School context statement

In 2014, Coal Point Public School (CPPS) had a total enrolment of approximately 225 pupils across the Years K to 6, with 2.6% identifying as Aboriginal and 8% identifying as being students with a Language Background Other than English. Our students come from many varied backgrounds, where education is viewed as extremely important and is highly valued by all. We are privileged to be a school that enjoys strong family and community support.

Our school’s 2014 Family Occupation and Education Index (FOEI) value is 55 compared with the NSW average of 100. Higher FOEI values indicate greater disadvantage. Our school’s FOEI value is among the lowest 20 per cent of FOEI values across NSW government schools.

The greatest care is always taken to support the needs of all children through an awareness of both their individuality and the diversity of their life experiences.

Our school provides excellence in teaching and learning, with explicit focus on integrating technology into the everyday curriculum, higher order thinking skills and values education. High expectations and the encouragement of our ‘You Can Do It!’ philosophy ensures CPPS students excel in all academic areas, as well as in the many varied extra-curricula opportunities we provide. Our school band, choir, drama and gymnastics programs provide outstanding teaching while supporting fun and a love of learning.

Our school strives to provide each child with the skills necessary to become lifelong learners, caring citizens and leaders of the future.

Significant programs and initiatives

* School Band and Choir Program
* Technology programs
* Hunter Dance Festival Participation
* StarStruck Participation
* Gymnastics Program
* Swimming Program
* Best Start for Kindergarten
* Public Speaking Competition
* Chess Club
* Premier’s Spelling Bee
* Premier’s Reading Challenge
* Environmental Education
* Drama Program
* Strong Core Values and ‘You Can Do It!’ Education program

Principal’s Message

Another terrific year of teaching and learning, opportunities and fun were had at CPPS throughout 2014. I am very proud of each and every one of our students who, as always, demonstrated their quality work and quality manners. I thank the students of Coal Point Public School for their dedication to their studies as our results were once again wonderful in all areas of school life.

Our staff, who inspire and amaze every day, worked tirelessly to ensure excellence in teaching and learning for all. I thank each staff member for their dedication to our school, our students and our community.

The Parents and Citizens Association of CPPS are energetic, committed and innovative in their plans for our school. Thanks must go out to the team for all of their efforts and fundraising throughout the year. 2014 was a trivia night year for CPPS. The hard work and dedication of the team enabled us to have a most outstanding, not to mention fun, community event raising much needed funds for our school. CPPS could never achieve the many things we do without the efforts of our families,
especially Mrs Lysaght. Thanks to all for your support.

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

![Year 6 students at Myuna Bay](image)

**Parents and Citizens Message**

The parents and community of Coal Point contribute to the running of our school in many valuable ways. Parents can be seen:

- changing home readers;
- helping with maths groups;
- helping in the P&C managed canteen and uniform shop;
- assisting with sporting teams;
- helping out with BBQs and fundraising activities;
- completing various odd jobs around the school environment.

Our school also promotes an ‘Adopt a Garden’ project with many school families taking care of garden areas within the school.

Fundraising for equipment for the school is a priority for our P&C. Our achievements in 2014 were funded from:

- the fete held in November 2013 which realised a profit of $12,743;
- our Trivia night held in October 2014 which realised a profit of $5894;
- canteen and uniform shop profits raised throughout 2014.

Donations totaling $50,807.69 were made from the P&C to Coal Point Public School.

Contributions to Coal Point Primary school were:

- A “Goodbuddy” Sport Timer: $586.36
- A Projector & screen: $12,500.00
- CPPS “Boat” school mottos emblems on external hall wall: $2,835.36
- CPPS Stage curtains for hall $12,500
- Gazebo: $199.20
- Athletics House Champ trophy: $93.50
- Book prizes for celebration day: $275.00
- Swimming Caps for each Year 2 student: $100.00
- Year 6 key rings: $247.00
- Donations to state reps for registration and uniform: $575
- Garden Shed: $5,587.27
- Ipad: $4,675.00
- Gas bottles: $76.00
- 10 Apple televisions: $850.00
- Ipad airs: $5,801.00
- Fridge maintenance: $515.00
- Ipad trolley: $3,315.00

Interaction, as well as assistance for students is central for the Parents and Citizens Association. A key area in this is the school canteen. Year 6 students are given the opportunity to practice their serving and mathematics skills in the canteen. They serve before school, at lunch and at recess on a daily basis. A roster system ensures that they get their turn, as they are very enthusiastic to participate in canteen duty.

The Mother’s Day and Father’s Day stall gifts are supplied and prepared by parent volunteers. Profits 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.

Coal Point Public School P&C Association
Student Executive Message

We are so grateful to have been able to attend Coal Point School. Our years here have been filled with lots of fun and learning. We are all excited to be going off to high school, but will miss Coal Point teachers and our friends very much.

Over the years we have learnt to be good citizens, good friends and great students. We would like to thank everyone who has ever taught us, as we know we could not have achieved so much without all of the wonderful teachers.

2014 Student Executive Team

We have been lucky to attend many fun days at school such as organising crazy hair days and dress up days, discos and sausage sizzles. We were very privileged to participate in organising and leading the Easter Hat Parade and the Book Parade, which were both great learning days for us all. We especially loved our Year 6 Farewell evening. We will never forget our time at CPPS and send all our wishes to the future Coal Point Leaders and students. You Can Do It!

2014 Student Executive Team – Luke, Bella, Molly, Flynn, Seton, Taihla, Jada, Amelia, Miah and Tyson

Student information

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

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.

Workforce information

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

In 2014 we maintained 9 classroom teachers, two who hold the Assistant Principal’s positions. At CPPS we are very privileged to have our terrific Teacher Librarian and Release from Face-To-Face teachers. We also have Ms Tina Buining-Horn as our Learning and Support Teacher (LAST) three days per week.

Our school was expertly supported by our School Administrative Manager (SAM), Ms Lee Tovara and School Administrative Officers (SAOs), Mrs Sullivan and Mrs Kursa. The school counselor is present on Fridays with a full day one week and half a day the next each week. We also have two General Assistants present two days in alternating weeks.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>7</td>
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<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
</tr>
</tbody>
</table>

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

[Enter a statement describing the Aboriginal composition of the school workforce. Principals are strongly advised to refer to the Support Document on page 4 for further information.]

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>20</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

In 2014, we have Mrs Skinner, Miss Outteridge and Miss Roberts working with Mrs Groves as their mentor towards their accreditation at Proficient Teacher level, while Mr Gaden is supporting and mentoring Miss Kelly.

The process is lengthy and requires a great deal of monitoring and evidence based work from the staff to provide their supporting documentation of outstanding teaching practice. The Professional Teachers’ Standards drive the accreditation process and requires teachers to successfully address all thirty seven descriptors to achieve their accreditation.

We thank Mrs Groves and Mr Gaden, our Assistant Principals, for all of their work with mentoring and supporting these teachers through the accreditation process.

Beginning Teachers

We were very lucky to be able to have Mrs Jenna Sell join our team of permanent teachers at Coal Point PS in 2014.

Mrs Sell has a long standing relationship with our school, first as she completed her Internship with us, her first casual days and then onto classes in Long Service Leave and retirement blocks over the last few years.

As this is Mrs Sell’s first permanent appointment, the position comes with Beginning Teacher funding equivalent to two hours per week release time for the beginning teacher, as well as one hour per week release time for an experienced teacher colleague to provide mentoring support. In 2014, this was a funding amount of $12,956.67.
Mrs Sell has contributed greatly to our school in so many ways and we are delighted to have her as part of the CPPS family.

2014 also saw the permanent appointment through the Graduate program of Miss Sarah Collis. Again, we have been very lucky to have had Miss Collis complete a University practicum here at Coal Point with Mrs Pring, and now at the completion of her degree, Miss Collis has successfully gained a classroom teacher position.

Miss Collis’ appointment also comes with a beginning teacher funding amount of $13127. Mrs Groves is also supporting Miss Collis in her mentoring program and in working towards her accreditation at Professional Competency.

Australiana Education Week Extravaganza

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>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>65314.53</td>
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<tr>
<td>Global funds</td>
<td>148837.66</td>
</tr>
<tr>
<td>Tied funds</td>
<td>71990.54</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>127753.34</td>
</tr>
<tr>
<td>Interest</td>
<td>3082.33</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>42412.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>459390.40</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 34480.27   |
| Excursions                 | 40141.26   |
| Extracurricular dissections| 47111.48   |
| Library                    | 4196.20    |
| Training & development     | 0.00       |
| Tied funds                 | 55244.53   |
| Casual relief teachers     | 37283.70   |
| Administration & office    | 43307.19   |
| School-operated canteen    | 0.00       |
| Utilities                  | 39629.50   |
| Maintenance                | 7276.06    |
| Trust accounts             | 24845.75   |
| Capital programs           | 17232.41   |
| **Total expenditure**      | 350748.35  |
| **Balance carried forward**| 108642.05  |

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

School performance 2014

Academic achievements

NAPLAN

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

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

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

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

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select *GO* to access the school data.

**NAPLAN Year 3 - Literacy**

### Year 3 NAPLAN Reading

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2014</td>
<td>427.6</td>
<td>439.2</td>
<td>416.3</td>
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#### 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 Bands</td>
<td>0</td>
<td>5</td>
<td>3</td>
<td>8</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>0.0</td>
<td>13.5</td>
<td>8.1</td>
<td>21.6</td>
<td>32.4</td>
<td>24.3</td>
</tr>
<tr>
<td>School Average 2010-2014</td>
<td>1.2</td>
<td>6.3</td>
<td>8.1</td>
<td>24.1</td>
<td>27.6</td>
<td>32.8</td>
</tr>
<tr>
<td>SSG % in Bands 2014</td>
<td>2.8</td>
<td>6.1</td>
<td>11.5</td>
<td>23.1</td>
<td>21.8</td>
<td>34.7</td>
</tr>
<tr>
<td>State DEC % in Bands 2014</td>
<td>6.1</td>
<td>9.9</td>
<td>15.3</td>
<td>22.6</td>
<td>18.5</td>
<td>27.6</td>
</tr>
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</table>

### Year 3 NAPLAN Spelling

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>SSG</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2014</td>
<td>434.3</td>
<td>439.7</td>
<td>418.8</td>
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#### 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>
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<td>Number in Bands</td>
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<td>2</td>
<td>3</td>
<td>10</td>
<td>17</td>
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<tr>
<td>Percentage in Bands</td>
<td>0.0</td>
<td>5.4</td>
<td>8.1</td>
<td>27.0</td>
<td>46.0</td>
<td>13.5</td>
</tr>
<tr>
<td>School Average 2010-2014</td>
<td>1.1</td>
<td>2.9</td>
<td>10.9</td>
<td>25.1</td>
<td>36.0</td>
<td>24.0</td>
</tr>
<tr>
<td>SSG % in Bands 2014</td>
<td>1.4</td>
<td>7.9</td>
<td>10.0</td>
<td>22.3</td>
<td>27.0</td>
<td>31.5</td>
</tr>
<tr>
<td>State DEC % in Bands 2014</td>
<td>4.2</td>
<td>12.6</td>
<td>12.2</td>
<td>22.5</td>
<td>23.4</td>
<td>25.2</td>
</tr>
</tbody>
</table>

### Year 3 NAPLAN Grammar and Punctuation

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
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<tbody>
<tr>
<td>Average score, 2014</td>
<td>455.9</td>
<td>455.5</td>
<td>427.1</td>
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</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 Bands</td>
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<td>0</td>
<td>3</td>
<td>10</td>
<td>8</td>
<td>16</td>
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<td>0.0</td>
<td>8.1</td>
<td>27.0</td>
<td>21.6</td>
<td>43.2</td>
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<tr>
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<td>1.1</td>
<td>11.4</td>
<td>21.7</td>
<td>27.4</td>
<td>37.1</td>
</tr>
<tr>
<td>SSG % in Bands 2014</td>
<td>1.5</td>
<td>5.1</td>
<td>10.7</td>
<td>19.9</td>
<td>23.6</td>
<td>39.2</td>
</tr>
<tr>
<td>State DEC % in Bands 2014</td>
<td>4.7</td>
<td>8.3</td>
<td>15.3</td>
<td>21.1</td>
<td>20.9</td>
<td>29.7</td>
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</table>
NAPLAN Year 3 - Numeracy

Year 3 NAPLAN Numeracy

<table>
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<tr>
<th>Skill Band Distribution</th>
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</thead>
<tbody>
<tr>
<td>Band</td>
</tr>
<tr>
<td>Number in Bands</td>
</tr>
<tr>
<td>Percentage in Bands</td>
</tr>
<tr>
<td>School Average 2010-2014</td>
</tr>
<tr>
<td>SSG % in Bands 2014</td>
</tr>
<tr>
<td>State DEC % in Bands 2014</td>
</tr>
</tbody>
</table>

NAPLAN Year 5 – Literacy

Year 5 NAPLAN Reading

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
</tr>
<tr>
<td>Number in Bands</td>
</tr>
<tr>
<td>Percentage in Bands</td>
</tr>
<tr>
<td>School Average 2010-2014</td>
</tr>
<tr>
<td>SSG % in Bands 2014</td>
</tr>
<tr>
<td>State DEC % in Bands 2014</td>
</tr>
</tbody>
</table>
### Year 5 NAPLAN Reading

#### Average score, 2014

<table>
<thead>
<tr>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>516.5</td>
<td>522.9</td>
<td>502.7</td>
</tr>
</tbody>
</table>

#### Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>Number in Bands</th>
<th>Percentage in Bands</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>5</td>
<td>14.3</td>
</tr>
<tr>
<td>4</td>
<td>11</td>
<td>22.9</td>
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<tr>
<td>5</td>
<td>31.4</td>
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<tr>
<td>6</td>
<td>42.9</td>
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<td>7</td>
<td>8.6</td>
<td>8.6</td>
</tr>
<tr>
<td>8</td>
<td>5.7</td>
<td>10.6</td>
</tr>
</tbody>
</table>

### Year 5 NAPLAN Grammar and Punctuation

#### Average score, 2014

<table>
<thead>
<tr>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>520.0</td>
<td>530.2</td>
<td>504.7</td>
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#### Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>Number in Bands</th>
<th>Percentage in Bands</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>11.4</td>
<td>11.4</td>
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<tr>
<td>4</td>
<td>22.9</td>
<td>22.9</td>
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<tr>
<td>8</td>
<td>10.6</td>
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</tbody>
</table>

### Year 5 NAPLAN Writing

#### Average score, 2014

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<thead>
<tr>
<th>School</th>
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<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>478.7</td>
<td>485.9</td>
<td>467.1</td>
</tr>
</tbody>
</table>

#### Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>Number in Bands</th>
<th>Percentage in Bands</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>9.8</td>
<td>11.2</td>
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<tr>
<td>4</td>
<td>11.2</td>
<td>37.2</td>
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<tr>
<td>5</td>
<td>26.1</td>
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<tr>
<td>7</td>
<td>10.7</td>
<td>10.7</td>
</tr>
<tr>
<td>8</td>
<td>4.9</td>
<td>4.9</td>
</tr>
</tbody>
</table>
Best Start

This year, Coal Point Public School continued to participate in the Best Start Kindergarten and PLAN Year One and Year Two Assessment. The aim of the initial Best Start assessment is to help teachers identify the literacy and numeracy knowledge and skills that each child brings to school, as they enter Kindergarten. Data acquired from the initial testing is entered online and students are given a place on the Literacy and Numeracy continuums.

All Literacy and Numeracy programs for Kindergarten, Year One and Two students reflected their positions along the Literacy and Numeracy continuums. The placement of students on the continuums allowed teachers to develop quality teaching and learning programs, appropriate to the learning needs of students.

Best Start data is reviewed and electronically updated each term. Parents received a feedback report in Term 1 and Term 3. This report gives information about what their child was able to do at the time of testing and ideas for supporting their child’s learning at home.

Student Developmental Level – Reading Texts
In the Reading Text aspect on the Literacy continuum, the majority of Kindergarten students were placed on the second cluster when they entered Kindergarten. Results entered at the end of the year display that 79% of Kindergarten students are on, or above the 4th Cluster (the expected level for the end of Kindergarten). Year 1 data displayed that 81% of students were on, or above the 6th Cluster (the expected level for the end of Year 1). Year 2 data displayed that 77% of students were on, or above the 8th Cluster (the expected level for the end of Year 2).

Student Developmental Level – Early Arithmetical Strategies

In the Early Arithmetical Strategies aspect on the Numeracy continuum, by the end of the year, 100% of Kindergarten students were on or above the expected level of Perceptual counting. Of those students, 89% were placed on the Figurative or Counting-on-and-back level.

At the beginning of Year 1, 11% of students were on the Perceptual level and 68% were on the Figurative level on the Early Arithmetical Strategies aspect on the Numeracy continuum. By the end of the year, 100% of Year 1 students were on or above the expected level of Counting-on-and-back.

At the beginning of Year 2, 68% of students started on either the Figurative or Counting-on-and-back levels. By the end of the year, 66% of Year 2 students had progressed along the Numeracy continuum to be on the expected Facile level.

The continued tracking of Kindergarten, Year 1 and Year 2 students along the Literacy and Numeracy continuums has enabled teachers to deliver quality teaching programs, specific to the learning needs of our students. The
majority of Kindergarten, Year 1 and Year 2 students have made fantastic growth in these areas, due to the commitment of these programs in Literacy and Numeracy. In 2015 these students will continue to be tracked along the Literacy and Numeracy continuums.

**Sport**

We started the sporting year in Week 2, with a successful Swimming Carnival at Morisset Pools. Our carnival was greatly supported by the school community. The schools commitment towards intensive swimming programs in Years 2, 3, 4 and 6 contributed towards the great results that were achieved. The carnival was won by Shortland. A strong team of 34 swimmers attended the Westlakes Swimming Carnival. Flynn Fardell qualified for the Hunter Team and competed at the State Carnival, coming 7th in the 50m Backstroke.

The Cross Country Carnival, held at Tulkabah Oval in Teralba saw students compete at a high level, despite the grounds still being quiet wet from rain over the weekend. Craig from AFL NSWACT provided us with a coach to provide an enjoyable skills session to the students awaiting their turn to run. Shortland was the winning house. 32 students represented the school at the Zone Carnival. Kaylan Moloney represented the Hunter Region at the State Carnival.

**2014 Sports Champions**

The Athletics Participation Carnival was held at Wangi Wangi Oval, where the P&C did a fantastic job operating the BBQ and canteen. Parental and community helpers enabled us to hold all track events, and the long jump and shot put, on the day, as well as the usual range of novelty and competitive activities. The winning house was Phillip. Coal Point sent a strong team of 27 athletes for field events and 23 athletes for track events to the Westlakes Athletics Carnival, which we won!! Kaylan Moloney and Jada Flint were selected to attend the State Carnival.

**Representatives**

Many students were given the opportunity to attend representative trials in a range of sports from soccer and tennis to golf and AFL, demonstrating the range of sporting talent within the school. Many performed well and achieved selection into Westlakes Zone teams. Brij Ingrey attended the State Carnival for Golf.

**Gala Days**

This year, due to clashes on the school calendar and the limited number of sports conveners in the Westlakes Zone, no gala days were entered.

Community support of our major carnivals has been steadily building, and I would like to thank the dedication of the parents and friends of the school towards our sporting programs and teams. We have achieved some fantastic result with your
support. Thank you to the staff for their ongoing efforts in skills development and encouraging student participation. Finally, congratulations and thank you to all the students whose behavior, sportsmanship and smiles make sport at Coal Point Public School such a pleasure.

Our 2015 Sporting House Captains, Vice Captains, and Sports Monitors nominations were held at the end of the year, and successful nominees were presented with their badges at the annual Celebration Day at the end of 2014. This was in preparation for the Swimming Carnival on the 3rd day of school in 2015.

Paul Gaden

Assistant Principal / Sports Co-ordinator

Choir

The Coal Point Public School Infants Choir was a new addition to our school’s performing arts program in 2014. The students from Kindergarten, Year One and Year Two have enjoyed learning to sing together and have performed at school and community events, including Grandparents Day, Education Week Assembly, the Greater Toronto Spring Fair, Choralfest and Carols by the Lake under the guidance of two of our wonderful teachers, Mrs Holly Wawrzonek and Miss Caitlyn Kelly.

The Coal Point Public School Primary Choir is an established choir made up of 36 students from Years 3-6. In 2014, our primary choir performed regularly at school assemblies and community events, and also had the privilege of performing as part of the Festival of Choral Music at the Sydney Opera House, following a successful audition process at the end of 2013. The Coal Point Public School Primary Choir was the winner of the ‘Primary Harmony-Larger Choirs’ section at Choralfest this year, following on from their win in the Primary Unison section in 2013. The choir is coordinated by Mrs Jenna Sell, and students have enjoyed perfecting their performance skills under the leadership of our talented parent volunteer and conductor, Mrs Kylie-Ann Lysaght.

Dance

In addition to our successful whole-school dance program during Term 3, Coal Point Public School had three additional dance groups that rehearsed and enjoyed special performances throughout the year.

The Stage 1 dance group was another new initiative in 2014. Led by Miss Michele Fussell and Miss Kendall Roberts, the students enjoyed special performances at the Education Week assembly and the Greater Toronto Spring Fair.

The Stage 2 dance group once again were successful in auditioning for the Hunter Dance
Festival in 2014. Led by Mrs Kelli-Anne Whiteman, the students also enjoyed community performances at the Education Week assembly and the Greater Toronto Spring Fair.

2014 Star Struck Team

The Stage 3 dance group, coordinated by Mrs Jenna Sell and Mrs Holly Wawrzonek, was excited to participate in ‘Star Struck 2014 - Magic Happens’. Following a successful audition in February, the 16 Year 6 students took part in numerous rehearsals leading up to four wonderful performances at the Newcastle Entertainment Centre on June 13 & 14.

Premier’s Reading Challenge

CPPS students have participated in the NSW Premier’s Reading Challenge for the eighth consecutive year in 2014. All students from K - 6 were invited to participate, with many of the texts included in the Library - Information Literacy program. Support was also provided to parents, students and staff for the success of the program.

Those students, who completed the challenge in 2014, had their photo taken with "Wally" of Where’s Wally fame. Their photos were displayed around the library during Book Week. This year 64 students successfully completed the challenge. Four year 3 students received a gold certificate to acknowledge four years of completion. Three Year 6 students received a platinum certificate to acknowledge seven years of completion.

5/6S students with Wally

Mrs Kim Dowding  (Teacher-Librarian)

Premier’s Spelling Bee

Coal Point Public held our fourth Premier’s Spelling Bee competition in 2014. This activity came about as one of the strategies CPPS used to improve Spelling, one of our Literacy targets in our school management plan.

Since that time, we have doubled our number of students participating in this activity and raised both the standard and status of spelling in our school and in our community. It was a great honour to once again hold the Regional final at our school in 2014. Students from all over Newcastle Region attended CPPS to demonstrate their amazing spelling skills.
Significant programs and initiatives – Policy and equity funding

Aboriginal education

CPPS values the importance of Aboriginal Education and students K-6 participate in Aboriginal Education activities throughout the year.

These programs provide experiences for all students K-6 to learn about Aboriginal culture and traditions. At CPPS, the Aboriginal flag is flown each day and the local Awabakal people and the Aboriginal community are acknowledged at whole school activities and special events.

To improve the learning outcomes of our Aboriginal students is a priority for the teaching staff at CPPS. The families of our Aboriginal students are supported through open, three way communication between student, teacher and parent. Personal Learning Plans monitor students’ individual progress and the achievements of our students are celebrated.

Teaching and learning programs encompassed Aboriginal perspectives particularly in the areas of HSIE, Visual Arts and PE activities through the use of the Yulunga Games resource. Significant national events, such as Sorry Day, Reconciliation Week and NAIDOC Week were all included in learning activities. Our Education Week ‘Australiana’ extravaganza included an Aboriginal focus from our Stage 3 students.

NAIDOC Week, celebrating the theme, “Serving country- Centenary and Beyond”, saw a range of activities across K-6. The students watched a fabulous visiting performer, who educated the children about culture and dance.

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.

We thank our Coal Point Progress Association and Landcare for their assistance with projects throughout 2014. One major school and community project was the Tree Planting day in Coal Point reserve. Year 6 students escorted their Kindergarten buddies to spend an afternoon planting and protecting our flora and fauna on the point.

Multicultural education and anti-racism

Coal Point students enjoyed an array of Multicultural activities throughout 2014. Our in-class activities provided many learning experiences with specific and explicit links and perspectives to promote multicultural awareness.

Our Education Week extravaganza and assembly became our main cultural event for the year. This year we held an ‘Australiana’ Assembly, which was highly commended by our community as the ‘best ever’.

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

Aboriginal background

Coal Point Public has an Aboriginal population of 6 students. All of these students are performing at or above expected grade and curriculum levels. In 2014, our school received the first of our Resource Allocation Model funding, targeting specific equity funding areas. Our total Aboriginal funding was $2754.00, equating to $459 per Aboriginal student.
All students have Personalised Learning Plans that have specific and explicit learning and personal goals to work towards. The goals for each student have been created in consultation through a three way partnership with the student, parents and teacher.

Learning and Support

Our Learning and Support Teacher (LAST), Ms Buining-Horn works tirelessly with our students who have been referred by their teacher for needing additional support in Literacy, Numeracy or Social Skills.

Ms Buining-Horn has great connections with families and aims to create strong home school partnerships to support learning growth for all of her students.

School planning and evaluation 2012—2014

School evaluation processes

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

- Community consultation through playground discussions and Parent Forum.
- P&C meeting presentations and discussions.
- Staff completing evaluation cycles from School Self Evaluation toolkit.
- Evaluation of data from external and internal testing.
- Minutes of meetings.

School planning 2012-2014:

School Priority 1

To make definitive improvements in Literacy for all students.

- To increase the percentage of matched students in the top two bands for Year 3 NAPLAN reading from 2013 results.
- To increase the percentage of matched students achieving in the top two bands for NAPLAN writing in Year 3 and Year 5 from 2013 results.
- To ensure a minimum of 80% of Kindergarten students are at or above Cluster 4 in Best Start testing related to Literacy.
- To ensure a minimum of 80% of matched Year 1 students are at or above Cluster 6 in Best Start testing related to Literacy.
- To ensure a minimum of 80% of matched Year 2 students are at or above Cluster 8 in Best Start testing related to Literacy.
- To ensure a minimum of 80% of matched CPPS students are working at or above their chronological age in Spelling.
- To achieve a minimum of 80% of Kindergarten students are at or above our school target of 8-10 in independent reading levels.

Evidence of achievement of outcomes in 2014:

- Matched students in Year 3 Reading achieving in the top two bands in NAPLAN equated to 57%.
- Matched students in Year 5 Reading achieving in the top two bands in NAPLAN equated to 37%.
- Matched students in Year 3 Writing achieving in the top two bands in NAPLAN equated to 40%.
- Matched students in Year 5 Writing achieving in the top two bands in NAPLAN equated to 14%.
- Matched students in Kindergarten Literacy reaching Cluster 4 in Best Start equated to 79%.
- Matched students in Year 1 Literacy reaching Cluster 6 in Best Start equated to 79%.
- Matched students in Year 2 Literacy reaching Cluster 8 in Best Start equated to 77%.


Strategies to achieve these outcomes in 2014

- Focus on school’s weakest areas of performance in 2013 NAPLAN in all Literacy areas.
- Continue with Staff Development in SMART Data use and analysis.
- Stage Teams to identify areas of need from 2013 NAPLAN and target programming, teaching and learning strategies to address.
- Increase in the participation of our students in the Premier’s Reading Challenge, Premier’s Spelling Bee and the Regional Public Speaking Competition.
- Implement the Best Start Kindergarten Assessment program to identify literacy learning that children bring to school and use this information to plan and deliver quality early years literacy teaching.
- Purchase of 66 thesaurus and 40 dictionaries to support classroom activities
- Implementation of our CPPS Stage / Class spelling and grammar programs has had positive review by staff.
- STLA support for those students identified through teacher referral.
- Target the use of Pirozzo Grids, Kagan Structures and our new iPads have enabled greater provision of differentiation and learning opportunities for all students in Literacy.
- Support for classroom teachers in K-6 in the use of Ziptales and other on-line literacy apps using iPads.
- Utilise the Literacy continuum for assessment and programming for Years 1 and 2 to ensure appropriate learning programs and progress for each student.
- Utilise explicit quality teaching practices K-6 in Spelling and Grammar and Punctuation, incorporating Dictionary and Thesaurus work to improve spelling results, comprehension, language use and writing skills.
- Support Teacher Learning Assistance (STLA) and Learning and Support Teacher (LAST) provision for those students identified through teacher referral.

- Target G&T students in Literacy area for further differentiation of curriculum and provide additional opportunities.

School Priority 2
NUMERACY Outcome for 2012–2014

To actualise marked improvements in Numeracy K-6.

* To improve the percentage of Year 3 and Year 5 students in the top two bands in NAPLAN Numeracy.

* To reduce the percentage of students in Years 3 and 5 in the bottom bands in NAPLAN Data, Measurement, Space and Geometry from 37% in Year 3 and 23% in Year 5 to 31% and 17% respectively in 2012.

* To increase the percentage of students in Bands 5 and 6 in Years 3 from 43% to 49% and students in Bands 7 and 8 in Year 5 from 23% to 29% in Number, Patterns and Algebra in NAPLAN 2012.

Evidence of achievement of outcomes in 2014:

- Matched students in Year 3 Numeracy achieving in the top two bands in NAPLAN equated to 40%.
- Matched students in Year 5 Numeracy achieving in the top two bands in NAPLAN equated to 31%.
- Matched students in Year 3 Data, Measurement, Space and Geometry achieving in the top two bands in NAPLAN equated to 48%.
- Matched students in Year 5 Data, Measurement, Space and Geometry achieving in the top two bands in NAPLAN equated to 37%.
- Matched students in Year 3 Number, Patterns and Algebra achieving in the top two bands in NAPLAN equated to 37%.
- Matched students in Year 5 Number, Patterns and Algebra achieving in the top two bands in NAPLAN equated to 25%.
Strategies to achieve these outcomes in 2014

- Focus on school’s weakest areas of performance in 2013 NAPLAN in Numeracy.
- Stage Teams to identify areas of need from 2013 NAPLAN and target programming strategies to address.
- Executive team to provide professional learning in Count Me In Too for all staff.
- Executive to lead Stage Teams in best practice mathematics programming, teaching and learning.
- Implement greater focus and explicit teaching of number facts and counting patterns.
- Incorporation of suitable resources to assist in the teaching of multiplication K-6.
- Continued use of Mathletics K-6.
- Implement the Best Start Kindergarten Assessment program to identify numeracy learning that children bring to school and use this information to plan and deliver quality early years numeracy teaching.
- Provision of suitable resources to improve teaching and learning.
- STLA support for those students identified through teacher referral.
- Target G&T students in Numeracy area for differentiation of curriculum and provide additional opportunities.
- Utilise free educational apps on iPads for number work, basic facts and multiplication to assist in the retention of essential facts.
- Explicit focus on 2 Dimensional and 3 Dimensional mathematics activities.

Evidence of progress towards outcomes in 2014:

- The purchase of a new Mac laptop and Apple school account have ensure all staff and students have had easy and quick access to appropriate apps and curriculum resources at their fingertips.
- The purchase of a further 10 ipads, and a new sync and charge trolley have enabled further equity and availability of the ipad technology to all.
- Implementation of school wide iPad timetable to ensure equity of access and use for all students and staff.
- Staff Ipads have ensure technology integration into the everyday curriculum using the airplay mode.

School Priority 3

TECHNOLOGY Outcome for 2012–2014

To improve the use of technology in everyday classroom practice.

* To extend the opportunity to participate in technology competitions to both Stage 2 and Stage 3 in 2012 -2014.
* To improve classroom practice and teaching and learning outcomes through the incorporation of De Bono’s Six Thinking Hats activities.

Future Directions
2015-2017 School Plan

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

Our key Strategic directions and intended improvement measure include:

Strategic direction 1: Excellence in Teaching and Learning

Every student in our care will be actively engaged in meaningful, challenging and future-focused learning experiences through excellence in teaching practice to achieve and thrive as learners.

- Increased percentage of students in Years 5 and 7 attaining at or above NAPLAN state targets for expected growth.
- 100% of students demonstrate personal learning growth as measured by the Literacy and Numeracy continuum.
- 100% of students demonstrate personal learning growth as measured by school identified assessment.
- Improvement in identified areas of Hattie Checklists and Tell Them From Me surveys regarding teaching and learning.
Strategic direction 2: Fostering Quality Teaching and Leadership

We will build the capacity of all staff through focused professional learning, collaboration and collegiality that creates a culture of ongoing excellence in practice.

- Teaching practice demonstrates (documented) evidence of quality teaching strategies as evidenced through lesson observations, teaching programs and student work samples.
- Every staff member has a Performance and Development plan (PDP) which identifies their professional goals and is based upon self-reflection, self-assessment and attaining professional growth.

Strategic direction 3: Social and Emotional Wellbeing for All

Social and emotional wellbeing underpins the ability of all to engage, inspire and contribute to personal and collaborative learning and growth to achieve their full potential.

- An increased percentage of students demonstrate a positive self-image as a learner, and as an individual through responses to student wellbeing survey.
- 100% of students have Personalised Keys to Success (You Can Do It!) profiles based around rubrics to identify individual student wellbeing and personal goal setting priorities.
- An increase in the percentage of students responding positively to the quality of school life as evidenced in Tell Them From Me survey.

Flynn Fardell - Spelling Bee finalist

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
Mr Paul Gaden – Assistant Principal
Mrs Jenna Sell – Dance / Choir Co-ordinator
Mrs Kim Dowding - Librarian
Ms Lee Tovara – School Administration Manager
Mrs Kylie-Ann Lysaght – P & C Treasurer
Mrs Wendy Blyth – Chess Coordinator
Student Executive Team

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