2010 Annual School Report
Coffs Harbour Public School

NSW Public Schools – Leading the way
Our school at a glance

Messages

Principal’s message

Coffs Harbour Public School community is committed to providing a caring, tolerant 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 needs.

It is my pleasure to present the 2010 Annual School Report. This report represents a snapshot of the achievements of our students, a report on the progress of our school plans for 2010 and beyond and an overview of school programs.

I would like to thank the school staff and members of the School’s Self Evaluation Committee for their contributions to this report. I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Mr. Peter Hickey

P & C

Coffs Harbour Public School P & C has been very active this year. The P & C has continued to work to build a community which assists the school in supplementing requirements to achieve excellent student results. The P & C assisted the school with the following activities:

- Purchasing of sporting uniforms for soccer, basketball, netball and football.
- Purchasing of school blazers, shirts and ties for leadership activities.
- Purchasing of school sporting house flags and two school emblem flags.
- Supported the school in the introduction of new school uniform including sports and winter uniforms.
- Purchased school marquee.

Joe Parry President

Student representative’s message

Coffs Harbour Public School has an enjoyable and safe environment. As a student we have many opportunities that you may not find at other schools. Our school provides us with many leadership roles. As school leaders we always try to improve our school community and do our best to fulfill this very important role.

Our school continues to improve as we are offered a variety of new and exciting opportunities such as problem solving, technology, leadership, debating, visual arts and music groups along with interest groups for sport and many more occasions to represent the school in a variety of sports.

Max Corlett, Logan Thompson, Kalarni English and Isabella Bren, School Captains

School Debating Team celebrating their win
School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

During 2010 the enrolment at Coffs Harbour Public School increased.

![Enrolments](image)

Student attendance profile

Roll marking procedures are followed diligently to ensure attendance records are always accurate, reasons for absences are recorded, unexplained absences are followed up and overall attendance is regularly monitored. Parents are aware of attendance requirements and absence notification processes.

Unsatisfactory attendance of students is quickly identified and school-based procedures come into play. Parents are contacted and consulted on the reasons for their child’s non-attendance. This can lead to individual programs being developed and implemented to assist the student’s school attendance, if considered necessary. Cases that cannot be resolved at the school level are referred to the Home School Liaison Officer who works with the family, the student and school personnel to develop an attendance plan. In extreme cases non-attendance at school leads to legal prosecution.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KN</td>
<td>K</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>6M</td>
<td>6</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>6F</td>
<td>6</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>3/4O</td>
<td>3</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td>3/4O</td>
<td>4</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td>1J</td>
<td>1</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>2H</td>
<td>2</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>3C</td>
<td>3</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>4H</td>
<td>4</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>5/6L</td>
<td>5</td>
<td>16</td>
<td>24</td>
</tr>
<tr>
<td>5/6L</td>
<td>6</td>
<td>8</td>
<td>24</td>
</tr>
<tr>
<td>5N</td>
<td>5</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2T</td>
<td>2</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1AM</td>
<td>1</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>KE</td>
<td>K</td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

Management of non-attendance

Regular school attendance is extremely important for all students if the best possible educational outcomes are to be achieved.
Structure of classes

Coffs Harbour Public School has 13 mainstream classes and 4 special education classes. Three of the special education classes cater for students with mild, moderate and severe intellectual disabilities. The fourth special education class supports students in the area of mental health. The special education classes are a district resource and support students across the district.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>15</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>37.8</td>
</tr>
</tbody>
</table>

Staff retention

During 2010 our school staffing remained very stable.

Staff Attendance

Staff has access to leave entitlements such as sick leave. In 2010 the average daily attendance rate for staff, as determined by the Department of Education and Training was 97.2%

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>50</td>
</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>144730.38</td>
</tr>
<tr>
<td>Global funds</td>
<td>215502.41</td>
</tr>
<tr>
<td>Tied funds</td>
<td>350355.50</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>102103.65</td>
</tr>
<tr>
<td>Interest</td>
<td>10127.83</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>7539.50</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>830359.27</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>28039.48</td>
</tr>
<tr>
<td>Excursions</td>
<td>31451.26</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>38806.18</td>
</tr>
<tr>
<td>Library</td>
<td>1717.87</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>781.74</td>
</tr>
<tr>
<td>Tied funds</td>
<td>322005.80</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>57003.04</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>47252.24</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>48084.64</td>
</tr>
<tr>
<td>Maintenance</td>
<td>25307.15</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>15661.69</td>
</tr>
<tr>
<td>Capital programs</td>
<td>19938.14</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>636049.23</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Balance carried forward</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>194310.04</td>
</tr>
</tbody>
</table>

The school canteen is operated by the P & C and its income is reported in its financial statement.

Tied funds must be spent according to the criteria and conditions of the particular funding program and include grants from PSFP, Teacher Professional Learning, Funding Support, Student Assistance Scheme and Technology. Some tied funds must be held over until the project is completed at the school.

Funds carried forward are to cover commitments for unpaid salaries, ongoing costs of utilities for ground, building and equipment maintenance.

The school management plan ensures sufficient funds are conserved for contingencies, as well as the replacement and acquisition of assets and resources to best meet the educational needs of students.

A full copy of the school’s 2010 financial statement is tabled at the annual general
meeting of the parent body. Further details concerning the statement can be obtained by contacting the school.

School Performance 2010

Achievements

Arts

During 2010 our school participated in numerous Arts activities.

- School debating team participated in the Premier’s Debating Challenge with distinction.

- School dance teams – participated in District Festival of Arts and Eisteddfod. Our school entered three teams into these competitions.

- Excellent results in Premier’s Spelling and Reading competitions.

- Performances by choir at school presentation night, education week celebrations and grandparents day.

- Excellent results in University of NSW educational assessments.

- Employment of specialist creative arts teacher to run whole school programs.

Sport

School representation in a wide range of sporting activities has been the result of consistent class, teacher and whole school leg programs and very strong teacher and parental assistance with the coaching and transport of students. Highlights include:

- The provision of weekly physical education (PE) and sport lessons K-6.

- Employment of a specialist PD/H/PE staff member.

- Whole school participation in S.M.A.S.H. P.E. program.

- Purchase of new basketball, soccer, rugby league and netball uniforms.

- School participation in the Premier’s sporting challenge.

- Students participated in PSSA knockout competitions in soccer, netball, rugby league and basketball.

- Students participated in Gala Days for touch football, netball and soccer.

- Telicia Hyder selected to represent North Coast in netball in the state titles.

- Students competed at regional level in swimming, cross country, athletics and basketball.

Academic

In the National Assessment Program, the results across the Years 3, and 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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Literacy – NAPLAN Year 3

Percentage of students in bands:
Year 3 reading

Percentage of students in bands:
Year 3 writing

Percentage of students in bands:
Year 3 spelling

Percentage of students in bands:
Year 3 grammar and punctuation

- Band 1
- Band 2
- Band 3
- Band 4
- Band 5
- Band 6

- Percentage in band
- School average 2008 - 2010
- SSG average 2010
- State DET average 2010
Progress in numeracy

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>88</td>
</tr>
<tr>
<td>Writing</td>
<td>85</td>
</tr>
<tr>
<td>Spelling</td>
<td>76</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>71</td>
</tr>
<tr>
<td>Numeracy</td>
<td>82</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>49</td>
</tr>
<tr>
<td>Writing</td>
<td>68</td>
</tr>
<tr>
<td>Spelling</td>
<td>66</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>66</td>
</tr>
<tr>
<td>Numeracy</td>
<td>69</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal Education

The school’s program educates all students about Aboriginal history and culture and about contemporary Aboriginal Australia. This is an area of education that has enormous implications for the future of our nation in the pursuit of reconciliation.

School programs focus on the four key issues of reconciliation which are - improving relationships, understanding country, valuing culture and sharing history.

Aboriginal perspectives are included in teaching programs and across all areas of the curriculum. Learning resources to support teaching programs are relevant, comprehensive and regularly evaluated.

- National Aboriginal and Torres Strait Islander Week was celebrated with indigenous children and school Aboriginal Education Assistant (AEO) playing a prominent role in the organization, participation and presentation of the activities.
Personal Learning Plans for indigenous students were introduced with school, students and family deciding on common achievable goals.

An indigenous student award was introduced as part of formal assemblies.

Many Aboriginal students accessed the school Rainbow room which provides breakfast, and has activities and/or games for all students.

An Aboriginal SAO was appointed permanently in the school Administration Office.

Aboriginal students participated in an Aboriginal Elders and Youth Gallery Program.

Aboriginal students participated in aboriginal cultural program – ‘Shadows No More’.

The Norta Norta program provided targeted support to Aboriginal students to accelerate progress in student achievement. The focus of the program was to provide learning assistance in the key areas of literacy and numeracy to improve educational outcomes for Aboriginal students. This year, eight Aboriginal students received additional tutoring to improve upon their literacy results. All students demonstrated increased achievement levels.

Special days of significance to other cultures are highlighted and discussed in relation to Australian society and its customs and traditions.

Students enjoy participating in organized multicultural days, listening to visitors speak about their experiences, cooking food originating in other countries and learning games and songs from other lands.

**Respect and responsibility**

Coffs Harbour Public School community is committed to providing a caring, tolerant and supportive educational environment where personal successes and the pursuit of individual excellence are fostered through quality teaching and learning programs in a climate of continuous improvement and professional response to students’ needs.

**Connected Learning**

Technology has been a major focus for our school this year. Our school has purchased 40 additional desk top computers, wireless keyboards and mouse and installed additional interactive whiteboards in every single classroom. This ensures our staff and students have the hardware to achieve outcomes across all KLA’s. This type of technology has been shown to increase student engagement, enhancing learning outcomes, while also providing a valuable link for the staff in professional training. Staff continue to have ongoing professional training in the latest technology and software with many projects being run in the classrooms, including movie making and digital photography.

**Reading Recovery**

Reading Recovery is an intensive reading program designed to accelerate a student’s reading progress and to enable them to function independently within the classroom. The program requires the student to attend a daily 30 minute reading and writing session with a trained tutor. Reading Recovery has been operating at Coffs Harbour Public School for a number of years.

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**Multicultural education**

The school has maintained a focus on Multicultural education in all areas of the curriculum by providing programs which develop the knowledge, skills and attitudes necessary for a diverse society.
Students identified in the bottom 20% of their class are thoroughly tested for possible selection. All students who complete the program undergo careful monitoring. This involved fortnightly testing in Year 1 then each term until the end of Year 3. This allows teachers to quickly identify students who do not maintain their independent reading level.

Other programs

Priority Schools Funding Program

The Priority Schools Funding Program (PSP) assists school communities to improve the learning outcomes of students in schools with high concentrations of students from low socio-economic status backgrounds. The PSP focuses on literacy, numeracy and participation. The school receives funding each year of its involvement in the PSP to facilitate this.

Finding and Conclusions

- PSP staffing allocation was used to employ a full time teacher.
- Purchasing of essential numeracy and literacy resources.
- Inservicing of staff in Quality Teaching methods.
- Purchasing of classroom computers, wireless keyboards, scanners and interactive whiteboards.
- Purchase of Mathletics and Spellodrome programs.

Future Directions

- Continued staff training to enhance the delivery of Literacy and Numeracy programs.
- Purchasing of additional numeracy and literacy resources.

Priority Action Schools

Priority Action Schools Program (PAS) resources are provided to address the particular needs of school communities characterized by high concentrations of low socio-economic status families.

Finding and Conclusions

- Employment of 3 additional teaching staff members to improve literacy and numeracy outcomes of every student.
- Purchasing of computers and laptops for all staff.

Future Directions

- Continued employment of additional teaching staff to further improve targets outlined in the school management plan.

Social and Emotional Learning Program

The school introduced a social skills program this year. The program is very successful in providing students with interpersonal skills necessary for the development of social competencies. A part of this program was the establishing of the Rainbow Room as a safe haven for all students during play periods. Another element of the program included the introduction of a school Breakfast Program which is fully funded by our staff and two local businesses. Up to 60 students attend the breakfast program on a daily basis. Students do not have to pay for this program.
**Significant Programs and Initiatives**

**Progress on 2010 targets**

Targets for 2010 will support the school’s longer term strategic directions as outlined above.

**Target 1**

In Reading and Comprehension an extra ten percent of students in each grade will be performing at stage expectation by December 2010.

Our achievements include:

- As a result of programs focusing on explicit skill development in reading and comprehension a large percentage of the school demonstrated an improvement of 10% or more in their achievable reading results.
- Classroom programs focused on a more structured and explicit format which supported Quality Teaching expectations in our school.

**Target 2**

The performance of students in all four numeracy operations will be increased by thirty five percent by December 2010.

Our achievements include:

- All classes K-6 applied problem solving strategies in the four operations as a weekly teaching focus.
- Tracking and monitoring of student performance has guided explicit teaching to cater for individual needs in the classroom.
- A large percentage of students K-6 demonstrated improved understanding of the four numeracy operations and the ability to transfer this knowledge in problem solving situations.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of Quality Teaching and School Culture.

**Educational and management practice**

**Background**

Our school is consistently evaluating practices occurring within its responsibilities. In 2010 the school evaluated the area of school culture. A survey, interviews and observations were used to record responses to this topic.

**Findings and Conclusions**

The major findings from these sources were:

- Staff and parents held similar views on the culture of the school which was consistently supportive.
- Student’s views generally were supportive of the school culture.
- There were no significant differences between girls and boys responses.

**Future directions**

- School will continue to establish a very positive school culture.
- School has identified areas which require improvement which will be incorporated in school improvement plan for 2011.

**Curriculum**

**Background**

Significant changes in technology are a matter of course in a school. How well a school manages this change in terms of resourcing and professional development is critical to successful implementation and the impact of best practice. The purpose of the evaluation was to examine the staff’s use of technology as part of Quality Teaching Practice in our school.

**Findings and conclusions**

- Staff is becoming increasingly competent in using technology as a Quality Teaching tool.
- Student engagement has improved due to the use of technology in classrooms.
- Student outcomes have also improved through use of this extra technology.
Future directions

- Inservicing of staff to further develop their skills in utilizing IWB and technology in their classroom.
- Purchasing of additional hardware to support staff and students in utilizing technology.

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below:

- Parents are very supportive of the new student welfare policy introduced this year.
- Student behaviour has considerably improved.
- Staff morale and collegiality has significantly improved.

Professional learning

Throughout 2010, a range of professional learning activities were conducted as listed below:

- A Combined Staff Development Day with our community of schools targeting Quality Teaching Practices.
- Training in the use of new technologies related to IWB.
- Attendance at the North Coast Quality Teaching Conference in Coffs Harbour.
- Aboriginal Education policy and procedures.
- Analysis of the NAPLAN National Testing data through our school community.
- Kindergarten Best Start training in literacy and numeracy for 2011 implementation.
- Covey Leadership Training by 5 staff.
- Annual review of the DET Child Protection policy, annual CPR and Emergency Care updates and annual anaphylaxis training.

School development 2009 – 2011

Our school development plan is available from the school and is presented to the P & C each year. Our plan links with the regional and state plans yet reflects our schools unique needs.

Targets for 2011

Target 1

To improve the use of technology to assist in the achievement of teaching and learning outcomes

Strategies to achieve this target include:

- Use whole school planning processes to expand the use of information communication technologies to engage all students and teachers in quality teaching opportunities.
- Continue to implement the use of interactive smart boards into all classrooms.
- Continued use of Mathletics, Spellodrome, Zip Tales, blogging etc to enhance students’ learning outcomes in all classes.

Our success will be measured by:

- Increased effective use of interactive classroom technologies in all classes.
- Student engagement and learning in ICT continuing to improve.
- School recognition as a centre of excellence in the use of technology.

Target 2

To improve student literacy learning and outcomes K-6 for all Aboriginal students

Strategies to achieve this target include:

- Continued implementation of the Aboriginal Ed Policy.
- Implementation of individual student learning plans which bridge the gap in outcomes between Aboriginal and non Aboriginal students.
- Employing an additional Aboriginal staff member using Norta Norta funds to
target specific students in literacy and numeracy.

- Continual implementation of the reading recovery program targeting all students.

Our success will be measured by:

- Reducing the proportion of students below national level minimum standard in literacy and numeracy by 15% by December 2011.
- Increasing the proportion of students meeting or exceeding national literacy and numeracy targets by 15% by December 2011.
- Improving attendance of Aboriginal students by 10% by December 2011.

**Target 3**

To improve student numeracy learning and outcomes K-6 for all students

Strategies to achieve this target include:

- Continued training of staff on the implementation of Best Start and tracking of student progress each term, using BS data for ES1/stage 1.
- Implementation of boys and Aboriginal education strategies to improve numeracy outcomes.
- In-service training of staff in using Newman’s Error Analysis and application of these strategies to staff assessment and explicit teaching practices.

Our success will be measured by:

- Increased proportion of students meeting or exceeding national numeracy targets by 10% by December 2011.
- Teaching programs and practice demonstrates improved delivery of the numeracy curriculum.

**Target 4**

To strengthen the knowledge and implementation of the NSW quality teaching model in all classrooms and further develop teachers who are future leaders in our school.

Strategies to achieve this target include:

- Professional development for staff in analysing NAPLAN data and implementing strategies to address student needs.
- Leadership training for executive and aspiring executive.
- Provision and access to professional learning support programs to improve quality teaching of each staff member.

Our success will be measured by:

- Improved overall NAPLAN results by 10% by December 2011.
- Improved teacher application of quality teaching practices in classrooms.

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Peter Hickey, Principal
Deanie Nicholls, Assistant Principal
Leanne Firkins, Assistant Principal
Janelle Bullen, Assistant Principal
Joe Parry, P & C President

**School contact information**

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Web: http://www.coffsharb-p.schools

School Code: 1584

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: