Our school at a glance

School Context Statement

Our enrolment at the end of 2013 was 222 students, with 113 boys and 109 girls. Coal Point Public School (CPPS) maintained 9 classes K-6 for 2013.

Coal Point Public School caters for the educational needs of the children in our stunning lakeside community. We offer engaging teaching and learning programs in a beautiful bush garden setting. Our school facilities have wide open spaces, exciting classroom environments, interactive whiteboards, iPads, a full computer lab as well as a fantastic school hall.

Our students come from many varied backgrounds, where education is viewed as extremely important and is highly valued by all. We are privileged to be a school that enjoys strong family and community support. The greatest care is always taken to support the needs of all children through an awareness of both their individuality and the diversity of their life experiences.

We have nine fabulous classroom teachers with a further three staff members taking on the roles of Teacher Librarian, Teacher of Release from face-to-face and Learning and Support Teacher. CPPS staff are exceptional classroom practitioners, who nurture and care for all students in a genuinely supportive way.

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

Staff

2013 was an exciting year for us as we waved a farewell to Mrs Pring and Mrs Whiteman while they took their maternity leave in anticipation for some beautiful new babies to add to our CPPS family.

We maintained 9 classroom teachers, two who hold the Assistant Principal’s positions with a relieving Assistant Principal position being held firstly by Mrs Pring, and then shared by Mrs Dowding and Mrs Parlett for this year. Mr Ian O’Brien was appointed to our school at the end of 2012 for the 2013 year. At CPPS we are very privileged to have our terrific Teacher Librarian and Release from Face-To-Face teachers. In 2013 we were ably assisted by our Learning and Support Teacher (LAST) Ms Tina Buining-Horn.

2013 CPPS Staff

Our school was expertly supported by our School Administrative Manager (SAM), Ms Tovara in 2013. Mrs Sullivan and Mrs Kursa our School Administration Officers (SAO) wonderfully supported our staff, students and our community each and every day. The school counselor is present on Fridays, with an alternating roster of one full day and one half day over a fortnight. We also have two General Assistants present two days in alternating weeks.

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

Significant programs and initiatives

* School Band and Choir Program
* Technology programs
* Hunter Dance Festival Participation
* StarStruck Participation
The CPPS Parents and Citizens Association (P&C) met each month throughout 2013 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 2014 will bring us further success.

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

Fundraising for equipment for the school is a priority for our P&C. Our achievements in 2013 were funded from the successful trivia night held in 2012 and canteen and uniform shop profits raised throughout 2013. Our fete was held in November 2013 at which $12743 profit was raised.

The canteen was in need of a new oven, and a larger oven was purchased to better meet the needs of the canteen.

10 iPads were purchased for use by the school students, to supplement the 20 purchased by the P&C last year. The Leadership Day was again sponsored by the P&C so that our 10 student executive could attend. A year 5/6 debating course was subsidised. Stage 2 benefited from the purchase of new dictionaries and
thesesauruses. All stages benefitted from a set of science units kits to make science a more practical subject and to support the Primary Connections units taught in the classrooms.

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.

WiFi was installed into our school at our own expense and P&C provided some funds towards the expense. A flute was purchased from money transferred in from a closed school band account.

Three students from Coal Point represented our school at state level in sport and a small grant was given to each to assist in the purchase of their uniform.

The major purchase in 2013 was funded primarily from the 2012 trivia night and was total refurbishment of the library shelving at a cost over $15,000. The total donation to Coal Point School in 2013 was $20230.57

The P&C has been working towards providing a projector and screen for the school hall, and after the successful fete will be able to fund this project.

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 Mother’s Day and Father’s Day stall gifts are procured and prepared by parent volunteers to assist with the year 6 fundraising. We thank Mrs Toole for her great organisation of this activity. 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. This year, a pizza day was also held at which parents assisted the students in their fundraising efforts.

We look forward to another great year of success in 2014.

Mrs Kylie-Ann Lysaght on behalf of P & C

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**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.

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**2013 Student Executive Team**

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 Canberra. 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.

Keenan, Charlee, Karim, Rebecca, Declan, Grace, Ryan, Hamish, Taj and James.

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**2013 Student Executive Team**
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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<tr>
<td>Male</td>
<td>125</td>
<td>129</td>
<td>133</td>
<td>127</td>
<td>115</td>
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<tr>
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<td>144</td>
<td>145</td>
<td>145</td>
<td>136</td>
<td>122</td>
<td>111</td>
<td>109</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 telephoned directly by our Principal for an explanation.

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>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>7</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>
<td>0</td>
</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>
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</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.

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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<tbody>
<tr>
<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
<td>20</td>
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Teacher Accreditation

In 2013, we congratulated Miss Sara Farrey and Mrs Kellie-Ann Whiteman on receiving their Teacher’s Certificate and Accreditation at Professional Competence. Both teachers were presented with their certificates at our end of year Celebration Day Awards Ceremony.

The accreditation process is lengthy and requires much of the staff to provide evidence of outstanding teaching practice, of which both of these ladies provide for our students every day.

We thank Mrs Louise Groves – Assistant Principal, for all of her work with mentoring and supporting these teachers through the accreditation process.

Science Expo Presentation

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>
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<tbody>
<tr>
<td>Income</td>
<td>$</td>
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<td>Balance brought forward</td>
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<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
<td>2420.21</td>
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<tr>
<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<td>Total income</td>
<td>389289.46</td>
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Expenditure

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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>
<td>220.00</td>
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<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
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<tr>
<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>
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<tr>
<td>Trust accounts</td>
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<tr>
<td>Capital programs</td>
<td>65314.53</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>323974.93</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2013 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 2013
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 2013 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 Conductor 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 and the Westlakes Performing Arts Festival in August.

We added a new entry level to our band program in 2013, and for the first time our Year 2 students began their lessons in Term 3 of the year. We hope this will encourage a greater number of students to participate in the program and also allow these students to be ready to begin big band earlier than our normal Year 4 start.

In 2013, Mrs Trish O’Hearn continued 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 2013, 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 Lysaght, 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 and at a number of local events. One of the highlights of the year was winning the Choralfest Competition.

We sincerely thank Miss O’Reilly, Mrs Lysaght and Mrs Scully for their outstanding work with the choir in 2013.

Sport
Once again, we started the sporting year straight away with a successful Swimming Carnival at Morisset Pools. Our carnival was greatly supported by the school community. The schools commitment towards intensive swimming programs in Years 2, 3, 4 and 6 contributed towards the great results that were achieved. The carnival was won by Phillip.

A strong team of swimmers attended the Westlakes Swimming Carnival. Our team, spearheaded by Ryan Walker who came first and qualified for Regional Carnival in every event in his age group, won the Westlakes Swimming Carnival! Ryan Walker and Flynn Fardell represented the school in individual events at the Regional Carnival, and were joined by Luke Croquett and Taj Field when competing in the
senior boys relay. Ryan qualified for the Hunter Team and competed at the State Carnival in Butterfly, coming 10th and Freestyle, coming 15th.

2013 Sports House Representatives

The Cross Country Carnival, held at Tulkabah Oval in Teralba saw students ‘burn off’ some chocolate after the Easter long weekend. An extremely high level of fitness was evident throughout all age groups, and the competition was fierce. Craig from AFL NSWACT provided us with a coach to provide an enjoyable skills session to the students awaiting their turn to run. Phillip was the winning house. The students who attended the Hunter Regional Cross Country Carnival included Kaylan Moloney, Ashleigh Killian, Miah Rae, Rebecca Burgess and Max Kozlik. Kaylan Moloney ran a very impressive 2nd place and represented the Hunter Region at the State Carnival.

The Athletics Participation Carnival was moved to Wangi Wangi Oval this year, which proved to be a great venue that was more community friendly. Our P and C did a fantastic job operating the BBQ and canteen earning around $600. Parental and community helpers enabled us to hold all track events, and the long jump and shot put, on the day, as well as the usual range of novelty and competitive activities. The winning house was Phillip.

Coal Point sent a strong team to the Westlakes Athletics Carnival. The Senior Girls Relay Team (Mya Amosa, Jada Flint, Rebecca Burgess and Charlee Chappell) and the Junior Girls Relay Team (Kaylan Moloney, Skye Southam, Ella Winterbine and Milla Bussey), Luke Croquett, Seton Griffis, Charlee Chappell, Rebecca Burgess, Kaylan Moloney and Jada Flint were selected to attend the Hunter Regional Carnival.

Rebecca Burgess and Jada Flint went on to compete at the State Carnival in their respective 100m events.

All ribbons, trophies and shields were presented at two special assemblies during the year.

Representatives

Many students were given the opportunity to attend representative trials in a range of sports from soccer and tennis to golf and AFL, demonstrating the range of sporting talent within the school. Students who made it into the Westlakes Representative sides included: Gem Churchill (Rugby League and Touch Footy), Adam Kilian (Rugby League), Ryan Turier (Soccer), Max Kozlik (AFL and Touch Footy), Ryan Walker (AFL). Brij Ingrey achieved 2nd place at the Hunter PSSA Golf Championships.

Premiers Sporting Challenge

This was the second year we participated in the Premiers Sporting Challenge (PSC). This year’s grant went towards subsidising the excellent Dance program run by Get the Edge Sports that was established in 2012 and new sporting house banners.

Jump Rope For Heart

This year we participated in Jump Rope for Heart. Students continued to improve their skills throughout the length of the program, and a skipping culture remained at the school throughout the year. The students practice culminated in a Jump Off on 21st June. Coal Point raised $5000 for Heart Disease research. Thank you to Mrs Whiteman for organising Jump Rope for Heart this year.
Gala Days

This year, we entered teams in the Senior Netball and all Year 3 and 4 (and some Year 2’s) entered the 5-a-side Junior Soccer competition. All days were highly successful. Unfortunately, some of the usual events were not offered by Westlakes PSSA this year, while other gala day clashed with events on the school calendar.

Senior Netball Gala Day

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

Mr Paul Gaden
Assistant Principal and Sports Coordinator

On Monday the 17th of June, 20 members of the Coal Point Public School chess club competed in the Interschool Chess Challenge (ISSC) at Swansea High School. Our students were between 6 and 11 years-old, and they were generally competing against Year 5 and 6 children.

It was a terrific day, and our team missed out on getting to the regional final by only half a point. Every single one of our students managed to score points. That was remarkable! I was very, very proud of our students. Many other parents attended the day, and watching the kids play and seeing their delight in winning a game is very fun. In Term 3 we had Rick Keunig, a tutor from the Sydney Academy of Chess, run weekly chess club meetings. The students enjoyed the touch-screen exercises on the interactive whiteboard, and enjoyed the fast tournament games afterward.

In 2014 we will be using some new software to learn specific aspects of the game, run an ongoing speed-chess tournament, and I anticipate we will attend the 2014 ISCC.

I would also like to say thank you and farewell to the wonderful Year 6 students who have attended Chess Club in 2013. It was a delight to be in your company, and I hope you succeed in establishing a Chess Club at Toronto High in 2014.

Mrs Wendy Blyth – Chess Coordinator

Chess Club

It feels like 2013 has been a busy year for the CPPS Chess Club. Chess Club meetings feel very busy, because we have a room full of students from Kindergarten to Year 6, all with different levels of experience! Chess Club meets after school on Thursday afternoons, in some terms weekly, others monthly.
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)

Numeracy – NAPLAN Year 3

<table>
<thead>
<tr>
<th>Average score, 2013</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>481.8</td>
<td>432.4</td>
<td>418.7</td>
</tr>
</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>Number in Bands</th>
<th>Percentage in Bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 0 1 6 6 17</td>
<td>0.0 3.3 20.0 20.0 56.7</td>
</tr>
<tr>
<td>School Average 2009-2013</td>
<td>1.2 3.5 7.5 22.5 30.6 34.7</td>
<td></td>
</tr>
<tr>
<td>SSG % in Bands 2013</td>
<td>1.9 7.3 14.4 26.4 20.0 30.0</td>
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</tr>
<tr>
<td>State DEC % in Bands 2013</td>
<td>3.5 11.2 17.3 24.3 17.7 26.0</td>
<td></td>
</tr>
</tbody>
</table>

