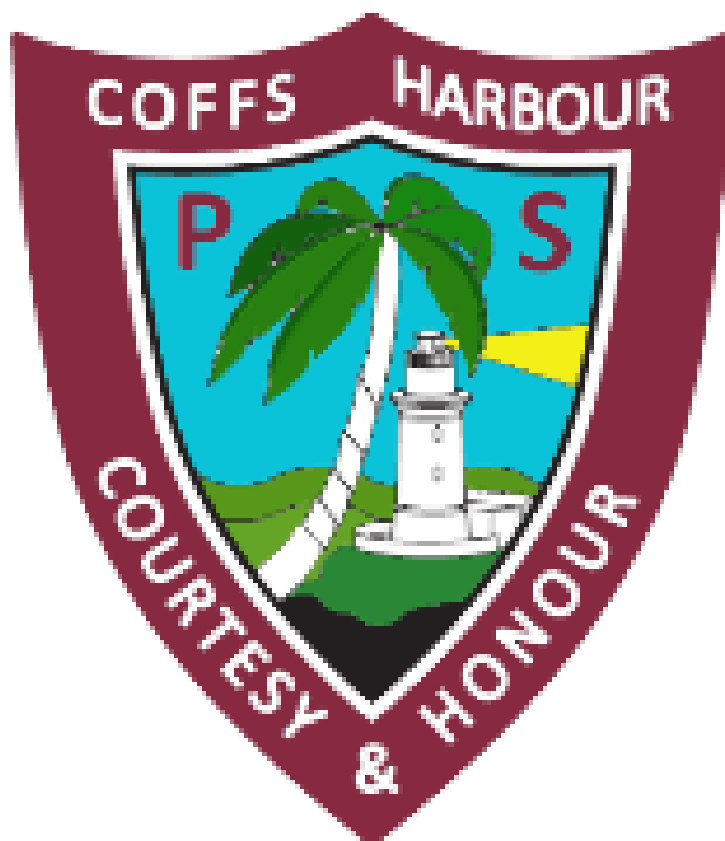


2020 Annual Report

Coffs Harbour Public School



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Introduction

The Annual Report for 2020 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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School vision

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

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)
<p>Did the students show clear evidence of growth in literacy and numeracy?</p> <p>The NAPLAN target for numeracy 2020 was for 12.8% of students to achieve in the top 2 bands in NAPLAN. In 2020, NAPLAN did not take place, however, the students in Year 5 achieved 12% in the Top 2 bands in Check-ins, up from 8.93% in NAPLAN 2019 and just under our target by 0.8%, which is less than one student. Our targets for ATSI students, Top 3 bands for numeracy 2020 was 17.2%. Yr 5 check-in results showed 11% (1 out of 9 students), 6.2% (less than 1 student) below our target and above our 2019 NAPLAN of 4.2%</p> <p>The targets for reading for 2020 were for 17.9%. Yr 5 check-in results showed 19.8% of student in Top 2 bands, up from 12.73% in 2019 and almost 2% above our target. Our targets for ATSI students, Top 3 bands for reading 2020 was 24%. Yr 5 check-in results showed 30% (3 out of 10 students), 6% above our target and above our 2019 NAPLAN of 4.2%</p> <p>Are teachers aware of the growth of EALD students on the ESL scales and the EALD progressions?</p> <p>During collaboration sessions and Feedback, Feed Forward sessions, teachers communicate with EALD teachers who report to them how the students are progressing on select indicators in the EALD progressions. This continues to be an area of growth for our teachers in that the EALD progressions will be incorporated into their classroom programming in collaboration with the EALD teachers.</p>	<p>\$52000</p> <p>Casual relief for teachers to collaborate with Instructional Leaders</p>

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

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

Did the teachers participate in and value co-planning, co-teaching and co-reflecting?

The staff survey showed 95.5% (21 classroom teachers) highly value and 4.5% (1) somewhat value opportunities to co-plan and co-teach with peers. Co-reflecting is often not as collaborative as we would like, due to time constraints. This needs to be a prioritised in a more effective way in future.

Pre and post Areas of Focus data from PLAN2 shows growth for specific targeted areas of teaching. Teachers are able to identify students requiring further extension and support.

Teachers were asked to identify teaching practices that had become embedded in their practice and how they achieved success in doing this. Strategies that have not been embedded successfully were also identified and ways to further strengthen these areas for improvement will be targeted in 2021.

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 all 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.	\$3000 for ICT resources

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

Evaluation	Funds Expended (Resources)
STEAM Co-ordinator provided opportunities for staff to engage in professional learning using the Joyce and Showers 'Effect Model' of theory, modelling, practice and coaching.	

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)
<ul style="list-style-type: none">- Our Buddy program was put on hold during COVID, and has not recommenced due to students being unable to socialise with students from other stage groups.- Our suspension data does not show a 50% decrease from 2019. Our data has remained steadily comparative to 2019.- The Rock and Water Program was initiated at CHPS during 2019. The lessons are developed to cater for the current needs of the Stage 2 and 3 students, who are chosen by their classroom teacher. The program has demonstrated success with a high level of student engagement and has been an additional wellbeing tool for students to further develop their self-awareness, resilience and emotional wellbeing. Due to there not being a male staff member currently trained in the program, there is only a small group of targeted students accessing the program.- Parents/carers are informed of our PBL fortnightly focus via our school newsletter and facebook page.- In early 2020 82% of students from Years 4 -6, reported using the Tell Them from Me (TTFM) survey that they had High Expectations for Success, where students believe that school staff emphasise academic skills and hold high expectations for all students to succeed. This has remained the same, with 82% of student surveyed at the end of 2020 which is 0.5% lower than NSW Government Norms. This doesn't meet our Improvement Measure where we aimed to have increased our result to be better than State average in the area of High Expectations for Success. 75% of students that completed the early 2020 TTFM survey reported a positive sense of belonging at school, this is 6% lower than State average. In the last 2020 TTFM survey, this decreased by 5% to 70% at the end of 2020 and was 11% NSW Government Norms. 84% of students reported that they had a positive	<p>\$2000</p> <p>Professional Learning for the Rock and Water program</p>

Progress towards achieving improvement measures

teacher-student relations. This is equal to NSW Government Norms.

- In 2020 69.3% of students were attending 90% or more increasing to 74.6% in week 7 term 4. This final % is close to our target. COVID19 started from Term 1 Wk 8 through to Wk 5 Term 2. During this time students were working from home and flexible attendance was recorded.

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

Evaluation	Funds Expended (Resources)
<p>The executive team have collaboratively read a chapter each week of the book 'When the Adults Change Everything Changes'. Rigorous discussions have been held to consider changes and modifications of our existing wellbeing and attendance policies and procedures, including an update of our negative behaviour heat chart and the way we use our Planning Room to address misdemeanors. These preliminary ideas will form a basis for discussions, planning and implementation of updated wellbeing and attendance policies throughout 2021.</p>	<p>Copies of the book for all executive staff</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	BMNAC program Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$119 218.00) 	Students, staff and the community all benefit by having an AEO for academic, wellbeing and social support. The AEO does regular check-ins and positive phone calls. The BMNAC program has been very successful and is encouraging our students to become leaders in the community. The extra staffing component is part of an extra teacher in the school to allow for smaller classes so that teachers can meet the needs of all their students.
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$196 006.00) 	As the school has grown in numbers and also in percentage of students from a background other than English, the need has been to support students to learn English. Further funds from other Equity sources were used to employ more staff to assist with EALD students.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$273 692.00) 	Differentiated support is offered to students through the Learning and Support teacher allocation. Further staffing was utilised into this role from equity funds so that each stage had 16 hours of Learning and Support offered each week. Data has shown that this has been very successful.
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$92 320.00) 	All executive staff use their QTSS time effectively. This is also added to from other equity funds so that they have 30% of their time non-teaching. Feedback from staff is that they are very happy with the extra support they receive from their AP.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$782 266.00) 	More individualized support was given to students to help with their learning needs. Teaching staff were given more support to collect and analyse data of student progress and then to work with the IL to provide further programming support.
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> Support for beginning teachers (\$47 818.00) 	Newly appointed teachers were offered extra mentorship and support to complete their accreditation.
Targeted student support for refugees and new arrivals	Funding Sources: <ul style="list-style-type: none"> Targeted support for refugees and new arrivals (\$49 518.00) 	Extra support was offered for interpreting and support in classrooms.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	223	238	249	256
Girls	210	221	212	216

Student attendance profile

School				
Year	2017	2018	2019	2020
K	92.8	93.3	93.3	91.8
1	93.9	93.8	91.1	90.1
2	93.3	92.2	93.4	91.1
3	93	93.3	93.9	86.1
4	93.9	89.8	93.2	87.4
5	95.2	90.5	92.5	90.4
6	90.9	92.5	91.2	92
All Years	93.2	92.2	92.6	89.9
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. 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.

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)	24.96
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
Teacher ESL	1.4
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	839,305
Revenue	7,504,265
Appropriation	7,421,664
Sale of Goods and Services	33,306
Grants and contributions	47,792
Investment income	1,402
Other revenue	100
Expenses	-7,265,319
Employee related	-6,879,838
Operating expenses	-385,480
Surplus / deficit for the year	238,946
Closing Balance	1,078,251

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.

The closing balance for 2020 is higher than anticipated due to funds that were deemed to be spent on professional learning did not take place.

This money will be utilised in the 2021 - 2024 School Improvement Plan by employing an Instructional Leader and Deputy Principal.

Financial summary - Equity loadings

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

	2020 Approved SBA (\$)
Targeted Total	173,691
Equity Total	1,371,181
Equity - Aboriginal	119,218
Equity - Socio-economic	782,266
Equity - Language	196,006
Equity - Disability	273,692
Base Total	4,262,032
Base - Per Capita	118,112
Base - Location	2,345
Base - Other	4,141,576
Other Total	1,038,667
Grand Total	6,845,571

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

School performance - NAPLAN

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

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

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Staff survey- 100% of the teaching staff completed a survey in August 2020. An overwhelming majority of staff feel that they have had a positive impact in their current role and were positive about their accomplishments. Some staff felt that an increased workload, too much Professional Learning without time to consolidate and the impact of COVID affected their job satisfaction. Job satisfaction involved seeing students happy and making progress, working collaboratively and being valued. Nearly 70% of staff feel they do not have enough time with their class to teach everything that is required. They reported that wellbeing, extra- curricular activities, admin, PL, and collaboration affect this. Solutions included: limiting activities, changing the timetable, reducing admin tasks, changing the IL and wellbeing model. Staff felt PL was invaluable and had a positive impact on their teaching. They suggested that a differentiated approach for all staff and less PL focuses to allow more time to consolidate in the classroom would be useful. The majority of staff feel supported by their Assistant Principal.

Parent Survey - Of the 72 randomly selected parents who were contacted to participate in a phone call survey, 36 parents agreed to participate. Participation rate was at 50%. Parents were asked about school expectations, communication about their child's education and wellbeing, and how school staff respond to concerns. Seventy five percent of parent's responses were positive and felt the school always had great communication and expectations in terms of their child's learning. Twenty percent of parents felt that this was the case sometimes.

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.