

Coal Point Public School

Annual Report



2016



4022

Introduction

The Annual Report for 2016 is provided to the community of Coal Point Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Ms Kim Creswell

Principal

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Message from the Principal

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 2016, such as Band, Choir, Chess Club, Dance Ensembles, Debating, 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 2016. It is pleasing to note that the participation rates have increased again this year and I am sure they will continue to rise in the future.

The CPPS Parents and Citizens Association (P&C) met each month throughout 2016 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 2017 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

School background

School vision statement

Coal Point PS teachers, through excellence in teaching, strive to transform the lives of students and to inspire and nurture their development as learners, individuals, and citizens. Achieving these educational goals is the collective responsibility of the whole school community. We will provide excellence, innovation, opportunity, success!

School context

Coal Point Public School (CPPS) had a total enrolment of approximately 222 pupils across the Years K to 6, with 3% identifying as Aboriginal and 7% identifying as being students with a Language Background Other than English. Our students come from many varied backgrounds, where education is viewed as extremely important and is highly valued by all. We are privileged to be a school that enjoys strong family and community support. Our school's 2016 Family Occupation and Education Index (FOEI) value is 57, compared with the NSW average of 100. Higher FOEI values indicate greater disadvantage. Our school's FOEI value is among the lowest 20 per cent of FOEI values across NSW government schools. The greatest care is always taken to support the needs of all children through an awareness of both their individuality and the diversity of their life experiences. Our school provides excellence in teaching and learning, with explicit focus on integrating technology into the everyday curriculum, higher order thinking skills and values education. High expectations and the encouragement of our 'You Can Do It!' philosophy ensures CPPS students excel in all academic areas, as well as in the many varied extra-curricula opportunities we provide. Our school band, choir, drama and gymnastics programs provide outstanding teaching, while supporting fun and a love of learning. Our school strives to provide each child with the skills necessary to become lifelong learners, caring citizens and leaders of the future.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Our school undertook self-assessment using the elements of the School Excellence Framework. This was completed by Staff, Parents at a Community Forum and students. It is pleasing to note that all school members believe we are absolutely delivering exceptional teaching and learning in all areas, with a majority of the domains in the sustaining and growing or excelling categories as identified in the School Excellence Framework. The framework is available from the school office for any interested parties.

The Learning domain and its associated elements allowed us to really examine school practices and whole school beliefs about what is truly important in the lives of our students. It was clearly evident that in the Learning domain there is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement. Positive and respectful relationships across the school community underpin a productive learning environment, and support students' development of strong identities as learners. High expectations, excellence in practice and dedication and valuing of learning by all is one of our strongest attributes at Coal Point Public School.

Examining the Teaching elements in the School Excellence Framework, all teachers at Coal Point Public School are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence based and data driven strategies. In all classrooms, teachers regularly review and revise teaching and learning programs and routinely review previous content and preview the learning planned for students in class. All classrooms are well managed, with well-planned teaching taking place, so that students can engage in effective learning, with minimal disruption.

Our Strategic Direction 2 of Fostering Quality Teaching and Leadership has been a major focus for Coal Point Public again in 2016. Planning and utilising our funds to support Executive Release has substantially improved our ability to provide quality leadership practices within our school. Executive, staff, stage, team and other meetings are used to review the curriculum and to revise teaching and learning programs. Staff regularly evaluate teaching and learning

programs, including the assessment of student outcomes. Teachers work together to improve teaching and learning in their year groups, stages, or for particular student groups. Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice. Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice. Our school identifies expertise within our terrific staff and draws on this to further develop its professional capacity.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Excellence in Teaching and Learning

Purpose

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

Overall summary of progress

Considering our first major Teaching and Learning improvement measure, it is pleasing to see very strong trend data for all NAPLAN result areas. The 2016 data is terrific, demonstrating that our percentages of students achieving in the top two bands of NAPLAN are quite good. In Year 3 these figures are: Reading 59%, Writing 85%, Spelling 59%, Grammar and Punctuation 63% and Numeracy 33%. In Year 5 these figures are: Reading 30%, Writing 11%, Spelling 22%, Grammar and Punctuation 27% and Numeracy 16%. When looking closely at our expected student growth measures, those students who did not make their greater than or expected growth figures are either identified learning support students, who made excellent personal growth in other areas, or the student's individual scores were only 10–15 points off their expected growth. E.g. expected growth 75 points—actual growth 63 points.

Whole school assessment schedule data is closely monitored and analysed to support personalised learning growth for every child. The end of year comparison data shows wonderful growth in all areas for all of our students

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased percentage of students in Years 5 and 7 attaining at or above NAPLAN targets for expected growth. .	In 2016, results for Coal Point PS students achieving in the top two bands in NAPLAN were: YR 3 – 59% Reading, 85% Writing, 59% Spelling, 63% Grammar and Punctuation, 33% Numeracy. YR 5 – 30% Reading, 11% Writing, 22% Spelling, 27% Grammar and Punctuation, 16% Numeracy.	Time Professional Learning \$9563
100% of students demonstrate personal learning growth as measured by the Literacy and Numeracy continuums. .	Our outstanding practitioners are using class and school data to plot our students on PLAN, identifying personal positions on the Literacy and Numeracy continuum for each child. Results demonstrate that each student has made fabulous progress in both areas.	Time \$4500
100% of students demonstrate personal learning growth as measured by school identified assessment. .	Term work samples have been provided and display excellence in teaching and high expectations. All students have made wonderful personal learning growth throughout Semester 2 2016 as evidenced by in class tracking of all of our Assessment Schedule data and the Literacy and Numeracy continuum data.	\$2500

Next Steps

We will continue on our excellent road to success with further professional learning and implementation of John Hattie's Visible Learning in all classrooms. Staff will participate in extensive professional learning sessions throughout 2017, especially in the area of identifying their teaching effect size on learning for students and the provision of excellent feedback. Further to our work with Visible Learning, we will develop a Kagan Cooperative Learning Strategies scope and sequence to support all staff in the implementation of cooperative learning in their classrooms.

Strategic Direction 2

Excellence in Building Staff and Leader Capacity

Purpose

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

Overall summary of progress

The most improved area for us in this strategic direction has been the use of our additional funding to provide Executive Release for both Mr Gaden and Mrs Groves to implement a quality program of support for all staff. The ability to have the Assistant Principals off class to complete accreditation, provide mentor sessions, observe lessons, provide demonstration lessons and also to build the teaching capacity of our younger staff has been imperative to improvements we have seen, especially in our Tell Them From Me Teacher Survey. As the survey focusses on the areas of The Eight Drivers of Student Learning it is fabulous to see our results have grown so much in twelve months.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Attendance at all Teacher Professional Learning offered.	All staff participated in an array of Professional Learning sessions throughout the year, supporting each staff member in adding to their repertoire of teaching tools. Many staff attended additional Professional Learning outside of school and in their own time.	\$6298.00
Achievement of Performance Development Plan (PDP) goals, including Accreditation Pathways.	All staff were supported by their Stage Assistant Principals to monitor their PDP goals, observation of lessons to reflect and improve practice and release from class room teaching to observe and reflect on the practice of their chosen peers. While some staff have continued with their goals in 2016, the majority worked tirelessly to achieve their chosen professional goals. Successful accreditation for staff who have submitted.	\$12480.00
Improved results in staff TTFM surveys.	Our staff completed the Tell Them From Me Teacher survey. Results were pleasing, although we do have a number of areas for us to focus on improving as a school and collegial team. We will study the eight drivers of student learning through professional learning sessions, and as a team decide upon our 2017 focus areas for improvement.	
Improved results in student TTFM surveys.		

Next Steps

Throughout 2016 and 2017, staff will continue to focus on differentiation in teaching practice and catering for the explicit individual needs of all students. Professional learning sessions will continue to focus on John Hattie's Visible Learning principles and Kagan Structures to ensure maximum effect size in learning is achieved in all classrooms. The Tell them From Me surveys will continue to assist us to monitor and improve in the areas needed from the Eight Drivers of Student Learning.

All eligible staff will be encouraged, supported and provided with all necessary resources to fulfil their Professional Development Plans and Accreditation pathways.

Strategic Direction 3

Social and Emotional Wellbeing for All

Purpose

Social and emotional well being underpins the ability of all to engage, inspire and contribute to personal and collaborative learning and growth. This enables students to achieve their full potential and to grow as responsible and productive citizens and leaders.

Overall summary of progress

Student wellbeing affects most aspects of students' functioning at school and is an important factor that affects learning and development outcomes. One of our true indicators of social and emotional wellbeing in our school can be measured by School Counsellor referrals from Teachers and Parents in regards to anxiety issues, social and friendship issues and at times anger issues. The number of referrals to our School Counsellor in 2016 have dropped and this is a great sign.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improving the social competencies of identified students to support playground well being as demonstrated by less teacher referrals to Assistant Principals.	Structured play and games have been provided to support students with social needs. We were very happy to see the number of playground referrals drop over the 2016 year. we will continue to monitor and support all students.	
Increased participation in extra-curricular activities.	So many opportunities are afforded to our Coal Point students. Release for teachers and the provision of resources has allowed for the increased confidence and participation of students in sporting, dancing, band and music, chess, public speaking, debating and representation of our school at regional, zone and state levels for a variety of sports.	\$5000
An increased percentage of students demonstrate a positive self-image as a learner, and as an individual through responses to student well being survey.	The Quality of School Life survey completed by students demonstrated such a strong response from the students in how happy at school they are, how much they value school and the importance the children place on learning. Results clearly provided the evidence we needed that the quality of school life at Coal Point PS is viewed extremely highly.	
100% of students have Personalised Keys to Success (YCDI!) profiles based around rubrics to identify individual student well being and personal goal setting priorities.	With such a high number of new staff it was essential to ensure a comprehensive understanding of the goals, aims and research base behind the You Can Do IT! Program. 2016 was the culmination of the development and implementation of the Keys to Success for all students, and each child set you Can Do It! goals for their own development.	\$1000
Improvement over time of what students think regarding school life (evidenced in TTFM survey reports)	Results from all of our Tell Them From Me survey responses are reported on further in this report. Overall, our results were pleasing and we will continue to focus on areas for improvement identified.	

Next Steps

Areas for future focus with all students include promoting: Self Awareness (recognising one's emotions); Self –Management (effectively managing one's emotions, thoughts, behaviours); Social Awareness (taking the perspective of others); Relationship Skills (developing and maintaining high quality relationships); and Responsible Decision making (making constructive choices in behavioural and social interactions). Professional Learning with staff will occur in 2017 to ensure a comprehensive understanding of the Well Being framework.

2017 staff will work to further develop our You Can Do IT! Keys to Success and to encourage and promote the participation of an increased number of students in extra-curricula activities. All classrooms will also be utilising Cosmic yoga practices and the Smiling Minds app on our iPads.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Improving the learning outcomes of our Aboriginal students continues to be a priority for the teaching staff at CPPS. The families of our Aboriginal students were supported through open, three way communication between student, teacher and parents. Personal Learning Plans were developed, with goals and growth monitored during the year.	\$3491.00 • Aboriginal background loading (\$3 491.00)
Low level adjustment for disability	All students requiring adjustments and learning support are catered for within class programs and other whole school strategies. School Learning Support officer, LaST teacher and STLA provision will continue to improve learning opportunities for identified students.	\$9303.00 • Low level adjustment for disability (\$9 303.00)
Socio–economic background	Executive Release for both Mr Gaden and Mrs Groves to implement a quality program of support for all staff. The ability to have the Assistant Principals off class to complete accreditation, mentor sessions, observe lessons, provide demonstration lessons and also to build the teaching capacity of our younger staff has been imperative to improvements we have seen, especially in our Tell Them From Me Teacher Survey. As the survey focus on the areas of The Eight Drivers of Student Learning it is fabulous to see our results have grown so much in twelve months.	\$9563.00 • Socio–economic background (\$9 563.00)
Support for beginning teachers	In 2016, Miss Outteridge submitted and was successful at gaining accreditation at Proficient. Mr Gaden, our Assistant Principal, worked hard to support Miss Outteridge through this process. Miss Collis continued to work towards her accreditation at Professional Competency throughout 2016. Mrs Pring, Miss McDevitt and Mrs Whiteman all worked tirelessly in their first permanent appointment. The positions came with Beginning Teacher funding equivalent to two hours per week release time for the beginning teacher, as well as one hour per week release time for an experienced teacher colleague to provide mentoring support.	\$40,133.67

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	113	100	104	92
Girls	109	121	127	130

Student attendance profile

School				
Year	2013	2014	2015	2016
K	97.9	88.1	97.1	96.1
1	94.9	95.8	96.6	94.5
2	96.1	95.6	96	95.5
3	94.9	96	95	94.5
4	95.7	94.9	96.4	94.1
5	96.1	97.1	94.2	95.3
6	95.3	96.4	95.7	92.4
All Years	95.8	94.7	95.9	94.6
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	7.78
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Administration & Support Staff	2.42
Other Positions	0.08

*Full Time Equivalent

Reporting of information for all staff must be consistent with privacy and personal information policies.

In 2016 we maintained 9 classroom teachers, two who hold the Assistant Principal's positions. At CPPS we are very privileged to have our terrific Teacher Librarian and Release from Face-To-Face teachers. We also have Ms Tina Buining-Horn as our Learning and Support Teacher (LaST) two and a half days per week.

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

The Australian Education Regulation, 2014 requires schools to report on Aboriginal 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.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	20

Professional learning and teacher accreditation

Professional Learning has the biggest influence on improving practice for teachers by providing them with the knowledge, tools and strategies to drive improvement and change in classrooms. Coal Point PS spent \$5508.00 on professional learning for staff in 2016.

In 2016, Miss Outteridge and Miss Roberts continued working with Mrs Groves as their mentor towards their accreditation at Proficient Teacher level, while Mr Gaden continued supporting and mentoring Miss Kelly.

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

At the conclusion of the 2016 year, all three teachers successfully attained their accreditation at Proficient. We were very glad to celebrate this achievement with the teachers, presenting their certificates at our presentation day in front of our entire school community. We thank Mrs Groves and Mr Gaden, our Assistant Principals, for all of their work with mentoring and supporting these teachers through the accreditation process.

Beginning Teachers

We were very lucky to be able to have Mrs Megan Pring, Mrs Kellie-Anne Whiteman and Miss Emma McDevitt join our team of permanent teachers at Coal Point PS in 2015.

After her permanent appointment through the Graduate program, Miss Emma McDevitt has proven herself to be a fabulous classroom practitioner and colleague. We are very lucky to have Miss McDevitt as part of our Coal Point team. We also were very pleased to congratulate her on her marriage at the end of 2016, now as Mrs Erps.

As this is Mrs Pring's, Miss McDevitt's and Mrs Whiteman's first permanent appointment, the positions came with Beginning Teacher funding equivalent to two hours per week release time for the beginning teacher, as well as one hour per week release time for an experienced teacher colleague to provide mentoring support. The Beginning teacher program and mentoring has been invaluable in supporting our staff to develop and grow their skills in the craft of teaching.

Miss Collis continued to work hard, with the support of Mrs Groves, to fulfil her requirements for gaining accreditation at Proficient level.

In 2016, Mrs Pring's, Miss McDevitt and Mrs Whiteman's appointments came with a beginning teacher funding amount of \$13 377.89 each. Mrs Groves, our Assistant Principal, worked hard to support Miss Collis and Mrs Sell in her mentoring program and Miss Collis in working towards her accreditation at Professional Competence.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	285 088.71
Global funds	99 230.99
Tied funds	81 691.23
School & community sources	67 999.79
Interest	3 193.04
Trust receipts	13 549.00
Canteen	0.00
Total income	550 752.76
Expenditure	
Teaching & learning	
Key learning areas	21 000.64
Excursions	23 736.90
Extracurricular dissections	19 580.96
Library	4 431.65
Training & development	1 584.20
Tied funds	24 929.64
Short term relief	18 395.64
Administration & office	29 891.98
School-operated canteen	0.00
Utilities	23 763.78
Maintenance	2 053.04
Trust accounts	39 710.31
Capital programs	26 850.01
Total expenditure	235 928.75
Balance carried forward	314 824.01

The information provided in the financial summary includes reporting from 30 November 2015 to 30 November 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	483 864.21
(2a) Appropriation	421 814.53
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	60 770.31
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	1 279.37
Expenses	-399 686.16
Recurrent Expenses	-399 686.16
(3a) Employee Related	-139 271.23
(3b) Operating Expenses	-260 414.93
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	84 178.05
Balance Carried Forward	84 178.05

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	1 620 202.47
Base Per Capita	12 365.68
Base Location	0.00
Other Base	1 607 836.79
Equity Total	73 367.20
Equity Aboriginal	3 491.00
Equity Socio economic	9 562.77
Equity Language	0.00
Equity Disability	60 313.44
Targeted Total	9 560.00
Other Total	12 002.67
Grand Total	1 715 132.35

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> My School and insert the school name in the *Find a school* and select *GO* to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

In 2016 our school participated in the Learning Bar's Tell Them From Me surveys for Teachers, Parents and Students. Results are reported on a scale out of 10 or in a percentage. This was a wonderful way to establish a clear evidence base from which to gauge areas for future improvement when looking at the Eight Drivers

for Student Achievement.

Questions asked required Parents and Caregiver's to give responses in areas such as: Two-way Communication with Parents, Parents feel welcome, Parents are informed, Parents Support Learning at Home, Time on Homework, Parents' Participation at School, School Supports Learning, School Supports Child's Behaviour, Safe School, Inclusive school.

The Partners In Learning Parent survey results are as follows:

1. Parents feel welcome at Coal Point Public School

Parents Feel Welcome 7.6 I feel welcome when I visit the school. 8.4 I can easily speak with my child's teachers. 8.4 I am well informed about school activities. 7.8 Teachers listen to concerns I have. 8 I can easily speak with the school principal. 6.1 Written information from the school is in clear, plain language. 8.3 Parent activities are scheduled at times when I can attend. 5.4 The school's administrative staff are helpful when I have a question or problem. 8.2

2. Parents are informed at Coal Point Public School

Parents are Informed 6.9 Reports on my child's progress are written in terms I understand. 7.7 If there were concerns with my child's behaviour at school, the teachers would inform me immediately. 7.8 I am informed about my child's behaviour at school, whether positive or negative. 6.8 The teachers would inform me if my child were not making adequate progress in school subjects. 7.3 I am well informed about my child's progress in school subjects. 6.3 I am informed about opportunities concerning my child's future. 6.2 I am informed about my child's social and emotional development. 6

3. Parents at Coal Point Public School support learning at home

Parents Support Learning at Home 6.7 Does someone in your family do each of the following? Discuss how well your child is doing in his or her classes. 5.6 Talk about how important schoolwork is. 6.1 Ask about any challenges your child might have at school. 5.6 Encourage your child to do well at school. 8.1 Praise your child for doing well at school. 7.3 Talk with your child about feelings towards other children at school. 6.5 Take an interest in your child's school assignments. 7.5

4. Support for learning at Coal Point Public School

School Supports Learning 8.3 Teachers have high expectations for my child to succeed. 8.1 Teachers show an interest in my child's learning. 8.4 My child is encouraged to do his or her best work. 8.5 Teachers take account of my child's needs, abilities, and interests. 7.6 Teachers expect homework to be done on time. 8.4 Teachers expect my child to work hard. 8.5

5. Support for positive behaviour at Coal Point Public School

School Supports Positive Behaviour 8.5 Teachers expect my child to pay attention in class. 8.9 Teachers maintain control of their classes. 8.2 My child is clear about the rules for school behaviour. 9.3 Teachers devote their time to extra-curricular activities. 7.6

6. Safety at Coal Point Public School

Safety at School 8.2 Behaviour issues are dealt with in a timely manner. 7.7 My child feels safe at school. 8.6 My child feels safe going to and from school. 8.7 The school helps prevent bullying. 7.7

7. Inclusion at Coal Point Public School

Inclusive School 7.2 Teachers help students who need extra support. 7.1 School staff create opportunities for students who are learning at a slower pace. 6.8 Teachers try to understand the learning needs of students with special needs. 6.7 School staff take an active role in making sure all students are included in school activities. 7.9 Teachers help students develop positive friendships. 7.4

Focus on Learning: A Planning Tool for Professional Learning Communities. Questions asked required teachers to give responses in areas such as: School Context, Inclusive School, Shared Leadership, Leadership, Parental Involvement, Trust and Collaboration, Collaboration, Classroom Context, Focused on Learning, Learning Culture, Data Informs Practice, Teaching Strategies, Challenging and Visible Goals, Planned Learning Opportunities, Quality Feedback, Overcoming Obstacles to Learning, Family Context, Use of Technology, Technology.

The teacher survey results under the headings of the Eight Drivers for Student Achievement are as follows:

1. Leadership 7.9

School leaders have helped me establish challenging and visible learning goals for students. 7.7 School leaders have helped me create new learning opportunities for students. 7.7 School leaders have provided me with useful feedback about my teaching. 7.8 School leaders have helped me improve my teaching. 7.7 School leaders have provided guidance for monitoring student progress. 7.5 I work with school leaders to create a safe and orderly school environment. 9 School leaders have taken time to observe my teaching. 7.5 School leaders have supported me during stressful times. 8.52.

2. Collaboration 8

I work with other teachers in developing cross-curricular or common learning opportunities. 7.7 Teachers have given me helpful feedback about my teaching. 7.3 I talk with other teachers about strategies that increase student engagement. 8.7 Other teachers have shared their learning goals for students with me. 7.5 Teachers in our school share their lesson plans and other materials with me. 8.5 I discuss my assessment strategies with other teachers. 8.2 I discuss learning problems of particular students with other teachers. 8.3

I discuss my learning goals with other teachers. 8.3.

3. Learning Culture 8.3

I give students written feedback on their work. 8.1 I talk with students about the barriers to learning. 7.7 In most of my classes I discuss the learning goals for the lesson. 8.3 Students become fully engaged in class activities. 8.2 I monitor the progress of individual students. 9 I am effective in working with students who have behavioural problems. 8.2 I set high expectations for student learning. 9 Students find class lessons relevant to their own experiences. 8.4.

4. Data Informs Practice 8.1

My assessments help me understand where students are having difficulty. 8.7 I use formal assessment tasks to help students set challenging goals. 8 I regularly use data from formal assessment tasks to decide whether a concept should be taught another way. 7.3 I use formal assessment tasks to discuss with students where common mistakes are made. 7.7 When students' formal assessment tasks or daily classroom tasks fail to meet expectations I give them an opportunity to improve. 8.5 I provide examples of work that would receive an "A", a "B", or a "C" (or their equivalent). 7.8 I use results from formal assessment tasks to inform my lesson planning. 8.5 I give students feedback on how to improve their performance on formal assessment tasks. 8.5.

5. Teaching Strategies 8.1

I help students set challenging learning goals. 7.3 When I present a new concept I try to link it to previously mastered skills and knowledge. 8.8 Students receive written feedback on their work at least once every week. 7.7 I can easily identify unproductive learning strategies. 7.8 My students are very clear about what they are expected to learn. 8.3 I use two or more teaching strategies in most class periods. 8.5 Students receive feedback on their work that brings them closer to achieving their goals. 8.2 I discuss with students ways of seeking help that will increase learning. 8.26.

6. Technology 7.3

Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts. 8.3 I use computers or other interactive technology to give students immediate feedback on their learning. 6.5 Students use computers or other interactive technology to track progress towards their goals. 5.5 I help students set goals for learning new technological skills. 6.5 Students have opportunities to use computers or other interactive technology to analyse, organise, and present subject matter. 7.8 I help students use computers or other interactive technology to undertake research. 9 I help students to overcome personal barriers to using interactive technology. 7.7 I work with students to identify a challenging learning goal relevant to the use of interactive technology. 7.3

7. Inclusive School 8.2

I am regularly available to help students with special learning needs. 8 I strive to understand the learning needs of students with special learning needs. 8.8 I establish clear expectations for classroom behaviour. 9.2 I help low-performing students plan their assignments. 6.8 I make sure that students with special learning needs receive meaningful feedback on their work. 8.2 I make an effort to include students with special learning needs in class activities. 9 I use individual education plans to set goals for students with special learning needs. 7.7 I create opportunities for success for students who are learning at a slower pace. 8.2

8. Parent Involvement 7.6

I work with parents to help solve problems interfering with their child's progress. 8.5 I share students' learning goals with their parents. 7.7 I use strategies to engage parents in their child's learning. 7.3 I ask parents to review and comment on students' work. 5.2 I am in regular contact with the parents of students with special learning needs. 8 Parents understand the expectations for students in my class. 8.3 I make an effort to involve parents and other community members in creating learning opportunities. 7.5 Parents are regularly informed about their child's progress. 8

The student survey results are as follows:

Questions asked required Students to give responses in areas such as Social–Emotional Outcomes: Social Engagement, Participate Sports, Participate Extracurricular Activities, Sense of Belonging, Positive Relationships, Institutional Engagement, Values School Outcomes, Homework Behaviour, Positive Behaviour at School, Intellectual Engagement, Interest and Motivation, Effort, Skills–challenge. DRIVERS of Student Outcomes: Quality Instruction, Effective Learning Time, Relevance, Rigour, School Context, Bully–Victim, Advocacy at School, Classroom Context, Positive Teacher–Student Relations, Positive Learning Climate, Expectations for Success Other Measures: Aboriginal Students, Extra–curricular activities, University

- Students play sports with an instructor at school, other than in a gym class. 80% of students in this school had a high rate of Participation in Sports;
- Students take part in art, drama, or music groups; extracurricular school activities; or a school committee. 59% of students in this school had a high rate of Participation in Extra curricular activities;
- Students feel accepted and valued by their peers and by others at their school. 76% of students in this school had a high sense of belonging;
- Students have friends at school they can trust and who encourage them to make positive choices. In our school, 82% of students had positive relationships;

Students believe that education will benefit them personally and economically, and will have a strong bearing on their future. 94% of students in this school

valued School Outcomes;

- Students do homework for their classes with a positive attitude and in a timely manner. In our school, 53% of students had positive homework behaviours;

- Students that do not get in trouble at school for disruptive or inappropriate behaviour. In our school, 90% of students had positive behaviour;

- Students are interested and motivated in their learning. 84% of students in this school were interested and motivated;

- Students try hard to succeed in their learning. 96% of students in this school tried hard to succeed;

- Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives. In our school, students rated Effective Classroom Learning Time 8.2 out of 10;

- Students find classroom instruction relevant to their everyday lives. In our school, students rated Relevance 8.1 out of 10;

Students find the classroom instruction is well-organised, with a clear purpose, and with immediate and appropriate feedback that helps them learn. Students rated Rigour 8.1 out of 10;

- Students are subjected to physical, social, or verbal bullying, or are bullied over the Internet. • 8% of students in this school were victims of moderate to severe Bullying in the previous month;

- Students feel teachers are responsive to their needs, and encourage independence with a democratic approach. Positive Teacher-Student Relations were rated 7.6 out of 10;

- There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed. Students rated Disciplinary Climate of the Classroom 7.1 out of 10;

- The school staff emphasises academic skills and hold high expectations for all students to succeed. Students rated Teachers' Expectations for Academic Success 8.6 out of 10.

Policy requirements

Aboriginal education

Throughout the year, Aboriginal and non-Aboriginal Students participated in a variety of activities to promote and celebrate Aboriginal culture and histories.

Aboriginal perspectives were included in Teaching and Learning Programs. These were designed to engage all students by providing a deeper understanding of topics across the Key Learning Areas. In particular, Stage 3 learnt about Aboriginal leaders and focused on Charles

Perkins and the Freedom Rides. Significant national events such as Sorry Day, Reconciliation Week and NAIDOC week were celebrated during the year. Stage 3 students wrote fantastic Reconciliation Week poems that were published in the school newsletter and shared with parents at the Education Week Assembly.

Improving the learning outcomes of our Aboriginal students continues to be a priority for the teaching staff at CPPS. The families of our Aboriginal students were supported through open, three way communication between student, teacher and parents. Personal Learning Plans were developed and monitored during the year. Mrs Worked hard throughout 2016 developing our MGoals project, which is an online site where our Aboriginal students can share their goals, dreams, stories and successes.

NAIDOC Week, saw a range of activities across K-6 including Awabakal stories, Yulunga PE Games and Visual Arts activities. We were proud to fly the Aboriginal flag each day on our new flagpole, and our Aboriginal students continued to confidently present the Acknowledgement of Country at whole school activities and special events.

Multicultural and anti-racism education

Coal Point students enjoyed an array of Multicultural activities throughout 2016. Our school recognizes the need to focus on multicultural education as part of all curriculum areas. This ensures that our students develop the skills, knowledge and attitudes required to be part of a culturally diverse society. Multicultural perspectives are included in the Human Society and Its Environment (HSIE) units of work.

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.