Coal Point Public School
Annual School Report
Our school at a glance

Students
Our enrolment at the end of 2011 was 247 students, with 120 boys and 127 girls. Coal Point Public School (CPPS) maintained 10 classes K-6 for 2011.

Staff
2011 was again quite a challenging year for us with unstable student numbers and a number of staff with health issues. We maintained 10 classroom teachers, three 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.

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

Student achievement in 2011

Literacy – NAPLAN Year 3
In 2011, 30 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 56% of pupils achieving results in the top two result bands in Reading, compared with 42% of the state. Further achievements include 43% of our students achieved results in the top two bands in Writing, 56% were in the top two bands for Spelling and 46% of our students achieved results in the top two bands for Grammar and Punctuation.

Numeracy – NAPLAN Year 3
In 2011, 30 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 50% of pupils achieving results in the top two result bands for overall Numeracy, compared with 36% of the state. CPPS had no students in the bottom band for Numeracy.

Literacy – NAPLAN Year 5
In 2011, 30 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 70% of pupils achieving results in the top two result bands for Reading, compared with 31% of the state. In the other literacy areas, 23% of our students achieved in the top bands for Writing and 53% were in the top two bands for Grammar and Punctuation. Spelling results in Year 5 were
wonderful this year. As spelling was our major Literacy target area for 2011, the improvement from 2010 was a great credit to the staff and students. In 2011, 53% of students attained results in the top two assessment bands compared to only 23% in 2010.

Numeracy – NAPLAN Year 5

In 2011, 30 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 well with 23% of our students achieving in the top two result bands, with an overall number of 73% of students in the bands of 6, 7 and 8. Numeracy will be a target for our school in 2012, where professional learning and specific focused teaching will aim to improve growth for all students in their results in the Year 7 NAPLAN.

Messages

Principal’s Message

Another terrific year of teaching and learning, opportunities and fun were had at CPPS throughout 2011. 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. 2011 was a fete year for CPPS. The hard work and dedication of the team enabled us to have a most outstanding community day 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

Sports Assembly

Years 4 & 5 Students Working Together on Robotics Day

P & C and/or School Council Message

The parents and community of Coal Point contribute to the running of our school in many valuable ways. Parents can be seen changing readers, helping with maths 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 was demonstrated at our School Fete on 22nd October. Each of the 10 classes was responsible for their own stall at the fete, with parents from that class being rostered to help throughout the day. P&C also ran the BBQ and canteen on the day. Over $19,000 income was generated on the day of the fete, with the profit after expenses being just short of $14,000.

Fundraising for equipment for the school is a priority for our P&C. Our achievements in 2011 were primarily funded from the successful trivia night held at Toronto RSL in November 2010. $38817 was spent by the Coal Point Public School P&C in 2011 on equipment and sponsorship.

Two interactive whiteboards and laptops were purchased for the school. This completed the installation of whiteboards throughout all 10 classrooms in the school. A mower, whipper snipper and blower were purchased for the GA to use. A new school sign was purchased to enable communication to our school community. A new bell system was purchased to enable all classrooms to be able to hear the bell and be on a timer system for consistency. Ten fold up trestle tables were purchased for use around the school and three picnic tables were erected on the asphalt area where trees had been removed several years ago. These tables were made by the Urquhart family and we thank them for their hard work which aimed to improve safety for that area and to increase student seating for outdoor learning activities.

Sponsorship of student activities is also important and the P&C sponsored the student executive team to attend the leader’s day and swimming caps were purchased for the year 2 swimming program. A prize was sponsored for each class and library for Celebration Day. This year our school P&C began the tradition of providing a key ring keepsake for each year 6 student that was presented to them at their year 6 farewell.

This year also saw the conclusion of service of two long standing members of the P&C team. Small tokens of appreciation were presented to Matthew Goodwin and Joanna Macdougall.

Fundraising for equipment for the school is a priority for our P&C. Our achievements in 2011 were primarily funded from the successful trivia night held at Toronto RSL in November 2010. $38817 was spent by the Coal Point Public School P&C in 2011 on equipment and sponsorship.

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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, at lunch 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.

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.

Mrs Kylie-Ann Lysaght on behalf of CPPS Parents and Citizens Association
Student Representative’s 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.

2011 Student Executive Team on our Fundraising for Hearts Day

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 out time at CPPS and send all our wishes to the future Coal Point Leaders and students. You Can Do It!

2011 Student Executive Team – Jesse, Alana, Holly, Nicholas, Mikali, Jordyn, Thomas, Lara, Samuel and Luisa.

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.
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.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

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<th>Year</th>
<th>Total per year</th>
<th>Total in class</th>
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<td>K</td>
<td>K</td>
<td>18</td>
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<tr>
<td>KP</td>
<td>K</td>
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<td>19</td>
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<tr>
<td>1/2L</td>
<td>1</td>
<td>10</td>
<td>23</td>
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<tr>
<td>1/2M</td>
<td>1</td>
<td>11</td>
<td>23</td>
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<tr>
<td>1/2W</td>
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<td>1/2W</td>
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<td>3</td>
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<td>4G</td>
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<td>4/5N</td>
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<tr>
<td>6G</td>
<td>6</td>
<td>29</td>
<td>29</td>
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</table>

Staff information

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

Staff establishment

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.

Staff retention

The end of 2011 found us saying farewell to Mrs Sue Lawrence and Mrs Jann Mitchell. Mrs Lawrence decided it was time to put away the chalk after 23 years at CPPS to spend some time in retirement bliss. Mrs Mitchell has taken leave at this time prior to her retirement. Both of these teachers were the most outstanding classroom practitioners, mentors and friends to so many. Mrs Lawrence and Mrs Mitchell enriched the lives of all they came into contact with. We all thank Mrs Lawrence and Mrs Mitchell for their lifetime of dedication to the students in their care.
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>
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<tr>
<td>Degree or Diploma</td>
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<td>Postgraduate</td>
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Financial summary

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

Date of financial summary: 30/11/2011

**Income**

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<th>Description</th>
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<td>Global funds</td>
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<td>Tied funds</td>
<td>30831.31</td>
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<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<td>Canteen</td>
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<td><strong>Total income</strong></td>
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**Expenditure**

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<th>Description</th>
<th>Amount</th>
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</thead>
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<td>Key learning areas</td>
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<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Library</td>
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<td>Training &amp; development</td>
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<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
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<td>Utilities</td>
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<td>Maintenance</td>
<td>11590.55</td>
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<td>Trust accounts</td>
<td>86874.40</td>
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<tr>
<td>Capital programs</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td>443225.78</td>
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<tr>
<td><strong>Balance carried forward</strong></td>
<td>94825.77</td>
</tr>
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Coal Point Public School utilised our global funds, and those additional funds supplied by our P & C, to provide outstanding teaching, learning and improvements throughout 2011. 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 2011 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 2011

For a relatively small school, the students at Coal Point Public are offered many varied and interesting opportunities to add to their academic studies. We are very proud of the accomplishments of all of our students in all of their extra activities.

Achievements

**Arts**

The Creative and Performing Arts program for 2011 provided opportunities, through class and group activities, for students to participate in outstanding visual arts, music, singing, drama and dance lessons and performances.

**Band, 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 are supported by Mrs Newman, a committed staff member, who organises the school 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. Our band also attended workshops and play-outs, including Bandfest and Band link at the Conservatorium of Music in Newcastle.

In 2011, Mr Ben Danson was our band conductor. Throughout the year Mr Danson attempted to strike the passion in our students and the music and performances we have seen throughout the year were quite strong. We thank Mr Danson, as at the end of 2011 he decided to pursue a different career path with his church.

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.

An exciting addition to our school band was the development of a combined band for our Local Management Groups of schools. The Toronto
Learning Community (TLC) Band was formed and made wonderful musical contributions to our Education week assembly at Toronto High School and especially at the Toronto Foreshore traditional Christmas Carols evening.

Toronto Learning Community Band

In 2011, the Coal Point Public School choir also continued to excel. Students from Years 3-6 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.

Our choir members were wonderful school representatives at the Toronto Foreshore Christmas Carols in 2011. This was a first for our choir and an event which I am sure will become a fixture on our Choir calendar.

Sport

Our sporting year started in the second week back, with the Swimming Carnival. It was a successful carnival, won by Shortland. Students who represented our school at the Westlakes District Carnival included: Sam Wellham, Adam Kilian, Declan Muddle, Ryan Walker, Jesse Maxwell, Clancy Muddle, Heath Penfold, Thomas Holland, Enrico Toretta, Daniel Boggs, Sam Wellard, Sandon Roberts, Nick Bunny, Jade Frith, Nakita Jackson, Charlee Chappell, Layla Shume, Kayla Malbon, India Shume, Kira Maxwell, Kaitlyn Birse, Lukah Chappell, Sally Holland, Peri Roberts, Miranda Horne, Stephanie Josefovski and Lara Bussey. These were the first students to proudly wear our new representative shirts. Ryan Walker and Jade Frith represented the Westlakes Zone at the Hunter Regional Carnival.

Jade Frith was selected in the 2011 Swimming NSW Coast and Valley Area C Squad as a result of her swimming performances throughout the start of the year. She competed at the AIS Swimming Carnival on 23rd and 24th July at the Institute of Sport in Canberra. She swam a number of personal best times, and qualified for the State team in the 100m backstroke.

The Athletics Participation Carnival was another exciting day, with a carnival atmosphere. The winning house was Hunter. Students who represented Coal Point Public School at the Westlakes Zone Athletics Carnival in August were: Luke Crockett, Ryan Walker, Adam Kilian, Max Kozlik, Kayla Malbon, Grace Williams, Claudia Howard, Nakita Jackson, Charlee Chappell, Nakita Jackson, Heath Penfold, Sam Mitchell, Jasper Offen, Jack Stanley, Miranda Horne, Molly Balkin, Georgia Minors, Gabby Nayler, Sam Wellard, Tim Beckhouse, Nicholas Bunny, Luisa Amosa, Isla Laven, Olivia Roberts, Dakota Johnston, Mae Anagnostis, Taj Field, Lewis Smith, Jesse Maxwell, Clancy Muddle, Kira Maxwell, Enrico Torretta, Jada Flint, Peri Roberts, Seton Griffis, Charlee Chappell, Aponi Bruin, Teale Callagher, Lexy Stansfield. Those who went on to the Hunter Regional Carnival were Lewis Smith, Jada Flint, Jesse Maxwell and the Junior Girls Relay Team (Nakita Jackson, Jada Flint, Charlee Chappell and Grace Williams). Jesse Maxwell achieved selection in the Hunter Regional Team to compete in the State Carnival in the 800m and 200m events, however was unable to attend.

2011 Sporting House Leaders
The National Athletics Carnival was held in Darwin this year, and was an invitation only event as it was run prior to the State Carnival. Jesse Maxwell’s time in the 800m event earned him an invitation. He came 8th in the 800m.

The Cross Country Carnival was another successful event, held at Tulkabah Oval in Teralba. An extremely high level of fitness was evident throughout all age groups, and the competition was fierce. Shortland was the winning house. The following students represented the school at the Westlakes Cross Country Carnival, which we won! Kira Maxwell, Jada Flint, Bella Myers, Miah Rae, Nakita Jackson, Abigail Moloney, Grace Williams, India Shume, Jade Frith, Georgia Minors, Kate Birse, Gabby Nayler, Peri Roberts, Mae Anagnostis, Jordyn Hiles, Alana Goodwin, Ryan Turier, Daniel Morris, Daimon Horne, Sandon Roberts, Taj Field, Max Kozlik, Connor Fletcher, Keenan Groves, Lewis Smith, Ryan Chambers, Heath Penfold, Jack Stanley, Jesse Maxwell, Nick Bunny, Sam Wellard and Austin Schrader. The Hunter Regional Cross Country Carnival was rained out numerous times before Jesse Maxwell, Jade Frith, Kira Maxwell, Max Kozlik, Georgia Minors, Nick Bunny, Nakita Jackson, Lewis Smith, Daniel Morris and Abigail Moloney were given the opportunity to run. Jesse Maxwell achieved a first place and went on to run at the State Carnival where he also came first. At the Nationals in Canberra he came 17th.

All ribbons, trophies and shields were presented at a special assembly in June, where we were able to showcase some of the new sporting equipment the school had just received.

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. Students who made it into the Westlakes Representative sides included Lewis Smith (Tennis and Soccer), Georgia Minors (Soccer), Gabby Nayler and Catherine Mackay (Netball). Thomas Holland made the Softball Team but was unable to compete. Nick Bunny made it into the Westlakes Soccer and AFL teams, and went on to represent the Hunter Region at the NSW PSSA AFL Championships in Blacktown.

This year, we entered teams in the Junior and Senior Netball, Boys Soccer and Girls Soccer, Cottee’s 5-a-side Soccer (Junior) and Cricket Gala Days. All days were highly successful.

As a result of their fantastic sporting achievements throughout the year, Jesse Maxwell and Jade Frith were nominated for Hunter Sports Awards. Jesse also received a Hunter Region PSSA Recognition Award for his success in Cross Country and Athletics.

In 2011, we were able to continue updating our sporting equipment with some valuable assistance from the community in the Coles Sports for Schools voucher program. We collectively saved over 31000 vouchers and were able to obtain around $1500 of equipment for free. Furthermore, our canteen was able to sell the most fruit and vegetable packs through the Healthy Canteens promotion, and as a prize we received $500 worth of equipment from the Toronto Sports Power shop. Thank you to the community for your support of these programs. Once again, I would like to thank the dedication of the staff and parents towards our sporting programs and teams. We have achieved some fantastic results with your support. Finally, congratulations and thank you to all the students whose behaviour, sportsmanship and smiles make sport at Coal Point Public School such a pleasure.

Mr Paul Gaden – Assistant Principal & Sport Co-ordinator

2011 Swimming Carnival
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 2011, 30 students participated in the NAPLAN Reading test at CPPS. It is very pleasing to have 56% of our Year 3 students achieving results in the top two bands in Reading. This is a terrific improvement from the 52% in the top two bands in 2010.

There were a number of areas our students really made some improvements in such as the inferential questioning in NAPLAN. Areas for improvement include interpreting reader’s reactions and interpreting metaphors.

In 2011, 30 students participated in the NAPLAN Writing test at CPPS. It is very pleasing to have 43% of our Year 3 students achieving results in the top two bands in Writing. These results are very hard to comment on as 2011 was the first time the Exposition text type has been used for NAPLAN. Our results in 2012 will allow us to have some real data for comparison.

It is very pleasing to have almost 58% of our Year 3 students achieving results in the top two bands in Spelling compared to our 43% of students in 2010.
As Spelling has been a target area for us, these results demonstrate the great work our teachers are doing for CPPS children. One of the areas Coal Point Students really performed well in was identifying errors. This skill is important in all key learning areas, especially for editing pupils own work.

Grammar and Punctuation is an area Coal Point staff value in all of our work. It is great to see 46% of our Year 3 student achieving results in the top two bands in this testing area.

Areas where our pupils have performed well include identifying nouns, verbs and adjectives. Our students also perform well in punctuation questions. An area for targeted work will be explicit teaching and learning around sentence structure.

Of the 30 student who sat the 2011 NAPLAN Numeracy test we have 50% of our terrific students achieving in the top two bands. This is a wonderful improvement on our 2010 results which found us with only 39% of students in the top bands.

Areas our students performed well in include Fractions and Decimals, 2D space and Division. One area we will target for improvement will be patterns and Algebra in 2012.
Year 5 NAPLAN Reading

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<thead>
<tr>
<th>Skill Band Distribution</th>
<th>Band</th>
<th>Number in Band</th>
<th>Percentage in Band</th>
<th>School Average 2008-2011</th>
<th>SSG % in Band 2011</th>
<th>State DEC % in Band 2011</th>
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Year 5 NAPLAN Writing

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<th>Skill Band Distribution</th>
<th>Band</th>
<th>Number in Band</th>
<th>Percentage in Band</th>
<th>Average score, 2011</th>
<th>SSG % in Band 2011</th>
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<td></td>
<td>6</td>
<td>11</td>
<td>36.7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>7</td>
<td>23.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>0</td>
<td>0.0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In 2011, 30 students participated in the NAPLAN Writing test at CPPS. It is very pleasing to have 23% of our Year 5 students achieving results in the top bands in Writing. These results are very hard to comment on as 2011 was the first time the Exposition text type has been used for NAPLAN. Our results in 2012 will allow us to have some real data for comparison.

Coal Point Public School Year 5 students performed so well in the Reading test that we had 25 different areas where our pupils were correct in their responses 10% above the state population choosing the correct response.
I am pleased to report that our Year 5 Spelling results have improved greatly from 2010. 53% of our wonderful students have achieved results in the top bands for Spelling compared with just 23% last year.

Of the 30 students tested in the area of Grammar and Punctuation, 53% of our students have achieved in the top two bands. This is a wonderful improvement from our 2010 results of just 41%.

Our key performance areas include identifying verbs, adverbs and phrasal verbs. Areas for review in 2012 will be pronouns and the apostrophe of ownership.
Numeracy – NAPLAN Year 5

Year 5 NAPLAN Numeracy

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Band</td>
<td>0</td>
<td>3</td>
<td>5</td>
<td>15</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Percentage in Band</td>
<td>0.0</td>
<td>10.0</td>
<td>16.7</td>
<td>50.0</td>
<td>13.1</td>
<td>10.0</td>
</tr>
<tr>
<td>School Average 2008-2011</td>
<td>1.3</td>
<td>9.7</td>
<td>25.3</td>
<td>31.8</td>
<td>22.7</td>
<td>9.1</td>
</tr>
<tr>
<td>SSG % in Band 2011</td>
<td>1.9</td>
<td>6.8</td>
<td>25.3</td>
<td>30.8</td>
<td>17.4</td>
<td>17.8</td>
</tr>
<tr>
<td>State DEC % in Band 2011</td>
<td>5.0</td>
<td>11.3</td>
<td>28.8</td>
<td>27.6</td>
<td>12.4</td>
<td>14.8</td>
</tr>
</tbody>
</table>

It is very pleasing to see the improvements in our Year 5 Numeracy results in 2011. The pupils have worked hard and achieved results of 43% of our students achieving in the top two bands in this testing area. In 2010, our results were 38% in the top bands and this is wonderful growth in our results.

Areas in Numeracy for future targeted teaching will be in Patterns and Algebra and Fractions and Decimals.
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.

### Average progress in Spelling between Year 3 and 5

<table>
<thead>
<tr>
<th>School</th>
<th>2008-2010</th>
<th>2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSG</td>
<td>92.3</td>
<td>83.1</td>
</tr>
<tr>
<td>State DEC</td>
<td>96.6</td>
<td>82.7</td>
</tr>
</tbody>
</table>

### Average progress in Grammar & Punctuation between Year 3 and 5

<table>
<thead>
<tr>
<th>School</th>
<th>2008-2010</th>
<th>2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSG</td>
<td>89.2</td>
<td>94.5</td>
</tr>
<tr>
<td>State DEC</td>
<td>89.6</td>
<td>95.8</td>
</tr>
</tbody>
</table>

### Average progress in Numeracy between Year 3 and 5

<table>
<thead>
<tr>
<th>School</th>
<th>2008-2010</th>
<th>2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSG</td>
<td>96.7</td>
<td>96.7</td>
</tr>
<tr>
<td>State DEC</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

### Minimum standards

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 achieving at or above minimum standard (exempt students excluded)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>96.7</td>
</tr>
<tr>
<td>Writing</td>
<td>96.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>100.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>96.7</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>

#### Percentage of Year 5 students achieving at or above minimum standard (exempt students included)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100.0</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>96.7</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>96.7</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As an indication, the no. of students exempt for Year 3 Reading are: 0

As an indication, the no. of students exempt for Year 5 Reading are: 0
**Significant Programs and Initiatives**

**Best Start 2011**

This year, Coal Point Public School participated in the Best Start Kindergarten Assessment. The aim of this 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. The placement of students on the continuum allows 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 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 - Term 1, 2011 - Reading Texts**

**Student Developmental Level - End Term 4, 2011 - Reading Texts**

In the Reading Text aspect on the Literacy continuum, students were placed within the first two levels when they entered Kindergarten. Results entered at the end of the year display that 91% of Kindergarten students are on, or above Level 3 (the expected level for end of Early Stage 1).

**Student Developmental Level - Term 1, 2011 – Forward Number Word Sequences**

**Student Developmental Level - End Term 4, 2011 – Forward Number Word Sequences**

In the Forward Number Word Sequences aspect on the Numeracy continuum, the majority of students were able to count to 10 when they entered Kindergarten. Results entered at the end of the year display that 97% of Kindergarten students are able to count to at least 30 and give the number before and after a given number.

The continued tracking of Kindergarten students along the Literacy and Numeracy continuum has enabled teachers to deliver quality teaching programs, specific to the learning needs of our students. The majority of Kindergarten students have made excellent growth in these areas, due...
to the commitment of these programs in Literacy and Numeracy. All students have had a successful introduction to their schooling life and will continue with these learning goals in Year 1, 2012.

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 2011, 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. 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. 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 2011. 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 multicultural event for the year.

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 songs with percussion from around the world to the delight of their family and friends.

Public Speaking Competition

CPPS were very proud to hold the Zone Public Speaking Competition finals at our school in 2011. Students from sixteen of our schools on the western side of the lake came along to participate in a terrific day of meeting others, sharing their speeches and representing their schools.

The event was held in our terrific BER school hall. We were expertly supported by our two volunteer adjudicators Mrs Southam and Mr Pickles, two representatives from Coal Point P&C Association.

Mrs. Louise Groves – Assistant Principal
Premier’s Spelling Bee

Coal Point Public held our very first Premier’s Spelling Bee competition in 2011. This activity came about as one of the strategies CPPS used to improve Spelling, one of our Literacy targets in our school management plan. It was a great honour to then hold the Regional final at our school in 2011. Students from all over our Newcastle Region attended CPPS to demonstrate their amazing spelling skills.

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 held a family gardening evening in 2011 where many families came along to support our school in keeping our environment beautiful. A sausage sizzle was held on the evening and all families had a wonderful time.

Connected Learning

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 Years 5 and 6 students to participate in the Centre for Learning Innovation’s Digital Art competitions. Students were asked to create a digital artwork based on themes provided for the competition. In term 1, Ms Creswell worked with Stage 3 to produce a piece of art based on theme of ‘Portrait with a treasured item’. The work the students completed throughout this unit was amazing. Isla Laven’s art was shortlisted for this competition.
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.

Our second Digital Art entry for the year was the Centre for Learning Innovations Greeting Card design for the Director General of Education. It was a wonderful achievement for both our school and Talayna Best, who won the competition for 2011. Talayna’s design was beautiful and truly reflected the themes of joy and happiness for the Christmas season.

Once again in 2011, a very special presentation ceremony was held and Talayna and her family headed off to Sydney for the ceremony to celebrate Talayna’s achievement.

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.

The ACMA’s Cybersafety Outreach—Internet Safety Awareness presentations

As part of its Cybersafety Outreach program, the Australian Communications and Media Authority (the ACMA), delivers free internet safety awareness presentations for parents, teachers and students. Coal Point Public held this informative day for students, staff and parents on the 29th April. The presentation provided valuable information about the risks confronting children online, and offered tools and tips to help make their internet experiences safe and positive.

The Internet safety presentation covered topics including:

· The ways children use the internet and emerging technologies

· Potential risks for children online, such as cyberbullying, illegal content, inappropriate contact, identity theft, grooming and predatory activity

· Tips to help children stay safe online.

The presentation was thorough, non-technical and is conducted by an accredited Cybersafety trainer. Presentations are provided to schools free of charge.

Progress on 2011 targets

Target 1

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

- 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 achievements include:

- Most important of all of our achievements is that for the first time since 2008, CPPS did not have Spelling (a 2011 School Plan target) as an area of investigation from NAPLAN.
- 80% of pupils achieving targeted reading levels in Kindergarten.
- 90% of pupils achieving targeted reading levels in Year 1.
- 80% of pupils reaching targeted reading levels in Year 2.
- 87% of pupils achieving targeted reading fluency levels in the Years 3-6.
- 56% of Year 3 and 70% of Year 5 students achieving in the top two bands for Reading.
• 53% of Year 3 and 23% of Year 5 students achieving in the top two bands for Writing. This year’s text type will be compared again in 2012.

• 56% of Year 3 and 53% of Year 5 students achieving in the top two bands for Spelling.

**Target 2**

*To actualise marked improvements in Numeracy K-6.*

• 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 achievements include:**

• Great improvements in the specific stage group focus areas such as patterns and algebra and position.

• 50% of Year 3 and 23% of Year 5 students achieving in the top two bands for Numeracy.

• 89% of Years 3-6 pupils achieving improved results in the targeted multiplication and number pattern areas.

• Outstanding results in external UNSW Mathematics testing.

• All staff utilising the Smart data teaching links to inform programming and target areas of identified need.

**Target**

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

• 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 achievements include:**

• Exemplary Multiplication and Spelling activities websites have been added to our staff Delicious site for all to access.

• Increase in our overall use and reportable 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, with Talayna Best winning the Director General’s Christmas Card design competition.

• Outstanding teacher led professional learning. Staff sharing great ideas, teaching tools and resources with their colleagues.
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 2011 our school carried out evaluations of Teaching and Learning time, a follow up from our 2010 evaluation and of our Physical Development, Health and Physical Education programming.

Educational and Management Practice

Coal Point Public School has kept its traditional feel with a hand rung bell in our playgrounds and a buzzer, rung by students, for many years. The bell could not be heard throughout the school and in many instances the bell was being rung at various times, inconsistently. The bell times relied on the unmatched classroom clocks, teacher’s watches or the students to ensure it was rung at the correct time.

In 2010 the loss of time was causing great concern and it was evident that a new system was needed to ensure we were not losing valuable teaching time throughout the learning day.

Background

After monitoring of the bells for most of 2010, we found that at any time we could lose up to ten minutes each morning with the morning assembly going over time, up to ten minutes at lunch due to the inconsistency of the bell being rung and at times five to ten minutes at the recess break.

Overall, this equated to a possible loss of up to two and a half hours of learning time throughout the week.

Findings and conclusions

Consultation with our Staff, Parents and Citizens Association (P&C), and our Student Executive team were conducted and a decision was made to install a new bell system in our school.

Quotes were attained and with the financial support of our P&C, the new system was installed throughout our school in 2011.

The difference in the movement to class was evident from day one. The loss of time was eliminated and each class could be seen moving off immediately to their learning sessions.

Future directions

We are always conscious of maintaining our excellence in teaching and learning at CPPS. We will continue to monitor the movements of students around our school to ensure complacency to the bell system is never evident.

Curriculum

Background

As a follow up to our 2010 Physical Development, Health and Physical Education (PD/H/PE) curriculum work, CPPS decided to go further to ensure this teaching and learning area was the best it can be. The PD/H/PE curriculum is very large, with eight strands of programming that are essential curriculum areas to be covered.

Findings and conclusions

The scope and sequence of our PD/H/PE teaching and learning at Coal Point PS was in dire need of a review. When attempting to plan, program and assess, our staff were struggling to accommodate all areas in the allocated time frames each week. There were many areas in which we were overlapping content and some areas that were covered twice in different ways.

Future directions

Our new PD/H/PE scope and Sequence will be fully trialled throughout the 2012 school year. Our staff teams will evaluate, survey staff and students in relation to this curriculum area and collate this information to find if any tweaking is needed. CPPS staff are conscious that the new Australian Curriculum may require us to re-evaluate in the future.

Parent satisfaction

In 2011 the school sought the opinions of parents about the school. The survey was an extensive look at many areas of school life. In total, 66 families returned their survey to school. As families were asked to identify in which stage of school their child / children were, a total of 95 students were represented in our results.
The graphs below are a representation of the results found. As there were many questions in each area of the survey, some questions are reported solely on their own with 66 responses. Other areas allowed for themes to be collated, giving some areas responses of up to a combined total of approximately 200 answers per theme.

Their responses are presented below.

**Participation in School Life**

There were some very interesting results in this area of the survey that allowed us to add to our future school planning. Overall, there were a total of 35 non-responses with a number of Not Applicable (N/A) written in this area. It is evident that many families would like to have further opportunities to come in to the school and into the classrooms to assist and work with their children.

**Quality Teaching and Learning**

Overall, there were a total of 25 non-responses with a number of Not Applicable (N/A) written in this area. It is evident that many families would like to see our school improve in the areas of supporting students in the playground and in providing anti-bullying strategies.

**Positive Climate and Effective Discipline**

It is evident from the strong responses in this area that CPPS is doing quite well in the School Climate and Discipline areas, with most families feeling we are successful to extremely successful in providing this environment for their children.

**Big Picture Values**

From these results CPPS has added some major targets for our 2012 School Plan to improve on providing for all spectrums of student need, especially in the areas of catering for gifts and talents and supporting students having learning difficulties.
This section of the survey looked at the importance of our school’s big picture values to our school community. These areas will assist in directing our school plan and future programs. As the graph depicts, most families felt all areas were either important or extremely important in the lives of their children.

**Wearing Uniform**

![Graph showing support for wearing uniform policy]

A further area polled in the survey was the wearing and enforcement of school uniform. Overwhelmingly, as the graph depicts, the responses were nearly unanimous in the expectation of our school maintaining our uniform policy.

**Professional Learning**

Coal Point staff participated in many professional learning (TPL) opportunities throughout 2011. All opportunities to improve knowledge, skills and teaching practice are very highly valued by our staff and our community.

Each week, CPPS staff participate in TPL sessions either through a specific focus area delivered by a visiting speaker, our Principal or Executive member. Areas such as implementing IWB activities, Child Protection, integrating technology and Quality Teaching practices are some of the areas staff have been participants in.

One of our most important and useful TPL areas for 2011 were the many sessions we worked on in our target area of Spelling. Kate Lobb, our area Literacy Consultant, ran a number of workshops for staff and assisted with the completion of our CPPS Spelling corporate program.

External TPL has provided many learning opportunities for staff. A total of ten outside courses were taken up by teachers to improve practice in areas such as Explicit Teaching of Comprehension in Guided Reading in Years 2-6 and Problem Solving in Mathematics K-8.

A total of $9685.46 was spent on Professional Learning in 2011, with approximately $745 being allocated to each staff member.

**School planning 2012—2014**

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

Coal Point Public has a number of focus areas for 2012 including:

- Literacy
- Numeracy
- Technology
- Professional Learning
- Community
- Environmental Education

**School Priority 1**

**LITERACY Outcome for 2012–2014**

To make definitive improvements in Literacy for all students.

**2012 Targets to achieve this outcome include:**

* To reduce the percentage of students in Years 3 and 5 in the bottom bands in NAPLAN Reading from 10% in Year 3 and 7% in Year 5 to 6% and 3% respectively in 2012.

* To improve the percentage of Year 3 students in Bands 5 and 6 from 43% and Year 5 students in Bands 7 and 8 from 23% in Writing in 2011 to 49% and 29% respectively.
*To ensure a minimum of 80% of CPPS students are working at or above their chronological age in Spelling.

* To increase the percentage of students in Bands 5 and 6 in Years 3 from 46% to 52% and students in Bands 7 and 8 in Year 5 from 54% to 60% in Grammar and Punctuation in 2012.

**Strategies to achieve these targets include:**

- Focus on school’s weakest areas of performance in 2011 NAPLAN in all Literacy areas.
- Continue with Staff Development in SMART Data use and analysis.
- Stage Teams to identify areas of need from 2011 NAPLAN and target programming, teaching and learning strategies to address.
- Support for classroom teachers in K-6 in the use of Zip tales on-line literacy.
- Participation 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.
- Review and revise ES1 & S1 Reading Scope and Sequence.
- Review and revise all Big book resources to ensure outstanding use of texts for learning.
- Utilise explicit quality teaching practices K-6 in Spelling, incorporating Dictionary and Thesaurus work to improve spelling results, comprehension, language use and writing skills.
- Purchase of further resources to ensure excellence in teaching and learning.
- Revision and producing of a CPPS Stage / Class spelling and grammar programs to improve results.
- STLA support 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.

**2012 Targets to achieve this outcome include:**

* To improve the percentage of Year 3 students in Bands 5 and 6 from 50% to 56% and Year 5 students in Bands 7 and 8 from 23% to 29% 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.

**Strategies to achieve these targets include:**

- Focus on school’s weakest areas of performance in 2011 NAPLAN in Numeracy.
- Stage Teams to identify areas of need from 2011 NAPLAN and target programming strategies to address.
- Executive team to participate in Count Me IN Too on-line professional learning project.
- 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.

School Priority 3
TECHNOLOGY Outcome for 2012–2014
To improve the use of technology into everyday classroom practice.

2012 Targets to achieve this outcome include:
* To increase classroom use of BlogEd from 50% to 60% of classes at CPPS.
* To extend the opportunity to participate in technology competitions to both Stage 2 and Stage 3 in 2012.
* To improve classroom practice and teaching and learning outcomes through the incorporation of DeBono’s Six Thinking Hats activities.

Strategies to achieve these targets include:
• Greater exposure of staff and students to the integration of technology into classroom practice
• Incorporation of IWB into everyday classroom practice.
• Team teaching with Principal and classroom teacher to build capacity in technology.
• Executive to ensure programming and use of CMIT resources to support Numeracy teaching and learning.
• Designated staff area to access resources to assist in best practice teaching K-6.

• Professional learning time dedicated to the practical use of technology and its links to the QT framework.
• Purchase of last of the IWBs for the Library.

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.

Kim Creswell - Principal
Mrs Louise Groves – Assistant Principal
Mr Paul Gaden – Assistant Principal
Mrs Megan Pring – Relieving Assistant Principal
Mrs Lee Bonarius – School Admin Manager
Mr Warren Pickles – P&C President
Mrs Kylie-Ann Lysaght – P&C Treasurer
Student Executive Team – Alana, Jesse, Nicholas, Holly, Luisa, Thomas, Samuel, Lara, Jordyn and Mikali.

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School Code: 4022

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