2010 Annual School Report
Coal Point Public School

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

Students
Our enrolment at the end of 2010 was 261 students, with 126 boys and 135 girls. The school began the year with 10 classes, forming an eleventh class for the beginning of Term 2. CPPS maintained 11 classes K-6 for the remainder of the 2010 year.

Staff
2010 was quite a challenging year for us with unstable student numbers and a number of staff with health issues. We began the year with ten classes and CPPS went on to hold our student numbers to maintain 11 classroom teachers, three who hold the Assistant Principal's positions. At CPPS are very privileged to have our terrific Teacher Librarian and Release from Face-To-Face teachers.

Our school is expertly supported by our School Administrative Manager and School Administrative Officer. The school counsellor, Mrs Jo Wickham, is present on Thursday each week. We also have two General Assistants present two days in alternating weeks.

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

Significant programs and initiatives
* School Band and Choir program.
* Environmental Education.
* Drama Program.
* Technology Programs.
* Playground Improvement.
* Gymnastics Program.
* Swimming Program.
* Strong Core Values and 'You Can Do It!' education program.
* Best Start for Kindergarten.
* Building the Education Revolution.

Student achievement in 2010

Literacy – NAPLAN Year 3
In 2010, 42 students in Year 3 sat the National Testing Program examinations. The Literacy areas tested included Reading, Writing, Spelling, Grammar and Punctuation.

Coal Point students performed very well with 52% of pupils achieving results in the top two result bands in Reading, compared with 48% of the state. Further achievements include 59% of our students achieved results in the top two bands in Writing, 43% were in the top two bands for Spelling and 69% of our students achieved results in the top two bands for Grammar and Punctuation.

From our analysis of the data our main area for concern is spelling in Year 3 literacy, as our results have dropped dramatically in this area.

Numeracy – NAPLAN Year 3
In 2010, 42 students in Year 3 sat the National Assessment Program examinations. The Numeracy areas tested included Number, Patterns and Algebra, Measurement, Data, Space and Geometry.

Our students performed well with 39% of pupils achieving results in the top two result bands for
overall Numeracy, compared with 38% of the state. CPPS had no students in this bottom band for Numeracy.

**Literacy – NAPLAN Year 5**

In 2010, 47 students in Year 5 sat the National Testing Program examinations. The Literacy areas tested included Reading, Writing, Spelling, Grammar and Punctuation.

Our Year 5 students have performed well with 43% of pupils achieving results in the top two result bands for Reading compared with 33% of the state. In the other literacy areas, 34% of our students achieved in the top bands for Writing and 43% were in the top two bands for Grammar and Punctuation. Spelling results in Year 5 are an area for concern as only 23% of our students achieved results in the top two bands in this area.

**Numeracy – NAPLAN Year 5**

In 2010, 47 students in Year 5 sat the National Assessment Program examinations. The Numeracy areas tested included Number, Patterns and Algebra, Measurement, Data, Space and Geometry.

Looking at overall Numeracy, our Year 5 students performed quite well with 39% of our students achieving in the top two result bands compared to 32% in the state. In 2009, 33% of our students achieved in the top two bands for Numeracy. This increase of 6% demonstrates a great improvement in this area.

**Messages**

**Principal’s message**

Coal Point Public School is a small, family feel school on the shores of Lake Macquarie. Our school aims to provide excellence in education through best practice in curriculum, quality teaching and values education.

Coal Point Public delivers outstanding programs to ensure all pupils are provided with the opportunity to excel in all areas of their lives. Our staff consistently ensure the provision of an exciting and motivational curriculum and outstanding teaching and learning for all.

Students are provided with many opportunities through innovative programs in technology, incorporating interactive whiteboards, strong Literacy and Numeracy technology integration and digital art. We have strong social and personal values programs, including our core program ‘You Can Do It!’ that underpin how our school works collaboratively to provide excellence, opportunity, innovation and success.

Throughout 2010 we have seen great improvements in building infrastructure through the generous Building the Education Revolution program. Our staff, students and community are very happy with our new hall facilities. I am very pleased to say we have seen terrific advancements in all areas of our school, and are committed to continuing this push for outstanding success. I hope you will enjoy reading the following information supporting the continuous improvement of CPPS.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Ms Kim Creswell - Principal

**P & C message**

The parents and community of Coal Point contribute to the continuous improvement of our school in many valuable ways. Parents can be seen changing readers, helping with mathematics groups, helping in the P&C run canteen and uniform shop, assisting with sporting teams, gardening and helping out with BBQs and fundraising activities.

Family and community participation is encouraged within our school, and this could not be demonstrated more clearly than at our Just One Day event on 19th June. The Coal Point P&C submitted an entry in the ABC Radio’s competition that called for a project that could be achieved in Just One Day. We requested the construction of a garden bed made from railway sleepers at the main entrance of our school. The aim was to reduce erosion and prevent soil from running off the school grounds, onto the pavement and into the catchment of Lake
Macquarie. After CPPS were announced the winners, our school community rallied together to supply sleepers and matting. Landcare provided some plants and Newcastle ABC 1233 sponsored the expertise to have the job completed by a professional landscaper, along with the soil and volunteer labour to get the job done in Just One Day. The canteen catered superbly for the occasion and the school families and community members came out in force to volunteer their time to beautify the school grounds. An outside broadcast was made from our school by Jill Emberson, Phil Ashley-Brown and the ABC team.

Fundraising for equipment for the school is a priority for our P&C. Our achievements in 2010 were primarily funded from the 2009 fete and the successful Trivia Night held at Toronto RSL in November 2010. $34500 was spent by the Coal Point Public School P&C in 2010 on equipment and sponsorship.

The concrete slab outside the Kindergarten rooms was completed, a shipping container was acquired for GA storage, the site was prepared for the shipping container as well as general tidying of the upper car park by bobcat, a self-propelled lawn mower was purchased for the school, all air conditioners in the school were serviced, an air conditioner was purchased for the canteen, 2 interactive whiteboards with laptops were purchased for the remaining 2 permanent rooms that were without them.

Sponsorship of student activities is also important and the P&C sponsored the student executive team to attend the leader’s day, as well as sponsorship of Jesse Maxwell who represented our school at National level in athletics. The choir received hats for their Opera House performance and floor tarp were purchased for use with the shade tents at sports days. A prize was sponsored for each class and library for Celebration Day.

Interaction with the students is a key role of the Parents and Citizens Association. A key area for this is in the school canteen. Year 6 students are given the opportunity to practice their serving and mathematics skills in the canteen. They serve before school and at recess daily. A roster system ensures that they get their turn as they are very enthusiastic to participate in canteen duty. A special Thank You must go to the members of the Coal Point community who, although they do not have children at the school, have answered a call for volunteers in the Coal Point Chronicle to assist in our school canteen.

Student Executive at Impact Leadership Day

The Mother’s Day and Father’s Day stall gifts are procured and prepared by parent volunteers to assist with the Year 6 fundraising. BBQs are held once a term at which Year 6 assist in the preparation and serving of the sausage sizzle and receive a contribution towards their fundraising.

We look forward to another wonderful year of work and learning in 2011.

Mr Matt Goodwin – President and Mrs Kylie-Ann Lysaght - Treasurer

Student Representative’s Message

There is a great deal to report about this year. We were all very proud to be elected into the Student Executive role this year. As a group, we got together to help with planning and organising our Fundraising Days and to assist with fundraising events such as the Mother’s and Father’s Day stalls.

