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

Students

Our enrolment at the end of 2012 was 231 students, with 120 boys and 111 girls. Coal Point Public School (CPPS) maintained 10 classes K-6 for 2012.

Staff

2012 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. In 2012 we were appointed a Learning and Support Teacher (LAST) and we welcomed Ms Tina Buining-Horn to the Coal Point team.

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

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

Student achievement in 2012

NAPLAN – Years 3 and 5

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>
Literacy – NAPLAN Year 3
In 2012, 35 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 62% of pupils achieving results in the top two result bands in Reading, compared with 50% of the state. Further achievements include 77% of our students achieved results in the top two bands in Writing, 62% were in the top two bands for Spelling and 57% of our students achieved results in the top two bands for Grammar and Punctuation.

Numeracy – NAPLAN Year 3
In 2012, 35 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 45% of pupils achieving results in the top two result bands for overall Numeracy, compared with 38% of the state. CPPS had no students in the bottom two bands for Numeracy.

Literacy – NAPLAN Year 5
In 2012, 34 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 47% of pupils achieving results in the top two result bands for Reading, compared with 35% of the state. In the other literacy areas, 17% of our students achieved in the top bands for Writing and 47% were in the top two bands for Grammar and Punctuation. In 2011, CPPS had 3% of students in the bottom band for Spelling. In 2012 we had no children in the bottom band at all.

Numeracy – NAPLAN Year 5
In 2012, 34 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 20% of our students achieving in the top two result bands, with an overall number of 73% of students in the top three bands of 6, 7 and 8.

Messages
Principal’s message

Another fabulous year at Coal Point Public! I am very grateful for the exceptional work our staff do every single day. Our academic results continue to be excellent due to the outstanding work of our great teachers.

Our students at Coal Point Public are a delight to work with. They continually amaze us with their diligence, manners and commitment to learning. The students at Coal Point have been provided many opportunities throughout 2012, such as band, choir, chess club, dance ensembles, Public Speaking and Spelling Bee competitions. I am very proud of the efforts of the students, who so whole heartedly participated in these events in 2012. It is pleasing to note that the participation rates have increased again in 2012 and I am sure they will continue to rise in the future.

The CPPS Parents and Citizens Association (P&C) met each month throughout 2012 and always worked as a strong team in the best interests of the students. The support, both in man hours and financially, are incredible from our P&C and I thank them for their continual efforts to support our school. We also have great support from all our CPPS families, who always ensure the success of our fundraising and school activities through their generous contributions and assistance when needed.

I thank all of CPPS school community for another wonderful year and know that I am the luckiest principal in the world to be able to work each day in such a great public school.

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
Parents & 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 readers, helping with maths groups, helping in the P&C run canteen and uniform shop, assisting with sporting teams and helping out with BBQs and fundraising activities. This year saw the introduction of the ‘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 2012 were primarily funded from the successful fete held in November 2011 which raised $14,000. Our trivia night was held in November 2012 at which $8800 was raised.

Stage 3 benefited from the purchase of 40 dictionaries and 66 thesauruses. The library interactive whiteboard and laptop computer were purchased and installed. 15 digital cameras with SD cards and 20 iPads were purchased for use by the school students.

The Impact Leadership Day was again sponsored by the P&C so that our 10 student executive could attend. Keyrings were purchased for the graduating year 6 students and presented by our P&C President at the Year 6 formal. A book prize for Celebration Day was sponsored for each class, library and science classes. The total donation to Coal Point School in 2012 was $20230.57

The P&C has been working towards refitting the school library shelving, and after the successful trivia night have pledged $10,000 towards this project. Another $8000 will be targeted in 2013 to complete this project.

In 2012, the P&C members purchased paint in the colours of the “You can do It” program and painted 40 bench seats that are located under the COLA area. This brightened up the area as well as reinforcing the concepts of resilience, organisation, confidence, getting along and persistence. The keys on the stage area were also painted and the area revitalised with a fresh coat of paint.

The uniform shop is run by our P&C with a small group of volunteers rostered to fill orders on a weekly basis. The uniform shop profit contributed funds towards the P&C in 2012.

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 practise 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. The canteen contributed over $7000 towards the donations to the school in 2012.

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 P & C

Student representative’s message

We are very happy and proud to have been students and leaders at Coal Point Public School. Over the years we have been here, we know that we are lucky to have had such a beautiful school and grounds, great teachers and lots of special times.

We will miss our school and teachers very much. It is exciting to be going off to high school, but scary also. Some of our highlights this year have been our roles in Easter Hat Parade and Book Parade, organising and helping at all of our school discos, leading our assemblies and presentations. We also enjoyed being able to meet with Ms Creswell and share our ideas.

We thank our teachers for taking us to Bathurst. This was one of the greatest experiences we have had at school, other than our Canberra excursion. We know it is a lot of work and we thank the teachers for taking us on such a great excursion.

We hope the next Student Executive of CPPS have fun and continue working hard for our school.

2012 Student Executive Team
School Context

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td>Male</td>
<td>125</td>
<td>129</td>
<td>133</td>
<td>127</td>
<td>115</td>
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<tr>
<td>Female</td>
<td>144</td>
<td>145</td>
<td>145</td>
<td>136</td>
<td>122</td>
<td>111</td>
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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.

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td>K</td>
<td>95.5</td>
<td>96.0</td>
<td>96.6</td>
<td>84.5</td>
<td>93.5</td>
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<td>95.6</td>
<td>95.3</td>
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<td>95.5</td>
<td>94.5</td>
<td>93.0</td>
</tr>
</tbody>
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2012 Sports Awards Assembly
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

<table>
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<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
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<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>8</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
</tr>
</tbody>
</table>

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

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

Staff retention

Over the last few years we have lost a number of outstanding teachers who were long time Coal Point Public staff. 2012 saw the official retirement of Mr. Christopher Stevens after over twenty years at CPPS. We wish Mr Stevens all the happiness and fishing fun he could dream of.

We said a very exciting but sad farewell to Mrs. Paula Turner at the end of 2012. Mrs Turner had been a CPPS staff member since 1982. Mrs Turner will be enjoying her holidays and relaxing with her family and we wish her every happiness in this new life adventure.

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>
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</tbody>
</table>

Year 6 2012 Ready for Book Parade

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>30/11/2012</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
<td>150136.62</td>
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<tr>
<td>Tied funds</td>
<td>36143.52</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>119791.49</td>
</tr>
<tr>
<td>Interest</td>
<td>3750.59</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>19234.40</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>423882.39</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td>Total expenditure</td>
</tr>
</tbody>
</table>

| Balance carried forward    | 68706.64   |

A full copy of the school’s 2012 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 2012

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 their extra curricula 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 Mistress 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 2012, we welcomed Mrs Trish O’Hearn as our band conductor. Throughout the year, Mrs O’Hearn worked very hard with our students and the music and performances we have seen throughout the year were wonderful.

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

In 2012, 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. The highlight of the year was our trip to Sydney to participate in the Festival of Choral Music at the iconic Sydney Opera House. This amazing event is such a wonderful opportunity and experience, not only for the students but also for the staff who support them.

Sadly, at the end of 2012 Ms Fragar decided that she would have to give up her work with the choir to return to the classroom. Miss O’Reilly, supported by Mrs Lysaght and Mrs Scully have kindly offered to take over the choir duties in 2013.

Sport

Our sporting year started in the second week back, with the Swimming Carnival. It was a successful carnival, won by Macquarie. Coal Point Public School hosted the Westlakes District Carnival, and our representative team included a large team of competitors. Coal Point was placed 2nd on overall points and 3rd on handicap (based on student numbers).
Ryan Walker and Jade Frith represented the Westlakes Zone at the Hunter Regional Carnival. Ryan (50m B/fly, 50m F/s) and Jade (Snr IM) qualified for the Hunter team and attended the State Carnival.

The Athletics Participation Carnival was another exciting day, with beautiful weather and a huge range of novelty and competitive activities. This was the first year we utilised community support to complete the long jump whilst at the Glendale Athletics Centre, with encouraging results. The winning house was Shortland. Coal Point continued what has become a tradition of sending a strong team to the Westlakes Athletics Carnival. We were placed 3rd on overall points and handicap. Jada Flint, Clancy Muddle, Nakita Jackson, Georgia Minors, Luke Callen, Abigail Moloney, Connor Fletcher, the Senior Boys Relay team (Luke Callen, Ryan Walker, Lewis Smith, Kieran Burgess) and the Junior Girls Relay team (Jada Flint, Miah Rae, Isabella Jones and Aponi Bruin) were selected to attend the Hunter Regional Carnival. Nakita Jackson went on to compete at the State Carnival for the 11 Years Girls Shot Put.

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. Phillip was the winning house. The students who attended the Hunter Regional Cross Country Carnival included Kaylan Moloney, Taj Field, Max Kozlik, Georgia Minors, Jade Frith, Lewis Smith and Kieran Burgess.

All ribbons, trophies and shields were presented at a special assembly in June.

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, Soccer and Touch Football), Georgia Minors (Soccer), Max Kozlik (AFL), Ryan Walker (AFL), Lukah Chappell (Soccer), Luke Callen (Soccer).

Lewis Smith (Soccer) Max Kozlik (AFL), Ryan Walker (AFL), Georgia Minors (Soccer) were selected in Hunter Regional Representative teams.

Junior Girls Soccer Gala Day

Georgia Minors went on to be selected in the PSSA Under 12’s NSW Girls Soccer side and competed at the National Championships in Darwin. She played 7 other teams from all around Australia over the 5 days. Georgia scored 2 goals, including one from a corner! Overall, the team came 3rd and received a bronze medal.

This year we participated in the Premiers Sporting Challenge (PSC). Part of our PSC funding went towards a Dance program run by Get the Edge Sports in Term 3. The Dance program was enjoyed by all with students quickly learning the exciting dances. The remaining funding updated sporting equipment supplies. Alexandra Croak, former Olympic gymnast and diver came to tell us about the positive effects of active lifestyles that are encouraged through the program.
This year, we entered teams in the Junior and Senior Netball, Boys Soccer, 5-a-side Junior Soccer and Cricket Gala Days. All days were highly successful.

As a result of her fantastic Sporting Achievements throughout the year, Georgia Minors was successfully nominated for a Hunter P.S.S.A Sports Award for Football. She received the award at a special ceremony on 12th December.

As a result of her excellent achievement in Swimming during 2011, Jade Frith was nominated for a Hunter Academy of Sports Award. She was a finalist for Sportsperson of the Year.

Four students were also nominated for a Hunter Academy of Sport, Sportsperson of the month award. Georgia Minors and Ryan Walker were successful nominated for the October sportsperson of the month, and were presented with a medallion by Dan Marsden. Dan Marsden played over 700 games in the Australian Water Polo team, and was captain of the team during the Sydney Olympics.

This year we were lucky to be visited by a number of sports players who told us their interesting stories and encouraged us to lead an active and healthy lifestyle. The list included, 4 Sydney Swans players, 2 Newcastle Knights players, Alexandra Croak (former Olympic gymnast and diver), Dan Marsden (former captain of the Australian Water Polo team) and Newcastle Jets Women’s League players, Tori Huster and Emily Van Egmond, pictured below with school Soccer Award winners, Georgia Minors and Lewis Smith.

In 2012, we were able to continue updating our sporting equipment with some valuable assistance from the community in the Coles Sports for Schools voucher program.

I would like to thank the dedication of the staff and parents towards our sporting programs and teams. We have achieved some fantastic result.
with your support. Finally, congratulations and thank you to all the students whose behavior, sportsmanship and smiles make sport at Coal Point Public School such a pleasure.

Mr Paul Gaden  
Assistant Principal and Sports Coordinator

Chess Club

The CPPS chess club started very quickly in August of this year, with nine students from K-6 competing in their first ever chess tournament at the Interschool Chess Challenge at Callaghan College, Waratah. Most of the competitors from other schools were Year 5 and 6 children. Our infants students competed against Year 6 children from other schools, and showed great confidence and resilience. All students had to play 7 matches! Every one of our students won multiple matches, and our results for the day included one individual trophy, and saw our team only half a point away from making the regional final! It was a remarkable result, and a very fun day was had by all.

Another great result, with CPPS coming away with two individual medals, the tournament trophy, and new friends in THPS.

It has been very rewarding seeing the speed and enthusiasm with which our students learn chess, and our club experience has confirmed that students from K-2 are able to learn and enjoy chess. Club meetings are about fun and skill acquisition, with no ongoing scoring ladder kept. The Club has grown to include about 10% of our school population. New members are welcome, and it is not necessary to attend every week to benefit.

Mrs Wendy Blyth – Chess Coordinator

Sports Activities

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)
Reading – NAPLAN Year 3

Average score, 2012

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
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<tr>
<td></td>
<td>442.4</td>
<td>438.6</td>
<td>419.6</td>
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Skill Band Distribution

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<th>4</th>
<th>5</th>
<th>6</th>
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</thead>
<tbody>
<tr>
<td>Number in Bands</td>
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<td>1</td>
<td>4</td>
<td>8</td>
<td>14</td>
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<tr>
<td>Percentage in Bands</td>
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<td>2.9</td>
<td>11.4</td>
<td>22.9</td>
<td>40.0</td>
<td>22.9</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
<td>1.1</td>
<td>3.7</td>
<td>11.6</td>
<td>22.2</td>
<td>31.7</td>
<td>29.6</td>
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<td>SSG % in Bands 2012</td>
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<td>13.8</td>
<td>21.1</td>
<td>25.9</td>
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<tr>
<td>State DEC % in Bands 2012</td>
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<td>16.8</td>
<td>20.5</td>
<td>22.3</td>
<td>24.5</td>
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Numeracy – NAPLAN Year 3

Average score, 2012

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<th></th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>411.1</td>
<td>417.3</td>
<td>400.2</td>
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Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
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<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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<td>13</td>
<td>3</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>0.0</td>
<td>0.0</td>
<td>25.7</td>
<td>28.6</td>
<td>37.1</td>
<td>8.6</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
<td>0.0</td>
<td>5.3</td>
<td>20.7</td>
<td>24.5</td>
<td>29.3</td>
<td>20.2</td>
</tr>
<tr>
<td>SSG % in Bands 2012</td>
<td>1.8</td>
<td>6.8</td>
<td>18.5</td>
<td>29.8</td>
<td>22.1</td>
<td>20.9</td>
</tr>
<tr>
<td>State DEC % in Bands 2012</td>
<td>4.8</td>
<td>10.6</td>
<td>21.1</td>
<td>26.9</td>
<td>19.9</td>
<td>16.6</td>
</tr>
</tbody>
</table>

Reading – NAPLAN Year 5

Average score, 2012

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>527.0</td>
<td>506.4</td>
<td>492.4</td>
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</table>

Skill Band Distribution

<table>
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<th>Band</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 Bands</td>
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<td>2</td>
<td>5</td>
<td>9</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>5.9</td>
<td>5.9</td>
<td>14.7</td>
<td>26.5</td>
<td>20.6</td>
<td>26.5</td>
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<tr>
<td>School Average 2008-2012</td>
<td>2.1</td>
<td>9.6</td>
<td>19.1</td>
<td>20.7</td>
<td>25.0</td>
<td>23.4</td>
</tr>
<tr>
<td>SSG % in Bands 2012</td>
<td>4.9</td>
<td>8.2</td>
<td>24.1</td>
<td>26.0</td>
<td>23.6</td>
<td>13.2</td>
</tr>
<tr>
<td>State DEC % in Bands 2012</td>
<td>9.3</td>
<td>11.2</td>
<td>23.7</td>
<td>24.0</td>
<td>19.7</td>
<td>12.1</td>
</tr>
</tbody>
</table>

Percentage in bands: Year 3 Numeracy

Percentage in bands: Year 3 Reading

Percentage in bands: Year 5 Reading
Numeracy – NAPLAN 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 and enter the school name in the Find a school and select GO.

Best Start 2012

Coal Point Public School continued to participate 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.

2012 was the first year the data was carried on with students to Year 1. The Year 1 teacher’s continued to track their students along the Literacy and Numeracy continuums throughout the year. All Literacy and Numeracy programs for Kindergarten and Year 1 students reflected their position 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

Progress in reading

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2010</td>
<td>82.2</td>
<td>83.3</td>
<td>83.7</td>
</tr>
<tr>
<td>2009-2011</td>
<td>94.4</td>
<td>76.7</td>
<td>74.0</td>
</tr>
<tr>
<td>2010-2012</td>
<td>90.5</td>
<td>75.8</td>
<td>79.2</td>
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</table>

Progress in numeracy

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2010</td>
<td>90.1</td>
<td>89.2</td>
<td>89.6</td>
</tr>
<tr>
<td>2009-2011</td>
<td>71.5</td>
<td>94.5</td>
<td>95.8</td>
</tr>
<tr>
<td>2010-2012</td>
<td>90.6</td>
<td>97.7</td>
<td>98.2</td>
</tr>
</tbody>
</table>
In the Reading Text aspect on the Literacy continuum, the majority of Kindergarten students were placed on the first cluster when they entered Kindergarten. Results entered at the end of the year display that 92% of Kindergarten students are on, or above the 4th Cluster (the expected level for the end of Kindergarten). Year 1 data displayed that 69% of students were on, or above the 6th Cluster (the expected level for the end of Year 1).

Student Developmental Level – Early Arithmetical Strategies

In the Early Arithmetical Strategies aspect on the Numeracy continuum, 79% of Kindergarten students started on either the Emergent or Perceptual level at the beginning of Kindergarten. By the end of the year, 100% of Kindergarten students exceeded the expected level of Perceptual counting and were placed on either the Figurative or Counting-on-and-back level.

At the beginning of Year 1, 86% of students were either on the Perceptual or Figurative level on the Early Arithmetical Strategies aspect on the Numeracy continuum. By the end of the year, 97% of Year 1 students had progressed along the Numeracy continuum to either the Counting-on-and-back or the Facile level.

The continued tracking of Kindergarten and Year 1 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 and Year 1 students have made fantastic growth in these areas, due to the commitment of these programs in Literacy and Numeracy. In 2013 these students will continue to be tracked along the Literacy and Numeracy continuums, meaning that Year 2 students will now be included in the data updates.

Biggest Morning Tea activities with Grandparents and Families.

Significant programs and initiatives

Aboriginal Education

Aboriginal Education programs at CPPS provide opportunities for students K-6 to learn about the Aboriginal culture and gain an understanding of rich traditions. At CPPS we acknowledge the traditional owners of the land, the Awabakal people, at whole school activities and events. The
Aboriginal flag is flown daily in our school playground with pride.

Achieving learning outcomes for our Aboriginal students is supported through three way communication between parent, teacher and student, to develop Individualised Learning Plans. These learning plans are monitored throughout the year. This year, our Stage 3 Aboriginal students attended a careers day at Toronto HS. They talked to local businesses and agencies about future employment and education opportunities. Aboriginal students also participated in additional high school transition days, to support their secondary education.

In 2012 students K-6 were provided with Aboriginal perspectives through teaching and learning programs and participation in cultural activities. Significant national events, such as Sorry Day, Reconciliation Week and NAIDOC Week were all included in learning activities.

Naidoc Week, celebrating the theme “Sprit of the Tent Embassy- 40 years on” saw a range of activities across K-6. The students watched a fabulous visiting performer, who educated them on culture and dance. Students in K-2 participated in the Prime Ministers NAIDOC Week colouring in competition. The school community raised money for the ‘Koori Kids Foundation’ by purchasing wrist bands. The “Yulunga” sports games were enjoyed thorough out the school as part of PE and Sports programs. In addition, our Aboriginal Students created a fabulous artwork for the NAIDOC art competition.

Mrs Louise Groves – Assistant Principal

Multicultural Education

Coal Point students enjoyed an array of Multicultural activities throughout 2012. Our in-class activities provided many learning experiences with specific and explicit links and perspectives to promote multicultural awareness.

Our Education Week extravaganza and Open Day 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

In 2012 we once again held our CPPS Public Speaking competition. The topics students spoke about were interesting, exciting and some cases very scary. It is very pleasing to note that participation in this activity was double what it had been in 2011. Thanks to our volunteer adjudicators from our P&C for their support with the judging of our competition.

CPPS were very proud to hold the Zone Public Speaking Competition finals at our school in 2012. 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.

We were expertly supported by our two volunteer adjudicators Jackie Bartley and Lesley Daglish from the Toronto Toastmasters Club. We are very grateful for their time and expertise with our competition.

Premier’s Spelling Bee

Coal Point Public held our second annual Premier’s Spelling Bee competition in 2012. 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 again hold the Regional final at our school in 2012. Students from all over our Newcastle Region attended CPPS to demonstrate their amazing spelling skills.
We are all so very proud of Flynn Fardell, who not only expertly represented CPPS as our Stage 2 finalist, but went on to win the final. It was a very exciting and nail biting finish. It was fabulous to announce Flynn the regional winner, who then went on to represent us at the State final in Sydney. We congratulate all participants and especially Flynn for his wonderful achievement.

Flynn Fardell at the Premier’s Spelling Bee State Finals in Sydney.

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 2012 where many families came along to support our school in keeping our environment beautiful.

A very important activity for our Stage 3 students in the area of respect and responsibility are the visits throughout the year to the Carey Bay Aged Care facility. Our students participate in the Adopt a Resident program at the facility and share stories, art, and music during their visits. Some of the Stage 3 students have been assisting with the demonstration of computer and internet activities for the aged residents.

Stage 3 students working with their Adopt-a-Resident partners.

Connected Learning

In the area of connected learning, a number of teachers continued with a class Blog in 2012. 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. Both Mrs Whiteman and Miss O’Reilly created class blogs that documented the great work the class was completing and also sharing posts and ideas with their classmates. This was a wonderful teaching and learning experience for both the staff and students, especially in authentic literacy assessments and a terrific tool to keep Parents and Caregivers connected with the work the children were completing at school.
Technology Integration

Throughout 2012, our Principal, Ms Creswell, worked with the Years 3 and 4 students to participate in the Centre for Learning Innovation’s Digital Art competition that was to create a Christmas card for the Director General of Education. The work the students completed throughout this unit was amazing. Ellie Goldrick’s art was shortlisted for this competition.

Ellie’s Christmas Card Design

This digital art program supported our school target of improving technology integration into our curriculum and enhanced the creative aspirations of our students.

The purchase of iPads for our school by our P&C was another terrific addition to the classroom integration of technology. Staff were very keen to utilise apps such as multiplication tables quizzes, problem solving tools, and many literacy support apps in the classroom. I am sure the iPads will further enable our staff to provide outstanding personalised learning opportunities for the students at CPPS.

Target 1

To make definitive improvements in Literacy for all students.

Our achievements include:

- Year 3 NAPLAN Reading results in 2012 were excellent with 62.9% of students achieving in the top two bands compared to 50.2% of the state.
- Year 3 NAPLAN Writing results in 2012 were terrific with 77.1% of CPPS students achieving in the top two bands compared to 57.2% of the state.
- Year 3 NAPLAN Spelling results in 2012 were great with 62.9% of CPPS students achieving in the top two bands compared to 50.3% of the state.
- Year 3 NAPLAN Grammar and Punctuation results in 2012 were good with 57.1% of CPPS students achieving results in the top two bands compared to 55.7% of the state.
- Year 5 NAPALN Reading results in 2012 were very good with 47.1% of CPPS students achieving in the top two bands compared to 38.1% of the state.
- Year 5 Grammar and Punctuation results in 2012 were excellent with 47% of CPPS students achieving in the top two bands compared to 35.2% of the state.
- In our Kindergarten to Year 2 Reading text level semester data, our students achieved excellent results with 78% of Kindergarten students, 86% of Year 1 students and 87% of Year 2 students at or above Regional targets.

Target 2

To actualise marked improvements in Numeracy K-6.

Our achievements include:

- Year 3 Numeracy results in 2012 were excellent with 45.7% of CPPS students achieving in the top two bands compared to 38.9% of the state.
- Year 3 Data, Measurement, Space and Geometry results in 2012 were terrific with

Progress on 2012 targets

2012 was a wonderful year of work, learning and fun. Staff continuously strive to provide outstanding teaching and learning for each and every student. Our many goals set in the management plan were achieved and many will continue to be focus areas for us throughout 2013 and 2014.
51.5% of CPPS students achieving in the top two bands compared to 41.1% of the state.

- Year 5 Data, Measurement, Space and Geometry results in 2012 were very good with 32.3% of CPPS students achieving in the top two bands compared to 29.3% of the state.

- Coal Point Public students performed very well in external testing in both the Newcastle Permanent Mathematics and the University of New South Wales Mathematics competitions.

- In school assessments of multiplication knowledge for CPPS students has demonstrated excellent improvement from 2011 results.

Target 3
To improve the use of technology into everyday classroom practice.

Our achievements include:

- Installation of the last of our Interactive Whiteboards for lesson presentation into the library.
- The purchase of 22 iPads for classroom use.
- Receiving our four wireless hubs to be installed once the eT4L system migration occurs.
- Purchase of new desktop computers for staff use.
- Practical use of our iPads in areas such as our Chess Club. Ten timers for chess needed to be purchased at a cost of $70 each. Installing a free chess timer app on the iPads was a wonderful tool for our school and provided a saving of $700.
- Extensive use of Mathletics and Spelling City by staff has seen the student participation results improve immensely.
- The use of class blogs has enabled the extension of home participation in authentic literacy tasks for students and assisted Parents and Caregivers in enjoying classroom work.

School evaluation

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2012 our school carried out evaluation of our Reporting to Parents practices and of our Science curriculum and programs.

Reporting To Parents

Background

The written reports twice yearly to Parents and Caregivers are an extremely important part of our strong communication with families. Over the last five years, we have made many changes in the way we write the comments on reports, aiming to ensure outstanding feedback both to students and to their families.

Findings and conclusions

A survey was sent home to Parents and Caregivers in the Semester One report envelope. The survey asked only a limited number of questions allowing us to focus on the information we truly needed to evaluate.

1. Are you happy with the current report format?  
Yes ____  No ____  Unsure ____

2. Is the report easy to read? (i.e.- Font size large enough, subject headings clear)  
Yes ____  No ____  Unsure ____

3. Do you feel the report is written in plain language, free from educational jargon?  
Yes ____  No ____  Unsure ____

4. How would you rate the quality of information about your child’s performance in the report….
Please circle  Excellent  Very good  Good  Poor

Are there any comments you would like to add?

All staff were very pleased and proud of the results we found from this survey. 100% of respondents answered Yes they were happy regarding the format of the report. 100% of respondents answered Yes the report was easy to read. 96% of respondents answered Yes they felt the report was written in plain language, free from jargon. The most impressive result from this survey was, that due to commitment and hard work of staff, 97% of respondents rated the
quality of the information in the report as excellent.

Future directions
There were a few ideas shared by respondents in the comments section of the survey that staff at CPPS will investigate. One of the more interesting was that a few families would like to see the students report on themselves in some way. Self-evaluation is an important tool for all of us, so we may look into a way to incorporate this into our 2013 reporting practices.

Of course, with such great responses to our reporting survey, CPPS staff will continue with our current report writing practices and ensure we take the time to liaise with Parents and Caregivers to keep moving forward in this area.

Students with their Grandparents at our Biggest Morning Tea

Science Curriculum
Background
Science at Coal Point Public School has for many years been conducted as the major area for our Release from Face to Face (RFF) program. Mrs Catherine Murdoch has expertly taught Science using the curriculum the NSW Department of Education and Communities has utilised for many years now.

There has been quite a wait for the new Australian curriculum and the New South Wales corresponding syllabus documents. After carefully examining the new curriculum and collegial discussions, our staff team made the decision to use the Primary Connections units of work as they closely align with the new syllabus.

Findings and conclusions
As the staff team examined our current practices in teaching Science we found there were a number of reasons to make the change to the Primary Connections units of work.

Firstly, they are very rigorous in the hands on science component for lesson activities. Students usually work in their Science journal primarily using photocopied sheets prepared from older curriculum units. The Primary Connections units require the students to perform many hands on tasks and to predict and analyse from very practical experiments.

Furthermore, the units have strong and explicit literacy expectations that all staff feel are an added teaching and learning tool. The work students complete after performing their experiments require strong monitoring and reporting throughout the units of work and the literacy tasks linked to the experiments are useful in teaching text type writing, adding to our already strong literacy at CPPS.

Future directions
Work began at the end of 2012 to prepare the required hands on equipment for the teaching of the new Primary Connections units. In 2013, Mrs Murdoch will utilise the Primary Connections units for her RFF program and further evaluation will ensure the teaching and learning of the Science curriculum at Coal Point PS is explicit, engaging and valued.

Parent, student, and teacher satisfaction
In 2012 the school sought the opinions of parents, students and teachers about the school. In 2012, we focused our satisfaction survey on our Local Management Group (LMG) Transition to High School programs. Our LMG motto of ‘Shared Success, Shared Future’ underpins all that we do.

The smooth transition to high school is an integral part of ensuring outstanding learning outcomes for all CPPS student moving into high school. It is with this in mind that the LMG refined the transition process.
Fifty three students were enrolled at CPPS in Year 6 in 2012. Many of our students participated in the LMG transition to high school programs and then went on to attend our local high school, being Toronto High. Of the families who participated in the transition program, thirty responded to the transition survey. Their responses are presented below.

Parent’s Question 1:

Parent’s Questions 2, 3 and 4:

The Student Executive Team at Coal Point Public were also surveyed on the above questions. All students relayed that they felt the transition programs were very important to their move to high school, were valuable in making them feel comfortable about the move and all responded that the programs were fun and engaging.

From the responses received, there was an overwhelming positive response to the Transition Programs on offer from our LMG to Toronto High School. As a team, we will continue to monitor and refine our transition program to ensure success for every student moving into high school.

Professional learning

Coal Point staff participated in many professional learning (TPL) opportunities throughout 2012. 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, Quality Teaching practices and programing are some of the specific presentations staff were participants in. Many at school TPL sessions were aimed at the Australian Curriculum throughout 2012.

CPPS staff also had numerous opportunities to participate in outside of school professional learning activities. Count Me In Too mathematics training, Effective Teaching of Guided Reading in the Early Stage One Classroom, Live Life Well at School and the Hunter Primary Leadership Conference are just a few TPL activities our staff attended in 2012.

A total of $9747.74 was spent on Professional Learning in 2012, with approximately $812 being allocated to each staff member.

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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.

School priority 1
Outcome for 2012–2014
To make definitive improvements in Literacy for all students.

2013 Targets to achieve this outcome include:
- To increase the percentage of matched students in the top two bands for Year 3 reading from 62% to 64%.
- To increase the percentage of matched students in the top two bands for Year 5 reading from 47% to 52%.
- 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 increase the percentage of matched students achieving in the top two bands for writing from 77% to 79% in Year 3 and from 17% to 25% in Year 5.

Strategies to achieve these targets include:
- Focus on school’s weakest areas of performance in 2012 NAPLAN in all Literacy areas.
- Continue with Staff Development in SMART Data use and analysis.
- Stage Teams to identify areas of need from 2012 NAPLAN and target programming, teaching and learning strategies to address.
- Support for classroom teachers in K-6 in the use of Zipptales and other on-line literacy apps using iPads.
- Participation in the Premier’s Reading Challenge, Premier’s Spelling Bee and the Regional Public Speaking Competition.
- Implement and embed 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.
- 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
Outcome for 2012–2014
To actualise marked improvements in Numeracy K-6.

2013 Targets to achieve this outcome include:
- To improve the percentage of matched Year 3 students in the top two bands in Numeracy from 45% to 53%.
- To increase the percentage of matched Year 5 students in the top two bands in Numeracy from 20% to 38%.
- To ensure a minimum of 80% of Kindergarten students are at or above Cluster 4 in Best Start testing related to Numeracy.
- To ensure a minimum of 80% of matched Year 1 students are at or above Cluster 6 in Best Start testing related to Numeracy.
- To increase the percentage of matched students achieving in the top two bands for Numbers, Patterns and Algebra from 40% to 43% in Year 3 and from 23% to 25% in Year 5.
Strategies to achieve these targets include:

- Focus on school’s weakest areas of performance in 2012 NAPLAN in Numeracy.
- Stage Teams to identify areas of need from 2012 NAPLAN and target programming strategies to address.
- Executive team to implement in Count Me In Too professional learning project skills from 2012 training.
- 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.
- 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.

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 Megan Pring- Relieving Assistant Principal
Ms Lee Tovara – School Administration Manager
Mrs Kylie-Ann Lysaght – P & C Treasurer
Mrs Wendy Blyth – Chess Coordinator
Student Executive Team

School contact information

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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: