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COFFS HARBOUR SCHOOL



ANNUAL REPORT 2021

Cover Art Work by Thomas Howe

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Theme 1: A message from key school bodies

BOARD
MEMBERS



Left to Right: Libby Feez (Public Officer), Mark Hannon (Treasurer), Lisa Ellem (Secretary), Mark George (Deputy Chair) and Anne Shearer (Chair)

CHAIR PERSON	ANNE SHEARER
DEPUTY CHAIR	MARK GEORGE
TREASURER	MARK HANNON
SECUTARY	LISA ELLEM
PUBLIC OFFICER	LIBBY FEEZ

CHAIR OF THE BOARD'S REPORT

ANNE SHEARER

It is my pleasure to commend to you the Allegra School annual report for 2021. It was another year where we all faced challenges, not least adapting to “living with covid” and the resulting teacher shortages. Despite the adverse conditions, the school continued to increase its numbers with a growing reputation for its warm and caring environment; we consolidated the financial accounts placing us in a healthy position; and we implemented a minor restructure to simplify

procedures and reporting lines. Importantly, the school was able to expand and refurbish its premises, ready for the 2022 school year with state-of-the-art learning spaces.

As a Board we made some difficult decisions along the way but were supported by the very talented staff along the way. We are particularly grateful to Principal Erin Caceda who delivered over and above our expectations. Erin has a fierce vision for the School and has implemented some important policy changes and improvements which are already bearing fruit. In addition, the Board wishes to acknowledge the outstanding work during the last quarter of the year when Erin managed the school as well as achieving a quality renovation, completed on time and under budget.

Sadly, we said goodbye this year to our most senior teacher, Jo Paix. After thirty years of teaching, she left on a high. We were very sad to see her go, but thank her for her devotion to the school. We wish Jo many joyful moments during her very well-deserved retirement.

We then welcomed Stuart Hughes as Head Teacher, later Deputy Head, who brings with him a wealth of experience and knowledge. The Board is excited to see the impact his influence has on the school.

We are fortunate to have School Staff who are hardworking, professional, and talented educators, including dedicated Learning Support Officers and administration staff who provide so much of the care and support for which the school is renowned. I would like to thank all of them for their perseverance and dedication to our students.

I would also like to thank the students who bring so much joy to all of us watching them grow and achieve. I am very proud to be a leader of an organisation that gives young people a chance to reset their lives. I am particularly proud to see that of the 27 school leavers last year, 24 went on to further education or employment. I wish them all the very best as they find their place in the world.

Benjamin Disraeli said “there is no education like adversity”. For all the school leaders as well as students recent experience demonstrates that adverse conditions are not permanent roadblocks, but challenges to be inspired by; that mistakes are learning opportunities and feedback will help us enhance our knowledge.

PRINCIPAL'S REPORT

ERIN CACEDA

If asked to choose a word that represented 2021, it would be understandable to select a word synonymous with 'fatigue'. The world, Australia and our local community is tired from the stresses and pressures of ongoing political, climate and health challenges.

Over the past few years we have endured an endless cycle of bush fires, floods, pandemic and war. It could be easily forgiven for a school to revert back to 'survival' mode; however, it was quite the opposite at Allegra.

We used the time to reflect on our first five years of service and to reimagine our strategic plan.

With a student-centred focus and a view of continuous improvement, in 2021 we entered a restorative phase focused on growth and delivery of a quality educational experience for our students.



The development of our new strategic plan clearly identified 5 key areas for growth.

- 1. Students***
- 2. Staff***
- 3. Learning Environment***
- 4. Board Governance, and***
- 5. Reputation***

A holistic approach to student learning ensuring that all student wellbeing and learning needs were addressed through individual support was top priority. At the commencement of the year, the Learning Support Team was established. The team is responsible for delivering individualised support in a number of ways including in class, withdrawal, and through the Covid Intensive Learning Support Program.

We used the time to reflect and improve upon our teaching programs and to implement effective transitional supports for students entering further study. While our student body grew,

our class sizes remain deliberately small, averaging 14 students per class and in keeping with 2021 being our year of growth, a complete refurbishment and extension of the School premises was accomplished during the summer break.

Building a strong culture of staff continuous learning and development is integral to improved student outcomes. Head Teacher Jo Paix retired from the profession mid-year after 30 years of leading educational improvements. Filling this void of experience, we welcomed our new Deputy Principal, Stuart Hughes, who brings to the school a wealth of expertise in curriculum reform and development.

Stuart, having concluded his role as Supervisor of Marking for the English HSC at the end of the year, has commenced the Association of Independent School's Flagship Program and is focused on leading the role out of the Designing for Deep Learning program at Allegra. To support staff to achieve school outcomes, we have invested in a range of resources, including improved technology, online platforms such as Education Perfect and building our bank of teacher and learning support resources.

Our Board has endeavoured to ensure Allegra is well-governed and managed to achieve our mission and vision. Significant improvements have been made to ensure the school complies with current legislation and standards, including the engagement of Complispace to guide policy development and review.

The strengthening of the school's position as a preferred provider of educational experiences is testament to the Board's innovative and proactive approach to school governance.

The school has an increasingly strong reputation in the community for support and differentiation. Grants awarded to the school in 2021, including the Youth Well Fund, School Counselling Grant and Covid Intensive Learning Support Program are inextricably tied to our school mission, vision and values.





Allegra staff celebrating Pride Day

The establishment of a School Representative Council, and the promotion of our major fundraising raffle provided a platform for developing deeper connections within the community and enabled us to highlight our relationship with mental health providers.

The image of the school was also the focus of a rebranding campaign and we were pleased to launch our new logo at the beginning of the year.

All of the improvements detailed in this report have occurred despite a global pandemic. Staff wore many hats and have continued to learn a great deal about the use of technology and ways to collaborate remotely; we can see opportunities in the future to use this learning, even when school is fully on site.

Parent feedback has indicated the support students receive in our smaller setting has a significant positive impact on student mental health.

The efforts of our teaching team have been particularly noteworthy, as they have led us to balance the transition to fully online teaching for some students with on-site delivery for students of our essential workers. Staff also provided ongoing logistical, educational and wellbeing support and coaching to students and other staff when needed and have been our champions in 2021.

Similarly, our students have adapted to what became the new normal of working from home and using Google Classrooms and Education Perfect as well as other technologies to access and engage with their learning. The resilience our students showed in order to maintain a positive approach in difficult circumstances, has been a highlight of the year. I have also valued the support and patience of parents and carers, who have also been dealing with the uncertainties of 2021 for themselves and their children.

When reflecting on the achievements of the students, staff and school community, and choosing a word that represented 2021 'fatigue' does not even register. With whole school improvements and initiatives at many levels, this past year was one of 'growth'. We grew the capacity of the students by prioritising our students and providing quality educational experiences; we grew the reputation of our school by listening to our community and systematically addressing their concerns and we grew in our support of each other as we persevered through each challenge we faced.



OUTGOING HEAD TEACHER'S REPORT

JOANNE PAIX

In 2021 I returned to work in an interim capacity to ensure the students from last year had continuity and the new students had an established Head Teacher to start their year. We 'do things differently' at Allegra and I have learnt a great deal from the students, parents and staff about management in all areas of the school: from guiding students to liaising with parents and service providers to ensuring compliance and workplace harmony. I cannot thank the staff at Allegra who have supported me on this journey of growth and development.

There are a myriad of activities at the school each year and notably some are a stand out for me: the Parent/Student barbeque in February; the Coastal and Fish Traps excursion; St Patrick's Day green milk competition; STEM activities; community members who visit; Constable Snow's talks; Paul Kelly's Zoom event; Pride Day celebrations; the Raffle; Picnic Day in the Botanical Gardens; and Movie Night.

I am retiring mid-year after three years at Allegra. I have never enjoyed teaching so much, been supported by such great colleagues and developed the rapport with students that I believe they deserve on their learning journey. Thank you to those who devised Allegra School and to those in whose capable hands it continues to evolve. My life has been enriched through my association with all that is Allegra, and with the young people - of whom I hold in awe - their passion and creativity and I look towards the future with the utmost confidence.



Jo Paix pictured with Benn Wolhuter



Ecosystems Excursion

DEPUTY PRINCIPAL'S REPORT

STUART HUGHES

The last half of 2021 and my first semester at Allegra School has been very eventful.

During Term 3 the students at Allegra went into four weeks of lockdown due to Covid. While this was a stressful time for students, staff and parents, I was delighted by the professionalism and care the staff showed towards our students. By the end of the fourth week of lockdown, we had over 50% of our students physically attending the school which showed it was a place the students saw as supportive and safe.



Mel, our Art teacher, organised a 'Day of the Dead' for Year 10 which saw some wonderful art work created. The 'Day of the Dead' culminated in a celebration with the Year 10 students which saw a feast, paint facing as well as costumes. It was certainly encouraging to see all the Year 10 students participate with such enthusiasm on the day and they should be congratulated on the fabulous artwork they have done this year. I know the Year 9 students are looking forward to this day next year.

Academically, I was proud of our Year 10 students with their Minimum Standard Results. The Minimum Standards Tests are a series of tests students need to complete in order to attain their HSC. It was very pleasing that all our students who were present for the tests, and who are intending to go to Year 11 next year, passed these tests. I would like to acknowledge the teachers and our wonderful learning support officers who work with our students (often individually) to ensure our students can perform at their best.

In 2022, my focus as Deputy is to continue to work with staff and students on improving the academic rigour of the school ensuring we continue to support our students academically and pastorally from a wellbeing perspective.

Additionally, ensuring our students have opportunities post Allegra is a key focus for me. Allegra is proud of our results in ensuring students have the skills to either enter Year 11 to completing their HSC,

enrol in TAFE or entering the workforce. To this end, we have already had two Year 10 students start apprenticeships this term. Further, we were able to have a Zoom meeting with CHEC for our students moving into Year 11 next year and they were all excited about this prospect.

I have had the opportunity to work in four Independent Schools in my career and two State schools and the care and support that is offered to our students, your children, by our teachers, learning support staff and our administration staff is excellent.



Science Evolution Experiment

WELLBEING REPORT

DANIELLE COLEMAN

Well, what an amazingly busy year! So much has happened this year for all of us to digest.

Many families have had to rethink what their version of 'normal life' looks like and I have watched and supported many students through these trying times.

I am proud to say most have done this with integrity and maturity far beyond their years. I know these attributes or 'strengths' are things we at Allegra encourage young people to pursue. Striving every day to be the best versions of themselves, and if they struggle and can't quite rise to the occasion, myself or one of our staff are there to support and guide them through until they are ready to again step forward into their growth. Allegra School prides itself on acceptance, tolerance and inclusion of all, and we have seen our students carry this ethos throughout their time with us.

This year seems to have flashed past. I am saddened to see our Year 10 students go, but extremely excited for them to embark on the next chapter. I look forward to them returning to visit



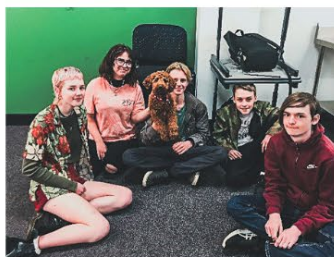
to share their stories of successes and losses. For we all know life isn't a journey of straight lines and perfection. It is a crazy rollercoaster ride of ups and downs, and for our young people I wish mostly ups. Hopefully after attending Allegra School and having their mental health and wellbeing supported by the staff, friends, families, services that visit or they are referred to, our young people have more tools in their belt to endure with great strength and resilience the

curveballs life can sometime throw at them.

I am so pumped for 2022 and beyond excited to see our 2021 Year 9 students and all the new young people get to experience the next metamorphosis of The Allegra School Coffs Harbour. While not only being a visionary and powerhouse of a Principal, my boss, colleague and friend Erin Caceda, has been working tirelessly to project manage the biggest change we have seen so far in the five-year history of our 'little school with a big heart'. The magnitude of what we will be able to offer our young people in supports, both in Wellbeing and the Learning Support area is phenomenal. Our young people, the staff and the Coffs Coast are so lucky to have Erin leading our school.



Danielle Coleman, Student Support Officer



Theme 2: Contextual information about the school and characteristics of the students body

CONTEXTUAL OVERVIEW

Allegra School Coffs Harbour is an Independent School that aims to offer all eligible young people the chance to grow and mature while undertaking their high school education in a safe and supportive environment. Allegra School Coffs Harbour, as approved by the NSW Education Standards Authority, continues to deliver the NESA Stage 5 Curriculum leading to the award of the Record of School Achievement (RoSA). The school is also designated as a Special Assistance School by the NSW Minister of Education.

The School recognises the benefit of providing learning activities for the students that enhance their academic, social and physical wellbeing. Within the classroom, students have access to personalised attention which fosters the creation of meaningful student-staff connections; small class sizes enable relevant modifications to be made to the learning program to break down the barriers to learning that students may have experienced in the past and these learning opportunities are complemented with local learning excursions to deepen the development of practical and relevant life skills for the students.

“Students are celebrated for their individuality, their academic success, and reaching their personal learning goals.”

The compassion, empathy and genuine concern staff have for the wellbeing of the students is reflected in the strong parent and community connections who are welcomed as active and valued members of the school community.

Students are accepted for enrolment at our School following an interview. The selection criterion for enrolment at Allegra School Coffs Harbour focuses on:

- Learning difficulties/disabilities
- Behavioural difficulties/disabilities
- Social Disadvantage
- Age
- Academic Achievement
- Financial Disadvantage
- ESL / ATSI

OUR SCHOOL MISSION

Allegra School Coffs Harbour offers a dynamic and progressive educational experience that focuses on the interconnectedness of student wellbeing and learning as a foundation for excellence. At Allegra we prioritise respectful relationships, personal growth and acceptance and see the collaboration between staff and students as integral to our unique learning environment.

OUR SCHOOL VISION

We are committed to promoting intellectual and social growth and development within the school community to facilitate the development of well rounded, confident and responsible individuals who aspire to achieve their full potential.

Our vision is to forge strong, positive connections with students, their families and the community so our students can achieve independence, build confidence, and gain academic knowledge.

We will provide flexible educational opportunities in an inclusive, safe & supportive setting free from prejudice so that all students have the opportunity to explore and to clarify their own beliefs and values, to take risks, and to think and to speak for themselves.

OUR SCHOOL VALUES

- ***Inclusivity***
- ***Diversity***
- ***Individuality***

In 2021 the team was led by Principal Erin who was supported by Head Teacher Jo Paix (retired) and Deputy Principal Stuart Hughes. Erin has worked extensively in secondary education in both regional and rural contexts and strongly believes that there is a strong correlation between staff and student wellbeing and student achievement.

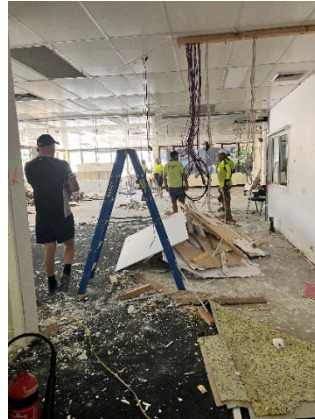
Our school is in the heart of Coffs Harbour so we take advantage of our regional city – and our region's gardens, coastline, mountains, walking trails. Learning can occur in any setting and having smaller class sizes make this possible.

We take a holistic approach and placing focus on the personal well-being of our students. Students are encouraged to achieve their 'personal best' in a relaxed and creative learning environment, where opportunities and experiences are provided to foster the skills and attitudes needed for both life and future employment.

Our school provides positive development of a culture that embraces the value of education and community collaboration. Students are provided a platform where they can voice their concerns and are active in the decisions that involve their individual wellbeing.



OUR SCHOOL SPACE

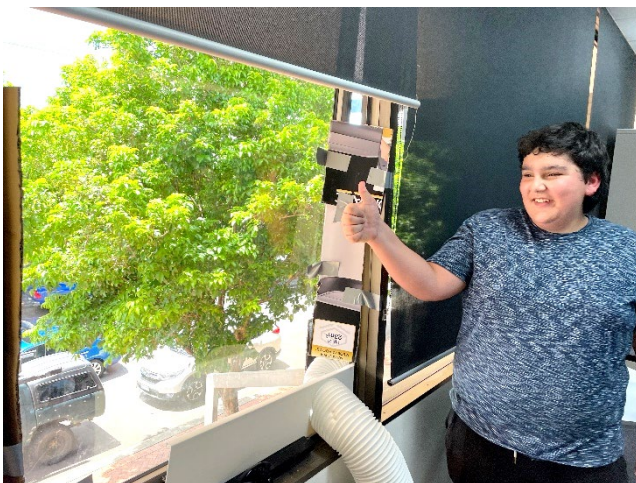






STUDENT BODY CHARACTERISTICS

In 2021, information about the student body characteristics are reflected in the school's profile on the [My School](#) website.



Theme 3: Student outcomes in standardised national literacy and numeracy testing

Standardised Testing

NAPLAN

NAPLAN is a nationwide measure through which parents, teachers, schools, education authorities, governments and the broader community can determine whether or not young Australians are developing the literacy and numeracy skills that provide the critical foundation for other learning and for their productive and rewarding participation in the community.

Previous student performance on NAPLAN for past years, with the exception of the 2020 Covid exemption, can be found on the [My School](#) website, from here it is possible to compare 2021 results to historical data. As students can only commence their enrolment at Allegra School at the beginning of Stage Five, students typically achieve at a lower level in NAPLAN compared to the rest of the State. This achievement informs the intensive learning support program we have developed.

Student Results

YEAR	Reading	Writing	Spelling	Grammar	Numeracy
9	550	470	537	575	556

NAPLAN participation for Allegra School Coffs Harbour is 83%

Minimum Standards

Students need reading, writing and numeracy for everyday life after school. This is why students in NSW are being supported to meet a minimum standard of literacy and numeracy to receive the HSC from 2020.

To show they meet the HSC minimum standard, students need to achieve Level 3 or 4 in short online reading, writing and numeracy tests of skills for everyday life. Despite the interruption of remote learning, the Allegra School provided the opportunity for students to complete Minimum Standards Testing. Students who met the minimum standard are detailed below.

	Numeracy	Reading	Writing
Minimum Standard Met	16	18	17

Theme 4: Senior secondary outcomes (student achievement)

As Allegra School is only registered and accredited to deliver the Stage 5 curriculum, reporting of HSC results is not applicable for this school.

THE GRANTING OF RECORDS OF SCHOOL ACHIEVEMENT (ROSA)

To ensure all Allegra School Coffs Harbour staff are aware of and meeting the principles and processes that are required regarding students' eligibility for the RoSA, the school follows the processes as determined by the New South Wales Education Standards Authority (NESA) Assessment Certification Examination (ACE) guidelines and the Eligibility for the Record of School Achievement Award policy.

Allegra School Coffs Harbour will maintain appropriate record keeping practices through the Sentral database and evidence to support the credentialing of students with a Record of School Achievement. The school will ensure the following requirements have been met. Students must have:

- Attended a government school, an accredited non-government school or a recognised school outside NSW;
- Undertaken and completed courses of study that satisfy NESA curriculum and assessment requirements for the Record of School Achievement;
- Complied with any other regulations or requirements (such as attendance) imposed by the Minister or NESA;
- Completed Year 10.
- Received official warning if they are in danger of not satisfactorily completing mandatory requirements.

Allegra School Coffs Harbour staff, under the direction of the Principal and Deputy Principal, will ensure the School's Stage 5 curriculum, as developed in the teaching programs and timetables, meets all mandatory syllabus requirements and adheres to the indicative hours put in place by the NSW Education Standards Authority.

In 2021, the formal Record of School Achievement was awarded to all enrolled students and the distribution of RoSA grades, as entered into Schools Online reflected the following.

	English	Mathematics	Science	Geography	History	PDHPE
A	0	0	1	0	1	0
B	10	5	9	5	4	9
C	9	12	12	9	11	9
D	8	10	5	13	10	9
E	0	0	0	0	1	0
TOTAL	27	27	27	27	27	27

Theme 5: Teacher professional learning, accreditation and qualifications

Allegra School Coffs Harbour appoints high performing staff using a competitive process underpinned by the principles of merit, equity and transparency. In doing so, the school practices ethical, fair and impartial staff selection procedures, free from conflict of interest and characterised by confidentiality and respect for privacy of an applicant's personal information. Teaching staff at the school must have necessary experience, qualifications and accreditation under the Teacher Accreditation Act 2004.

Our School provides teaching staff with opportunities for evaluation, annual performance review, classroom observation and recognition where appropriate. Staff have the ability to differentiate curriculum and teaching methods.

“The School provides professional development opportunities, mentoring to staff and access to learning support assistance to enhance the holistic capacity of the team.”

In 2021, the staff participated in a range of professional development activities including, but not limited to:

Description of the Professional Learning Activity	No of teaching staff participating	No of other staff participating
Designing for Deep Learning – Association of Independent School	8	4
First Aid and CPR – Coffs Coast Community College	7	4
Child Safe eLearning for frontline staff - NSW Office of Children's Guardian	6	4
Building Educator's Skills in Adolescent Mental Health (BEAM) - Black Dog Institute	1	1
Conversations about suicide – Mental Health First Aid Australia	7	6
Trauma Informed Transgender and Gender Diversity Awareness Training - Headspace	3	1
Be You In Focus Sessions	1	1

Infection Control Training (Covid) – Department of Health	7	5
Making it a Success Teaching and Behaviour Support Strategies For Students with Autism Spectrum Disorder – Sue Larkey	7	
Risk Factors for Alcohol & Other Drug Use: Implications for Prevention - Generation Next		2
Child Protection Update – Department of Education and Training	1	
NCCD Disability Standards for Education-education assistants Part 1		3
Your Mental Health at Work - Black Dog Institute	2	1

Individual staff were also supported to complete accredited and non-accredited professional development in performance management, infection control, subject specific curriculum requirements, governance and legislation e.g. copyright, mental health and wellbeing.

Teacher Accreditation

Level of Accreditation	Number of Teachers
Conditional	0
Provisional	1
Proficient	6 *
Highly Accomplished Teacher (voluntary accreditation)	
Lead Teacher (voluntary accreditation)	1 * *

* Includes a staff member who retired in Term 2

* * Includes a staff member who commenced Term 3

Teacher Qualifications

Category	Number of Teachers
Teachers having teacher accreditation qualifications from a higher education institution within Australia or recognised within the National Office of Overseas Skills Recognition (AE-NOOSR) guidelines, or	8*
Teachers having a bachelor's degree from a higher education institution within Australia or recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications.	0
Teachers identifying as Indigenous employed at the school.	0

*Includes all teaching staff employed throughout the year.



Theme 6: Workforce composition

Description of the workplace composition can be found on the [My School](#) website. There were no identified Aboriginal or Torres Strait Islander staff working at the school in 2021.

Theme 7: Student Attendance

In order for students to reach their full potential it is important that they attend school regularly. While it is the parents' legal duty to ensure their children attend school regularly, staff monitor attendance daily as a part of their duty of care. The class roll is marked every day and rolls are checked by the principal or their delegate. The school uses the attendance coding system adopted in all NSW schools.

Unexplained absences are followed up promptly by staff. Parents are requested to provide a satisfactory explanation for an absence. The principal is made aware of sustained student absences or absences reflecting a pattern. In these situations, the principal or delegated staff member contacts the parent/guardian.

Our attendance procedures are detailed in our Attendance Policy which is found on our [website](#). All actions taken to monitor and improve attendance are recorded in our Sentral database and the student's file.

The average attendance rate for Year 9 was 67.97%

The average attendance rate for Year 10 was 75.03%

The average attendance rate across the whole school was 63.74%

The retention of students from Year 9 2020 into Year 10 2021 was 85.71%

Additional information on student attendance rates at this school can be found on the [My School](#) website; however, the data reported is only for Semester 1 and Term 3, not an annual figure.

Post-School Destinations

Allegra prides itself on assisting its students to engage in appropriate post school destinations. The post school destinations for our 27 graduating Year 10 students are located in the table below.

Post School Destination	No. of students
Staying at School – Senior College for Year 11 & 12	12
Leaving School – request RoSA credential (employment)	2
Leaving school – request RoSA credential (course/TAFE)	9
Leaving School – request RoSA credential (unknown)	3
Repeating at Allegra in 2022	1
Total Year 10 students	27



Theme 8: Enrolment Policies

ENROLMENT POLICY

1. Preamble

Allegra School Coffs Harbour supports the duty of a Parent/Guardian or Caregiver to enrol a child of compulsory School age at a School. Enrolling in Allegra School Coffs Harbour is a choice each Student makes because they have a desire to make a difference to their future. Every Student has the opportunity to make choices about their role as a Student at Allegra School Coffs Harbour.

Allegra School Coffs Harbour provides young people who are unable to find success in traditional educational models, the opportunity to learn, grow and achieve success in a smaller, more supportive, environment.

1.1 Scope

This policy relates to the Principal, Staff, Parents/Guardians or Caregivers and Students, to ensure they know the requirements of enrolling in Allegra School Coffs Harbour.

2. Policy

A child is of compulsory School age when the child is of or above the age of 6 years and below the minimum School leaving age of 17 years of age. The Education Act 1990 requires that Parents ensure their children of compulsory School age are enrolled at and regularly attend School. Our School provides secondary education for Students in Years 9-10 covering Stage 5 of the New South Wales Education Standards Authority Curriculum.

The selection criterion for Student enrolment at Allegra School Coffs Harbour focuses on;

- Learning difficulties/disabilities
- Behavioural difficulties/disabilities
- Social Disadvantage
- Age
- Academic Achievement
- Financial Disadvantage
- ESL / ATSI
- Isolation

Our School cannot cater to Students who are functionally illiterate or who require intensive behaviour or health support. We may offer suggestions for such other facilities should the need arise.

The School makes reasonable adjustments to ensure that all prospective Students with disabilities have the right to enrol on the same basis as prospective Students without disabilities.

A Student is enrolled when an application to enrol is certified as accepted by the Principal and/or delegate and the Student is placed on the enrolment register.

3. Processes and Procedures

The Principal and/or delegate will select Students for enrolment at Allegra School Coffs Harbour through an application and interview process. All applications will be assessed by a panel that may be comprised of Executive, Teaching and Student Support Staff.

3.1 Applications

An application for Enrolment form is available for collection at the office or downloadable via our website. Applications for Enrolment may be made throughout the year and should be submitted to the Administration Officer.

Students must provide a copy of the following when submitting an application for enrolment:

- Birth Certificate or passport
- Medicare Card
- Stage 4 and most current School Reports
- Medical History
- Immunisation History

Further supporting evidence may also be requested, such as:

- Diagnostic evidence e.g. a letter from a General Practitioner, specialist or Psychologist
- Letter from treating Medical Provider e.g. disability/current diagnosis
- Allergy Action Plan
- Assessment/Support details

The School will also send a request to relevant parties for:

- Request for Student Background Information
- Risk Assessment Information

3.2 Interviews

Acceptance into the School is dependent on Student presentation at interview and demonstration of the ability to work within the policies and philosophy of our School. The interview will be conducted by a panel which may comprise of Executive, Teaching and Support Staff.

The interview will cover:

- Relevant health history
- Behavioural incidents and triggers
- Support and peer networks
- Previous academic achievement
- Attendance
- School expectations
- Student motivation

An interview is not a guarantee of enrolment with our School.

We may also meet with the Parent/Guardian or Caregiver of the Student as well as a designated support person, such as a youth worker or social worker, before offering a place.

3.3 Acceptance

Allegra School Coffs Harbour will base any decision about enrolment of a Student on:

- The Student and family's attitudes, values and priorities that are compatible with School's ethos and culture
- The contribution that the Student may make to the School
- The Student's academic history and reports from previous Schools, including Stage 4
- Level of behaviour support required
- The ability of the School to meet the special needs or abilities of the Student

The School will also consider:

- Health, safety and other risks arising from the Student's past behaviour
- Any disclosed wellbeing needs of the Student
- Any adjustments for Students with a disability
- Any history of unsatisfactory attendance
- Any disclosed health needs including whether or not the Student has previously required an emergency response
- Any disclosed learning needs and other special circumstances (such as whether the Student was bullied at a previous School).

For those Students entering at Year 10 and seeking to achieve the RoSA, evidence from previous Schools of academic achievement and School attendance is Mandatory.

The School may need to make additional enquiries where a Student's enrolment background is unclear or when records are unavailable.

The School has absolute discretion in determining the weight of each of the factors it takes into account in determining whether to enrol the Student.

Prior to an acceptance of enrolment, the Principal and/or delegate may arrange to obtain relevant Student information, oversee risk assessments, and develop risk management plans for prospective Students with special needs, including Students with a disability, or with safety, health or wellbeing concerns.

Successful candidates for enrolment will be notified by phone by the Principal and/or delegate and a Letter of Offer will be issued.

3.4 Declined Applications

Not all applications for enrolment at Allegra School Coffs Harbour will be successful. Unsuccessful candidates will be notified by the Principal and/or delegate by phone and their application stored for a minimum period of five (5) years before archiving.

Appeals against a declined application may be made to the Principal and/or delegate who will determine if a second interview will be offered to the Student.

Students who have had their application declined, may choose to reapply at another time, such as in a new academic year, and have the right to have their application assessed.

4. Continued Enrolment

Allegra School Coffs Harbour will not tolerate violence or bullying of any kind, misbehaviour or disruptive behaviour of the Students. We offer case management to all Students who are enrolled in our School however we are not in a position to manage Students who cannot operate within our adult learning environment.

Continued enrolment at the School is dependent upon the Student making satisfactory academic progress, attending consistently, and the Student and the Parent/carer(s) observing all behavioural codes of conduct and other requirements of the School which are applicable from time to time.

The Principal may exercise the Minister's delegation under Section 25 of the Education Act in relation to granting and cancelling a certificate of exemption from being enrolled and attending School in certain prescribed circumstances.

5. Register of Enrolment and Attendance

The register of enrolments and the register of daily attendance is maintained in electronic form using the Sentral database platform in a form approved by the Minister.

The register of enrolments includes the following information for each Student:

- Name, age and address
- The name and contact information of Parents/Guardians
- Date of enrolment and, where appropriate, the date of leaving the School and the Student's destination
- Previous School/pre-enrolment situation
- Evidence of notification to the Department of Education of Students below seventeen years of age whose destination is unknown.

The register of daily attendance, using the common code approved by the Minister, includes the following information for each Student:

- Daily attendance
- Absences
- Reason for Absence
- Documentation to substantiate the reason for absence.

The Register of Attendance will be retained for a minimum period of seven years after the last entry was made. Copies of the information in the Register of Attendance are stored online, backed up daily and stored off-site at regular intervals by an Administration Officer ("Administration").

The register of enrolment will be retained for a minimum period of five (5) years before archiving. Copies of the information in the register of enrolment are stored online, backed up daily and stored off-site at regular intervals

An audit of the use of the Ministerial Codes and enrolment information entered into Sentral will be conducted, at minimum, annually by the Principal and/or delegate.

5.1 Immunization and Exemptions (Health)

The Principal and/or delegate is required to record each Student's immunization status in a register and retain copies of approved immunization certificates for a period of three years after the Student has ceased to attend the School.

The Principal/and or delegate will notify the Public Health unit if an enrolled Student has a vaccine preventable disease, or if they reasonably believe that an unimmunized enrolled Student has come into contact with someone who has a vaccine preventable disease.

The Principal may grant exemptions due to the child being prevented from attending School because of a Principal's direction under the Public Health Act 2010. (Note that in the case of an outbreak of a vaccine-preventable disease, the School is required to advise an unvaccinated student not to attend until advised to do so. The Parent is not required to complete an application for exemption)

6. Responsibilities

The process of application, acceptance and maintenance of Student enrolment is the responsibility of Parents/Guardian and/or Caregivers and all School Staff. The primary responsibilities include:

6.1 Parent

- Have the duty of enrolling their child at School
- When required by the school, provide accurate information and documentation necessary to allow the School to establish a child's entitlement to enroll and to implement any risk assessments or management plans at the School.

6.2 Principal and/or delegate

- Accept or decline applications for enrolment in accordance with this policy's procedure
- Maintain an enrolment register containing accurate enrolment data
- Ensure enrolment records are maintained and stored within the Student's file
- Arrange to obtain relevant Student information, oversee risk assessments, and develop risk management plans for prospective Students with special needs, including Students with a disability, or with safety, health or wellbeing concerns.
- Take reasonable steps to ensure that a Student with a disability can apply for enrolment on the same basis as a Student without a disability.
- Inform Parents and community members about the School's procedures for enrolment.
- Determine appeals to applications for enrolment using the principles of procedural fairness
- Share information relevant to Student and School safety with other principals when transfer of information is requested in order to enroll a child in another School.

- Have delegated authority to grant exemptions from enrolment for Students who have completed Year 9 and been approved to undertake a full-time apprenticeship or traineeship under *section 25 of the Education Act 1990*.
- Communicate all relevant and applicable enrolment information to Teaching Staff.

6.3 Teaching and Student Support Staff

- Ensure that they have read and understood the School policies and procedures, including those pertaining to Student enrolment and attendance
- May be nominated to participate on enrolment panels
- Participate in Student Welfare Meetings and Staff Meetings
- Actively support a Student to meet the requirements of Student Attendance Improvement Plans
- Ensure that they have access to attendance enrolment records on Sentral
- Action any relevant Medical Alerts on Sentral within their teaching and learning programs

Further, the Principal and/or delegate is responsible for the maintenance of the processing of data for enrolments for Students on the NSW Education Standards Authority Schools Online website. This may include, but is not limited to:

- Adding Student Enrolments
- Transferring Student Enrolment
- Entry of Student Courses
- Nominating RoSA School Leavers
- NAPLAN Student Registration, including disability adjustments
- Minimum Standards Registration, including disability adjustments
- Entry of grades
- Entry of Non-completion of course requirements

Administration is responsible for the data entry of all enrolments into Sentral and the maintenance of the register. Copies of applications, enrolment contracts and notifications of Students leaving the School are stored in the Student's files.

Theme 9: Other School Policies

Allegra School Coffs Harbour provides easy reference and access to many of our policies on our school website. <https://www.allegraschool.nsw.edu.au/policies/> . For access to all other policies, or for policy related questions, individuals are directed to contact the school. Further, the Student Handbook, available on the website, and provided to students and their families at the beginning of the year contains critical information about assessment and reporting, including the allocation of RoSA grades

Policy changes were made during to the 2021 calendar year to reflect legislative requirements and to reflect the operational needs of the school, such as to financial delegations of responsibility and authorisation processes. The Board endorsed the engagement of Complispace to ensure that the school is protected from a legislative and compliance point of view. Work on policy changes within the Complispace platform commenced in Semester 2 in readiness for launch at the beginning of 2022.

STUDENT WELFARE

Student welfare is encapsulated in our Pastoral Care policy. This policy details the practices that are fully integrated throughout the teaching and learning and structural organisation of Allegra School Coffs Harbour to effectively meet the personal, social (wellbeing) and academic needs of students and staff. Our school is committed to providing a safe and supportive environment for students and to provide learning opportunities for young people that empowers them to reach their potential in an inclusive and supportive environment: ensuring the emotional wellbeing of students whose lives may be complicated, challenging or require a particular understanding in order to achieve success.

Pastoral care is central to the total environment at our school. This care addresses the diverse needs of our community – emotionally, socially and spiritually. Pastoral care is integral to our school, where everyone has the right to be safe, to learn, be respected and treated with dignity.

The climate of a school is closely correlated with student behaviour and expectations. All students and staff at Allegra School Coffs Harbour have the right to be treated fairly, with respect and dignity in an environment free from physical and verbal disruption, intimidation, harassment and discrimination. Students are expected to take responsibility for their learning and behaviour in an environment that is ordered and where expectations are clear.

Positive relationships are fundamental to quality education. Respect for self, respect for others, and respect for the school, relies on our partnership with parents/guardians and caregivers and positive relationships with all community members, working together to support every student in our care.

ANTI-BULLYING

Allegra School Coffs Harbour is committed to providing a safe and secure environment for students to learn without fear of bullying or harassment. Students are made aware that all staff at Allegra School Coffs Harbour take any form of bullying and harassment behaviour very seriously and that they have every right to feel safe and supported in our school environment.

Allegra School values respect and shows tolerance and acceptance of others in a safe and supportive environment. The school fosters positive relationships through strong welfare programs and aims to deal effectively with, and prevent incidences of bullying. Bullying can be defined as intentional, repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure. The school strives to develop a positive school culture that consistently reinforces the message that bullying is never acceptable.



Bullying is not acceptable in any form. Staff and students have the right to expect that they will be safe at school and spend each day free from the fear of bullying, harassment and intimidation. The principal, teachers, staff, students, parents/guardians or carers, and members of the wider community all have a responsibility to work together to address bullying. By working together, the community contributes to the prevention of bullying by promoting appropriate behaviour and respectful relationships.

DISCIPLINE

Allegra School Coffs Harbour encourages positive working relationships and students learn that behaviour is a choice and their actions have consequences. The Student Behaviour policy is based on principles of procedural fairness and involves parents in the processes of suspension and expulsion. The Student Behaviour policy describes:

- The disciplinary process is in place for students
- The way the school promotes procedural fairness and will always aim for fair decisions, and
- Reaffirms that the school does not permit corporal punishment of students attending the school under any circumstances.

The Student Behaviour policy relates to the principal, staff and all students to ensure all students understand they have the right to feel safe, supported, accepted and be respected while at school. Students and staff must respect and accept that people have different beliefs, values and

backgrounds. Our policy recognises and supports adjustments that may be required due to displays of behaviour resulting from disability.

At Allegra, we believe that discipline is necessary to ensure the safety and welfare of our students and staff, and to provide a supportive learning environment that caters to the emotional needs of students. We believe in fostering a positive and productive learning environment, set clear limits, and apply consequences for inappropriate and/or violent behaviour. Students are required to abide and follow the directions of teachers and other people with authority delegated by the school.

COMPLAINTS AND GRIEVANCES

The Allegra School Complaints and Grievances policy underwent a significant review in 2020; the only changes in 2021 were to the reporting chain following the school restructure and the redundancy of the operations and project manager. The amended and associated procedures reflect that Allegra School Coffs Harbour is committed to a timely resolution of concerns in a process that is easily accessible, transparent, and procedurally fair and equitable. The procedure described in the policy document applies to Allegra School Coffs Harbour in handling complaints and grievances made in respect of services provided by the School or against staff members, which includes board members, employees, contractors and volunteers.

The school recognises that staff members may have grievances about matters at work, including about work relationships and/or decisions made by other staff members which impact on their work. This policy does not extend to personal grievances between parents, guardians or other members of the school community.



Theme 10: School-determined priority areas for improvement

The Allegra School staff and Board worked collaboratively to set and evaluate the achievement of our school determined improvement targets.

Area One	Priority Areas	Achievements
Every student has their educational and wellbeing learning needs addressed	<p>The School provides a holistic approach to teaching and learning</p> <p>Student wellbeing and learning needs are addressed through individualised support</p> <p>Improved student achievement through the delivery of quality educational programs</p>	<p>Maintain support ratio of 1 staff to 15 students</p> <p>Maintain class sizes with a recommended capacity of 14 per class</p> <p>Stabilise current enrolments</p> <p>Enhance process for the creation, management and review of Individual Education Plans for all students to provide targeted and meaningful support</p> <p>Focus professional development around factors influencing student achievement (Designing for Deep Learning)</p> <p>Implement targeted literacy and numeracy programs implemented by Learning Support Coordinator (COVID ISLP)</p>

Ongoing and Priority for 2022

Stabilise current enrolments to maximum capacity of 56 RoSA students and 10 non-RoSA students

Employ psychologists to facilitate cognitive testing (commencing Jan 2022)

Improve average attendance rates of students by introducing sustainable and attractive attendance improvement initiatives

Add to scope of RoSA subjects by adding Art to the course list (added for 2022)

Ensure educational program is current, compliant and has opportunities for student to demonstrate the development of soft skills

Area Two	Priority Areas	Achievements
Develop a diverse, passionate and expert teaching and support team and build a culture of improvement	Optimum employment conditions and opportunities for all employees Build a strong culture of staff continuous learning and development Ensure optimal provision of staff resources to achieve School outcomes	Refine procedures for targeted support of students Allegra School to be approved by NESA as a provider for registered professional development Planned staff development days and whole school professional development programs for calendar year

Ongoing and Priority for 2022

Mentoring program to be implemented with all staff

Staff have access to on-going professional development to improve on ATISL standards

Technology and learner management systems are integrated into daily teaching practice (Education Perfect and Teams)

Area Three	Priority Areas	Achievements
Multi-functional, flexible and inviting spaces for students to grow and learn	<p>Fit for purpose facilities for a high quality academic program</p> <p>Enhanced capacity to access offsite learning opportunities</p> <p>Meet all WHS compliance requirements</p>	<p>Secure 5 year lease for current premises including Suites 3 and 4</p> <p>Renovation of current premises according to standards to improve facilities and provide additional learning spaces, amenities and staff rooms.</p> <p>Custom built spaces to meet the needs of the students.</p> <p>The school is equipped with appropriate, current and diverse technology</p> <p>Ensure at least two members of staff hold LR driving license</p>
Ongoing and Priority for 2022 <p>Establish WHS Committee</p> <p>Provide WHS specific professional development.</p>		

Area Four	Priority Areas	Achievements
Allegra School is well-governed and managed to achieve its mission and vision	<p>The School is financially sustainable</p> <p>The school has strategic plans to achieve its mission, vision and values</p> <p>The school complies with current legislation and standards</p>	<p>Strategic plans to be reviewed annually as part of budget development</p> <p>Implement strategic plan status reports at Board meetings</p>

	The School Board is compliant with NESA requirements	
Ongoing and Priority for 2022 Allegra School is rated financially viable by NESA School has current and appropriate insurance		

Area Five	Priority Areas	Achievements
Allegra School has a strong reputation in the community for support and differentiation	<p>The School is visible and active in the community</p> <p>The School has active connections with the community, including prominent leaders, mental health and associated advocates</p> <p>School families play an active part in the life of the school</p>	<p>The School has a strong market focus based on the wellbeing outcomes</p> <p>Enhance collaborative activities with Mental Health and other community providers</p> <p>The school rebrands to reflect the mission and vision.</p> <p>The school enhances its marketing strategy to encompass mission and vision.</p>
Ongoing and Priority for 2022 School to engage with local prominent leaders, agencies and mental health advocates The school relaunches, including a website, to promote the mission and vision. The school establishes a P & C		

Theme 11: Initiatives promoting Respect and Responsibility



It's easy to throw around words like "respect" and "responsibility" if they are part of your daily life.

Many students first walk through the doors at Allegra because they have experienced a lack of respect in their lives. It can be difficult for young people to have respect for self, or for others, when they have been constantly let down, are feeling unheard or misunderstood, isolated or have been bullied or experienced abuse.

In our approach to learning we recognise the value of giving and receiving respect, how it is a foundation for growth and clear communication, a tool for building confidence and ultimately the pathway to taking responsibility for actions and choices.

We provide a variety of platforms and opportunities for students to feel safe in taking steps to reclaiming their self-respect, taking responsibility for choices and ownership of their future by embracing their learning journey.

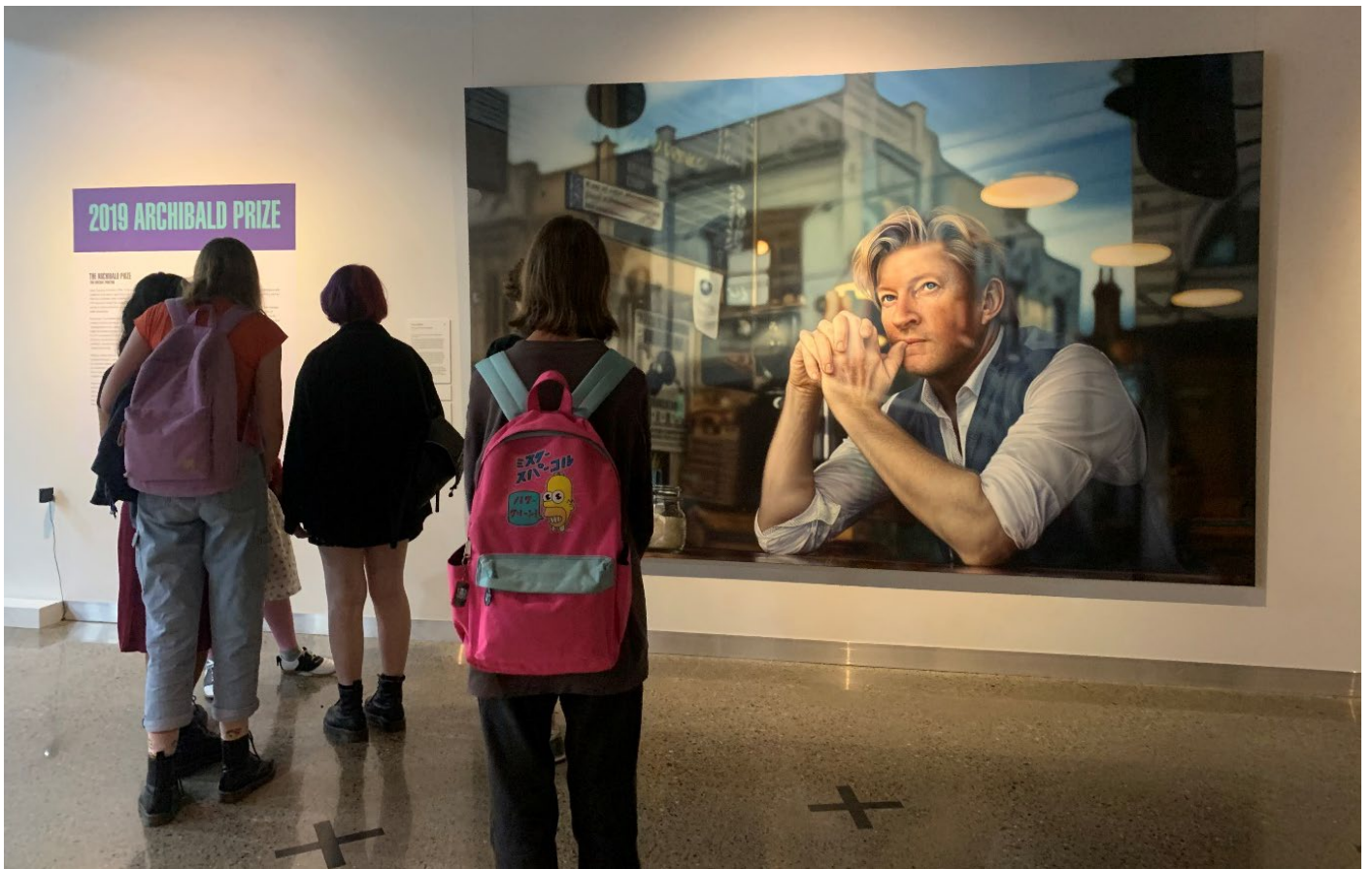
From recently exploring other cultures and customs during the Day of The Dead classroom activities, to organising a Cancer Council's Biggest Morning Tea, or recognising the struggles of the past and celebrating the acceptances of today during Pride Day, our students participated in a variety of enriching experiences during 2021.

However, at Allegra it is not just at these special projects/activities where we highlight the values of respect and responsibility - it is a constant thread woven throughout daily school life.

In our adult learning environment teachers and students are on first name terms, preferred pronouns (he/she/they) have been included in our enrolment form and are always acknowledged, our no-uniform dress code allows students the freedom to express themselves while taking responsibility for their daily choices in selecting appropriate attire for school and our no-bell policy puts ownership back to the students for their timekeeping.

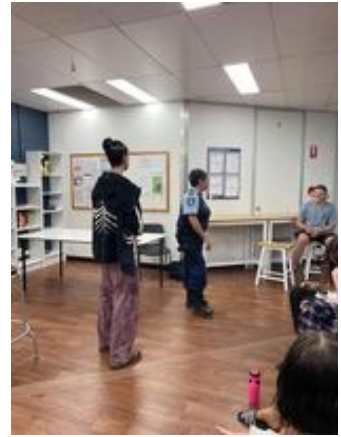












Theme 12: Parent and student satisfaction

At Allegra, parents and students are encouraged to offer feedback. Listening to this communication is vital when assessing and improving our policies, procedures and performance. Below is a sample of recent feedback.

FROM PARENTS...

“Our son feels so comfortable at Allegra and it’s reflected in both his marks and his general approach to not only schooling but in life more broadly. The teachers are genuine, honest and encouraging.”

“Allegra was an experience that has taught my daughter to be not only kind but resilient. She has seen teachers can be nice and not discount her feelings.”

“Allegra was an experience that has taught my daughter to be not only kind but resilient. She has seen teachers can be nice and not discount her feelings.”

FROM STUDENTS...

“I am gay/trans and also on the autism spectrum. It’s a really accepting environment here, you can be yourself,” Student

“Before Year 9 I had been home-schooled. I chose Allegra because it’s a smaller school. Classes are flexible and teachers let you learn the way you want – it’s an individual approach, the teachers really listen to us,” Student

“You can speak freely with the teachers here, they listen to your opinions and we call them by their first names. I like the timetable too, it’s much better than other high schools,” Student.

Teacher satisfaction

Our school philosophy, small class sizes and professional development opportunities have been huge incentives in attracting high calibre and passionate teaching and learning support staff. Below two teachers share some thoughts about teaching at Allegra.

English teacher - Olivia Doyle

“I came to a point in my teaching career where I was looking for a more supportive environment for staff, somewhere with positive leadership and a strong vision of helping students regardless of their backgrounds.

At Allegra there is that solid support network for the teachers and a culture of teambuilding. We are always working towards the best possible outcomes for all students. It is all about being proactive and sharing skills and knowledge in a non-judgemental and uplifting way.

The smaller class sizes give us opportunities to make deeper connections with students.”

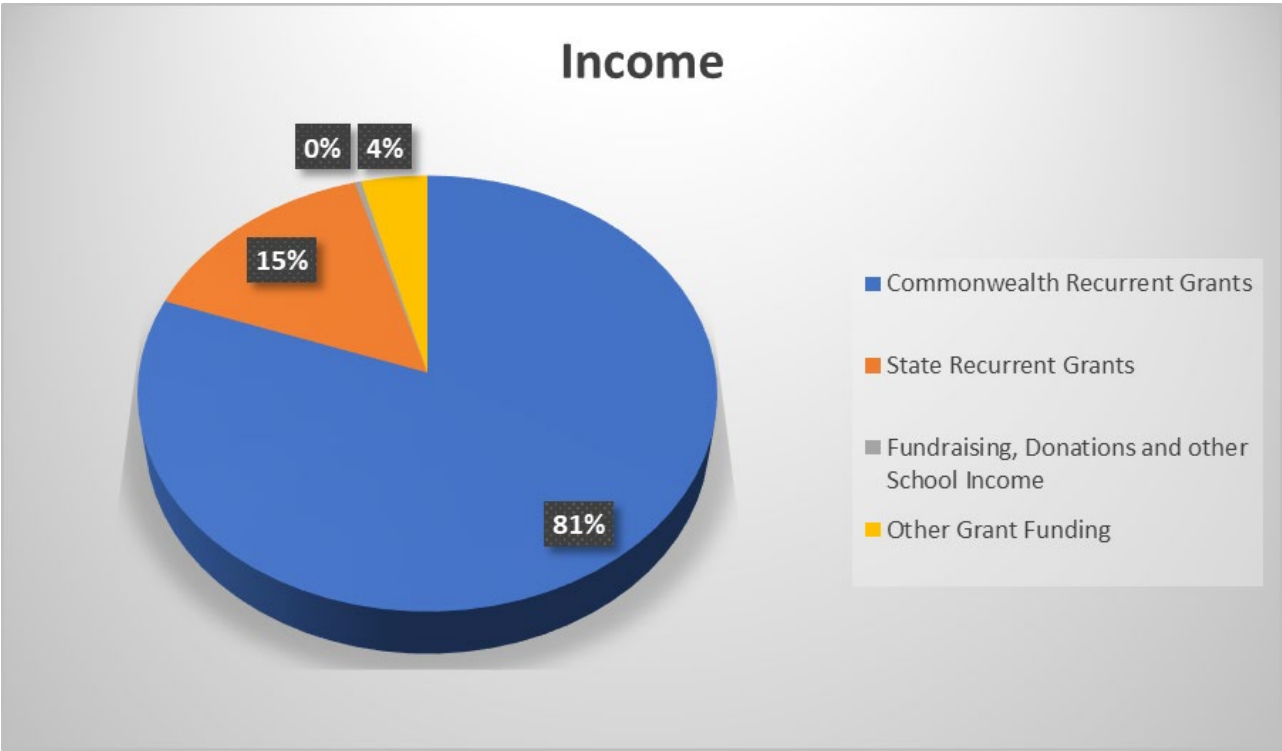
Retiring Maths teacher – Jo Paix

“My association with Allegra and the Board has been nothing short of wonderful on both a professional and personal level. To finish my career at Allegra is something I will cherish. As a teacher, I have never felt more satisfied, supported or valued; and as a colleague I enjoyed the educational debates, staff afternoon teas, the ‘please look after the fish’ moments and the opportunities to laugh.

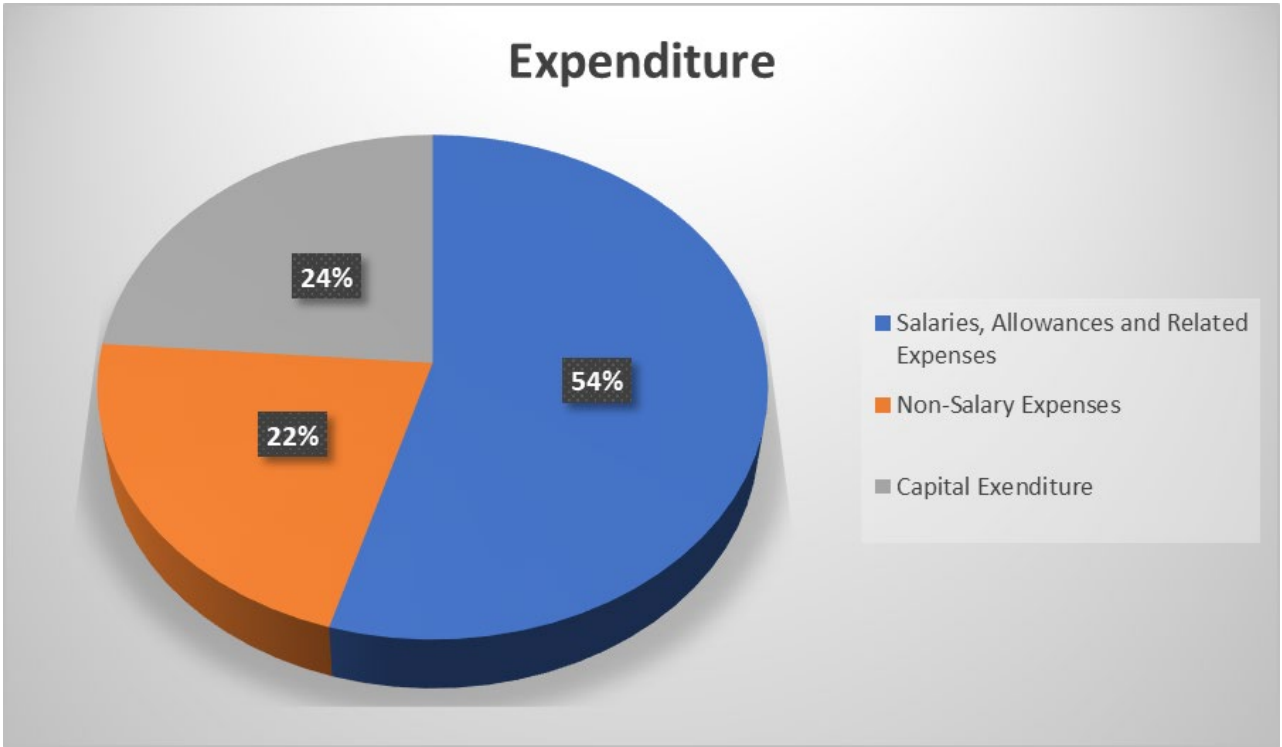
I thank Erin and all the Allegra staff for their dedication and friendship. Thank-you to the Board for believing in and supporting the staff. I am in awe of the vision and the reality you have created; a place where the educational field is levelled and where young people can grow in a supportive yet independent environment.”

Theme 13: Summary financial information

Graph one – Recurrent/Capital Income



Graph two – Recurrent/Capital Expenditure



Theme 14: Publication Requirements

The requirement is for the annual report for 2021 to be published by 30 June 2022.

The annual report will be made available to NESA online by 30 June 2022.

While the Australian Government requires publication on the internet, the school will also make arrangements to provide the information to those unable to access the information online. A hard copy of the report will be available to anyone requesting it.

In addition to formal requirements for publication relating to the annual report, the school notes that information may be requested at any time by the NSW or Australian Governments. [Ref: Registered and Accredited Individual Nongovernment Schools (NSW) Manual, November 2021, 3.10.2].

Additional information requested by the Minister will be provided to NESA in an online or appropriate electronic form unless otherwise agreed by NESA.