Percentage in bands: Year 3 Numeracy

<table>
<thead>
<tr>
<th>Percentage in bands: Year 3 Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of students</td>
</tr>
<tr>
<td>1 2 3 4 5 6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bands</th>
<th>Percentage in Bands</th>
<th>School Average 2009-2013</th>
<th>SSG % in Bands 2013</th>
<th>State DEC % in Bands 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3</td>
<td>4 5 6</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reading – NAPLAN Year 3

<table>
<thead>
<tr>
<th>Average score, 2013</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>481.8</td>
<td>432.4</td>
<td>418.7</td>
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</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>Number in Bands</th>
<th>Percentage in Bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 0 1 6 6 17</td>
<td>0.0 3.3 20.0 20.0 56.7</td>
</tr>
<tr>
<td>School Average 2009-2013</td>
<td>1.2 3.5 7.5 22.5 30.6 34.7</td>
<td></td>
</tr>
<tr>
<td>SSG % in Bands 2013</td>
<td>1.9 7.3 14.4 26.4 20.0 30.0</td>
<td></td>
</tr>
<tr>
<td>State DEC % in Bands 2013</td>
<td>3.5 11.2 17.3 24.3 17.7 26.0</td>
<td></td>
</tr>
</tbody>
</table>

Percentage in bands: Year 3 Reading

| Percentage of students              |
| 1 2 3 4 5 6                         |

<table>
<thead>
<tr>
<th>Bands</th>
<th>Percentage in Bands</th>
<th>School Average 2009-2013</th>
<th>SSG % in Bands 2013</th>
<th>State DEC % in Bands 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3</td>
<td>4 5 6</td>
<td></td>
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</table>
Reading – NAPLAN Year 5

Average score, 2013

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<th>School</th>
<th>SSG</th>
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<tbody>
<tr>
<td>2013</td>
<td>536.0</td>
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<td>500.6</td>
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Skill Band Distribution

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<th>Percentage in Bands</th>
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</thead>
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<tr>
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<td>0.0</td>
</tr>
<tr>
<td>2</td>
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<td>8</td>
<td>25.8</td>
<td>25.3</td>
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Percentage in bands:

- School Average 2009-2013: 1.8, 9.6, 16.8, 21.0, 25.8, 25.3
- SSG % in Bands 2013: 1.0, 6.7, 21.5, 31.9, 24.6, 14.4

Progress in reading

<table>
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<th>School</th>
<th>SSG</th>
<th>State DEC</th>
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</thead>
<tbody>
<tr>
<td>2008-2010</td>
<td>82.2</td>
<td>83.3</td>
<td>83.7</td>
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<tr>
<td>2009-2011</td>
<td>94.4</td>
<td>76.7</td>
<td>74.0</td>
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<tr>
<td>2010-2012</td>
<td>90.5</td>
<td>75.8</td>
<td>79.2</td>
</tr>
<tr>
<td>2011-2013</td>
<td>94.8</td>
<td>82.9</td>
<td>85.7</td>
</tr>
</tbody>
</table>

Numeracy – NAPLAN Year 5

Average score, 2013

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
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</thead>
<tbody>
<tr>
<td>2013</td>
<td>502.0</td>
<td>502.0</td>
<td>491.1</td>
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</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>Number in Bands</th>
<th>Percentage in Bands</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>2</td>
<td>0.0</td>
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<td>25.8</td>
</tr>
<tr>
<td>8</td>
<td>25.8</td>
<td>25.3</td>
</tr>
</tbody>
</table>

Percentage in bands:

- School Average 2009-2013: 1.8, 9.0, 23.4, 36.5, 19.8, 9.6
- SSG % in Bands 2013: 3.6, 13.0, 25.2, 28.0, 14.5, 15.6
- State DEC % in Bands 2013: 6.3, 17.0, 25.9, 24.8, 11.8, 14.2

Progress in numeracy

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
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<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>
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<tr>
<td>2011-2013</td>
<td>74.9</td>
<td>89.7</td>
<td>89.7</td>
</tr>
</tbody>
</table>
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 2013**

Coal Point Public School continued to participate in the Best Start Kindergarten and Year One Assessment in 2013. 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. 2013 was the first year the data was carried on with students to Year 2. The Year 2 teachers continued to track their students along the Literacy and Numeracy continuums throughout the year. All Literacy and Numeracy programs for Kindergarten, Year 1 and 2 students reflected their positions along the Literacy and Numeracy continuums. The placement of students on the continuums allowed teachers to develop quality teaching and learning programs, appropriate to the learning needs of students.

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

**Student Developmental Level – Reading Texts**
In the Reading Text aspect on the Literacy continuum, the majority of Kindergarten students were placed on the 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 94% of students were on, or above the 6th Cluster (the expected level for the end of Year 1). Year 2 data displayed that 85% of students were on, or above the 8th Cluster (the expected level for the end of Year 2).

Student Developmental Level – Early Arithmetical Strategies

In the Early Arithmetical Strategies aspect on the Numeracy continuum, by the end of the year, 100% of Kindergarten students were on or above the expected level of Perceptual counting. Of those students, 85% were placed on the Figurative, Counting-on-and-back or Facile level.

At the beginning of Year 1, 34% of students were on the Figurative level on the Early Arithmetical Strategies aspect on the Numeracy continuum. By the end of the year, 97% of Year 1 students were on or above the expected level of Counting-on-and-back.

At the beginning of Year 2, 51% of students started on either the Figurative or Counting-on-and-back levels. By the end of the year, 87% of Year 2 students had progressed along the Numeracy continuum to be on the expected Facile level.

The continued tracking of Kindergarten, Year 1 and Year 2 students along the Literacy and Numeracy continuums has enabled teachers to deliver quality teaching programs, specific to the learning needs of our students. The majority of Kindergarten, Year 1 and Year 2 students have made fantastic growth in these areas, due to the commitment of these programs in Literacy and Numeracy. In 2014 these students will continue to be tracked along the Literacy and Numeracy continuums. Also in 2014, students in Year 3-6 will now be included in the data updates.

Significant programs and initiatives

Aboriginal Education

Aboriginal Education programs at CPPS provide experiences for all students K-6 to learn about Aboriginal culture and traditions. At CPPS, the Aboriginal flag is flown each day and the local Awabakal people and the Aboriginal community are acknowledged at whole school activities and special events.
Improving the learning outcomes of our Aboriginal students is extremely important to the teaching staff at CPPS. Our Aboriginal students and their families are supported through open, three-way communication between student, teacher and parent. Personal Learning Plans are in place to monitor students’ individual progress and achievements. Parents form an integral part of the process in creating plans and these are updated throughout the school year.

Students K-6 were provided with Aboriginal Perspectives in the Key Learning Areas, this included artworks, HSIE topics and PE activities. Significant national events, such as Sorry Day, Reconciliation Week and NAIDOC Week were all included in learning activities.

NAIDOC Week, celebrating the theme, “We value the vision: Yirrkala Bark Petitions 1963” saw a range of activities across K-6. The students watched a fabulous visiting performer, who educated the children about culture and dance. Students K-6, painted boomerangs to celebrate. These were hung along our administration building walkway, which is now known as ‘Tamara Way’. ‘Tamara’, being the local Awabakal word for boomerang. Stage 3 students, along with Aboriginal students in Year 2-4, watched a theatre production of ‘My Girragundji’ at Newcastle Panthers. In addition, the School Captain represented CPPS at the Hunter Central Coast NAIDOC ceremony.

Mrs Louise Groves - Assistant Principal

Multicultural Education

Coal Point students enjoyed an array of Multicultural activities throughout 2013. 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 2013 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 has again increased in this activity from our 2012 participation. 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 2013. 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 Jeff Bull and Jackie Bartley from the Toronto Toastmasters Club. We are very grateful for their time and expertise with our competition.

2013 Public Speaking Participants

Premier’s Spelling Bee

Coal Point Public held our third Premier’s Spelling Bee competition in 2013. 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 2013. Students from twenty three of our local schools all over our Newcastle Region attended CPPS to demonstrate their amazing spelling skills. We thank Mr Steve Harris, Director Public Schools NSW, for his scoring and assistance on the day.

We are all so very proud of Flynn Fardell, who not only expertly represented CPPS as our Stage 2 finalist in 2012, but went on to win the final again in 2013. It was a very exciting and nail biting finish. It was a 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 2013 where many families came along to support our school in keeping our environment beautiful. We also continued with our Adopt-A-Garden project, where many families have adopted a little piece of our school to look after. We thank those families who have continued to keep up their gardens throughout the year.

Connected Learning

In the area of connected learning, a number of teachers continued with a class Blog in 2013. 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

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. Further to this, our students were able to access Mathletics and Safari for research once our wireless system was installed.

I am sure the iPads will further enable our staff to provide outstanding personalised learning opportunities for the students at CPPS.

Year 6 iPad Interviews

Progress on 2013 targets

2013 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 2014.

Target 1

To make definitive improvements in Literacy for all students.

Our achievements include:

- Exceeding our target for matched students in the top two bands for NAPLAN reading in Year 3 with 76.7% of students achieving in these bands.
- Achieving our target of 52% of matched Year 5 students achieving in the top two NAPLAN bands in reading.
- 92% of Kindergarten students achieving at or above Cluster 4 in Literacy in Best Start testing.
- 94% of Year 1 students achieving at or above Cluster 6 in Literacy in Best Start testing.
- 85% of Year 2 students achieving at or above Cluster 8 in Literacy in Best Start testing.
- 79% of Kindergarten students independently reading at or above reading level 6.
- 84% of Year 1 students independently reading at or above reading level 16.
- 87% of Year 2 students independently reading at or above reading level 26.

Target 2

To actualise marked improvements in Numeracy K-6.

Our achievements include:

- Exceeding our target for matched students in the top two bands for NAPLAN numeracy in Year 3 with 60% of students achieving in these bands.
- Exceeding our 2012 results for matched students in the top two bands for NAPLAN numeracy in Year 5 with 26.1% of students achieving in these bands.
- 100% of Kindergarten students achieving at or above the expected Perceptual Counting level in Best Start testing, with 85% of these students placed on the Figurative, Counting-on-and-back or Facile level.
- 97% of Year 1 students were on or above the expected level of Counting-on-and-back in numeracy Best Start testing.
- 97% of Year 1 students were on or above the expected level of Counting-on-and-back.
- 87% of Year 2 students had progressed along the Numeracy continuum to be on the expected Facile level.

School evaluation

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2013 our school carried out evaluation of Visible Learning in our Classrooms and of our English curriculum and programs.
Visible Learning

Background

John Hattie’s book Visible Learning for Teachers-Maximizing Impact on Learning (2012) is a wonderful journey into the teaching profession and best classroom practice. John Hattie is Professor and Director of the Melbourne Education Research institute at the University of Melbourne and honorary Professor at the University of Auckland. Hattie has more than 15 years experience in researching what actually works in schools to improve learning. The book provides evidence based step-by-step guidance to the successful implementation of visible learning and visible teaching in the classroom. Our Principal, Ms Creswell was so very inspired by the book and its research based ideas that as a staff we looked at the checklists provided in the text to explore our understanding and our journey towards Visible Learning.

Findings and conclusions

There are seven major areas focused on in the Visible Learning teacher’s checklist. These are:
- Inspired and passionate teaching;
- Planning;
- Starting the lesson;
- During the lesson: learning;
- During the lesson: Feedback;
- The end of the lesson and
- Mind Frames

Teachers were asked to rate their feelings about our school and their teaching in each of the above areas with explicit questions on a scale of strongly disagree to strongly agree.

The results deem there are a number of areas that we can work on as a staff to improve our ‘visible learning inside’, especially in the areas of during the lesson: learning and during the lesson: feedback.

Future directions

As a staff we will work through John Hattie’s book Visible Learning for Teachers- Maximizing Impact on Learning (2012) in some of our professional learning meetings throughout 2014 and look at the explicit chapters regarding visible learning inside. The text champions both teacher and student perspectives and contains step-by-step guidance on lesson preparation, interpreting learning and feedback during the lesson and post lesson follow up. We will utilize the checklists, exercises, case studies and best practice scenarios to assist in raising achievement for all.

English Curriculum

Background

The introduction of the Australian Curriculum and the NSW Syllabus for the Australian Curriculum requires all NSW schools to implement the new English syllabus in 2014, therefore Coal Point PS evaluated our current practices in English teaching and learning in preparation for implementation in 2014.

Findings and conclusions

Through teacher dialogue and stage meeting sharing we found that we have great strengths in all English areas, as our in-school and NAPLAN results reflect.

The area we needed to explore further was the new strands in the syllabus and the changes and understandings that would be required of staff in regards to programming, explicit teaching and assessment.

Future directions

Our professional learning throughout 2014 will look at developing our understandings of each of the clusters on the Literacy continuum in Reading. We will focus on developing strong knowledge and understandings in staff of each cluster and what this will look like in the classroom. We will collaboratively design and create assessment tools to ensure that staff have the necessary evidence and data to plot students on the literacy continuum. We will provide excellence in programming and explicit teaching to ensure consistent improvement in learning outcomes for all.

Parent, student, and teacher satisfaction

In 2013 the school sought the opinions of parents, students and teachers about the school. In 2013, we focused our satisfaction survey on establishing our school community’s feeling about our school culture at Coal Point PS. Our
aim was to discover how our school community felt about different areas of school life.

The staff, student and parent School Culture survey instruments are based on the SchoolMap Best Practice Statements provided by the Department of Education and Communities. We thank all of those in our school community who participated in the survey. Their responses are presented below.

Parent Responses -

The school knows about the families and community in which it serves?

Parents support what is happening at the school?

School leaders have a positive influence on the school culture?

I am proud of my child's school?

The school often praises and rewards individuals who are successful?

The school encourages new students and their families to be involved in school activities?
The school appreciates having my child as a student?

![Bar chart showing responses]

The school encourages students to achieve their best?

![Bar chart showing responses]

The school encourages everyone to learn?

![Bar chart showing responses]

School leaders have a positive influence on the school culture?

![Bar chart showing responses]

The school recognises and celebrates achievement?

![Bar chart showing responses]

Meeting the needs of students is the school’s main priority?

![Bar chart showing responses]

Staff Responses –

Staff understand and respond to the context of the community in which they work?

![Bar chart showing responses]

Staff support what is happening at the school?

![Bar chart showing responses]
The Student Executive Team at Coal Point Public surveyed the school students during lunch breaks on the above questions. The Student Executive were asked to participate in an action research project to ask the school these questions, hopefully to ensure all students understood what was being asked of them and also to aid the Student Executive team in setting goals from the results they found.

As is evident from the strong ‘Almost Always’ responses from all surveyed, our school culture and the feelings of our staff, students and community are excellent. This is a wonderful
outcome to allow us all to celebrate the successes and great atmosphere of our terrific school.

Professional learning
Coal Point staff participated in many professional learning (TPL) opportunities throughout 2013. 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. Many staff also attended off-site professional learning including:

- Best Start Kindergarten Assessment.
- Best Start Assessment – Years 1 and 2.
- Familiarisation and Planning for New Curriculum.
- Assistant Principals attended the HCC Teaching Principals Leadership Conference.
- Learning and Support Teacher attended the LAST professional development day.
- School Sport – Athletics Level C officials Accreditation.
- School Sport – Golf.
- Teaching For the New Curriculum.
- School Administration Manager and School Administration Officer Conference.

A total of $11,567 was spent on Professional Learning in 2013, with approximately $964 being allocated to each staff member.

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

2014 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 2013 NAPLAN in all Literacy areas.
- Continue with Staff Development in SMART Data use and analysis.
- Stage Teams to identify areas of need from 2013 NAPLAN and target programming, teaching and learning strategies to address.
- Support for classroom teachers in K-6 in the use of Ziptales 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.

Toronto Learning Community Education Week Assembly at Toronto high School
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.
• Utilise the Literacy continuum for assessment and programming for Years 1 and 2 to ensure appropriate learning programs and progress for each student.
• Utilise the Literacy continuum for assessment and programming for Years 3-6 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.

2014 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 2013 NAPLAN in Numeracy.
• Stage Teams to identify areas of need from 2013 NAPLAN and target programming strategies to address.
• Executive team to further implement and embed the 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.
• Trial of Go Maths! Program for Early Stage 1, Stage 1 and Stage 2.
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: