School context statement

Coffs Harbour Learning Centre is a school for specific purposes located in Boambee East which is approximately 5km south of Coffs Harbour. The school is focused on building healthy life choices for students through fostering positive relationships and mutual respect. The school provides placement for 21 students (years 7-9) identified as displaying emotional and behavioural difficulties in their regular High School setting and who have exhausted all other regional behaviour support provisions. Our school population is coeducational, majority male and 25% Aboriginal or Torres Strait Islander. The number of students living in out-of-care arrangements varies. The school is strongly committed to providing students with a challenging, engaging, flexible, personalised and safe learning environment that enables students to experience success and increase life choices. A case management approach is used to engage families/carers, community, inter-agencies, TAFE, Key Employment and businesses and is central to the development and implementation of student personalised learning plans. These fostered relationships are highly valued by the school. A strong ethos of inclusion, welfare, wellbeing and teamwork are valued in all aspects of school life.

Student information

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

Coffs Harbour Learning Centre caters for 21 students at any one time in the School Program. Students have emotional and/or behavioural challenges and the school aims through its emphasis on behaviour and social skills programs to engage these students and make a successful return to their home school or supported school to work options.

Student enrolment profile

Coffs Harbor Learning Centre is capped at 21 students in accordance with the NSW DEC requirements of a 7:1 student to teacher staffing ratio for SSP behavior settings. A total of 34 students were enrolled at Coffs Harbour Learning Centre at some time throughout 2014.

Student attendance profile

Student attendance rates and percentages between small cohorts of students can vary.

School attendance figures are affected by the movement of high percentage attenders who are usually leaving the program to transition back into mainstream and their place is then filled by new students who have generally exhibited poor attendance patterns due to suspension, trauma or family movement relocations.

Post-school destinations

Out target at CHLC is to transition our suitable students to TAFE, apprenticeships and traineeships, fulltime work, supported training in Work Education with Key Employment or a positive return to mainstream schooling.

This year, 5 students returned to their home high school or another local high school, 5 students to Key Employment, 1 student gained work, 1 student in care enrolled in Distance Education and 1 student moved to family in another state.
Workforce information

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

Staff at CHLC are committed and dedicated professionals, collaborative in their approach and who work as a team to deliver the highest quality individual programs to all students.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0.168</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.200</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.168</td>
</tr>
<tr>
<td>Teacher Mild Intellectual</td>
<td>0.252</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.326</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10.114</strong></td>
</tr>
</tbody>
</table>

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

We have an Indigenous School Learning Support Officer (SLSO) who is an asset to our school.

Teacher qualifications

All teaching staff meet 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>1</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>2</td>
</tr>
</tbody>
</table>

Principal’s message

It is an honour and a privilege to recount the wonderful events and learning programs we participated in during 2014.

One of the most significant highlights has been the consistency in teaching personnel. Our school has been fortunate in maintaining classroom teachers for a two year period. This has had a very stabilising effect on the school and allowed the students to be very settled.

Classroom teacher, Peter Rundle, gained a Principal position at Crossmaglen Primary School at the end of 2014. Peter is a very knowledgeable and gentle teacher and he is thoroughly missed by both students and colleagues. We wish Peter all the best.

Three programs in 2014 come to mind as being very successful. When I say ‘successful’ I’m talking about the high student participation, commitment to and improved outcomes in student learning and behaviour.

The first whole school program was “Springloaded” at the Links gym at Toormina. Students eagerly participated and demonstrated their movement and trampoline performance skills. As part of the PDHPE syllabus, many learning outcomes were achieved. Not to mention the obvious enjoyment factor. Congratulations to teacher Jayne for coordinating such a wonderful healthy program.