The Student Executive has had a fabulous year as the school leaders in 2010. As a team we know
we are very lucky to have such a great school and
great teachers. We have learnt so much over our
years at Coal Point Public that now we feel we
are ready to move onto high school.

Taking on the leadership role was exciting for all
of us. We have enjoyed our Exec meetings with
Ms Creswell, being the buddies for our new
Kindergarten students, organising the school
Frolics, Easter Hat Parade and Book Parade,
helping in the canteen and just being able to do
what we could to help everyone in our school.
Winning the ABC radio’s *Just One Day*
competition and being on the radio was a
wonderful experience for us all also.

All of the Year 6 students have enjoyed going to
the High School for many activities and we know
that we will miss CPPS but are ready to move on
for our next learning experience.

The highlight of our year has been our Bathurst
and Gold Fields trip and we would like to thank
everyone for organising the trip for us. We learnt
so much and had a lot of fun in the process. The
Executive would also like to thank the P&C for
sponsoring our day at the Impact Leadership
Conference. It was a great day where we had fun,
discussed issues special to us and met others in
the leadership role. The best part was really
thinking and learning about how we can lead
well.

CPPS Student Executive Team – Beau, Chelsea,
Nicholas, Lauren, Abbie, Wade, Rhianna, Dane,
Abigail, Aidan.

Our choir - Opera House Choral Festival

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**School context**

**Student information**

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

**Student enrolment profile**

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
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<tr>
<td><strong>Male</strong></td>
<td>119</td>
<td>125</td>
<td>129</td>
<td>133</td>
<td>127</td>
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<tr>
<td><strong>Female</strong></td>
<td>161</td>
<td>144</td>
<td>145</td>
<td>145</td>
<td>136</td>
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**Student attendance profile**

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School</strong></td>
<td>100</td>
<td>90</td>
<td>80</td>
<td>70</td>
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<tr>
<td><strong>Region</strong></td>
<td>95</td>
<td>85</td>
<td>75</td>
<td>65</td>
</tr>
<tr>
<td><strong>State DET</strong></td>
<td>100</td>
<td>95</td>
<td>90</td>
<td>85</td>
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</table>
Management of Non-Attendance

Coal Point Public School is constantly monitoring and evaluating our attendance practices at school. It has been evident over the last few years that both the full day and partial day absence rates for our students are very high. Although it does not stand out in the attendance level graphs, partial absences, where students leave for appointments, family commitments or due to sickness are increasing at an alarming rate but are not recorded in this data.

Personal reminders, newsletter reminders and roll checks are the ways in which attendance is monitored at CPPS. When absenteeism is of a concern at any time, the families are called directly by our Principal for an explanation. If appropriate information is not provided the Child Well Being Unit will be consulted and Home School Liaison Support will be accessed.

Class Sizes

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

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

| Structure of classes
<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
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<tr>
<td>K/1P</td>
<td>K</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>K/1P</td>
<td>1</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>KP</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1M</td>
<td>1</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>4/5S</td>
<td>4</td>
<td>7</td>
<td>28</td>
</tr>
<tr>
<td>4/5S</td>
<td>5</td>
<td>21</td>
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<td>3N</td>
<td>3</td>
<td>29</td>
<td>29</td>
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<tr>
<td>1/2L</td>
<td>1</td>
<td>8</td>
<td>26</td>
</tr>
<tr>
<td>1/2L</td>
<td>2</td>
<td>18</td>
<td>26</td>
</tr>
<tr>
<td>5/6P</td>
<td>5</td>
<td>13</td>
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<td>5/6P</td>
<td>6</td>
<td>15</td>
<td>28</td>
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<tr>
<td>5/6T</td>
<td>5</td>
<td>13</td>
<td>30</td>
</tr>
<tr>
<td>5/6T</td>
<td>6</td>
<td>17</td>
<td>30</td>
</tr>
<tr>
<td>2/3G</td>
<td>2</td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td>2/3G</td>
<td>3</td>
<td>13</td>
<td>26</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Currently, there are no members of staff who identify as Indigenous persons at Coal Point PS.

| Note: Class size data are as provided by schools in the annual class size audit. |
Staff Retention

We bid farewell to Ms Janine Patrick at the end of term two, as she accepted an Assistant Principal’s position at Warners Bay Public School. Ms Patrick was a fabulous classroom practitioner who was dearly loved by all. We wish Ms Patrick every success for her future career.

Coal Point Public welcomed Mr. Paul Gaden to the Assistant Principal’s role, replacing Ms Patrick. Mr. Gaden comes to us with a wealth of knowledge, skills and an abundance of enthusiasm for his new role and new school. Mr. Gaden’s major portfolio for CPPS will be to implement our whole school Sport activities as well as supporting staff in implementing the Personal Development, Health, Physical Education curriculum.

At the end of 2010, Mr. Christopher Stevens made the leap into retirement and took leave for the remainder of the year. Mr. Stevens attended CPPS as a child and then returned to teach for most of his career here. We wish him all the very best in his new life adventure. He will be greatly missed around our school.

Financial Summary

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2010</th>
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<tbody>
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<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>34788.48</td>
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<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
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<tr>
<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
<td>863286.56</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>30129.34</td>
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<tr>
<td>Excursions</td>
<td>44225.17</td>
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<tr>
<td>Extracurricular dissections</td>
<td>67520.06</td>
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<tr>
<td>Library</td>
<td>3808.40</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>200.38</td>
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<tr>
<td>Tied funds</td>
<td>44801.49</td>
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<tr>
<td>Casual relief teachers</td>
<td>35054.49</td>
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<tr>
<td>Administration &amp; office</td>
<td>48891.87</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
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<tr>
<td>Utilities</td>
<td>14116.66</td>
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<tr>
<td>Maintenance</td>
<td>30069.66</td>
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<tr>
<td>Trust accounts</td>
<td>422042.44</td>
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<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>740859.96</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>122426.60</td>
</tr>
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</table>

Coal Point PS utilised our global funds, and those additional funds supplied by our P & C, to provide outstanding teaching and learning and improvements in our target area of technology throughout 2010. As our school plan identified our Literacy, Numeracy and technology target areas, as a staff team our school directed funds to support these specific areas.

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the Parents and Citizens Association. Further details concerning the statement can be obtained by contacting the school.

Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>44</td>
</tr>
</tbody>
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Reptile Park Excursion
School performance 2010

Achievements

Arts
The Creative and Performing Arts program for 2010 provided opportunities, through class and group activities, for students to participate in outstanding visual arts, music, singing, drama and dance lessons and performances.

Our achievements include:
* A structured 8 week drama program for K-2.
* Students from Years 3 and 4 auditioned for the Hunter Dance Festival. Much preparation and rehearsal went into refining the performance for the video audition. Unfortunately, our students were not invited to participate in 2010.
* Our school band attended the Bandfest workshops held at the Lake Macquarie Performing Arts Centre. Coal Point students were able to mix with and learn from many other talented musicians from all over the region. This culminated in a Commended award for our band and a live performance for all visitors, family and friends to enjoy.

Music and Choir Program
Coal Point Public has a wonderful music / band program implemented by our Band Master and two instrument tutors. These teachers visit the school each week and provide individual, group, sectional and band instruction. These tutors were supported by Mr Stevens and Mrs Whiteman, committed staff members, who meet the students weekly and support our music program.

Our school band performs weekly at our 3-6 assembly and also at school functions such as Education Week Concert in Term 2 and Celebration Day ceremony that occurs each year in Term 4.

Congratulations must be given to all of our band members and band staff as their commitment to this school program is what keeps it alive.

In 2010, the Coal Point Public School choir also continued to excel. Students from Years 2-6 were once again invited to participate in this exciting program. Our choir teacher, Mrs Fragar, auditioned new students early in the year to take the positions left by our Year 6 students.

Throughout the year the choir performed to great applause at all of our school's major events.

In August of 2010 our choir, with Mrs Fragar and Mrs Mitchell, took off to Sydney for an entire day of preparation before our second performance at the Choral Festival at the Sydney Opera House. We are so very proud of the children and their commitment to learning the repertoire for this amazing concert. Great thanks must go out to Mrs Fragar and to Mrs Mitchell for the dedication and extra work they commit to ensure the choir program is a continuing success.

Sport
2010 was another very busy year for Coal Point Public School’s athletes and sportspeople. The school participated in a range of skill development programs, gala days and carnivals throughout the year.

To support teachers in implementing all aspects of the physical education component of the syllabus, K-6 participated in gymnastics classes. Students were able to focus on the development of fundamental movement skills at school, whilst Year 5 & 6 used the fantastic facilities at Glendale.

* All students K-6 participated in producing fabulous art works for our school Trivia Night, raising much needed funds for our school.
* Many students from Years 4 and 5 attended a GATS day at Biraban Public School participating in many varied creative workshops.
Athletics Centre. The AFL KickStart program in Term 3 was aimed at developing skills and coordination in an AFL setting, and all Year 3 and 4 students were given the opportunity to showcase their skills at a Gala Day in Term 4. Year 2 participated in the annual School Swimming Scheme developing swimming skills and water safety, whilst Year 6 also received swimming tuition and stroke correction lessons.

Coal Point participated in the Oz-Tag, Futsal, Soccer, Netball, AFL and Cricket gala days throughout the year. All competitions provided students with the opportunity to play in competitive situations and represent our school.

The Swimming Carnival, held in Term 1, was won by Shortland. Jade Frith, Tim Beckhouse, Sam Mitchell, Luisa Amosa, Dane Hiles, Thomas Holland, Nick Bunny, Alicia Roughley, Claire Drummond, Beau Jackson, Oliver Bunny, Kate Birse, Teale Callagher, Lucas Geddes, Heath Penfold, Peri Roberts, Jesse Maxwell, Linton Krupic, Emma Wellham, Ryan Walker, Lauren Goodwin, Abbie Booker, Abigail Hamilton, Braaden Jackson, Sandon Roberts, Nakita Jackson, Kayla Malbon, Mathew Geddes, and Olivia Josifovski all went to the Westlakes Zone Carnival. Jade Frith went on to represent the Zone at the Hunter Regional Carnival.

The school cross country carnival was won by Macquarie and the high level fitness of our runners was demonstrated when we won the Zone Cross Country Carnival in Term 2. Nakita Jackson, Jade Frith, Nicholas Bunny, Luke Callen, Lewis Smith and Jesse Maxwell all made it to the Regional Carnival. Jesse Maxwell went on to come 2nd in the State Cross Country Carnival and 9th at the National Cross Country Carnival.

Hunter won the Athletics Carnival and many students qualified for the Zone Carnival. We fielded a strong team and Miranda Horne, Nakita Jackson, Lewis Smith, Daniel Boggs, Taj Field, Ryan Chambers and Jesse Maxwell all qualified for the Regional team. Jesse Maxwell went on to come 2nd in the 11 Years 800m at State Carnival and 2nd at the Nationals held in Bendigo.

As a result of his outstanding achievements in Athletics and Cross Country, Jesse Maxwell was successfully nominated for a Hunter Primary Schools Sports Association Sports Award. He received the award at a presentation ceremony held on the 8th December.

We were so proud of the success of students representing our school this year that we decided to update the representative sporting shirts worn by students. As part of our Premiers Sporting Challenge grant, we ordered smart new shirts that will be ready for the 2011 school year.

Coal Point Public School would not be able to enjoy its sporting success without the dedication of many staff members and parent helpers and the wonderful behaviour and sportsmanship of our students. I am grateful to all those parents and staff who have made it possible to have successful sporting teams and our fantastic students who make it a pleasure.

Mr Paul Gaden – Assistant Principal

Public Speaking Competition

CPPS were very proud to hold the Public Speaking Competition finals at our school in 2010. Students from all of our Toronto Learning Community schools came along to participate in a terrific day of meeting others, sharing their speeches and representing their schools.

Ms. Merrita Jeffrey, the Principal of Blackalls Park Public School organised the event and we were expertly supported by our two volunteer adjudicators Mrs. Smith and Mrs. Scotchmer.
Easter Hat Parade

Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3

In 2010, 42 students in Year 3 sat the National Testing Program examinations. The Literacy areas tested included reading, writing, spelling, grammar and punctuation.

Coal Point students have performed very well in overall literacy results. There are a number of areas, such as grammar and punctuation, that our Year 3 students performed above the state average and a number of areas where our results leave much to be desired, such as spelling.

Year 3 – NAPLAN Reading

<table>
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<tr>
<th></th>
<th>School</th>
<th>SSG</th>
<th>State DET</th>
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<tr>
<td>Average mark, 2010</td>
<td>433.5</td>
<td>433.4</td>
<td>414.3</td>
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<tr>
<td><strong>Skill Band Distribution</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Number in band</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>Percentage in band</strong></td>
<td>2.4</td>
<td>7.1</td>
<td>9.5</td>
</tr>
<tr>
<td><strong>School average 2008 - 2010</strong></td>
<td>6.8</td>
<td>3.2</td>
<td>12.9</td>
</tr>
<tr>
<td><strong>SSG average 2010</strong></td>
<td>6.6</td>
<td>3.8</td>
<td>13.3</td>
</tr>
<tr>
<td><strong>State DET average 2010</strong></td>
<td>4.5</td>
<td>11.7</td>
<td>15.6</td>
</tr>
</tbody>
</table>

Our Year 3 students demonstrate their strong skills in reading through their great results. 52% of our Year 3 students achieved in the top two bands for reading. In areas such as comparing information across texts and recognising the purpose of a text, our students performed above the state.

Year 3 – NAPLAN Writing

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>SSG</th>
<th>State DET</th>
</tr>
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<tr>
<td>Average mark, 2010</td>
<td>435.8</td>
<td>435.5</td>
<td>422.6</td>
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<tr>
<td><strong>Skill Band Distribution</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>Number in band</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>Percentage in band</strong></td>
<td>0.0</td>
<td>0.0</td>
<td>11.9</td>
</tr>
<tr>
<td><strong>School average 2008 - 2010</strong></td>
<td>0.0</td>
<td>0.8</td>
<td>19.1</td>
</tr>
<tr>
<td><strong>SSG average 2010</strong></td>
<td>1.7</td>
<td>2.0</td>
<td>11.6</td>
</tr>
<tr>
<td><strong>State DET average 2010</strong></td>
<td>2.0</td>
<td>4.7</td>
<td>13.5</td>
</tr>
</tbody>
</table>
59% of CPPS students achieved in the top two bands for writing in 2010. Added to this great result, we have not one student in the bottom two bands, clearly demonstrating outstanding teaching and learning in this area.

**Year 3 – NAPLAN Spelling**

<table>
<thead>
<tr>
<th>Average mark, 2010</th>
<th>School</th>
<th>SSG</th>
<th>State DET</th>
</tr>
</thead>
<tbody>
<tr>
<td>407.1</td>
<td>425.6</td>
<td>408.3</td>
<td></td>
</tr>
</tbody>
</table>

**Skill Band Distribution**

<table>
<thead>
<tr>
<th>Band</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in band</td>
<td>2</td>
<td>1</td>
<td>15</td>
<td>30</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>School average 2008 - 2010</td>
<td>1.6</td>
<td>3.1</td>
<td>18.6</td>
<td>26.8</td>
<td>31.5</td>
<td>19.4</td>
</tr>
<tr>
<td>SSG average 2010</td>
<td>4.8</td>
<td>9.1</td>
<td>18.7</td>
<td>23.7</td>
<td>23.6</td>
<td>19.3</td>
</tr>
<tr>
<td>State DET average 2010</td>
<td>4.8</td>
<td>9.1</td>
<td>18.7</td>
<td>23.7</td>
<td>23.6</td>
<td>19.3</td>
</tr>
</tbody>
</table>

Spelling at CPPS is the area for greatest concern after analyzing our 2010 results. Although 43% of our students are achieving in the top two bands in this area, spelling has been identified as one in which our Year 3 students results show a decrease of 55 scale scores compared to our 2009 results.

In 2011, our staff team will evaluate our current spelling programs, refresh the teaching of spelling skills for all staff and request the assistance of our regional Literacy Consultant to provide teachers with strategies to initiate improvement in this area.

**Year 3 – NAPLAN Grammar and Punctuation**

<table>
<thead>
<tr>
<th>Average mark, 2010</th>
<th>School</th>
<th>SSG</th>
<th>State DET</th>
</tr>
</thead>
<tbody>
<tr>
<td>407.1</td>
<td>425.6</td>
<td>408.3</td>
<td></td>
</tr>
</tbody>
</table>

**Skill Band Distribution**

<table>
<thead>
<tr>
<th>Band</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in band</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>7</td>
<td>18</td>
<td>11</td>
</tr>
<tr>
<td>Percentage in band</td>
<td>2.4</td>
<td>2.4</td>
<td>9.5</td>
<td>15.2</td>
<td>46.3</td>
<td>20.2</td>
</tr>
<tr>
<td>School average 2008 - 2010</td>
<td>4.8</td>
<td>4.0</td>
<td>14.6</td>
<td>14.0</td>
<td>31.5</td>
<td>34.7</td>
</tr>
<tr>
<td>SSG average 2010</td>
<td>4.4</td>
<td>7.0</td>
<td>11.8</td>
<td>24.0</td>
<td>24.2</td>
<td>32.5</td>
</tr>
<tr>
<td>State DET average 2010</td>
<td>7.7</td>
<td>10.2</td>
<td>13.7</td>
<td>18.8</td>
<td>25.7</td>
<td>22.4</td>
</tr>
</tbody>
</table>

Of the 42 students who participated in the NAPLAN testing program in 2010, 67% of our terrific CPPS students achieved in the top two bands for grammar and punctuation.

This was a focus area in our Year 1 and 2 class programs for 2009 and 2010, and it has evidently had positive effects on the teaching and learning in this area.
In 2010, 42 students in Year 3 sat the National Testing Program examinations in Numeracy. The mathematical areas of number, space and measurement, geometry and patterns and algebra were tested.

Coal Point students performed very well with 39% of pupils achieving results in the top two result bands in Numeracy. Our students demonstrate great skills in such areas as whole number, interpreting calendars, estimation and division.

Mathematical areas we will focus on as part of school targets include knowledge of side views and edges of 3D objects, division with remainders and time.

Year 5 results in the 2010 NAPLAN testing were, as always, very good in all areas. Of the 47 students who participated in the testing program, 43% achieved results in the top two bands in reading.

Areas such as making inferences, identifying common points of view and inferring the relationships between characters were areas how students performed very well in. Identifying characters thoughts and motivation in reading are areas for focus in 2011.

Year 5 students have produced terrific results in writing, especially our boys. In considering our results, the Year 5 boys have improved 12 scale scores from the 2009 data in the test aspect of writing. Furthermore, our Year 5 boys are 8 scale scores above the state average growth in writing.
One of our most outstanding improvements this year has been the number of students achieving in the top band 8 for writing. In 2009, none of our CPPS students achieved this level of results. In 2010, 11% of our students achieved this performance level.

Although our spelling results at Coal Point are concerning, there are a few positives to be reported on. 21% of our students achieved results in the top two bands in this testing area.

When we consider the top result band 8, in 2009 none of our students achieved this level of performance, whereas 6% achieved this in 2010.

Year 5 – NAPLAN Grammar and Punctuation

Data analysis and performance statistics for Year 5 NAPLAN Grammar and Punctuation, including band distribution and performance bands for the school, SSG, and State DET averages.

Of the 47 students in Year 5 who sat the National Testing Program examinations, 43% achieved results in the top two bands for grammar and punctuation.

Our key performance areas were in using correct punctuation overall, using verbs and commas.
Areas that are identified on our school plan targets include conjunctions and clauses.

**Numeracy – NAPLAN Year 5**

**Year 5 – NAPLAN Numeracy**

<table>
<thead>
<tr>
<th>Average mark, 2010</th>
<th>School</th>
<th>SSG</th>
<th>State DET</th>
</tr>
</thead>
<tbody>
<tr>
<td>500.2</td>
<td>513.3</td>
<td>494.1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data table</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
</tr>
<tr>
<td>Number in band</td>
</tr>
<tr>
<td>Percentage in band</td>
</tr>
<tr>
<td>School average 2008 - 2010</td>
</tr>
<tr>
<td>SSG average 2010</td>
</tr>
<tr>
<td>State DET average 2010</td>
</tr>
</tbody>
</table>

In 2010, 47 students in Year 5 sat the National Assessment Program examinations. The Numeracy areas tested included number, patterns and algebra, measurement, data, space and geometry.

Overall Numeracy results displayed that 39% of our Year 5 students performed well in the top two bands compared with 33% in 2009. Areas for targeted improvement include multi-step money problems and estimation.

**Academic progress as reported by NAPLAN**

**Progress in Reading for matched students**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>93.1</td>
<td>89.9</td>
<td>82.2</td>
</tr>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>N/A</td>
<td>83.3</td>
</tr>
<tr>
<td>State DET</td>
<td>87.5</td>
<td>88.4</td>
<td>83.4</td>
</tr>
</tbody>
</table>

**Average progress in reading between Year 3 and Year 5**

**Progress in Writing for matched students**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>110.0</td>
<td>44.4</td>
<td>73.0</td>
</tr>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>N/A</td>
<td>63.4</td>
</tr>
<tr>
<td>State DET</td>
<td>69.3</td>
<td>57.7</td>
<td>66.8</td>
</tr>
</tbody>
</table>

**Average progress in writing between Year 3 and Year 5**
Progress in Spelling for matched students

<table>
<thead>
<tr>
<th>2008 - 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
</tr>
<tr>
<td>SSG</td>
</tr>
<tr>
<td>State DET</td>
</tr>
</tbody>
</table>

Average progress in spelling between Year 3 and Year 5

2008 - 2010

Progress

- School
- SSG
- State DET

Progress in Grammar and Punctuation for matched students

<table>
<thead>
<tr>
<th>2008 - 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
</tr>
<tr>
<td>SSG</td>
</tr>
<tr>
<td>State DET</td>
</tr>
</tbody>
</table>

Average progress in grammar & punctuation between Year 3 and Year 5

2008 - 2010

Progress

- School
- SSG
- State DET

Progress in Numeracy for matched students

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>80.6</td>
<td>94.6</td>
</tr>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>State DET</td>
<td>77.3</td>
<td>93.4</td>
</tr>
</tbody>
</table>

Average progress in numeracy between Year 3 and Year 5


Progress

- School
- SSG
- State DET

Cross Country Carnival

Minimum standards

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

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.
Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading 98</td>
</tr>
<tr>
<td>Writing 100</td>
</tr>
<tr>
<td>Spelling 95</td>
</tr>
<tr>
<td>Punctuation and grammar 98</td>
</tr>
<tr>
<td>Numeracy 100</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading 98</td>
</tr>
<tr>
<td>Writing 96</td>
</tr>
<tr>
<td>Spelling 96</td>
</tr>
<tr>
<td>Punctuation and grammar 96</td>
</tr>
<tr>
<td>Numeracy 96</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal Education

Aboriginal education programs at CPPS ensure that all students are provided educational activities based on the implementation of the Aboriginal Education Policy. We acknowledge the traditional owners of the land, the Awabakal people, at all whole school meetings, activities and events. In addition, the Aboriginal Flag is flown daily with pride.

In 2010, students were provided with Aboriginal perspectives within their everyday class programs. These perspectives were included across all key learning areas. Teachers celebrated significant events with their classes. These national events included Sorry Day, Reconciliation Week and NAIDOC Week.

Sorry Day 2010 was observed with students tracing their feet and decorating these in traditional Aboriginal painting styles and colours. Many classes completed a bridge walk over the dry creek bed, symbolising a bridging of the gap. Following Sorry Day was Reconciliation Week. During this week all classes continued discussions on Aboriginal Australia.

NAIDOC Week, with the theme 'Unsung Heroes - Closing the Gap by Leading Their Way' was celebrated throughout the school in a variety of ways. Our main event was an Aboriginal Tabloid Games Fun Day. Year 5 and 6 peer leaders led students K-6 in PE activities devised from traditional Aboriginal games. We were also lucky enough to have a visiting performance by the Toronto High School Dancers. Students and their families supported the 'Koori Kids Foundation' by purchasing respect wrist bands, money raised is used to support Aboriginal Education Programs across NSW. As part of our NAIDOC Week celebrations, staff and students were entertained by a visiting performance called 'Bama-Balas'.

Mrs. Louise Groves – Assistant Principal

Multicultural Education

Coal Point students enjoyed an array of Multicultural activities throughout 2010. Our in-class activities provided many learning experiences with specific and explicit links and perspectives to promote multicultural awareness.

American Indian tee-pees, for Multicultural extravaganza.

Our Education Week extravaganza and assembly became our main multicultural event for the year. Each student in the Years 3-6 researched a
country of their choice to present to their class. This created a wonderful integrated curriculum unit for the term as students were reading, writing, presenting, performing all while having fun. The wonderful research projects the students created formed the terrific display all over the school for our Open day for families. The majority of students had family and friends come along for the assembly, picnic lunch and to walk through the Countries of the World display.

Our Open Day assembly had a very strong theme of inclusion and respect. All students performed a number of multicultural songs for the enjoyment of our visitors. Our K – 2 students did a wonderful job of performing a number of dances from around the world to the delight of their family and friends.

Respect and Responsibility

A major part of our Respect and Responsibility program at CPPS involves our Environmental Education program and caring for our school and community resources. CPPS students work very hard to maintain correct environmental practices within our school environment and therefore this aids our local environment and especially our beautiful Lake Macquarie.

Due to the care and work that our staff, students and school community put in, CPPS were fortunate to win the 2010 Sustainable Communities award through the Tidy Towns initiative.

Thanks to Mrs. Louise Groves and her dedicated work, our whole school supports the Environmental program as one of the many opportunities we offer the students of CPPS.

Connected Learning

Staff have utilised the Connected Classroom equipment in a variety of ways. One very successful use of this technology was to participate in the MUSIC Count Us In professional learning program. Teachers attended a number of video conference workshops to improve their knowledge and skills in the music curriculum area.

Further in the area of connected learning, a number of teachers developed a class Blog in 2010. A Blog is the name we use for a web log, on to which students can post comments, ideas and thoughts on a range of topics. Mrs. Mitchell’s 1/2 class created a Gardening Blog that documented the great work the class was completing in their very own vegetable garden. This was a wonderful teaching and learning experience for both the staff and students and a terrific tool to keep Parents and Caregivers connected with the work the children were completing at school.

Technology Integration

Throughout term three, our Principal, Ms Creswell, worked with the Year 6 students to participate in the Centre for Learning Innovation’s Digital Art competition. Students were asked to create a digital artwork based on the theme of Change Over Time.

Rebecca’s Digital Art – Our Lost Wonder

The first few sessions of the term were spent learning and discovering how to use the Project Dogwaffle program. Students covered an array of topics in their work displaying such things as family trees, the seasons and the changes in soldier’s uniforms over time.
A very special presentation ceremony was held and Rebecca Fraser became the NSW Runner up for this competition. What a great honour it was to head off to Sydney to celebrate the terrific work entitled 'Out Natural Wonder' that Rebecca created. Rebecca’s Artist Statement described the loss and sorrow our world would face if the Great Barrier Reef were lost due to poor environmental practices.

**2010 Digital Art Awards – Powerhouse Museum**

This digital art program supported our school target of improving technology integration into our curriculum and enhanced the creative aspirations of our students. Participation in this program was such a wonderful experience for the students and especially for Ms Creswell that it will become an annual program that our Principal will run with the students.

**Progress on 2010 targets**

**Target 1**

*To improve Literacy outcomes for all.*

Our achievements include:

- A number of areas, including punctuation and grammar, that were focus areas from our school plan, improved as shown through various testing methods.
- All staff are confident users of the SMART package to analyse data and set targets for teaching and learning.
- Professional development in writing has seen our Year 5 students improve their NAPLAN results greatly.
- Greater incorporation of interactive tools, such as Jenny Eather’s Writing tools, to assist the teaching and learning in writing.
- Best Start program has added to collegiality in planning and programming for all of our K – 2 staff, benefiting all students.
- Due to the focus on our scope and sequence in reading, 96% of students in Kindergarten have reached our school target of reading level 8 by the end of 2010.

**Target 2**

*To improve Numeracy outcomes for all students.*

Our achievements include:

- Definite improvements in areas such as using maps and grids, division and using calendars, which were targets in our school plan.
- Stage teams collegially programming and sharing the load with the preparation, organisation and resourcing of specific Numeracy areas.
- Continued use of Mathletics and Rainforest Maths, not only as a teaching tool, but to inspire and engage students.
- Best start testing ensuring programming and grouping of students in Kindergarten were appropriate to all students.
- Whole school focus on multiplication tables has seen improvement in this area across the school.

**Target 3**

*To improve the use of technology into everyday classroom practice.*

Our achievements include:

- All staff using the CPPS Delicious bookmarking site to access relevant resources to incorporate into classroom practice.
- Class programs with clear links to the incorporation of interesting and relevant computer resources.
- Purchase of new interactive whiteboards. By the end of 2010, all of our permanent classrooms had IWBs installed. This was our long term five year plan that we have worked very hard to achieve in three years.
- All Year 6 students entered the Centre for Learning Innovation’s Digital Art competition. This was a wonderful experience for all. Rebecca Fraser was awarded the ‘runner up’
prize and won our school some amazing prizes.

- All staff have made outstanding improvements in their skills and willingness to incorporate new interactive lessons. It is fabulous to have our staff sharing their resources, knowledge and skills when called upon.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of our bell times and the management of learning time and also of our Physical Development, Health and Personal Development curriculum.

**Educational and Management Practice**

Monitoring teaching and learning time is vital to ensuring that teachers have sufficient time in the week to complete all mandatory curriculum requirements.

**Background**

As a staff team, we felt the need to review the bell times throughout our school day to ensure we were utilising the time we had in school to maximise learning outcomes for all students.

**Findings and conclusions**

It has been many years now that the school day at Coal Point Public begins and 9.15am and concludes at 3.05pm. These hours were needed to accommodate the bus timetable, and to rectify the issue of having students waiting in school grounds until 4.00pm each day for some buses. Further to this, it was beyond the reasonable Duty of Care requirements for teachers to be on duty, supervising students, for an hour after school each day.

Although every staff member aimed at getting into class on time, there seemed to be various issues that were infringing on the time we all actually arrived into class and began lessons. This was found to not only be in the morning session, but also at the lunch and recess breaks.

We monitored the actual times that the bell was being rung each day for three weeks, in the morning, at lunch and at recess.

Through this we found three main reasons for the waste of class time:

* In the morning there seemed to be many reasons that the bell would be rung late, such as discussion with Parents / Caregivers or phone calls coming at 8.50am, where a teacher was not able to come to lines, so as a school we would wait the few minutes for the teacher to be available for morning lines.

* At both recess and lunch we found that the students were slow to move to lines, especially those coming from top and middle field.

Over the weeks of our research we established that we could lose up to ten minutes class time each morning, equating to fifty minutes per week. We could lose at least ten minutes each lunch break, equating to fifty minutes per week of lesson time, and at least five minutes every recess break, equating to a further twenty five minutes of lesson time over the week.

It was quite astounding to us as a school that we were losing so much of our valuable teaching and learning time.

**Future directions**

After discussions with staff and students it was agreed:

* That the bell be rung at 9.10am each day regardless of what is going on around the school. The morning assembly routine could be followed and completed by 9.15am.

* That the teachers on duty, at both the lunch and recess break, are to have students on the top and middle field playgrounds moving down five minutes before the bell was due to be rung, so that all students and staff are at the main Cola immediately after the bell has been rung.

* Staff must ensure they are at the Cola as soon as the bell is rung. Messages are to be kept for the lunch assembly only so that lessons are commenced quickly at all teaching and learning sessions.

* All staff will remain vigilant in the monitoring of the bell times and ensuring that our most precious lesson time is utilised in the best possible way for all of our students.

* Throughout 2011, bell times are to be continually monitored to ensure we keep upholding the improvement in time usage.
**Curriculum**

The Personal Development, Health and PE curriculum scope and sequence at CPPS is one that out of all areas, is the most overcrowded for many varied reasons. The importance of teaching and learning in the academic, physical and spiritual realms are now day-to-day parts of a teacher’s work.

**Background**

There were two areas of the PD, H, PE curriculum that staff and our P&C felt needed an overhaul. These were the Child Protection curriculum and the 'You Can Do It!' program in our school.

Both areas are seen as extremely important parts of teaching and learning, although the time spent in each area was incongruent with the weight these two programs have within the overall curriculum.

**Findings and conclusions**

* At a two hour P&C meeting, all members contributed to a comprehensive examination and discussion of the Child Protection curriculum. We looked at the eight areas within the PD, H, PE syllabus to come to a conclusion that the amount of time spent in this area was inappropriate in our school context.
* We carefully dissected each stage curriculum and agreed on the most important aspects of each syllabus that as a school and as Parents and Caregivers were essential in the teaching and learning for their children.
* As a staff team, the P&C developed areas were discussed and adapted to the scope and sequence, mandatory guidelines and the available school time to teach core areas.
* A whole school Child Protection program was designed and will be taught in term three of each year.
* In considering our You Can Do It! Education at CPPS, staff spent time collegially discussing the areas that were felt to be in need of an overhaul to ensure we were offering the students and our school community the best outcomes form this program.
* Staff agreed that on a whole school basis we were not being consistent in our approach to You Can Do It!, we were not all using the same language, students were not visibly walking the walk and our home and school connections on the program were not as strong as they should be.

The following measures were to be implemented and re-evaluated in 2011:

* Staff to be consistent in the use of You Can Do It! Awards in the classroom, playground and at assemblies.
* Hold colour days to reinforce concepts.
* Parent Information sessions.
* A new Re-think sheet to be introduced.
* Teachers to implement the classroom Habits of the Mind each week.
* New poster kits for each class to support greater lesson activity.
* You Can Do It! Language strips for families.
* Devise class rules using the keys.
* Weekly newsletter You Can Do It! Ideas and language to practice at home.

**Future directions**

An evaluation of both the new Child Protection program and the increased implementation of the You Can Do It! program will be evaluated as part of the 2011 whole school self evaluation process to ensure CPPS is hitting the mark with delivery and achieving outcomes in these curriculum areas.

**Parent Satisfaction with Technology at Coal Point PS**

In 2010, the school sought the opinions of Parents and Caregivers in relation to one of our 2010 targets; technology. As we have made so many advancements in our school in this area, it seemed timely to ensure we were on the right track.

Further, it is imperative that as we move on to 2011 and the end of our current school plan, we need to ensure our future targets provide not only what staff need to provide excellence in education, but to support Parents, Caregivers and students in their endeavours in this area.

Our 2010, Parents and caregivers were given the opportunity to respond to the Technology Survey
either as a paper document or as an online Zoomerang survey. The paper survey responses were added at the school level to the Zoomerang survey. All of this information will be highly regarded and considered in our future technology plans. Their responses are presented below.

**QUESTION 1 – Do you have a computer with internet access at home?**

100% of respondents answered they have access.

**QUESTION 2 – Do you feel our school provides for the individual learning of your child?**

86% of respondents answered Yes.

6% of respondents answered No.

8% of respondents answered Unsure.

**Comments:**

* One size does not fit all - curriculum is missing its mark. * I sometimes think our children fly under the radar. * Individual programs for students requiring significant support or who would benefit with some additional stimulation or acceleration are not always provided for to their potential. * Naplan totally confused him with his basic learning skills.

**Question 3 – Are you happy with the improvements our school has made to the provision of teaching and learning with technology?**

90% of respondents answered Yes.

3% of respondents answered NO.

7% of respondents answered Unsure.

**Comments:**

* It is definitely getting there with our new Principal. * I don't know what the improvements are. * My child's first year so unaware of how it was previously. * Would like to see Mathletics used more setting homework that the teacher sees as appropriate for where the individual child is at. * Not all the classrooms have interactive whiteboards yet but you are working hard to achieve that. * Not sure of improvements. My daughter's class does not have a Smart board or computers.

**Question 4 – Does your child / do your children comment or discuss at home the technology activities they have worked with at school?**

78% of respondents answered Yes.

16% of respondents answered No.

7% of respondents answered Unsure.

**Comments:**

* Sometimes. * Usually, they come home wanting to download software they are using at school to use at home. One piece of software was full of spyware, but was easily eradicated. * Have only been at this lovely school for the last term. * He doesn't share very much information but has commented on computer use and smart boards. * Sometimes. * Occasionally. * Sometimes.

* Graphic assignment. * They like Mathletics and the new computer whiteboards. They were excited about the girl who recently won the video camera. * Yes, Mathletics and the school Blog have helped us as parents understand what they are learning at school.

**Question 5 – Does your child / do your children access the Mathletics website at home?**

84% of respondents answered Yes.

14% of respondents answered No.

2% of respondents answered Unsure.

**Comments:**

* Have access although haven't used it. * At first they did but not anymore. * But will soon * Sometimes. * The free time we have at home and the number of children means they only have access to the computer about once a month. How you possibly give them more time whilst maintaining a healthy active life with access to team sports and or musical pursuits is beyond me.? * We also pay for Spellodrome, although
Mathletics is a superior product. *However, since school has also introduced them to other sites, they tend to prefer non-educational sites to Mathletics, which I find annoying.* * See above comment. Great resource however the teacher is more equipped to say what topics my child needs to be working on.* * He did when he was at Rathmines. He did not have a pass word at Coal Point. * Sometimes. * Not often. * Sometimes. * Not very often.

**Question 6 – Do you believe Mathletics has made an impact on your child’s / children’s learning in Numeracy?**

62% of respondents answered Yes.

12% of respondents answered No.

26% of respondents answered Unsure.

**Comments:**

* Not used frequently. * Again, insignificant time spent in front of a computer so this program has zero effect on our children’s mathematical abilities. * When they were using it regularly it certainly made a big difference. * I think it is extremely motivational, and provides visual learning supports that benefit most children. * No as they have not used it much. * After a certain point it’s quite easy but he has enjoyed it. * Probably, but can’t be certain. * They do enjoy it. They find it fun and interesting and think it’s a great way to do maths. * Maybe when they started it but their teacher has had a bigger influence. * However, for a Kindy child they are limited with how far they can go with their ability to read the instructions. * Very much and helps with enthusiasm.

**Question 7 – Do you believe the installation of IWBs in our main classrooms has had an impact on your child / children?**

59% of respondents answered Yes.

9% of respondents answered No.

32% of respondents answered Unsure.

**Comments:**

* Broader access to information and education. * I believe it has and will continue to have a positive effect. * My children take photos on flash drives for news. * If yes, it seems they are more technology savvy. They seem to enjoy doing maths games on it. * The impact is that she wants one in her classroom. * Not sure he has a whiteboard. * Only recent addition to my child’s classroom however from previous schools it was a great way of accessing so many valuable educational sites as well as informative sites. * It is interesting, motivational and again the visual learning modality suits most children and benefits those with verbal learning problems. * Makes learning more fun and engaging. * Only just started this week! * Much more access to information for the staff and much of today’s business and leisure involves this sort of technology. * Doesn’t have one in the classroom. * No whiteboard. * There has been a lot of mention of these but I think an invitation to the parents to see some kind of demonstration / tutorial would be great and warranted. * great to be able to save something and display it on the interactive board anytime, rather than wipe down and rewrite on the chalkboard. * Far greater access to materials. * Yes I’m sure it has but not all of my children have experienced one yet. * My child loves the interactive teaching. A fabulous tool for the classroom education process.

**Question 8 – If your child is in a demountable classroom, are you unhappy that your child’s classroom does not have an Interactive Whiteboard?**

For this question there were many answers of not applicable. Of those who did respond:

69% of respondents answered Yes.

26% of respondents answered No.

5% of respondents were Unsure.
Comments:

* Time spent in the classroom, would be faster as teachers do not have to write on the blackboard. The whiteboard allows access to the internet for the whole class. I'm not unhappy about it, but it seems preferable to have one. *Would like to see the building of classrooms with whiteboards in all. * I would be yes!! They should be in all class rooms. * I would be concerned that it they are not having equal rights to a useful learning tool. * It is not fair to those students, they have a definite disadvantage.

Question 9 – Would you support more or less technology activities within our school?

81% of respondents answered More.

3% of respondents answered Less.

16% of respondents answered Unsure.

Comments:

* But not to the detriment of writing skills. *With technology comes many opportunities to learn and grow for our children's future. However technology usually isolates people. I'm not convinced that this is a good thing. Gradual changes are necessary, or our children end up in Uni without the ability to function as student; however I also believe that learning in a group is a vital part of learning how to work as a team, which in many jobs today is incredibly important. These skills are forged as children and honed as we grow, hence my unsure answer. * I don't know how much time on technology at school. * I don't want my children to be uncomfortable with technology. * Current level seems OK. * As long as there is a balance and teachers are trained to integrate.

Question 10 – What technology areas would you like to see our school focus our planning and spending on in the future?

Question 11 – Has your child’s class developed a Blog in 2010? Do you believe the Blog had a positive impact on your child and their engagement with teaching and learning at school?

37% of respondents answered Yes.

21% of respondents answered NO.

42% of respondents answered Unsure.

Comments:

* She has an increased sense of belonging. * Two questions in this one! Answer to first is yes and answer to second is dependent on the child. I suppose the lack of computer time at home does not help. * Blogging is now a normal part of Student life at Uni, especially for those who study by distance. One friend recently received a HD for her learning blog, and that has really helped her in her overall marks and she is studying IT, so if our kids need these skills eventually for Uni, so it's valuable. * It would be good if the teachers could send us something to let us know of when the kids do this. I had to ask my son once I found out. * Limited impact to date. * We couldn’t access it so therefore can’t comment.

Question 12 – Would you support your child participating in awards and competitions using technology?

88% of respondents answered Yes.

4% of respondents answered No.
8% of respondents answered Unsure.

Comments:
* We always support such things however they are several other areas that we would like to see developed or improved first. * It should be compulsory.

**Question 13** - Would you be happy to pay a $10 levy to assist us to cover costs of new technology, electricity, colour ink cartridges, printing of digital camera images, etc?

86% of respondents answered Yes.
10% of respondents answered No.
4% of respondents answered Unsure.

Comments:
* But more towards investment in a new piece of technology acquisition. * As long as it was enforced across the board, not just the usual families who already donate. Do more fundraisers, e.g. chocolate. * Yes I would however I believe strongly that all children should get access to these resources not just those that can afford it. Education is for everyone!! * Only if my child was involved. * Although I believe that our taxes should cover this, I am also aware that Coal Point Public seems to receive less funding, as it is in affluent suburb (don't get me started)... $10 is a small price to pay for these extras.

**Question 14** - Does your child / do your children demonstrate interest or skill in a technology area at home that we could attempt to incorporate into the teaching and learning programs at school?

54% of respondents answered Yes.
26% of respondents answered No.
20% of respondents answered Unsure.

Comments:
* Food preparation and cooking. * Construction, design, robotics, touch typing. * We use computers at home for Mathletics and Spellodrome. We are getting digital cameras for Christmas that we will learn to download to computer and utilise images. * My kids are avid photo and video users. They have created fabulous artistic shots and interesting videos; I’d love it if they could go further with it and learn how to photo shop etc. I have the programs but will have to teach myself first, before I can teach them. However I suspect they will happily teach themselves this anyway soon. * She does like to write stories. * Robotics would be great. Son starting next year is already showing an interest probably because dad is an electrical engineer who works with robotics! Would love to see it used more with art.* He has asked to learn touch typing but this is something we can do at home. *Photography, graphic arts. * Primary school should focus on Literacy and Numeracy that they benefit from right through their whole schooling. * He knows more about computers and the internet than we do. He got an award for excellent technology skills last year. Any incorporation of this technological obsession will definitely aid his learning. * Mathletics * She makes her own music! – using software with the help of her Dad. * Electronics, remote controls and how they work so maybe robotics. * Photography - digital cameras. * Robotics.

**Question 15** - Please add any suggestions you have regarding the further progress of technology within our school.

Comments:
* I think increasing a child's access to computer technology is great, however am disappointed that they are not taught to type. A 10 minute touch typing package every day / every 2 days could be introduced at a very early age, and before too long these children would be proficient touch typists, a skill they will need in their digital reality and one that will set them up for future study, given so many Uni courses etc
require online components to their courses. While it may not be accepted practice for schools to focus on this, Coal Point could lead the way. There are a number of commercial programs aimed at children (incorporated into games) that could be included in their technology lessons.* Aside from what is already stated above I’m not sure what else to suggest.* Students should be making their own movies, power point presentations, more research tools and awareness that just because it is printed does not mean it is true. * Keep up the great advances. * Yes, more visual arts! * Perhaps, a couple more sessions in the computer room. * More access to other websites. * Video editing would be good for older children and would be useful for digital story telling. This may engage children that would not normally be interested in writing stories down but could tell stories digitally. * My main concern is keeping parents up-to-date and in the know. Our children are generally very technology-savy. However, the organisation of demo sessions will help keep the parents in touch plus give us a better understanding of what our kids are up to. * If Coal Point has funding available then they should put money towards basic things such as reading recovery and other areas which would help children with gaps in learning, as technology they will have plenty of opportunities in high school. * Access to internet at school would be helpful if children are expected to do research projects / homework on the internet – with help in how to research using the internet. * technology is great as long as you ensure staff have the appropriate training to operate. My workplace spends hundreds and thousands $$$ but we can’t use it – factor training into the budget. Film making is great – particularly if you can access movie maker – it is a very simple film editing program. *www.tumblebooks.com.* Podcast performances, classroom interactive website, filmmaking, film nights with awards, school radio station, making e-books etc all these incorporate literacy, speaking, creativity, technology, team work skills! * If the school has a suggestion list for programs that children can use at home that are fun and educational that could be helpful. * The children need to be learning Microsoft word as much as hand writing. * Interaction between school’s/school from a different country via Skype or similar.

Professional learning

The staff of Coal Point Public School took up many opportunities throughout the year to improve their teaching and learning skills and their pedagogical knowledge. Over the 2010 year, our school spent an average of $556 per staff member on professional learning activities.

Some of the professional workshops staff attended include:

* Jolly phonics workshop to support Literacy in the classroom.
* Explicit Teaching of Writing in Early Stage 1 classrooms.
* Miss O’Reilly attended a number of Newcastle Early Career teacher sessions throughout 2010.
* Best Start Assessment training.
* University of Newcastle’s Teacher’s Visit Day.
* Toronto Learning Community Staff Development Day in Term Three. This was a wonderful event with a combined K-12 staff base and a great sharing of knowledge and skills.
* MUSIC Count Us In professional learning by a group of interested staff. This was the first professional learning our staff had completed as a video conference workshop.
* General Induction for our new General Assistant, Mr. Ross.
* Mrs. Turner attended a LEGO education workshop to discover more about robotics and their inclusion in our school Science and Technology program.
* Drug and Alcohol Education workshops run by the Drug Ed consultant were attended by Mrs Murdoch.
* Mrs. Groves and Mr. Gaden attended a great workshop run by Ralph Pirozzo on how to Implement Higher Order Thinking Skills in the classroom.
* Ms Creswell attended the Hunter Central Coast Principal Professional Development program throughout the year. These were one day professional learning workshops to enhance knowledge and skills for Principal’s and to promote continuous school improvement.

*The Primary Principal's Association holds their state conference each year in Sydney. Ms Creswell attended and found the speakers and workshops excellent and came back to share these experiences with staff.

Countries of the World Walk

School development 2009 – 2011

What a wonderful year of fun, learning and work we have seen at CPPS. Through hard work on the part of our entire school community we have seen great academic achievement, sporting success and terrific student participation in all areas.

We have successfully achieved many of the 2009 and 2010 targets set, especially in the area of technology. As we move forward, there are a number of areas our staff will be focused on.

Targets for 2011

After careful analysis of our results in NAPLAN testing and in-school results, it has become obvious that there are a number of specific areas CPPS must ensure improvement is made. Using our previous results as benchmarks, we have set the following targets for improvement in 2011.

Target 1

To identify definitive improvements in all Literacy outcomes K-6, especially in Spelling.

Strategies to achieve this target include:

- Focus on school’s weakest areas of performance in 2010 NAPLAN in Literacy.
- Continue with Staff Professional Development around the use of SMART data use and analysis.
- Stage teams to identify areas for improvement from 2010 NAPLAN and target programming strategies to address these.
- Implement Best Start Kindergarten Assessment to identify Literacy learning needs for beginning students.
- Review and revise Early Stage 1 and Stage 1 Reading scope and sequence.
- Professional development for staff in the K-6 use of Ziptales on-line Literacy.
- Utilise assessment tools to identify spelling skills of students in Term One and re-test in Term Four.

Our success will be measured by:

- Identifiable improvements in specific stage group focus areas as identified through 2010 NAPLAN results.
- 75% of pupils reaching minimum expected growth in both Years 3 and 5 in all NAPLAN tested Literacy areas.
- 80% of pupils achieving targeted reading levels in the Years K-2.
- 80% of pupils achieving targeted reading fluency levels in the Years 3-6.
- 52% of Year 3 and 45% of Year 5 students achieving in the top two bands for Reading.
- 56% of Year 3 and 35% of Year 5 students achieving in the top two bands for Writing.

Target 2

To actualise marked improvements in Numeracy K-6.

Strategies to achieve this target include:

- Focus on school’s weakest areas of performance in 2010 NAPLAN in Numeracy.
- Continue with Staff Professional Development around the use of SMART data use and analysis.
• Stage teams to identify areas for improvement from 2010 NAPLAN and target programming strategies to address these.

• Implement greater focus and explicit teaching of number facts and number patterns.

• Incorporation of appropriate resources to support teaching and learning.

• Implement Best Start Kindergarten Assessment to identify Numeracy learning needs for beginning students.

• Continued use of Mathletics K-6 at school and promote at home and homework use.

• Continue with great work from 2010 in the area of multiplication.

Our success will be measured by:

• Identifiable improvements in specific stage group focus areas, as identified through 2010 NAPLAN results.

• 75% of pupils reaching minimum expected growth in both Years 3 and 5 in all NAPLAN tested Numeracy areas.

• 43% of Year 3 and 36% of Year 5 students achieving in the top two bands for Numeracy.

• 80% of Years 3-6 pupils achieving improved results in the targeted multiplication and number pattern areas.

Target 3

To verify the application of technology use into everyday curriculum practice.

Strategies to achieve this target include:

• Incorporation of the interactive whiteboard into everyday classroom practice.

• Continue with professional learning in the technology area to support all staff in best practice classroom use.

• Maintain our staff Delicious resource bookmarking site to ensure ease of access to up-to-date and relevant resources.

• Utilise NAPLAN test practice websites to assist staff to prepare students for the May testing.

• Professional learning time dedicated to the practical use of technology and it’s links to the QT framework.

• Provide all staff with equity of access to current technology for incorporation into lessons.

• Develop staff skills in a variety of areas of technology use.

Our success will be measured by:

• Interesting and relevant resources being added by staff to our Delicious bookmarking resource site.

• Identifiable improvement in Mathletics statistics over the 2011 year.

• 50% of classes implementing and maintaining a class Blog.

• Completed entries in to the Centre for Learning Innovations Digital Art Competition.

About this report

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

Ms. Kim Creswell - Principal
Mrs. Louise Groves – Assistant Principal
Mrs. Jann Mitchell – Assistant Principal
Mr. Paul Gaden – Assistant Principal
Mrs. Lee Bonarius – School Admin Manager
Mr. Matthew Goodwin – P&C President
Mrs. Kylie-Ann Lysaght – P&C Treasurer
Student Executive Team

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