

ANNUAL 2022 REPORT

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.





This report is prepared according to the requirements set out in the NSW Education Standards Authority (NESA) Registered and Accredited Individual Non-Government Schools (NSW) Manual (the Manual) Section 3.10, and the Australian Education Regulation 2013 (Part 5 (60)). It provides general information to the community about the school’s ethos and character as well as its academic and financial performance.

The school would like to acknowledge the ongoing support of our volunteer board, chaired by Anne Shearer as well as our affiliation with the Association of Independent Schools NSW.



BOARD MEMBERS

Chairperson	Anne Shearer	Board Member	John Newell
Deputy Chair	Mark George	Board Member	Jasmine Keene
Treasurer	Mark Hannon	Board Member	Sue Beehag
Public Officer	Libby Feez		

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A MESSAGE FROM KEY SCHOOL BODIES

CHAIR OF THE BOARD

REPORT

ANNE SHEARER

So just like that we are in 2023 and a whole year has gone by since I last wrote the chair's annual report. On behalf of the Board, I congratulate Allegra School staff and students on another year full of good news stories.

The year started in the renovated premises after a very busy summer for staff, and in particular Erin, working with the builders to complete everything before the term started. We know that the students enjoy their new space, and this all adds to their wellbeing. We are proud to be able to offer them the very best facilities.

It is very gratifying to see students make such significant progress in the two years they spend with us, and we know this opens new opportunities in their lives through further education, training and employment. But more importantly, I can see students who are confident, articulate and growing into impressive adults.

Post-covid the school has hardly missed a

beat. Its reputation is spreading, attracting more and more students and teachers who want to be in this environment which is accepting of everyone's individuality – who they are - “embracing your weird” as Ben Crowe would say. The staff, under Erin's leadership are role models of kindness and acceptance, bringing humanity into education.

The Board focussed on greater transparency and accountability within our governance and HR processes. The school and the Coffs Coast Community College are still entities of the Coffs Coast Education and Training Organisation (CCETO), governed by one board. Following the physical relocation of the college to a new location in Harbour Drive, the Board initiated a mini re-structure so that the entities are now operating independently with separate finances and board meetings.

The organisation transitioned to the contractual engagement of a bookkeeper and accountant. They have been

generous with their time and advice, ensuring we have strengthened our financial governance. We are also grateful to our auditors for their guidance and advice during this process. In addition, the school has engaged the services of Complispace to oversee and support policy management and implementation, ensuring compliance and best practice.

We said goodbye to a few staff during 2022. Shaun Rayner who is now the Head Teacher of Wellbeing at Coffs Harbour High School. Shaun was a valued staff member, and we wish him the very best as his career develops.

Congratulations to Mary Andrews, our learning support officer who retired. We hope you are enjoying the next phase of your life.



We also said goodbye to Dr James Donnelly who was our resident psychologist for a short time. It was an amazing opportunity to benefit from Jim's expertise and knowledge in the field, and we wish him well.

Thanks also to Narelle Borrott for her great contributions to the school in compliance and health.

And welcome to new staff:
Aaron Wall (teacher), Kylie Walters (teacher), Joanne Conway (LSO) and Reggie Frost (LSO).

I would also like to single out Erin for her exceptional dedication and passion for the school. I was very impressed with a comment from one of the students that she always felt that she could have a chat with Erin. I feel that Erin understands what is required and the way to create an environment where students and staff can thrive.

Thanks to my fellow volunteer board members: Mark Hannon (treasurer), Mark George (vice chair), Libby Feez, Jasmine Keenes, John Newell and Sue Beehag for your support and wise counsel. In particular I would like to acknowledge Mark Hannon's support and forensic oversight of the finance reports, and methodical analysis of important decisions. This is Mark's last year on the board, so thanks for all your time and effort over the years.

I have great pleasure in commending the Allegra School annual report for 2022 to you. The school has grown from strength to strength, and I am very proud to be chair of such a dynamic organisation that has been transformative for so many of our students.





PRINCIPAL'S

REPORT

ERIN CACEDA

Academic success and wellbeing are intrinsically intertwined. Our overarching strategic focus at Allegra is ensuring each student has their wellbeing and learning needs addressed. This strategic focus has informed our practises and reflection in 2022 enabling us to work collaboratively to provide a holistic approach to teaching and learning for our largest enrolment group to date.

Formative and summative evidence suggests that maintaining a high staff to student support ratio, and capping class sizes has had a positive impact on curriculum delivery and student achievement. We capitalised on the

success of our pilot Learning Support initiative in 2021 and strengthened our provision of individual and group support, endeavouring to have learning support officers present in each class and a strong targeted withdrawal program. These measures complemented the delivery of our intensive Literacy and Numeracy Program (ILSP). The results of the ILSP program are detailed later in this report but it is important to recognise the consistent and considered work of our Learning Support Team who met the students where they were at and guided them to where they needed to be.

Always striving to improve our curriculum delivery and diversifying learning, we added visual arts to our scope of RoSA eligible subjects in 2022 and we continued to deliver high quality educational programs that were embedded with the principles of Deep Learning, in our third year of the AISNSW (Association of Independent Schools NSW) run program. The support from AISNSW through the work of Michael Fullan, has informed an assessment review through a cross curricular learning lens. Our assessment focuses on embedding global competencies in each learning intention and our diverse, passionate, and expert teaching and support team are building



on our culture of continuous learning, development, and improvement.

Following receipt of grant funding to increase the capacity of our school's counselling support, we were eager to welcome a part time school psychologist to the team. Combining years of experience and clinical skills with evidence-based practise, allowed growth in every aspect of school life, promoting consistency in approach, and supporting staff to embed a sustainable approach to student engagement in the classroom. Further, we formalised the first step of our individual educational planning processes by embedding it in the enrolment interview. This allows for the implementation of targeted support from day one.

It is pleasing to report that the 'Perspectives Survey' results indicated that all key stakeholders recognised the value in our finalised renovations which created multifunctional, flexible, and inviting learning spaces for students to grow and learn. We continue to maintain a compelling reputation in the community for support and differentiation and our advertising and media campaigns correlate with our learning programs and being visible and active in the community. We maintain our strong connections with

the community, including prominent mental health and associated advocates and, with a market focus based on wellbeing outcomes it was timely that our 'Acceptance of Diversity' community engagement project was launched later in the year.

In 2022 we continued to gear our attention towards ensuring optimal provision of resources to achieve student outcomes. This included completing a full tech audit, replacing two sets of student laptops, and purchasing two electronic boards for installation in our multi-use classrooms. Like many emerging from the remote learning landscape, with a 1:1 device to student tech ratio, we continue to seamlessly integrate technology and learner management systems into our teaching practice to ensure that we are effectively catering to the needs of all students.

The Board, led by Anne Shearer, sought to extend on our operational improvements by working to ensure greater transparency and accountability within our governance and HR processes. The school and the Coffs Coast Community College separated following the physical relocation of the college to a new location in Harbour Drive, and we also dissolved the last of the 'Association Operations

Team.' Mid-year we welcomed a new bookkeeper and accountant to the team as well as expanding our compliance/administration staff. The Board approved the engagement of Complispace to support our policy management and implementation, adding additional risk mitigation processes to our scope.

As in daily life, the key to having a meaningful and successful school life is dependent on balance. At Allegra, it is a balanced approach that underpins all aspects of student learning and wellbeing. From the enrolment interview and our communication within the community, to the recruitment of staff, resourcing relevant and engaging learning programs, offering multi-layered support and being proactive and solution driven in the face of any challenges; our balanced approach ensures focus remains firmly on what is the best possible outcome, not only for the individual but for the entire student body.

While new strategies are sure to be implemented and existing platforms modified as required, it is our integrated approach that remains a constant and provides clarity of purpose and the holistic stability which is at the core of our identity.



DEPUTY PRINCIPAL'S

REPORT

STUART HUGHES

In many ways 2022 was getting back to a 'normal' school year. While there were COVID restrictions at the start of the year, by the end of Term 1 the school was back to normal regarding the activities we could offer. It was certainly great to be able to have parents on campus as well as being able to hold enrolment interviews face to face rather than via zoom.

Academically, the school continued its focus on Deep Learning and, as part of this teaching initiative, we have started to see more hands on and kinaesthetic learning opportunities for the students. This included the cross-curriculum measuring activity when the students went to the beach to look at ratios, space and distance. Central to Deep Learning is ensuring the students build up the 6 Global Competencies to be global citizens which will build resilience within the students and enable them face life's future endeavours.

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 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 in 2023, 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 perform at their best.

It was also pleasing to see past Allegra students win seven awards at the Coffs Harbour Senior Campus Presentation evening. The conversations with past students and parents are always rewarding as it shows the support and care for the students has a positive effect.

During Term 3 the students of Allegra attended a four-day camp in Sydney. On this camp students had the opportunity to meet a Holocaust Survivor at the Jewish Museum, visit the Powerhouse Museum and Bondi Beach as well as participating in a Ghost Tour at the Quarantine Station at North Head. The school also organised a trip to the stage show Moulin Rouge, which for many students was the highlight of the excursion.



Our proudest night was the graduation of the Class of 2022 at Sawtell RSL. To witness the 'Welcome to Country' by Year 9 student, Sian Singleton, was very moving. The academic awards presented to our hard-working students, as well as the school awards to acknowledge individual growth within our students, made for a memorable evening.

2022 was a fantastic year for the school. The renovations and learning space created by our principal has ensured we have a safe, calm and supportive environment for our students.

I look forward to a fruitful 2023 and know I speak for all staff when I say we look forward in continuing to support your young person.



WELLBEING

REPORT

DANIELLE COLEMAN

Reflecting on 2022 at Allegra, I am truly proud of our school's growth as well as the displays of strength and resilience from our students and faculty throughout the year. During a turbulent period for mainstream education, Allegra has proven that it can fulfill a vital need in Coffs Harbour's education landscape by providing a unique space for both learners and teachers. Every member of the Allegra family should recognise this as their achievement, and I hope that we all keep supporting each other and working together to help keep Allegra evolving in 2023.

Among our many successes last year, some of the highlights were being able to provide a school psychologist, the Youth Well Fund project, the continued growth of Allegra's relationship with community organisations, and the enhancements made to our facilities.

Dr James Donnelly (BSc, MSc, PhD) – a MAPS clinical psychologist – was an amazing addition to our wellbeing faculty. During his year with Allegra, the private and group sessions he ran, his collaborations with teachers, and the lessons he taught, were well received by the students and staff. James was also a great mentor for me and a wonderful support for our team, we wish him well with all his future endeavours.

Allegra's Youth Well Fund project was spearheaded by a small group of students, and their t-shirt and sticker design (finessed by Sooz Myhill – tech wizard) will be ready to be shown off to the local community in 2023 as the project moves into its next phase. Everyone involved should be proud of their hard work.

Our community engagement was terrific, with many services – Headspace, The Buttery, Sexual Health Clinic (MNCLHD), NSW Police – visiting and engaging with Allegra throughout the year. Allegra's ongoing partnership with the Senior College and our specialised transition program grew in strength. We look

forward to hearing how our young people settle in over there.

With the completion of the new space, we have seen a great response from our students. The ability to access many supportive additions such as the pod regulating spaces and quality sensory aids has especially received positive feedback.

Last year saw so many great developments at Allegra. I look forward to watching continued growth for our school and students in 2023.



STUDENT

REPORT

CLAIRE RICHARDS

The journeys that brought us to Allegra may have been different, but we have all found a safe, supportive place. Being students here with the smaller classes and great communication and amazing teaching, support and administration staff has meant we all have grown,

gained skills and changed our attitudes about learning, about ourselves and about our futures.

This school is irreplaceable in our hearts, and we are so glad we are part of the Allegra Family.



ABOUT OUR SCHOOL & STUDENTS

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 barriers to learning students may have experienced in the past and these learning opportunities are complemented with local learning excursions to deepen

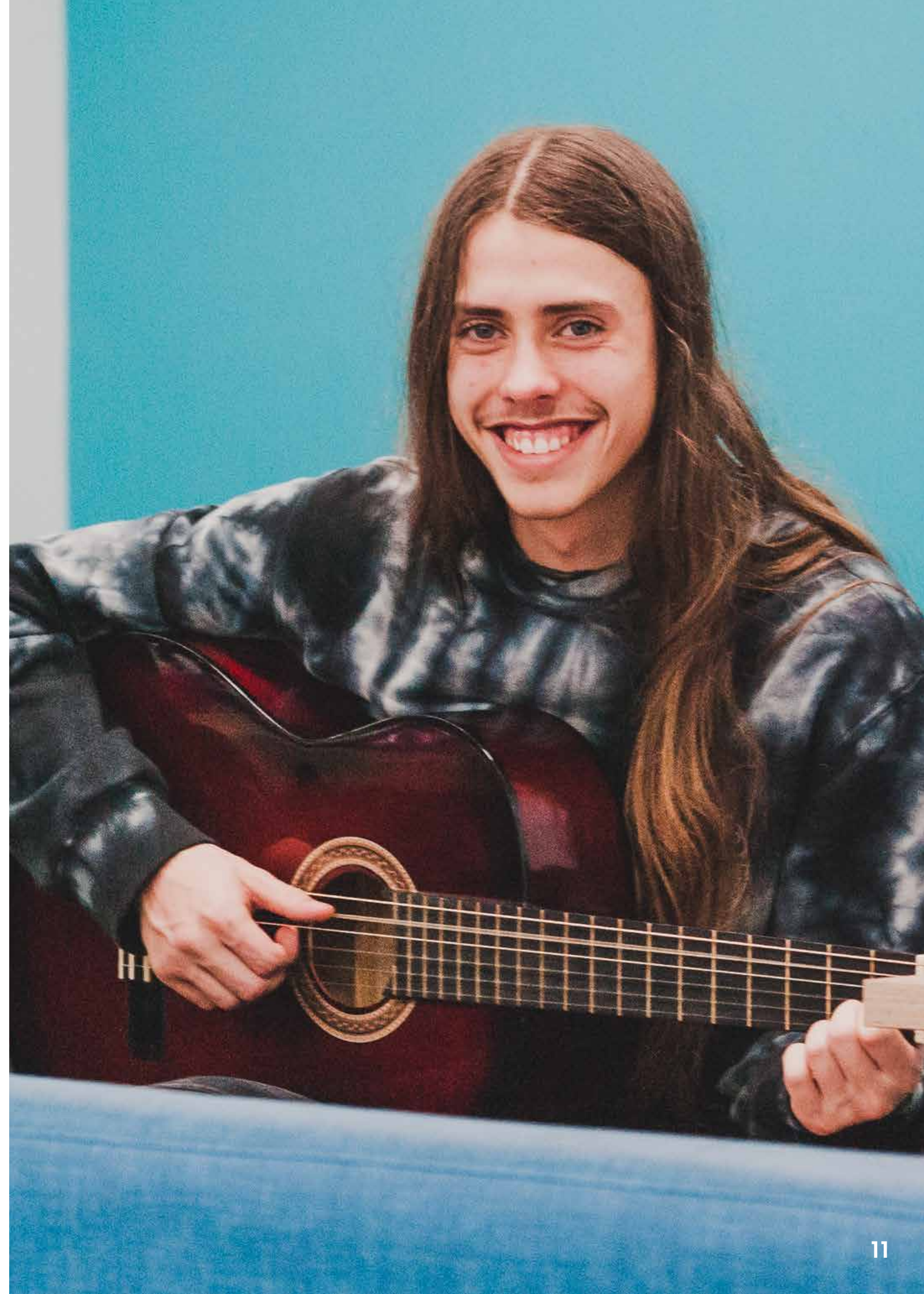
the development of practical and relevant life skills for the students.

At Allegra every voice is heard. We recognise and celebrate individuality and understand that academic success and achieving personal learning goals is different for every student.

Our dedicated staff are passionate about building the best possible environment to nurture learning and wellbeing and are proactive in forging strong connections with students and their families to find the optimum path for individual success.

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



*Student body characteristics is reflected in the school's profile on the [My School website](#).



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.

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 and supportive setting free from prejudice so that all students have opportunity to explore and to clarify their own beliefs and values, to take risks, and to think and to speak for themselves.

SCHOOL VALUES

In 2022 the team was led by Principal Erin Caceda and was supported by the Executive Leadership Team, Deputy Principal Stuart Hughes and Student Support Officer Danielle Coleman.

Erin is proud to be changing the face of education by leading a passionate, diverse, and expert group of educators keen to elevate standard deliveries of learning and to make meaningful connections with students.

INCLUSIVITY

DIVERSITY

INDIVIDUALITY

Our school is in the heart of Coffs Harbour, so we take advantage of our regional city, local amenities, and our region's natural resources to deliver our high-quality academic curriculum.

Our school provides positive development of a culture that embraces the value of education and community collaboration and recognises the advantages of a holistic approach.

STUDENT OUTCOMES

NAPLAN

Previous student performance on NAPLAN for past years, except for the 2020 Covid exemption, can be found on the [My School website](#), from here it is possible to compare 2022 results to historical data.

Year	Reading	Writing	Spelling	Grammar	Numeracy
9	533	526	544	533	533

NAPLAN participation for Allegra School Coffs Harbour is 93%

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.

To show they meet the HSC minimum standard, students need to achieve Level 3 or 4 in short online reading, writing and numeracy tests. Students who met the minimum standard are detailed below. In 2022 Allegra had 38 students who were eligible to sit for the Minimum Standards testing, noting that not all students attempted each test.

	Numeracy	Reading	Writing
Minimum Standard Met	23	26	6

Intervention, PAT Testing and Covid ILSP

The focus in the classroom at Allegra over the past year has been to improve teaching and learning practice. These strategies implemented by the principal have seen significant academic growth for students.

Students at Allegra were tested using the Progressive Achievement Testing (PAT) in both mathematics and reading. The PAT testing has indicated that students in mathematics had 16.5 months of growth over the 8-month period. Further, students in reading had 17.4 months of growth over a 7-month period.

The intervention strategies at

Allegra, especially regarding the intensive language support the students have received in literacy, have significantly improved their reading skills. To this end, the greatest amount of growth was within the students that have received additional literacy support during the GEL classes in the morning.

With the success of the literacy intervention, in 2023 the focus will be on increasing the amount of intervention the school offers to the students in both literacy and numeracy. With this additional support we will ensure the students are in a safe learning environment where they thrive academically.

Mathematics



Mathematics Effect size is 0.56
(Correlation to 1 year is 0.84)
0.56 Effect size is 16.5 months growth over the 8 months

Reading



English Year 9 – Effect size is 0.58
(Correlation to 1 year is 0.99)
0.58 Effect size is 17.4 months of growth over the 7 months

SENIOR SECONDARY OUTCOMES

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

To ensure all Allegra School Coffs Harbour staff are aware of and meeting the principles and processes 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.

In 2022, the formal Record of School Achievement was awarded to all enrolled students and the distribution of RoSA grades, as entered in to Schools Online reflected the following.

2022 RoSA GRADES

	English	Maths	Science	Georaphy	History	PDHPE	ART
A	1	2	0	2	2	1	2
B	5	6	7	6	6	14	7
C	20	19	16	14	18	17	10
D	10	10	12	15	9	6	8
E	2	1	3	1	3	0	1
TOTAL	38	38	38	38	38	38	28

As a result of small sample sizes in previous years, comparative data of performance over time will not be shown.



TEACHER ACCREDITATION & PROFESSIONAL LEARNING

PROFESSIONAL LEARNING

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

In 2022, the executive leadership participated in courses conducted by the AIS Leadership Centre, including the Governance symposium, specific courses related to NCCD and targeted mental health professional learning; all staff were supported to complete accredited and non-accredited professional development in subject specific curriculum requirements, governance, compliance, and legislation such as attending the MANSW, Eductech and Informa PLC conferences as well as completing required training through Sentral, Edval and Complispace.

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

Description of the Professional Learning Activity	No of staff participating
Designing for Deep Learning Association of Independent Schools NSW	Whole staff
First Aid and CPR Coffs Coast Community College	Whole staff
Identifying and Responding to Children and Young People at Risk Online Association of Independent Schools NSW	Whole staff
NSW Reportable Conduct and Allegations Against Employees Online Association of Independent Schools NSW	Whole staff
WHS - Effective Work Health and Safety Committees Face to Face Association of Independent Schools NSW	Whole staff
Deep Learning Lab: Level Up: Precision in Pedagogy Association of Independent Schools NSW	5
NSW PDHPE K-10 Syllabus Self-paced Learning Experience Association of Independent Schools NSW	3
Suicide Prevention Mission Australia	3
Be Real Western Student Connections	4

Teacher Accreditation

Level of Accreditation	Number of Teachers
Conditional	0
Provisional	0
Proficient	10*
Highly Accomplished Teacher (voluntary accreditation)	1
Lead Teacher (voluntary accreditation)	0

* Total includes all staff who were under contract at Allegra in 2022 and a staff member who achieved proficiency in 2022.

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	11
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

WORKFORCE COMPOSITION

A description of the workplace composition can be found on the [My School website](#). Our team included identified Aboriginal or Torres Strait Islander staff; this information was recorded on the August 2022 school census but with regard to privacy, will not be recorded here.



STUDENT ATTENDANCE, RETENTION & POST-SCHOOL DESTINATIONS

STUDENT

ATTENDANCE RATES

For students to reach their full potential it is important they attend school regularly. While it is the parents' legal duty to ensure their children attend school regularly, staff monitor attendance each day 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 minister's 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 by means such as a written note, telephone call, SMS message or email to the school preferably on the first day of absence, and certainly within seven days. 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. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged periods of absence occur from time-to-time for various reasons. In

these cases, students and their parents meet with the principal to discuss the leave request.

The school uses several strategies to improve our attendance rates including, but not limited to, shorter teaching days, additional support in each classroom, attendance improvement plans and individual education plans.

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.

Average attendance rates:

- Year 9: 63.11%
- Year 10: 65.86%
- Whole School: 64.70%
- The retention of students from Year 9 2021 into Year 10 2022 was 100%

Additional information on student attendance rates 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.

Post School Destination	No of students
Staying at school for Yr 11 & 12	20
Leaving school – request RoSA credential (employment)	6
Leaving school – request RoSA credential (course/TAFE)	8
Leaving school – request RoSA credential (unknown)	4
Total Year 10 students	38

A strategic objective in 2022 was for students to engage with the community through work placement and voluntary work

In 2022

- 48 students participated in work placement (77.4% of the school population)
- 7 students participated in ongoing work placement (11.29% of the school population).



ENROLMENT POLICIES

The following is the full text of our enrolment policy as is published [on our website](#).

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 six 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 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 & 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 applying 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 inquiries 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 considers 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 under 17 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 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 & EXEMPTIONS

The principal and/or delegate is required to record each student's immunisation status in a register and retain copies of approved immunisation 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 unimmunised 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/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 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 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 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

The 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.



SCHOOL POLICIES

Allegra School Coffs Harbour provides easy reference and access to many of our policies on [our school website](#). 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

In 2022, Allegra School Coffs Harbour transferred all policy management operations and implementation to the Complispace platform. The Complispace framework delivers policy, learning, assurance and reporting that work together to transform legal obligations into a compliance culture which is a priority of Allegra School Coffs Harbour. Allegra is committed to the ongoing contextualisation and review of our organisation's compliance to enhance our decision making and to establish a foundation of continuous improvement.

STUDENT WELFARE

Student welfare is encapsulated in our safe and supportive suite of policies, including the pastoral care policy.

These policies detail 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.





BULLYING PREVENTION AND INTERVENTION

Our policies related to bullying prevention and intervention changed in 2022 to comply with relevant legislative standards. Allegra School is committed to the safety and wellbeing of all children and young people, to acting in students' best interests and to keeping them safe from harm.

Allegra School recognises its duty to students to provide a safe and positive learning environment where individual differences and diversity within the Allegra School is respected and accepted.

Bullying is not tolerated at Allegra School

It is our policy that:

- bullying be managed through a 'whole-of-Allegra School community' approach involving students, staff and parents/guardians
- bullying prevention strategies are implemented within the Allegra

School on a continuous basis with a focus on teaching age-appropriate skills and strategies to empower staff, students and parents/guardians to recognise bullying and respond appropriately

- bullying response strategies are tailored to the circumstances of each incident
- we establish procedures for reporting and responding to child safety concerns, including when the behaviour may be an indicator of child abuse and other harm
- staff establish positive role models emphasising our no-bullying culture
- bullying prevention and intervention strategies are reviewed on an annual basis against best practice.

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 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 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.

This policy was changed in 2022 to reflect our city centre context, such as including unauthorised vehicle travel.

Complaints and Grievances

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. This procedure 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.

SCHOOL-DETERMINED PRIORITY AREAS FOR IMPROVEMENT

Allegra school staff and the Board worked collaboratively to set and evaluate the achievement of our school determined improvement targets. Our school determined improvement targets are reflected in our strategic plan.

In 2022 we have focused on improving the quality of our operating systems and our visibility within the community, specifically our recognition as a specialist school. We are careful that all our targets are reflective of our operating context.



Area One	Priority Areas	Achievements
Every student has their educational and wellbeing learning needs addressed		Maintain support ratio of 1 staff to 15 students
	The school provides a holistic approach to teaching and learning	Maintain class sizes with a recommended capacity of 14 per class
	Student wellbeing and learning needs are addressed through individualised support	Stabilise current enrolments
	Improved student achievement through the delivery of quality educational programs	Add ART to RoSA Scope
		Continue targeted literacy and numeracy programs implemented by Learning Support Coordinator (COVID ISLP)
		Employ psychologists to facilitate cognitive testing (commencing Jan 2022)

- Ongoing and priority for 2023
- Students engage with the community through work placement and voluntary work
 - Improve average attendance rates of students by introducing sustainable and attractive attendance improvement initiatives
 - Ensure educational program is current, compliant and has opportunities for student to demonstrate the development of soft skills
 - Focus professional development around factors influencing student achievement (Designing for Deep Learning, the new curriculum and the AISNSW Teaching Hub)
 - Implement targeted literacy and numeracy programs
 - Focus on formative assessment through cross curricular learning



Area Two	Priority Areas	Achievements
Develop a diverse, passionate and expert teaching and support team and build a culture of improvement	The school provides a holistic approach to teaching and learning	Refine procedures for targeted support of students
	Student wellbeing and learning needs are addressed through individualised support	Technology management systems are integrated into daily teaching practice (Education Perfect and Teams)
	Improved student achievement through the delivery of quality educational programs	Expansion of the teaching and learning support team

Ongoing and priority for 2023

Mentoring program to be implemented with all staff

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

Area Three	Priority Areas	Achievements
Multi-functional, flexible and inviting spaces for students to grow and learn		Renovation of suite 4 according to standards to improve facilities
	Fit for purpose facilities for a high-quality academic program	Established a WHS committee and providing WHS specific professional development
	Enhanced capacity to access offsite learning opportunities	Establish, implement and monitor effective risk management processes through Complispace
	Meet all WHS compliance requirements	Notable Changes to Plan Sale of the school bus

Ongoing and priority for 2023

Develop a 10-year accommodation master plan for implementation post 2025

Area Four	Priority Areas	Achievements
Allegra School is well-governed and managed to achieve its mission and vision	The school is financially sustainable	Improved finance processes, including separation from the college and engagement of an external accountant
	The school has strategic plans to achieve its mission, vision and values	Strategic plans to be reviewed annually as part of budget development
	The school complies with current legislation and standards	Implement strategic plan status reports at Board meetings
	The School Board is compliant with NESA requirements	Engagement of Complispace to improve the development, management, implementation, monitoring and review of school policies.

Ongoing and priority for 2023

Staff and board members to undertake courses in financial acumen and business management where appropriate

Conduct annual board member assessments and implement Board succession planning

Review of school insurance and coverage



Area Five	Priority Areas	Achievements
Allegra School has a strong reputation in the community for support and differentiation	The school is visible and active in the community	The school has a strong market focus based on the wellbeing outcomes
	The school has active connections with the community, including prominent leaders, mental health and associated advocates	Enhance collaborative activities with Mental Health and other community providers
	School families play an active part in the life of the school	The school rebrands to reflect the mission and vision.
		The school enhances its marketing strategy to encompass mission and vision.

Ongoing and priority for 2023

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

INITIATIVES PROMOTING RESPECT & RESPONSIBILITY

The school wants all students to recognise that they are valued and integral parts of the school community, with parents and staff providing the care and support that engender self-esteem, mutual respect and responsibility. There is much scope to develop talents and to learn through experiences.

- Day of the Dead
- NAIDOC Mural creation
- Youth Well Fund
- Love Bites
- Bellingen Reader/Writer
- Police visits from NSW Police Youth Liaison
- Headspace visits
- Mid North Sexual Health clinic visits
- AIME connections
- CHEC transitional visits
- School excursion including Holocaust survivor talk
- Weaving circle with local Elders
- Local indigenous learning excursions

The school feeds back to parents and the community in our school newsletter. We also have a promotional presence at the local shopping centre and strong community connections.



PARENT, STUDENT AND TEACHER SATISFACTION

The Perspectives Survey was conducted in October 2022. The next survey is scheduled to be completed in 2024. Survey data was collected in five domains across 18 dimensions. It included data collected from parents, staff, students, and the Board.

The survey was completed with outstanding results. These have been shared among key stakeholders.



Net Promoter Score

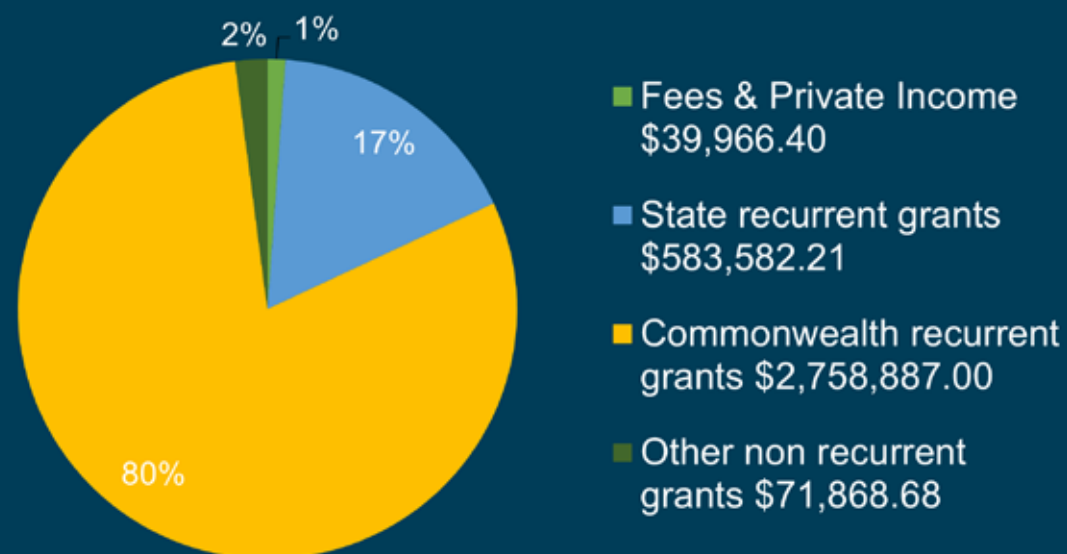


Domain	Dimension	Value
School Environment	Vision, Mission, Values	5.43
	Sense of Safety	4.67
	Physical Environment	5.35
Teaching and Learning	Designing Learning	4.62
	Pedagogical Practices	4.63
	Inclusive Learning	4.67
	Professional Learning	5.52
Student Wellbeing	Social & Emotional Learning	3.93
	Respectful Relationships	4.77
	Inclusivity and Equity	5.2
Leadership	Growing Leaders	5.36
	Leading Teaching & Learning	5.44
	Leadership Practices	5.67
	Engaging with the Community	5.16
Community	Connection	4.86
	Reporting	5.27
	Student Engagement	4.03
	Reputation	5.46

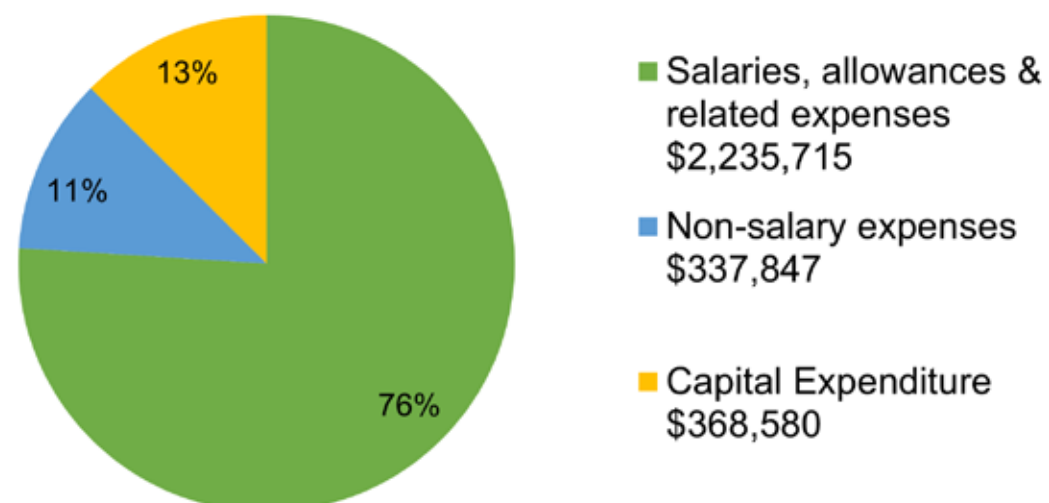
Note: These statistics are calculated using the number value for each item response (strongly disagree = 1 – strongly agree = 6).

SUMMARY OF FINANCIAL INFORMATION

Income



Expenditure

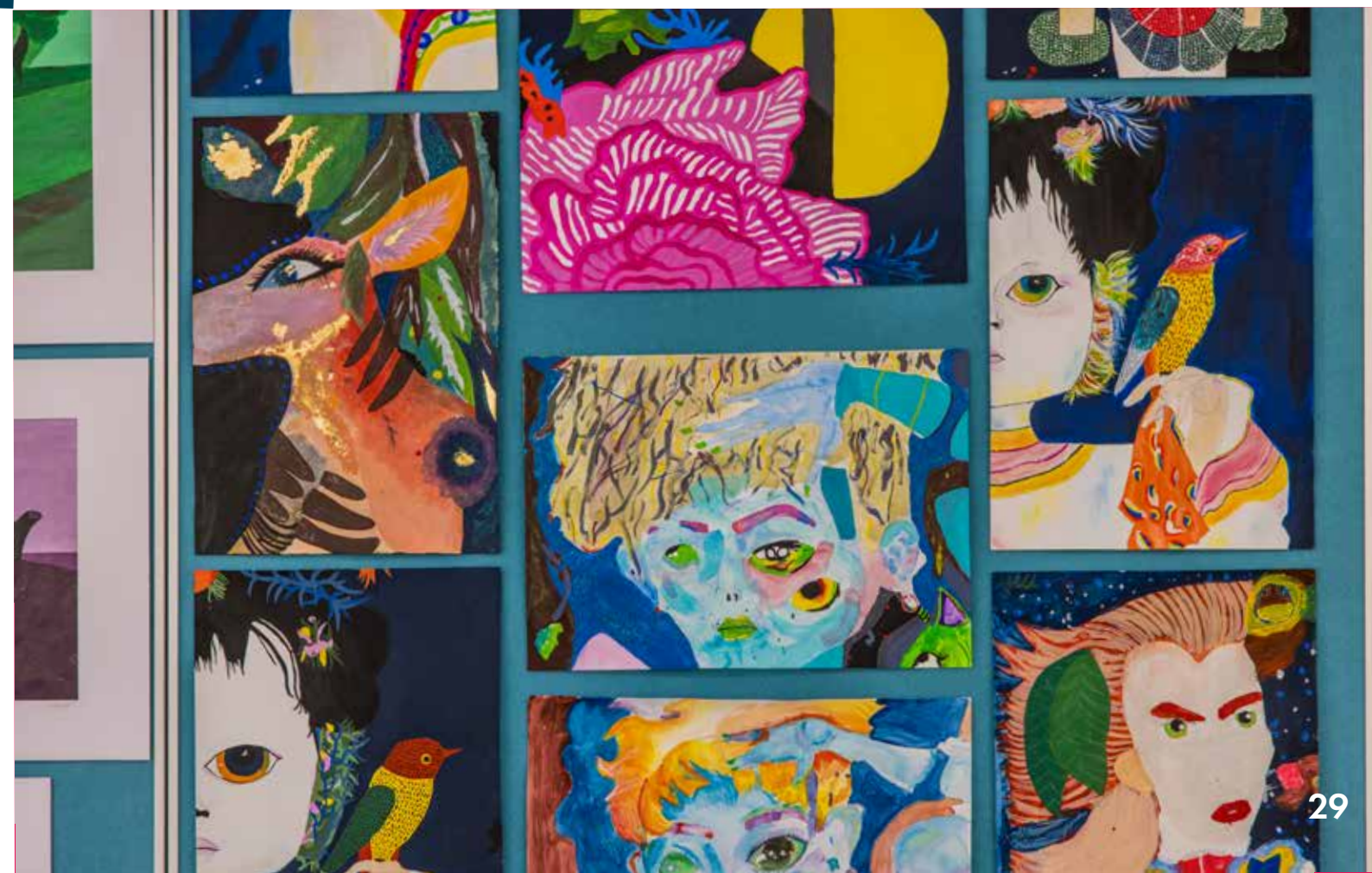


PUBLICATION REQUIREMENTS

The requirement is for the annual report for 2022 to be published by 30 June 2023. The annual report will be made available to NESA online by 30 June 2023.

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.



allegra
COFFS HARBOUR SCHOOL

Level 1 City Square,
66-90 Harbour Dr,
Coffs Harbour NSW 2450

02 6651 6898
school@allegraschool.nsw.edu.au

