
Percentage of students	18.2	25.5	27.3	16.4	10.9	1.8
School avg 2017-2019	20.6	24.4	20	22.5	8.1	4.4

Percentage in bands:
Year 5 Reading
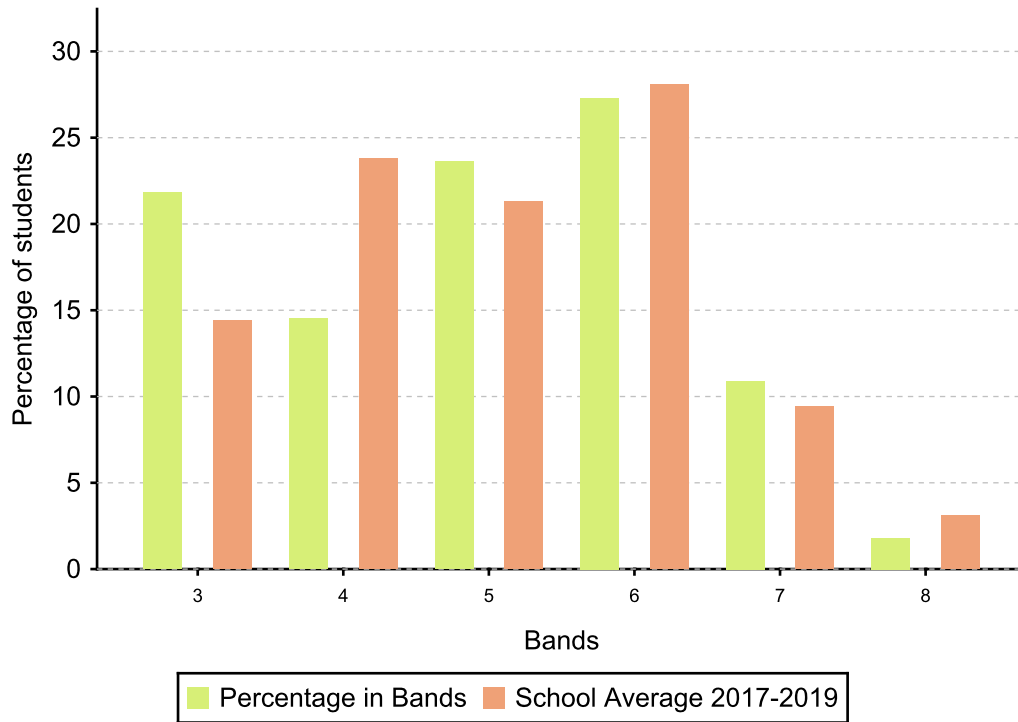
Band	3	4	5	6	7	8
Percentage of students	21.8	14.5	23.6	27.3	10.9	1.8
School avg 2017-2019	14.4	23.8	21.3	28.1	9.4	3.1

Percentage in bands:
Year 5 Spelling
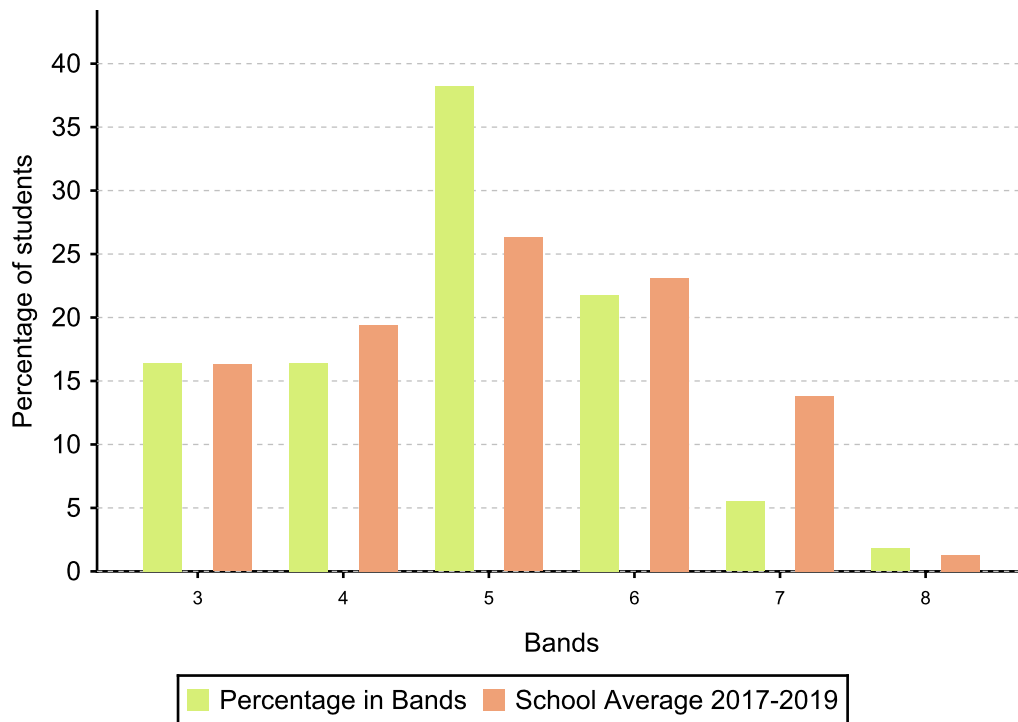
Band	3	4	5	6	7	8
Percentage of students	16.4	16.4	38.2	21.8	5.5	1.8
School avg 2017-2019	16.3	19.4	26.3	23.1	13.8	1.3

Percentage in bands:
Year 5 Writing
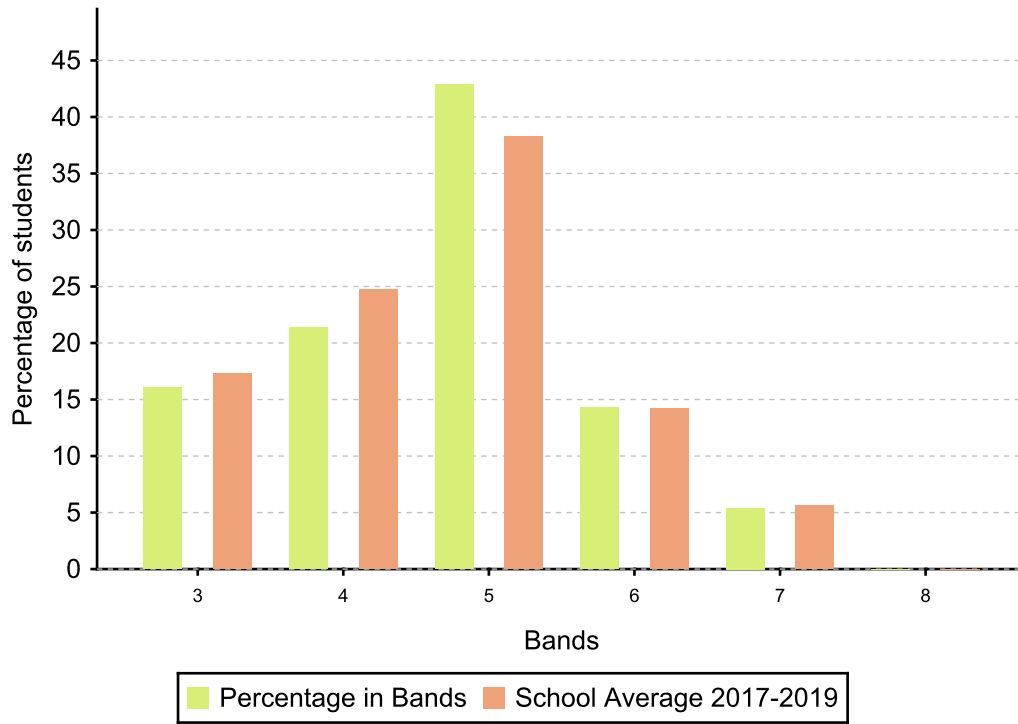
Band	3	4	5	6	7	8
Percentage of students	16.1	21.4	42.9	14.3	5.4	0.0
School avg 2017-2019	17.3	24.7	38.3	14.2	5.6	0

Percentage in bands:
Year 3 Numeracy
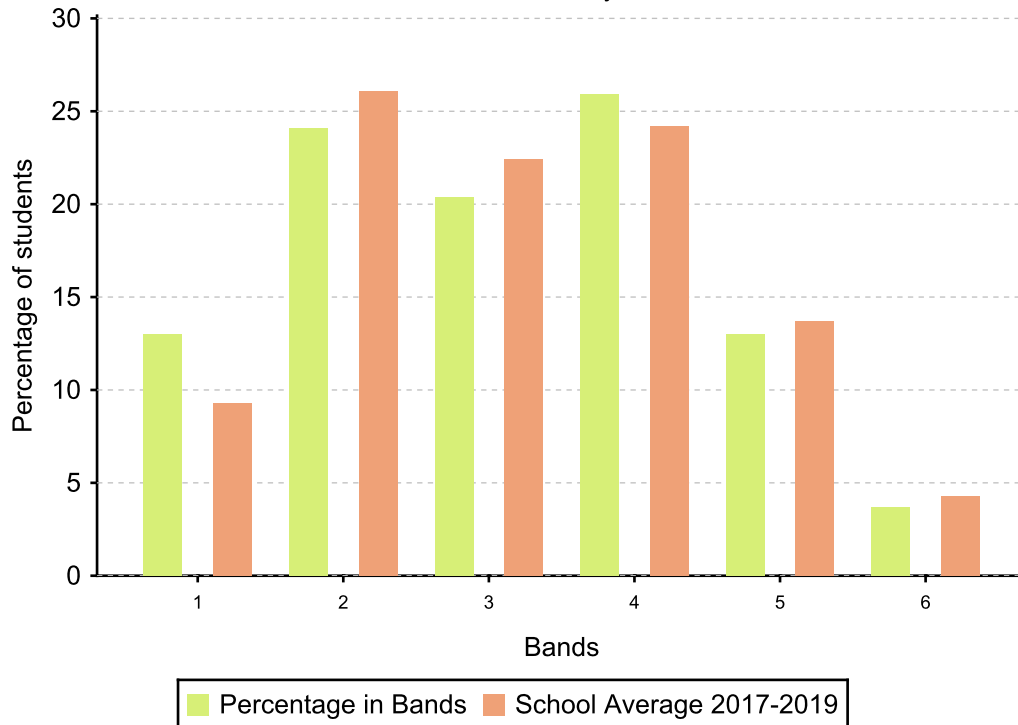
Band	1	2	3	4	5	6
Percentage of students	13.0	24.1	20.4	25.9	13.0	3.7
School avg 2017-2019	9.3	26.1	22.4	24.2	13.7	4.3

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Percentage in bands:
Year 5 Numeracy
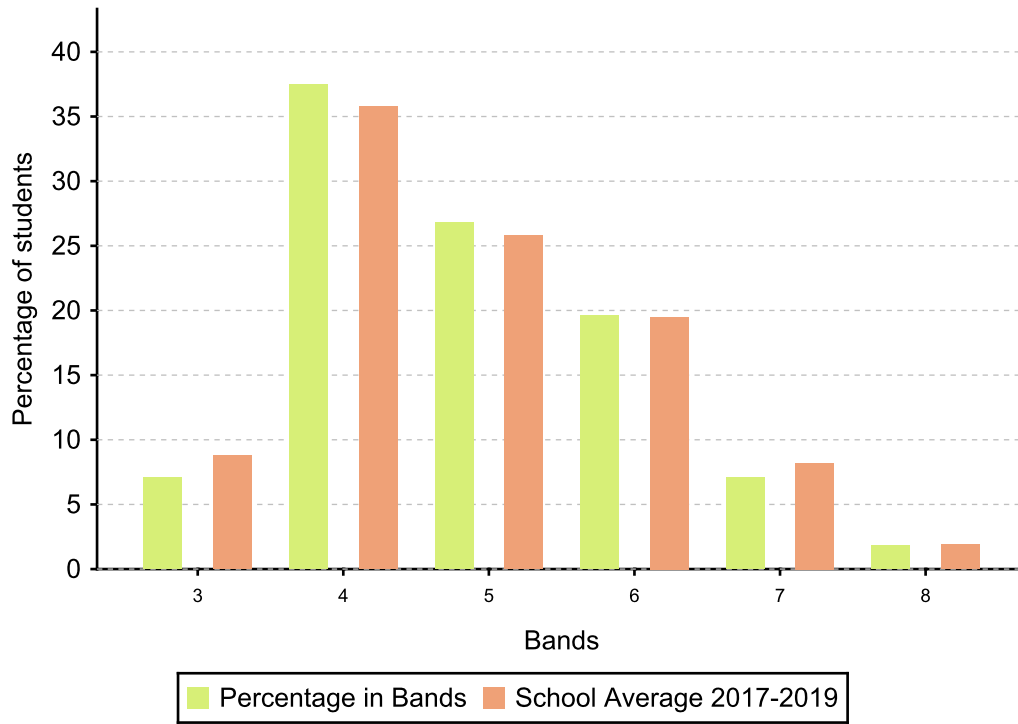
Band	3	4	5	6	7	8
Percentage of students	7.1	37.5	26.8	19.6	7.1	1.8
School avg 2017-2019	8.8	35.8	25.8	19.5	8.2	1.9

Parent/caregiver, student, teacher satisfaction

Multiple community events were organised throughout 2019 seeking the feedback and opinions of our school community on school satisfaction, student engagement, communication and ideas for improvement. Generally parents are happy with the education their children receive, they love the new building works currently under construction and feel that their children are happy to come to school each day.

Students were surveyed twice during the year and reported that they felt supported on the classroom and that they were known, valued and cared for. Students identified that they enjoy when their parents come to school for community events.

Teachers were surveyed throughout 2019 and gave feedback on organisation structure, leadership support, collaboration, student engagement and identified areas for future professional learning. This feedback was then shared with the whole school and will form strategic planning for 2020.

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 supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.