The second fantastic whole school program implemented and well supported in 2014 was the music program called ‘Grow the Music’. Emily, Liz and Meg were the facilitators with a vast amount of expertise in music tuition and with supporting youth at risk in the community. A big thank you to the Jetty Bunker Youth Service for helping us financially to bring such an inspirational program to be our school. Students consolidated their music skills in appearing on stage at a Youth community concert night celebrating Human Rights Day. The positive effect this performance opportunity had on participating students’ self esteem was very evident as was the pride observed in parents’ faces on the night. We hope to run a similar ‘Grow the Music’ program in Term2, 2015.
The third program we implemented in 2014 was the Outdoor Recreation program. According to John R Riley, a clinical associate professor of psychiatry at Harvard Medical School, “memory retention and learning functions are all about brain cells actually changing, grouping and working better together and exercise creates the best environment for that process to occur”. Many studies show there is a definite relationship between academic performance and physical activity. Added to the improved physiological effects on the cognitive outcomes of students, is the social-emotional benefits including building trust, facing fears, teamwork and learning to empathise are just a few of the skills students gain each time they participate in activities offered. These include abseiling, canyoning, surf kayaking and mountain hiking. We are fortunate to have an accredited expert on staff to provide such fantastic opportunities to students. Thank you to the Assistant Principal, Andy for co-ordinating this program for students.

A beautiful mosaic takes pride of place on our entrance wall which was a result of the wonderful NAIDOC Day celebrations. Our parent family members participated in our activities including tree planting, mosaics and Aboriginal games. Watching parents, students and staff work and play together is evidence of the authentic, positive and trusting relationships built up between parents, community, students and staff. It was an inspirational and a very enjoyable day for all involved. Thank you to teacher Sue for organising such a great event.

Improved student outcomes in NAPLAN and internal assessments in Literacy are pleasing. Our focus on Literacy in 2014 encompassed language, comprehension and writing skills. As evidenced in NAPLAN results, students improved markedly in all these areas from 2013. Student interest is growing in Literacy as they participate enthusiastically in the ‘whole school improvement Literacy program’. This program is implemented and co-ordinated by teacher Wendy who is employed above establishment to cater for identified student needs. Thank you Wendy for your commitment in this important curriculum area. In 2015 we plan to focus on Numeracy assessment, teaching and learning and higher order understanding in comprehension and writing strands.

Improvement in transitioning students out of CHLC is identified as one of our school targets. Four students successfully transitioned to Mainstream schools, five students registered with Key Employment and two students were successfully enrolled in Distance Education. Three students successfully participated in a TAFE Tasters course which included carpentry, bricklaying and tiling. Four students participated in Work Experience programs in the community. Business operators from Brown & Hurley, Toormina Butchery, Advanced Pumping & Irrigation and National Parks and Wildlife Service were very supportive in offering work experience placements to our students.

Students have enjoyed a plethora of excursions in 2014 including activities such as fishing, visiting art galleries, hiking, overnight camps, mountain biking, picnicking and beach walking.
Female students were given the opportunity to participate in two programs relating to resilience, body image, conflict resolution, sexual health, social media and peer group relationships. Thank you to Amy Crowe from Mission Australia and Janey Smith from Youth Connections and Judy Mills from Youth Directions for providing the expertise to work with our students and help them build their sense of self and self worth.

We work closely with Headspace to cater for individual student mental and physical health needs. We are fortunate to engage Youth Worker Jo Magill once a fortnight to lend face to face counselling and referral support to our students.

Behaviour modification is our core business and students were engaged and motivated by our reward program. Students self-monitor their behaviour jointly with their class teacher to accumulate points to earn an end of term excursion. Students have earned excursions to the movies, Raleigh Raceway and overnight camping trips. Restorative justice principles and Choice Theory concepts are used to complement our behaviour modification program.

We enjoy a productive and positive relationship with the Youth Liaison Officer, Senior Constable Brooker and PCYC police, Senior Constables Rothery and Usher. It is imperative that we sustain these important relationships to prevent and minimise youth risky behaviours in the community. These police are a part of our school family and are talented operators with our students.

Two ex students were successfully involved in our school teaching and learning programs whilst employed as School Learning Support Officers. They came with instant credibility as ex students and were able to relate to student issues immediately. Positive working relationships were formed and the insight and maturity these ex-students brought was beneficial to both students and staff.

Again we have been lucky to enjoy parent’s support. Open and transparent communication is an important ingredient in forming supportive relationships with parents. Thank you parents and carers for the role you have played in your child’s education. We look forward to celebrating with you again next year at events celebrating student achievement and transition.

A heartfelt thank you and congratulations to teaching and support staff for your commitment, hard work, endless patience and resilience. I am looking forward to another productive year ahead filled with student and staff achievements and positive learning experiences and working alongside you within a team with a common vision and purpose in mind.

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 of development.

Alison TURNER

PRINCIPAL
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>
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<tbody>
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<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
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<td>Global funds</td>
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<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
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</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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</tr>
<tr>
<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<tr>
<td>Training &amp; development</td>
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<td>Tied funds</td>
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<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
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<td>Utilities</td>
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<td>Maintenance</td>
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<td>Trust accounts</td>
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<td>Capital programs</td>
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<tr>
<td><strong>Total expenditure</strong></td>
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<tr>
<td><strong>Balance carried forward</strong></td>
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</table>

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

CHLC supports students that have been unable to continue their schooling in regular education settings.

Specialised staff provide an individualized curriculum with an emphasis on students better managing their behaviour, triggers, social interactions and transition points.

Academic achievements

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.

Despite our cohort in year 9 being too small for our school to receive a meaningful national analysis of results, we do as a school identify areas for development. This data along with whole school classroom based assessments, observations and teacher judgements are used to develop and drive individual learning plans in literacy and numeracy.

NAPLAN Year 9 – Literacy

- 4 students sat for the year 9 testing in 2014. The strongest areas were Reading, Spelling, Grammar and Punctuation.
- Every student attempted Writing
- In Reading, 2 students were in the range of achievement, 1 student just outside and 1 student above the national average
- In Writing, 3 students at Band 5 and 1 student in the range of achievement
- In Grammar and Punctuation, 2 students at Band 5, 1 student in the range of achievement and just below the national average and 1 student in the same band as bottom of the national average

NAPLAN Year 9 – Numeracy

- 4 students sat for the NAPLAN testing in 2014
- 1 student scored below Band 5, 1 student scored in the range of achievement, 1 student scored in Band 5 and 1 student just below the range of achievement
- Our achievements in Numeracy need to improve. We have undertaken strategies to address this

Significant programs

Music

98% of students continued and developed their involvement in the school music program during 2014. In term 3 Pete Rundle our teacher of music and class 2 was promoted to a Principal position and the students were distraught with the thought of not only Pete leaving but that music could not continue.

Then along came Grow the Music.

“Grow the Music” has been one of our most successful programs this year. During term 4 we welcomed Liz and Emily who led students in multi-
instrument lessons twice each week. Not only did students get the opportunity to try the guitar, drums, and keyboard, they also had the chance to try singing and rapping with Emily. They also tried their hand at recording with Liz.

Both Emily and Liz are very experienced musicians and have just returned from an extensive tour of remote Australia where they worked with Indigenous communities, taking music to as many young people as possible.

The program culminated in an outstanding performance on International Human Rights Day, by four of our totally committed and courageous students. Brianna, Cody, Jia and Tayla had never performed in front of an audience although you could not tell on the night. The audience clapped and cheered as the four sang Rip Tide and Shame, a song that students from all three classes had written collaboratively. The best moment for CHLC staff was when the group finished their performance and hugged each other on stage as the audience went crazy.

As a teacher of three of the students I count the moment as one of the highlights of my teaching career. Congratulations go to all the students who participated in the music program.

Sue Rees

Terrific Textiles

Tie-dyed shorts are all the rage at CHLC now that students have made their own. The textiles technology program was a surprising runaway success that saw nearly every student produce a pair of shorts and a bandana.

The school purchased two machines and sewing supplies and a generous community member donated a sewing table. Metres and metres of high quality fabric was sourced through a local laundromat that was relocating and offloading clean used linen.

Room four became a hive of activity as students and staff sewed and dyed. The dying was great fun and students ended up dying shirts, shorts, bandanas and even a pair of socks. One student even made a tablecloth.

Using one simple pattern both male and female students were able to sew a simple pair of cotton shorts that they then tie-dyed. The finished shorts really look amazing! It is fantastic to see students not only complete a project, but to enjoy the process and build self-esteem and valuable social skills while doing so. Classes worked together and staff watched while individual students helped each other complete tasks. There were very few incidents of negative behavior during the program which illustrates the truth in the well researched theory - engaged students are unlikely to participate in negative behaviours. We look forward to our next terrific textiles adventure.

Sue Rees

Beekeeping the bees knees

The beekeeping program at CHLC is growing and we now have our very own CHLC honey for sale in the foyer.

People may not be aware that honeybees are in crisis around the world because of pest and disease and something called Colony Collapse Disorder. Australia’s beekeeping industry is regarded as the healthiest in the world and honey and honey by-products like beeswax are highly sought after around the world. Australian beekeepers export live bees and bee expertise throughout the world.

Additionally as food security becomes increasingly important to all governments so do honey bees. Honeybee pollination is responsible for one of every three mouthfuls of food that humans eat so it is critical that we look after them. In addition to the nearly one hundred million dollar honey
industry, pollination is estimated to be worth about six billion dollars. Beekeeping as a career is a very real option for a young person wanting to work outdoors.

This year students built and painted the first school beehive, then populated it with bees. The second hive is built, ready to be populated. A number of keen students have been down to the hive to inspect for pest and disease and general hive health and to look at the internal structure of a fully functioning hive. Students studied the anatomy of bees and hive structure in class. It was fantastic to have the opportunity to back the theoretical work up by poking around in a real hive.

Students extracted the first crop of honey which has been bottled and is available for sale in the school foyer. Proceeds from the sale of honey will be reinvested into the beekeeping program and hopefully we will be able to buy a small honey extractor in the near future.

The skills learned from this program are varied and many. Not all students participated in every aspect, however, as the program builds more students will become involved in more processes. Students have the opportunity to learn about every aspect of beekeeping and honey production from building the hive, securing bees and processing the honey for sale. Generally students become fascinated by the amazing life of bees and the uncomplicated techniques used in beekeeping. Most importantly when students are working with the bees, they need to be calm and focused. Beekeeping is a great way to teach respect and concentration.

Thanks go to our wonderful casual teacher, Jonathon Driver who produced the beautiful label for our honey.

Students can look forward to a busy time in Spring as bees build in numbers and the second hive comes into operation.

NAIDOC celebrations

Engagement with the Indigenous community is a priority at CHLC. The school values the principle of reconciliation and the idea that all Australians should move forward together.

To celebrate NAIDOC the school hosted student families for a day of games, tree planting and mosaics.

Local Elder, Aunty Shaa opened the day and talked about what reconciliation means to her. One of the take home messages from Aunty Shaa is that we can all learn from the deep connection many Indigenous people have with the land as we all face the crisis of global warming and land degradation. The idea of “Thinking globally and acting locally” is what underlined the creation of our food garden for future students. We already have three beautiful wooden vegetable beds that students built. On NAIDOC day students and families planted a number of food trees including a mango, pecan, avocado, lychee, and two kiwi and one passion fruit vine. We also planted a citrus orchard in front of the apiary (beekeeping) site. Students and their families also worked together to create a beautiful mosaic of the Aboriginal flag, which is now hanging on the side of the building to welcome visitors to the school.

Sue Rees
**Fabulous Food Technology**

During term three students participated in a whole school program. The unit was designed specifically for our students to both engage and educate while meeting outcomes from the English, Mathematics, Geography and Food Technology syllabuses. In addition, the unit addressed a current DEC priority of ‘engaging with Asia’ by focusing on food from a number of Asian countries.

Each week students undertook research and completed a fact sheet about a country. During the practical component students then prepared a traditional dish from the same country. We visited the Maldives, Switzerland, Jamaica, India, Hungary, Malaysia, Vietnam and China.

Student feedback for the cooking program was positive. Preparing a recipe from a country they had already learned about made the experience more meaningful. We are not sure yet just which area of the world will tickle our taste buds next year.

**Sue Rees**

**Program Snap Shots**

2014 sees an exciting range of in school programs as well as the use of many sporting venues throughout our community.

We have continued with the gardening program initiated in 2013 and have expanded by means of planting fruiting trees. One of the high lights of the gardening program for me was a student eating a cucumber for the first time and the expression on their face as the crunch and flavours burst in their mouth. We used many of the herbs and leafy vegetables in our cooking program.

The school purchased two sewing machines and a donation from a commercial laundromat saw all students in the school make a pair of boxer shorts and several bandanas. As all the shorts were made of sheets the students then personalised them by tye-dying. The actual tye-dying process was completely student directed. A student from class 3 instructed class 1, then a student from class 1 instructed class 2 and so a student from class 2 instructed class 3. All students then bought in T-shirts, singlets and even socks, (the outfit must be complete). The spirit of the hippie over ran the school and students convinced Alison to join in.

The sewing unit concluded with a fabulous fashion parade on presentation day. Parents were taken aback to see their children; firstly in the parade and secondly being so proud of the garments they had made and dyed. This was a very public demonstration of the safe learning environment that is valued at Coffs Harbour Learning Centre (CHLC).

Our motto at school is Creating Healthy Life Choices (CHLC) and in keeping with this we pride ourselves on our weekly sports program. Throughout the year we went to a trampolining centre every second week. The regularity of the session saw our students’ teaching each other new tricks and also genuine empathy for each other when tricks failed. Our sessions coincided with a special needs group. Not only were we tolerant of their disabilities we also included them in games of dodge ball and taught them some tricks too.
We fished and picnicked and practised our social skills.

We slid down water slides and we golfed on practice ranges as well as on mini courses.

We rolled down hills two at a time in Zorb balls, (the students’ have stronger stomachs then me).

We swam between the flags and in the pools.

Mountain bike riding was a challenge with great rewards as we helped to build the track.

Our friendships grew as we learnt to accept each others strengths and weakness and we put into practice the lessons from the classroom to the community.

Jayne Sanders

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- changes in student outcomes, attendance and engagement
- changes in whole school evaluation and planning

Programs and initiatives to promote attendance and engagement have been systematically implemented. Attendance and engagement have been the pivotal focus due to the significant student welfare and behavioural challenges that our students face daily.

Our student cohort comprises students who have reached years 8 and 9 with multiple suspensions or expulsion from their home school. Students and their families have usually lost connection, faith in education or the system and have developed entrenched patterns of frustration, despair and blame.

Daily phone contact and a building of trust has seen a decrease in unexplained and unjustified absences. The overall trend for attendance at the school is positive.

The relationships that the Principal and staff have developed with the parents and carers through regular informal contact and formal meetings to discuss transitions, progress and learning outcomes have had a significant impact in this area.

Engagement and learning programs have been discussed, introduced and evaluated at length this year. The aims of the attendance and engagement programs have been to ensure that students are cared for, safe, supported, have ownership of their future pathways and are encouraged to begin to build trust in teachers, mentors, the school and themselves. As a result we have been able to make effective, informed and flexible decisions at school level, confidently support our school to better
respond to the needs of students and the school community as well as provide services designed to assist students to achieve their best educational outcomes. Successful programs have been extensively explained in the principal's message and individually by the teachers in charge.

Our whole school staff led by the Principal has been involved with the latest school planning systems. The new format links the school plan to the individual and professional growth of staff to contribute more meaningfully to the culture (products and practices) of the school. The school has implementation (processes) and ongoing evaluation (including milestones) to ensure the success of the school plan. The school has built local context and future vision into strategic directions, performance measures and evaluation strategy.

School planning 2012-2014:

School priority 1
Literacy and Numeracy

Outcomes from 2012–2014
Improved performance in all areas of literacy and numeracy

Evidence of achievement of outcomes in 2014:

- appropriate materials sourced and selected for use as diagnostic assessments. A standardized set of diagnostic assessments has been developed. Literacy and numeracy levels of all students have been diagnostically assessed upon enrolment.

- measurable pre and post intervention assessment data used to accurately evaluate literacy and numeracy programs and personalized learning plans. Students actively involved in a wide variety of literacy activities.

- teachers implementing targeted literacy strategies across curriculum. Increased levels of student engagement with literacy activities across all curriculum areas.

Strategies to achieve these outcomes in 2014

- all students completing school based ongoing diagnostic assessments.

- all students demonstrating a marked measurable improvement in comprehension activities as they progress through a sequential whole school literacy program

- purchase of a wide variety of engaging and appropriate literacy and numeracy resources for student use

School priority 2
Engagement and attainment

Outcomes from 2012–2014
Increased student attendance, appropriate behaviour and transition to mainstream school, work or further study

Evidence of progress towards outcomes in 2014:

- 100% of parent/carer and key stakeholders attending and participating in development of PLPs and transition plans

- flexible timetabling introduced and monitored. Students more engaged in these interest-based programs

- students calmer and more appropriate as they develop teamwork, trust and communication skills through embedding these skills into our educational programs to implicitly teach/reinforce appropriate social skills

Strategies to achieve these outcomes in 2014:

- use data collected to effectively inform academic and behaviour targets of students

- continue to refine and monitor student transition plans to increase success for student transition from school to mainstream, work and further study

- continue to develop programs which cater for student interest, growth and opportunities to challenge themselves
School priority 3
Leadership and management

Outcomes from 2012–2014
Increased staff capacity to lead and manage through the design and implementation of individual professional learning plans linked to achieving school targets

Evidence of progress towards outcomes in 2014:

- 100% of staff have participated in our newly developed EARS and TARS pro formas
- 100% of staff participate in structured professional learning and adhere to Teacher Professional Standards Frameworks
- 100% of staff participate in the design and implementation of a behaviour focused professional learning plan. Several staff have delivered the workshop sessions. Staff report back to whole staff professional learning meetings whenever they attend external workshops.
- 3 classroom teachers have participated in merit selection process on several occasions with one gaining his first Principal position

Strategies to achieve these outcomes in 2014:

- professional learning emphasis on developing aspiring leaders
- continued opportunities to take leading roles in programs
- professional learning emphasis on building capacity through learning about learning

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Students, staff and parents were surveyed to seek their opinions about the climate of their school and issues around the mental health and well being of the school community.

The surveys were conducted through the Mind Matters Survey Tool with results collated locally. We sought to gain a complete view of how our school supports the mental health and well being of its community – students, staff and families.

Results will be available in detail in 2015.

Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website during Term 2 2015.

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.

Alison Turner Principal
Andrew Robb Assistant Principal
Jayne Sanders, Sue Rees CRT
Wendy George STL
Jane Loudon SAM
Tayla Seccombe, Kallan Dempsey SRC

School contact information

Coffs Harbour Learning Centre
132 Linden Avenue, BOAMBEE EAST 2452
Ph: 66531855
Fax: 66532638
Email: coffshbrlc-s.school@det.nsw.edu.au
Web: www.coffshrlc-s.schools.nsw.edu.au
School Code: 5763

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