School context
Coffs Harbour Learning Centre (CHLC) consists of up to 21 students with each class ranging from Years 7 to 10. There are 3 classes with each class comprising of 7 students 1 teacher and 1 student learning support officer. The low ratio of students to staff allows for more effective academic and behaviour support. Students have the opportunity to participate in daily programs on how to both manage and take responsibility for their own behaviour outcomes and choices.

CHLC has a Principal, a teaching Assistant Principal, 2 Classroom Teachers, 3 School Learning Support Officers, 1 Administration Manager, 1 General Assistant (1 day per week) and 1 School Counsellor (1 day per week).

Principal’s message
Program Highlights and initiatives.

It gives me great pleasure to write an account of our school’s highlights and initiatives for the year 2013. Our Presentation Day was a particular highlight where students were able to share their achievements with the significant people in their lives.

Our new Director Jenny Murray attended and was very impressed with our students, the school and the family support evident on the day. At numerous times I was moved to tears with the beautiful and raw emotions shown with smiles, tears, excitement, surprise and pride to name a few. Some of these students have never received a trophy or medal before either in school or outside school and the parent speeches were so rewarding and inspiring to hear. What a wonderful occasion and such a privilege to be part of it.
I would like to congratulate our top prize winner Jayden for earning Student of the Year, an absolutely worthy recipient. Jayden is currently studying Carpentry at TAFE.

In 2013 we had 15 new enrolments, 8 students successfully transitioned to Key Employment, 3 students returned to their mainstream schools and 1 student moved interstate. We are in regular contact with these students and they are progressing well. Sometimes returning to mainstream is fraught with challenges for our students as they become reconditioned and make adjustments to the systems, processes and larger classes in high schools again. All the triggers are still at mainstream and it is a true test for students to practise the strategies learnt at our school. It is not easy.

The new Coffs Harbour Learning Centre guidelines and referral process worked efficiently. More students throughout the region were given the opportunity to transition in and out of CHLC.

The students registered with Key Employment have all been very successful initially in the Work Readiness Program and in the following Certificate 11 courses in Business and Retail. One student is concurrently studying at TAFE enrolled in a pre-trade Carpentry course. All students will be successfully graduating very shortly and will look forward to apprenticeships, traineeships and work thereafter through key Employment. I would like to say a big thank you to our partner educators at Key Employment particularly Adam, Simon and Sean for their natural ability and dedication to each and every client. Key Employment have really been instrumental in our students success.

Some of our older students; Brodi, Royce, Brendan and Jaidyn participated in a TAFE Construction course involving learning the skills required for Bricklaying, Plumbing and Carpentry. Two students were very successful in applying their natural skills. Thank you to Andy for helping and initiating this valuable program.

We have worked closely with Amy from Mission Australia coordinating Drug and Alcohol workshops for students. It appeared that students learnt information regarding the risks and physical dangers of participating in such risky habits as they were all engaged in healthy discussions and listening intently in the workshops.

We also sought out specialist workers from Nortec/Youth Connections to conduct weekly workshops, entailing strategies from a combined “Rock and Water/RAGE” program based on resilience building and anger management. Thank you Amy and Casey for your personal resilience which enabled you both to keep returning every week to share your expertise with our students.

An initiative introduced by our staff member Sue which proved particularly popular with the students was visiting and participating at the
Community gardens in Bellingen. Students learnt about vegetable growing, propagation and sustainable food systems. Students were lucky enough on some occasions to bring home the spoils of their labour with big sacks of vegetables. They were also exposed to and engaged in the art of Bee Keeping. They were excited about donning bee suits and smoking out a hive to see what was inside. We had a student whom showed particular skill and diligence among the bees, well done Jacob. As part of our Woodwork program we hope to build and construct our own bee boxes in 2014, to incorporate Bee studies in our Agriculture program as well.

Pete led the successful Community Volunteering program at the Botanical Gardens again this year with students working very hard, labouring in the gardens, mulching, weeding, moving dirt and the like. I am very proud of these students for their willingness to work for nil payment.

Naidoc Week was celebrated this year by our whole school attending Dorrigo Primary school to take part in cultural activities. Workshops included such things as; boomerang painting, damper cooking and listening to Dream Time stories. We had an interesting day and visited some scenic spots on the way down the mountain. Class 1 teacher Jayne, initiated this cultural interschool experience, thank you Jayne.

Students are engaged in the Behaviour modification program working towards points to enable them to be invited on Gold Excursions at the end of each term, Raleigh Raceway is always a popular activity choice. Well done to all the students whom have made positive changes to their behaviour. It is a slow process and often consolidation occurs with parental support and consistency at home. Good “Parenting” is a life-long learning process and is often more difficult if you are a single parent. We are looking to phase out our incentive based reward system in 2014.

Students enjoyed the cooking program and served up such special treats as hamburgers, chicken burgers, sausage rolls, pasta carbonara, chocolate brownies, nachos, chocolates and fried rice. The master chef of 2013 was Wyatt. He is a whizz in the kitchen and participates in the total process from buying ingredients to cleaning up.

We employed a gifted young Aboriginal Mentor Clarke Webb to work closely with our Aboriginal students on a weekly basis. He acted as an inspiration and a motivator to our students. He was able to build up positive relationships with most students and was able to share cultural information and learning strategies with staff. Clarke also embarked upon teaching students the Gumbaynggirr Language with help from CHLC staff and state funding. Clarke is an asset to the school and the community as he runs homework centres after school.

We were able to gain funds from Out of Home Care to employ an extra staff member in the position of SLSO to work exclusively with “out of home care” students to give them extra support in the school setting. Tim is very experienced with students at risk and was able to work successfully
with these students. Thank-you Tim for your consistent commitment to our school.

Another interesting initiative was organised by Jayne in Class 1 introducing Film Making with an expert from the ABC Open Liz Keen running workshops on the techniques involved. Students made short films and learnt all about the interesting world of film making.

Our Fast Forward reading program has continued on and become stronger and bigger with 90 percent of students completing the course and reaching independent level. This has had a direct impact on NAPLAN results with 100 percent of Year 9 students scoring at or above the national minimum standard for the first time in reading spelling and grammar conventions. The direction for next year will be focusing on comprehension strategies. Congratulations to these students for realising the benefits of practising Literacy and participating in NAPLAN. Well done Wendy for your constant enthusiasm and encouragement regarding Fast Forward.

Thankyou Sue for applying to the Reconciliation Council in Sydney for a grant to run a Art workshop focusing on Lino Cut printing led by Lucy Simpson a well known respected Aboriginal Artist. The students produced many beautiful pieces and the whole school participated enthusiastically.

The Surf School program deserves a mention every year as it is so well received by the students and staff. Living in such a beautiful place as Coffs Harbour certainly has its rewards in terms of the opportunities it provides to schools including Surf Awareness and other Marine Environment excursions. Pete is always forthcoming in his quest for sharing and learning about our Coastal Environment and the students love it.

We have regular visits by the Youth Police Liaison Officer Senior Constable Brooker and the PCYC officers Senior Constable Usher and Constable Rothery to run positive preventative programs aimed at minimising risky behaviours. They are extremely talented in forming positive relationships with the students and working with them. We look forward to working with them again in 2014 and highly regard their support and professionalism.

Our end of year excursion to the Gold Coast was a great way to wrap up 2013. Our students really enjoyed Dream World, though not entirely sure my heart did as a result of the Terminator 2 ride. The students also enjoyed shopping at Harbour Town, staying at Treasure Island Holiday Park and travelling together in a mini bus. Most students demonstrated appropriate social skills and were a pleasure to take. Thank you to the staff who took time away from their families to supervise this excursion. It is on these excursions where students are taken out of their comfort zones and home environments that allow the consolidation of the skills and strategies learnt throughout the year, provide them the opportunity to face their fears and when they can form trusting relationships with peers and staff.

In 2014 I look forward to extending our Outdoor Recreation program encompassing all students learning a healthy awareness of the environment and our natural habitats as well as learning challenging skills involved in abseiling,
canyoning, hiking, canoeing, kayaking, swimming and much more. We are lucky to have a staff member accredited to run these activities. Thankyou Andy.

Our grounds and gardens look amazing with all the rain we have been lucky enough to have and because of the caring and hard work from our GA Simon.

Finally, I would like to say this has been my seventh year as the Leader of Coffs Harbour Learning Centre and I believe it has been the most successful. I have based this opinion on several observations and personal realisations including; the amazing success that students have earned through participating in the Key Employment program, the acceptance and support of mainstream schools with student transition and the sharing of expertise and the improvement in community support and partnerships formed with our school via the programs we run within the community and the relationships we have built through working collaboratively with Police, Welfare Agencies, Health, Headspace, local businesses and school to work organisations like Key Employment and CHESS. WE have also formed strong ties with TAFE by supporting their TAFE taster and short course programs.

On a personal note, I have enjoyed helping build the capacity of each and every staff member and have loved seeing their professional growth. I have been afforded the privilege of stepping back because of this which has allowed me to concentrate on my own professional knowledge and growth both inside and outside the school.

Thankyou to the great team at CHLC for your never-ending enthusiasm and resilience which you demonstrate on a daily basis and for the care and compassion you show towards our students and each other. You are unique and resourceful educators that our system and our students would be at a loss without. Remember to notice the small steps and subtle changes...

To Jane, Jacquie, Jo and Drew, you are very special individuals and I thank you on behalf of the students and the teaching staff for the hard work you do and the support you give to us. I often think you are not acknowledged enough and I would like to do that now. Without you the work that goes on at our school would not be possible.

Thankyou to parents and caregivers for your support and understanding and all staff look forward to working with you next year.

Thankyou to Wendy and Jane for your hard work preparing this report.

Like sands through the hour glass I look forward to 2014 and all the challenges, joys and delightful and memorable moments no doubt it will bring.

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.

Alison TURNER
PRINCIPAL
**Student representative’s message**

An SRC is a great asset to our school and this year is the first year we have had one at CHLC. Rhys and Jacob (us) are proud to be the first representatives and we look forward to getting bigger and better.

Alison has asked us to be leaders and mentors and we want to set a good example and be good role models.

We haven’t raised any money but our school has been involved in many exciting activities.

We made billy carts and had a race in the park. We lined them up on the basketball court and pretended we were at Summernats and checked out each others machines.

Our whole school went to Dorrigo High School to take part in NAIDOC week activities. Jayne used to teach there and it looked like a really nice school even though it was very big. We all enjoyed the activities such as boomerang painting, storytelling, dancing and cooking.

Many of us (the good ones) went to the Gold Coast for our end of year trip. Andy drove the bus and the rest of us annoyed Alison. We went to Dreamworld and had heaps of rides. We stayed at Treasure Island and that was fun. Jacob (me) and some others went with Josh to Culture Kings and bought heaps of caps, so many that Jacob (me) got a free cap box to put them in.

Presentation Day was the best. Heaps of people came and we got trophies and certificates and heard good things about the students. Lots of students graduated, congratulations! Our parents were proud of us and Alison’s Dad was proud of her too, so was her boss. We ate food afterwards that Jo made and that was lovely.

Next year we will tell you more things about activities and successes and memorable moments at our school. We both love our school and you can be successful here and reach your potential.

Jacob Rhodes and Rhys Brown

**Student information**

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

**Student enrolment profile**

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<tr>
<td>Male</td>
<td>13</td>
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<td>18</td>
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<td>3</td>
<td>2</td>
<td>3</td>
<td>6</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

**Management of non-attendance**

Regular attendance at school is essential. At CHLC we work in partnership with parents/caregivers, Family and Community Services (FaCS), Out of Home Care providers and other support agencies to promote the regular attendance of our students.

Teachers follow up on absent students on the day. This is generally via a phone call to parents/caregivers/guardians enquiring as to the
reason for absence if the school has not been
previously advised.

Non-attending students are contacted by the
Principal and a continuing pattern of absence is
referred to the Home School Liaison Officer when
all school resources have been exhausted.

Post-school destinations
Our target at CHLC is to transition our suitable
students to TAFE, apprenticeships and
traineeships, full time work, supported training in
Work Education with Key Employment (Certificate 2 in Business Studies) or a positive
return to mainstream schooling.

This year, 3 students returned to their home high
school, 6 students successfully attended Key
Employment, 2 students gained work and attend
TAFE and 2 are attending TAFE full time. These
outcomes are our best yet and our whole school
community is very pleased and proud of these
successful role models.

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</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0.168</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual</td>
<td>0.252</td>
</tr>
<tr>
<td>Support Teacher Learning</td>
<td>0.200</td>
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<tr>
<td>Teacher Librarian</td>
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</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>Total</td>
<td>9.214</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013
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>
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<tr>
<td>Postgraduate</td>
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</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
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</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>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>$60226.67</td>
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<tr>
<td>Global funds</td>
<td>50164.19</td>
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<tr>
<td>Tied funds</td>
<td>77911.69</td>
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<tr>
<td>School &amp; community sources</td>
<td>4365.91</td>
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<tr>
<td>Interest</td>
<td>1940.57</td>
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<tr>
<td>Trust receipts</td>
<td>858.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>195467.03</td>
</tr>
</tbody>
</table>

Expenditure
Teaching & learning
- Key learning areas | 5607.63
- Excursions | 10207.92
- Extracurricular dissections | 3890.25
Library | 165.00
Training & development | 2471.85
Tied funds | 69970.54
Casual relief teachers | 14634.05
Administration & office | 17114.33
School-operated canteen | 0.00
Utilities | 11911.46
Maintenance | 2952.57
Trust accounts | 377.74
Capital programs | 0.00
Total expenditure | 139303.34
Balance carried forward | 56163.69

A full copy of the school’s 2013 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 2013
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 cohorts in years 7 and 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.

**Academic achievements**

**NAPLAN**

In 2013 we had no Year 7 students at the time of NAPLAN assessments.

**NAPLAN Year 9 - Literacy**

- 2 students sat for the Year 9 NAPLAN testing in 2013. The strongest areas were Reading, Spelling and Language conventions.
- Neither student attempted Persuasive Writing.
- 1 student was just below the national average in Reading, 1 band above the national average in Spelling and in the national average for Language conventions.
- The other student who was a non reader in 2012 scored 1 band below the national average in Reading, in the same band as the national average for Language conventions and on the scale for the first time in Spelling. We are very proud of his achievements.
- 100% of students scored in band 6 for Reading, an improvement on 2012.
- 100% of students did not attempt Writing.
- 50% of students scored in band 9 in Spelling and 50% in band 5.
- 100% of students scored in band 6 in Grammar and Punctuation.

**NAPLAN Year 9 – Numeracy**

- 2 students sat for the NAPLAN testing in 2013. The strongest areas were data analysis, fractions, percentages and decimals, shapes and whole numbers.
- 100% of students scored in the top of band 5, just a fraction away from the bottom of the national average in band 6.
- These two students reflected a continuing improvement in our school results. We are very proud of our students and their achievements.

**Significant Programs**

**Music**

2013 has seen the CHLC instrumental music program go from strength to strength, with almost 90% of students at the school electing to participate. Again, the program has focused on the teaching of musical concepts through drum kit, bass and guitar. One of several highlights for the year involved students performing at the North Coast Region Principals Conference. The students were thrilled to have the opportunity to play their original composition in front of a captive and appreciative audience, and they received a great deal of positive feedback. 2014 promises to be very musical indeed, with the number of students involved in the program continuing to grow.

**Surf School**

In its third year of implementation, the CHLC Surf School program has again been highly successful in engaging students. Coordinated and supervised by Caspian O’Donnell of Sawtell Surf School, the program offers students of all ability levels the chance to learn new skills in an
enjoyable and natural environment. All students who participated thoroughly enjoyed our weekly surf sessions and displayed significant development in their surfing skills and awareness of surf safety. It was particularly nice to witness the excellent behaviour demonstrated by our students with Caspian commenting that this year’s group were the most respectful and enthusiastic he has seen.

Pete Rundle

Arts and Craft

We love our creative arts in class 3. We have made clayworks and jewellery, painted t-shirts and worked on smaller mosaics. Art classes offer a time to be calm while being creative and it is during these lessons that a lot of ‘non-academic’ learning is done, as we talk and reflect on our behaviour in previous lessons or outside the classroom.

Staff and students from all classes worked together to create a welcoming sign in mosaic. With input from many people we created a design that brings together the coast and the mountains to represent the beautiful environment in which many of our students live. The shed became a kind of meditation place as students and staff worked for nearly 100 hours in total. Some students contributed just half an hour while others worked through the entire project. Alison joined in and glued some tiles on.

Bee Keeping

Another project close to my heart is the beekeeping program. While visiting the Bellingen Community Gardens a number of students suited up and inspected the beehives with me. Because of the interest coming from students and my background as a beekeeper we have started and registered our own Apiary (place where bees are kept) at the school. We currently have one hive which is doing well and we are building a second hive during woodwork lessons. Some students are learning everything about beekeeping from the physiology of bees, building of hives to the extraction and marketing of the final products, wax and honey. All going to plan we should be selling CHLC honey at the Growers Market in Coffs later on this year.

Sue-anne Rees

Science Projects

Term 1 saw the whole school complete the Science mandatory student research project in both stage 4 and 5. This project gave each student the opportunity to complete a first-hand investigation. The project was broken down into 3 sections; first, identifying a suitable project (the effect of different fertilizers on the growth of beans and controlled planting), developing a hypothesis and identifying the variables to be controlled. Secondly, planting the beans into pots and adding the various fertilizers. Then conduct the research - the students were challenged to think about accuracy of the results being collected and the method of recording results. Some students chose to collect their results into a table while other students photograph their results. The final stage was the evaluating evidence and communicating results. Each student wrote their own conclusion and produced a graph of the results. Collaboratively, we discussed the inaccuracy of the result collecting and how it would be done better if they were to redo it. Interestingly we disproved our hypothesis, that the beans growing with fertilizer would grow the quickest. This result was seen across all classes.

Jayne Sanders
Outdoor Recreation

This year, students of CHLC participated in an outdoor recreation program designed to develop teamwork, self-esteem, peer mentoring and school engagement. The students all pushed their own physical and mental boundaries when faced with progressively harder abseiling challenges. Students all learned to check their own equipment and had to rely on their teamwork for overall safety. Some students progressed to be group mentors and had the responsibilities of setting up the ropes, knots and harnesses. The program was a success in terms of environmental awareness and skills relating back to geography. Excellent morale developed within the regular participants and the trust relationships developed between students and CHLC staff will be ongoing. The program will continue into next year with extra skills in canoeing and kayaking, hiking and mountain biking on the agenda.

Shed

Resources and enthusiasm continue to grow in the CHLC ‘Shed’ program. Students have continued to aid staff in developing a Technology and Applied Studies practical area. The Shed now has three-phase and 15 Amp power outlets which will allow for a greater choice of machinery usage including a drill press, sander and a band saw when commissioned. Students have gained valuable skills which can be utilised on any construction site or simply for those odd ‘handyman’ jobs around the home. Students have completed various projects including utility boxes, billy-carts and furniture constructed from recycled timber. A mosaic for the school was created in this shed with talented teacher Sue Rees and SLSO Andrew Taylor co-ordinating this project. The mosaic mural now hangs at the entrance to our school.

Andrew Robb AP

National Partnerships Programs

CHLC is focused on building healthy life choices for students through fostering positive relationships and mutual respect. We are committed to providing students with a challenging, flexible and personalized 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 and business and is central to the development and implementation of student personalized learning plans.

CHLC has had a successful participation in the National Partnership again this year and as a result we have continued to make changes in the schools’ systems and practices.

We have seen improved student learning as a result of targeted interventions which include:

- The continued implementation of our whole school reading program (Fast Forward) which has improved student reading ages and increased student motivation to read.
- 95% of students actively involved in reading and following on with borrowing books from our school library.
- Students making such positive progress that they will now read aloud in class and in assemblies.
- Student behavior outcomes improved with less work avoidance demonstrated in the classroom due to students’ ability to read and understand their work.
- Increased number of students successfully transitioning to outside service provider programs enabling them to access TAFE accredited courses which previously they would not have been able to access due to their low functioning literacy levels.
- Staff professional learning focused on the literacy and numeracy continuum resulting in collaborative whole school staff planning and developing scope and sequence units aligned to the continuum and school targets.
Teaching practices and strategies using elements of quality teaching framework and peer monitoring.

Informed and accurate assessment and reporting data gathered as a result. BOS requirements have been met through this collaborative approach towards planning, sharing of resources and alignment to the school plan, regional and state focus areas and the national curriculum.

Data collected has provided a more informed approach towards the development of PLPs and the setting of short and long term educational and behavioural goals of students.

Literacy resources bought to meet the needs of students and to improve student Literacy outcomes.

We have improved parent/carer and key stakeholders participation in the development of student PLPs through:

- A learning and support team established including the school counsellor to meet weekly to discuss and evaluate identified students’ progress and needs. This has facilitated a wraparound case management approach which has reduced over servicing and promoted the sharing of information and resources to best meet student needs and improve student learning outcomes.

- Updated and communication of modifications to the referral process and transition plans of students with feeder mainstream schools has enhanced PLP development of new enrolments. This collaborative approach has promoted a joint responsibility towards the students’ learning outcomes and transition back to mainstream.

- Peer mentoring of early career teachers in the collaborative PLP process.

- Improved communication between all key stakeholders allowing improved access for parents/carers with school and other key stakeholders regarding students’ progress.

- An increase of 20% from 1012 of students successfully transitioning to mainstream, community work readiness/ TAFE endorsed programs and work.

We have ensured staff identification of professional learning needs are aligned to the school plan through a more rigorous TARS and EARS process which includes:

- Staff participation in a comprehensive performance assessment process facilitating discussion around the planning of professional learning plans. Staff identified professional learning focus areas and goals to help achieve school targets.

- Staff identification areas across the school in which they would like to take on a leadership role to build capacity and to further help to achieve school targets.

- Staff strengths identified and reinforced by Principal to build staff confidence and to encourage peer monitoring and sharing of best practice and expertise within current school and across local schools.

Every Student, Every School

The purpose of the Special Schools as Centres of Expertise strategy was to design and undertake projects that develop or demonstrate best practice in supporting students with additional learning needs and to develop networks to share this expertise with other local schools.

- We have designed a toolkit of strategies for classroom teachers, Learning and Support Teams, new Scheme teachers, Executive Staff to support the learning and behavioural needs of challenging students in mainstream classrooms. Included in this toolkit is information regarding: looking at best practice, personal learning Plans, how to “engage” students, building teacher personal and professional resilience, managing...
complex cases, how to build positive relationships, how to implement functional assessments, what lies beneath the presenting behaviours, developing whole school behaviour modification systems and sharing principles of Choice Theory and Restorative Justice.

- Working with Regional staff to rewrite referral guidelines to enter and exit CHLC, focusing on successful transition of students across educational settings and to post school options. Within the new referral guidelines the home school takes on the responsibility of providing an extensive student workup, attending regular review meetings and PLP meetings with CHLC staff and agreeing to transition students back into mainstream within a 1 year period from CHLC. New documentation is continuing to be developed and implemented across the region.

Through our ESES funding our achievements and outcomes include:

- Feedback from participants indicates that professional learning sessions have resulted in staff having an increased capacity to meet the needs of students including the understanding of: student backgrounds, triggers, symptoms, risks, engagement techniques, classroom strategies, PLP writing, assessment of student academic status highlighting deficits and strengths, Literacy “what works”, sharing of resources, whole school approaches, crisis management and individual planning strategies.

- Secondary School Principals have been very supportive of the newly introduced regional referral guidelines and requirements, including taking on their responsibility to transition students back and allowing planning time for relevant staff to meet regularly with us regarding ongoing student reviews. A new understanding and culture is forming around what we do, the support we require and the expertise we can share.

We have shared our project through other networking strategies, including our Principal, Alison successfully presenting at the Secondary Principals conference, staff presenting professional learning to Learning and Support Teachers and coordinators at Mid North Coast Schools Education Group Learning and Support professional learning day at Macksville Primary School and our Principal, Alison conducting professional learning workshops at new Scheme Teacher days in Grafton.

In 2014 we intend to further develop our project by extending our networking and support strategies, revisiting current schools and establishing links with Southern Cross University to work with or help develop courses for education students covering classroom behavior management, building positive relationships with colleagues and students, techniques on engaging students in their learning and how to develop personal resilience.
School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2013 our school carried out evaluation of our process for the Teacher and Executive Assessment and Review Schedule and Numeracy.

Educational and Management Practice

Teacher Assessment and Review Schedule (TARS) and Executive Assessment and Review Schedule (EARS)

Background

All staff participated in a review of our TARS and EARS process. A more systemic, formalized process was required to ensure teachers were provided with regular opportunity to review their practice with their supervisor and reflect on the effectiveness of their practices and strategies.

Findings and conclusions

The review found that the existing TARS process did not meet the needs of teaching staff with regard to relevant and personalized ongoing professional learning and reflection on their teaching practice.

A more streamlined process was developed in consultation with the Principal, teachers and executive. This process was implemented for the 2013 schedule.

Weekly meetings with Principal and Supervisor for all teaching staff and regular meetings with Principal and Executive are now scheduled for 2013.

Future directions

All teachers work collaboratively on whole school curriculum, directions, behavior modification programs and the school plan but have identified areas for development and interest in their Professional Learning Plans. Identified areas will align with the Australian National Standards for Teachers, our National Partnership Reforms, ESES and School Plan targets.

Feedback from this process has allowed both staff members and Principal to make adjustments to their teaching and leadership style through these open, honest and rigorous communications.

Curriculum

Numeracy

Background

As numeracy is a priority area in our School Plan 2012-2014, an evaluation of current practice was identified as a strategy to achieve targets in this area.

We were pleased with the success of our Literacy plans and using the Literacy continuum, so our strategy for improvement will be to become more familiar with the Numeracy continuum with support from Regional professional development.

Findings and conclusions

We need to develop a whole school scope and sequence in keeping with the Numeracy Continuum matrix to support student development in Numeracy. This has been done. Resources were purchased to support the content of this sequence.

Teaching staff have indicated that they are not confident in using Mathletics and would like to receive more training. This has been done and a further decision has been made that Mathletics will be used as a supplementary resource only.
Future directions

Ongoing teacher professional learning both online and within school to target working mathematically, formative assessment and monitoring, individual student support from our Literacy and Numeracy teacher will be used to allow teachers to collaboratively plan and follow the whole school scope and sequence while incorporating strategies suited to their own teaching styles and individual students in their class.

Parent, student and teacher satisfaction

In 2013 we used the school annual presentation assembly and day as an opportunity to seek the opinions of parents, students, teachers and community members about the school.

We had 100% positive responses with the largest attendance we have had since our school opened. Emails and phone calls of congratulations, appreciation and support were received from and to our Director of Schools, Key Employment program coordinator and several parents. A former student, a parent and several other community members spoke at the assembly in glowing terms regarding their relationships, engagement and learning at CHLC.

Professional learning

Professional learning continues to be a priority at CHLC for both teaching and support staff. It is a vital strategy to ensure students have access to quality teaching to improve learning outcomes, strive for engagement, build positive relationships and modify student behaviour.

Staff undertook professional development activities in the following areas:

- Understanding and using Literacy continuum
- Understanding and using Numeracy continuum
- Clear Minds, Better Lives, Better Education Conference
- Positive behaviour
- Lion Crest Educational display for Literacy resources and future directions
- Role of the HSLO
- Mathletics
- Sentral
- Behaviour management including conduct disorder and emotional disturbance
- Clarifying roles and responsibilities
- Reporting and assessment essentials
- Debriefing practices
- SMART boards and interactive programs
- First Aid training
- Aboriginal education
- Trauma and its effects on learning
- Leadership and career development - succession planning for all teachers, executive and support staff
- Curriculum learning network meetings across the region to keep updated on developments in mainstream education, National Curriculum development and sharing of resources.
School planning 2012—2014: progress in 2013

School priority 1
Literacy and Numeracy

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

Evidence of progress towards outcomes in 2013:
- 90% of students have increased their reading age by at least 2 years as measured by pre and post standardized testing in Feb and Nov 2013
- NAPLAN students did not improve their results in the writing component of their Literacy assessment. However, in classrooms with a focus on interactive and structured units of English work students are participating more readily and extensively and showing improvement in their willingness to write their responses. We are hoping this will transfer to the NAPLAN testing.
- 90% of all students have improved their “number” scores by 10% as measured by pre and post standardized testing in Feb and Nov 2013.

Strategies to achieve these outcomes in 2014
- Students continue to be assessed regularly in Literacy and Numeracy upon enrolment, in class and against standardized testing in February and November.
- School to Work programs evident and teachers working collaboratively with work experience mentors and TAFE personnel.
- Staff participating in Quality Teaching Professional Development opportunities and applying to teaching/learning practices.
- Evidence of opportunities for writing and numeracy skills by students in English units, sequenced maths activities, whole school comprehension system and whole school technology assisted learning.

School priority 2
Engagement and Attainment

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

Evidence of progress towards outcomes in 2013:
- 85% of students attending school most of the time.
- 40% of students transitioned to mainstream school, work or further study in 2013.
- 80% of parent/carer and key stakeholders participated in development of PLPs in 2013.
- Learning Support Team established to discuss students, their progress and welfare support required.

Strategies to achieve these outcomes in 2014:
- Foster and maintain an ongoing partnership with Key Employment to implement targeted programs for work ready students.
- Implement flexible timetabling which allows for effective case management of students.
- Use data collected to effectively inform academic and behavior targets of students.
- Continue to refine and monitor student transition plans to increase student transition from school to mainstream, work and further study.
- Continue to increase parents/carers, students and support agencies involvement and participation in planning, supporting and evaluating student personalized learning plans.
- Develop students’ teamwork, trust and communication skills by embedding the skills into our educational programs to teach/reinforce appropriate social skills.
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 2013:
- 90% of staff have developed and implemented Personalised Professional Learning Plans linked to school targets
- 100% of staff have participated in the new format for TARS and EARS assessment
- Executive and Teachers to attend a conference annually as a cohesive, focused and collaborative team.

Strategies to achieve these outcomes in 2014:
- Monitor and evaluate our newly developed EARS and TARS policy.
- Provide staff with structured professional Learning in Team Leadership for School Improvement.
- Continue to support Early Career Teachers to attain and maintain their accreditation.
- Introduce a behaviour focused professional learning plan for all staff to best cater for student needs, to engage students, to achieve school targets and improve student learning outcomes.

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.

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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: