

Coal Point Public School

Annual Report



2017



4022

Introduction

The Annual Report for 2017 is provided to the community of Coal Point Public School (CPPS) 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.

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 2017, such as Band, Choir, Chess Club, Dance Ensembles, Debating, Public Speaking, Star Struck and Spelling Bee competitions. I am very proud of the efforts of the students, who so whole heartedly participated in these events in 2017. The CPPS Parents and Citizens Association (P&C) met each month throughout 2017 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. Our first ever Community Color Run was a wonderful and exciting day and raised \$11,092.00.

I thank all of the CPPS school community for another wonderful year and know that 2018 will bring us further success. Extensive work throughout 2017 has seen us hold wonderful School Excellence framework workshops. with staff, students and our school community. All of the workshops, especially the Parent Forum evening, with staff and the parents and caregivers working together over two hours with the School Excellence Framework, gave us a great insight to assist with our External Validation preparation. I the certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Ms Kim Creswell

Principal

School contact details

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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) has a total enrolment of approximately 240 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 2017 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

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated

Learning

The results of this process indicated that in the School Excellence Framework domain of Learning:

At Coal Point Public School, there is demonstrated commitment within the school community to strengthen and deliver on school learning priorities. Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring productive conditions for student learning. Well-developed and current policies, programs and processes identify, address and monitor student learning needs, and curriculum is differentiated to maximise student achievement. The school plan elaborates on what all students are expected to know, understand and do.

The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations, creating a positive teaching and learning environment. Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development. Students care for self, and contribute to the wellbeing of others and the wider community. Our commitment to student wellbeing extends to preschool and secondary school transitions, with effective transition programs in place.

The school analyses internal and external assessment data to monitor, track and report on student and school performance. Individual student reports include descriptions of the student's strengths and areas of growth. Parents are updated on the progress of their children. Our students achieve consistent value-added results; we have an average of 45 per cent of students achieving at high levels of performance in NAPLAN.

From our whole school evaluation processes our future directions will include:

- School wide scope and sequence of KAGAN collaborative structures to be developed.

- Stage teams to use Visible Learning effect size data to collaboratively reflect and revise teaching and learning programs to improve student outcomes.
- Encourage parents to assist in learning programs within the school.
- Strengthen the use of MGoals for Aboriginal students and develop improved strategies for parent engagement.
- Include the Wellbeing Framework in 2018–2020 School vision statement to embed framework in all aspects of the school plan and school programs.
- All staff utilising the multiple intelligence and learning style quiz to inform their teaching practice.
- Whole school peer support program, connecting all students across the school– incorporating You Can Do It!, KAGAN activities and StrongerSmarter .
- Implement a focus on Spelling, Grammar and Punctuation K–6

Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching:

At Coal Point Public School, teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. They provide explicit, specific and timely formative feedback to students on how to improve. Teachers incorporate data analysis in their planning for learning and assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement.

Coal Point Public School teachers collaborate within and across stages to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement. The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school–wide improvement in teaching practice and student outcomes. School–wide and/or inter–school relationships provide mentoring and coaching support to ensure the ongoing development of all staff.

At Coal Point Public School, there is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas. Teachers are actively engaged in planning their own professional development to improve their performance and actively share learning from targeted professional development with others. They demonstrate responsibility, adaptability and ethical practice in working towards the school's goals. Coal Point Public School teachers work beyond their classrooms to contribute to a number of broader school programs.

From our whole school evaluation processes our future directions will include:

- Using technology for immediate feedback, by utilising programs, such as Kahoot.
- Supporting staff to maintain their accreditation at proficient.
- Further develop Hattie's Visible Learning practices in all classrooms, focusing on quality feedback.
- Strengthen Kagan cooperative learning structures and embed within teaching programs.
- Create scope and sequences that successfully integrate learning across the KLA's and ensure consistency of curriculum delivery across stages.
- Building capacity in early career teachers in understanding all data, especially NAPLAN data and link this to the continuums to enhance classroom practice.

Leading

The results of this process indicated that in the School Excellence Framework domain of Leading:

Coal Point Public School solicits and addresses feedback on school performance and has productive relationships with external agencies, such as universities, business, industry and community organisations to improve educational opportunities for students. Across the school community there is broad understanding of, and support for, school expectations and aspirations for improving student learning.

At Coal Point Public School, workforce planning supports curriculum provision and the recruitment of high quality staff. Our staff are committed to, and can articulate the purpose of each strategic direction in the school plan, with monitoring, evaluation and review processes embedded and undertaken routinely. We have clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan.

Coal Point Public School, has beautiful surrounds, our physical learning spaces are used flexibly, and technology is accessible to staff and students. There are opportunities for students and the community to provide constructive feedback on school practices and procedures, which have enabled us to streamline our flexible processes to deliver services and information, strengthening parental engagement.

From our whole school evaluation processes our future directions will include:

- Address feedback from recent surveys to strengthen community engagement.

- A structured and improved monitoring of our school plan milestones.
- Using our identified areas of improvement from External Validation to drive our 2018–2020 School Plan.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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 2017 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 65%, Writing 70%, Spelling 62%, Grammar and Punctuation 73% and Numeracy 43%. In Year 5 these figures are: Reading 53%, Writing 29%, Spelling 50%, Grammar and Punctuation 50% and Numeracy 56%. 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 assessments, or the student's individual scores were only 10–15 points off their expected growth. E.g. expected growth 81 points—actual growth 74 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)	Funds Expended (Resources)	Progress achieved this year
Increased percentage of students in Years 5 and 7 attaining at or above NAPLAN targets for expected growth. .	Time Professional learning with staff regarding the use of data.	Students achieving in the top two bands of NAPLAN in Year 3 are: Reading 65%, Writing 70%, Spelling 62%, Grammar and Punctuation 73% and Numeracy 43%. In Year 5 these figures are: Reading 53%, Writing 29%, Spelling 50%, Grammar and Punctuation 50% and Numeracy 56%.
100% of students demonstrate personal learning growth as measured by the Literacy and Numeracy continuums. .	\$5000 Time	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.
100% of students demonstrate personal learning growth as measured by school identified assessment. .	\$6000	Term work samples have been provided and display excellence in teaching and high expectations. All students have made wonderful personal learning growth throughout 2017 as evidenced by in class tracking of all of our Assessment Schedule data and the Literacy and Numeracy continuum data.

Next Steps

Our exceptional teachers will continue to collaboratively work together to plan, implement, assess and report on the amazing work they do every day. Setting high expectations, success criteria and student goals will ensure every child continues their learning growth. A years worth of learning for a years worth of teaching.

All classrooms will continue on their Visible Learning journey and reflect on their learning and teaching through the collection of effect size data. Staff will complete Critical and Creative Thinking professional learning as part of our local management group of schools Future Focused Learning initiative. Through the implementation program of our 2018 – 2020 School Plan, teachers will add innovative and exciting learning tools to their repertoire of skills. Further professional learning around Kagan Cooperative learning will also add to our outstanding practices in collaborative learning.

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 Mrs Groves, Mrs Payne and Mrs Pring 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 and on the Four Dimensions of Classroom Practices, it is fabulous to see our results have grown, particularly in school focus areas.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Attendance at all Teacher Professional Learning offered.	\$13,573	All staff participated in an array of Professional Learning sessions throughout the year. There is an expectation in our school that when a staff member attends professional learning they will return to present to their colleagues, 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. Some key professional learning attended included Stronger Smarter by our Executive team, Sue Larkey's Autism workshops for teachers, and many External Validation and Finance workshops.
Achievement of Performance Development Plan (PDP) goals, including Accreditation Pathways.	\$16,861 QTSS \$12,189 Beginning Teacher	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. All staff worked tirelessly to achieve their goals, share their knowledge and practice and continue to be a part of our excellent teaching team. Successful accreditation for staff who have submitted.
Improved results in staff TTFM surveys.	Time professional Learning	The Tell Them From Me Teacher Survey was completed once again in 2017, and displays an increase in a number of the Four Dimensions of Classroom and School Practices. It was pleasing to see an increase in results in regards to discussing assessment strategies with other teachers; rising from 8.2 to 8.8. Utilising data and assessments to understand where students are having difficulty rose from 8.7 to 9.0. These were two focus areas in our school and is great evidence of improvement.

Next Steps

Working from our External Validation evaluation, Parent Forum and staff workshops, our 2018 – 2020 School Planning has allowed us to develop our school plan to target areas of need as identified by students, staff and our community. We will continue to support all staff with collaboration opportunities, classroom observations and reflection time. Our QTSS and Beginning Teacher funding will allow us to have the Executive Team off class to provide a wonderful model of instructional leadership throughout our school. All staff will be working on their Performance and Development goals throughout the year, and monitoring for any professional learning opportunities to support their personal goals. Our beginning teachers will be fully supported with a strong induction and support program. Staff who are working towards accreditation will also have the necessary mentoring, support and professional learning opportunities to assist with their successful accreditation at Proficient Teacher.

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 2017 have once again dropped and this is a great sign.

We kept a focus with all students throughout the year 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 was welcomed by all and has enabled us to ensure a comprehensive understanding of the Well Being framework and has assisted staff to work at times in new ways or use different approaches.

The introduction of Cosmic yoga practices and the Smiling Minds app on our iPads has been deemed a great success by staff and this has been seen in the improved behaviour and attitudes of our students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increased percentage of students demonstrate a positive self-image as a learner, and as an individual through responses to student well being survey.	Time	The Quality of School Life survey completed by students 3–6 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. Some highlights in our results include : 91% feel they get enjoyment from being at school, 90% of students feel they get on well with other students in their class, 97% of students feel their school is a place where what they learn will be useful, and 93% of students feel their school is a place where they feel proud to be a student.
100% of students have Personalised Keys to Success (YCDI!) profiles based around rubrics to identify individual student well being and personal goal setting priorities.	\$3000	Early in 2017, students reviewed their previous You Can Do It! goals to analyse their successes and areas for improvement. New goals were set and monitored by our Learning and Support Teacher and the class teachers. Students have developed a strong sense of personal worth and a desire to be their best.
Improvement over time of what students think regarding school life (evidenced in TTFM survey reports)	Time Professional Learning	Our school values the data drawn from the Tell Them From Me surveys that we have completed now since 2014. Some highlights of our 2017 results include: there is an increase in students with a positive sense of belonging; rising from 82% in 2016 to 92% in 2017. Students with positive

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improvement over time of what students think regarding school life (evidenced in TTFM survey reports)		behaviour at school rose from 90% to 93%. In 2016, 9% of students felt they lacked confidence in their academic skills, dropping to 5% in 2017.

Next Steps

As we move to our new 2018–2020 school Plan, we have decided to not have a complete strategic direction aimed at wellbeing on its own, but to embed Social and Emotional Wellbeing into every are of our new plan. Further professional learning will be provided with the Wellbeing Framework. Staff will work collaboratively, using both the Wellbeing and School Excellence frameworks, to design and implement a program of sustainable practices embedded into our whole school life.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$5,055.00	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. The MGoals project was very successful and allowed Coal Point students to share their story utilising an engaging and innovative platform.
Low level adjustment for disability	\$29,806.00	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.
Quality Teaching, Successful Students (QTSS)	\$ 16,861.00	Executive Release for Mrs Groves, Mrs Payne and Mrs Pring has allowed us 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. Collegial sharing and reflection demonstrates improvement in practice, confidence and ability.
Socio-economic background	\$12,445	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. These funds are added to the Low Level Adjustment for Disability and Socio-economic funds to provide the SLSO support needed by our students.
Support for beginning teachers	\$44,214.00	Class observations, mentoring, professional learning and support has been successful as reflected by the evaluations completed by the Beginning Teachers in our school. In 2017, both Mrs Skinner and Mrs Rodgers submitted and were successful at gaining accreditation at Proficient. Mrs Groves, our Assistant Principal, worked hard to support these teachers through this process. The second year of permanency for Mrs Pring, Miss McDevitt and Mrs Whiteman came with Beginning Teacher funding to support their induction and for an experienced teacher colleague to provide mentoring support. Using these funds to allow the executive to work in an instructional leadership role was invaluable to the teachers in their beginning careers.

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	100	104	92	111
Girls	121	127	130	132

Student attendance profile

School				
Year	2014	2015	2016	2017
K	88.1	97.1	96.1	96.1
1	95.8	96.6	94.5	93.7
2	95.6	96	95.5	96.1
3	96	95	94.5	94.9
4	94.9	96.4	94.1	95.9
5	97.1	94.2	95.3	95.1
6	96.4	95.7	92.4	94.3
All Years	94.7	95.9	94.6	95.2
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

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.

Personal reminders, newsletter reminders, Skoolbag app notifications, and weekly attendance summaries from Sentral are the ways in which attendance is monitored at CPPS. When absenteeism is of a concern at any time, the families are called directly by our Principal for an explanation.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	8.99
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.5
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.42
Other Positions	0

*Full Time Equivalent

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

In 2017 we maintained 10 classroom teachers, two who hold the Assistant Principal's positions. At Coal Point Public School we are very privileged to have our terrific Teacher Librarian Mrs Dowding and Release from Face-To-Face teachers Mrs Skinner and Mr Winter. 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. 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 Public School spent \$13,573.00 on professional learning for staff in 2017.

Some of the major professional learning events attended include: Stronger Smarter – week long professional learning attended by our Assistant Principals, Sue Larkey's Autism workshops providing strategies and resources to support staff in managing students with Autism in their classrooms, Jolly Phonics training for Kindergarten staff, and a number of workshops and sessions supporting our school with finance and in the production of our 2018 – 2020 School Plan.

Beginning Teachers

As this is Mrs Pring's, Miss McDevitt's and Mrs Whiteman's second year in their permanent appointment, the positions came with Beginning Teacher funding to support release time for the beginning teacher, as well as 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.

Mrs Skinner continued to work hard, with the support of Mrs Groves, to fulfil her requirements for gaining accreditation at Proficient level. After submitting her accreditation, Mrs Rodgers was awarded her Proficient Teacher Accreditation certificate at our whole school Education Week assembly. Mrs Skinner received her Proficient Teacher Accreditation certificate at our annual Celebration Day assembly. Both staff members were celebrated for their excellent work with support and recognition of our whole school community. We thank Mrs Groves our Assistant Principal, for her work with mentoring and supporting these teachers through the accreditation process.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	84,178
Revenue	1,992,070
Appropriation	1,866,919
Sale of Goods and Services	0
Grants and Contributions	124,435
Gain and Loss	0
Other Revenue	0
Investment Income	716
Expenses	-2,031,574
Recurrent Expenses	-2,031,574
Employee Related	-1,820,670
Operating Expenses	-210,904
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-39,504
Balance Carried Forward	44,674

Through explicit planning and monitoring of our school financial position, Coal Point Public School delivers the best teaching and learning outcomes for the students in our care. Various equity funding is combined to provide School learning Support time for those students in need and all of our additional funds provide the necessary resources and monies for the general every day running of our school.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	1,733,226
Base Per Capita	33,927
Base Location	0
Other Base	1,699,299
Equity Total	80,593
Equity Aboriginal	5,055
Equity Socio economic	12,445
Equity Language	0
Equity Disability	63,094
Targeted Total	12,586
Other Total	20,183
Grand Total	1,846,589

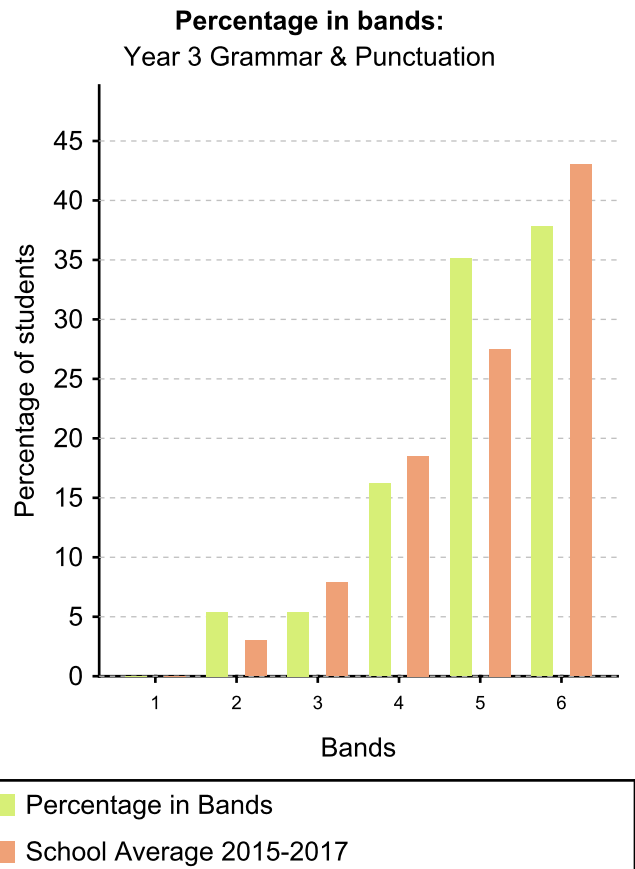
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

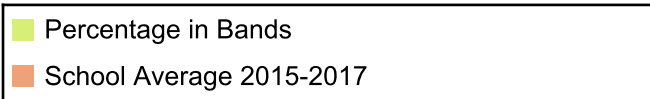
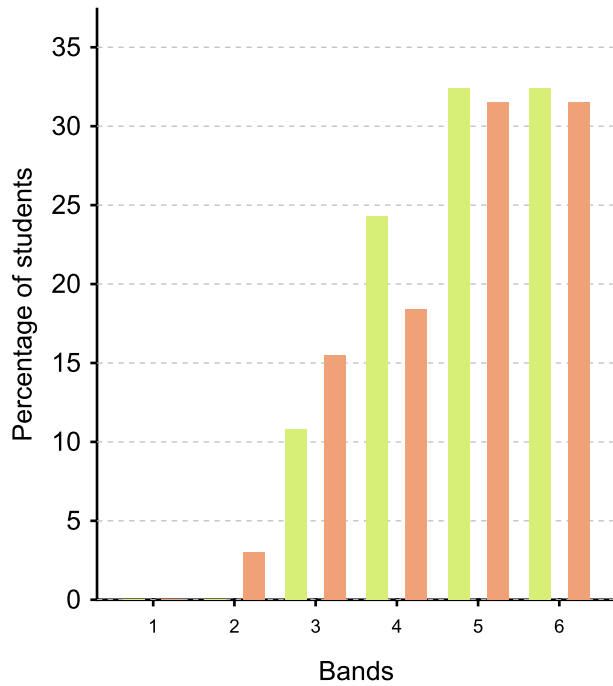
School performance

NAPLAN

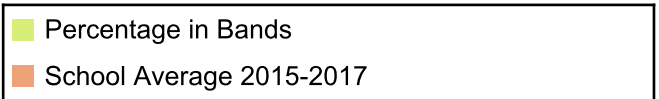
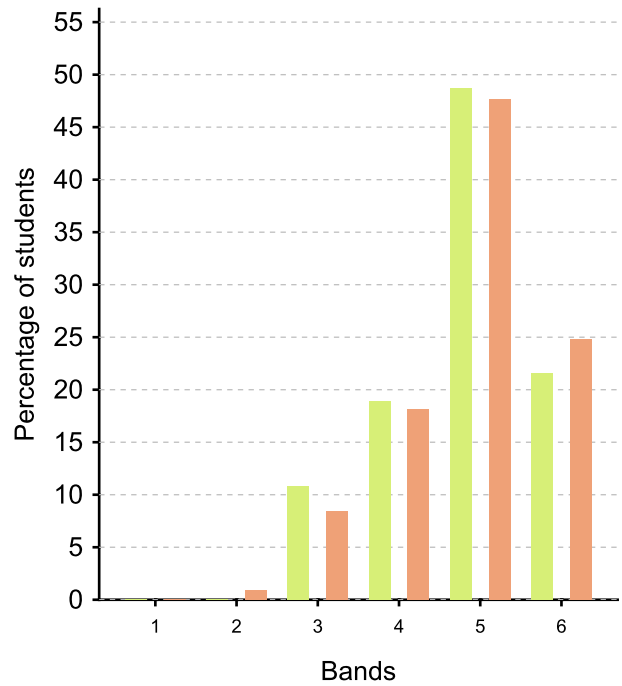
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



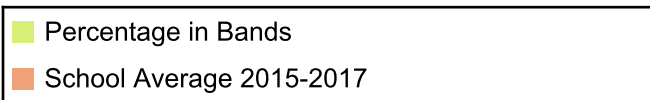
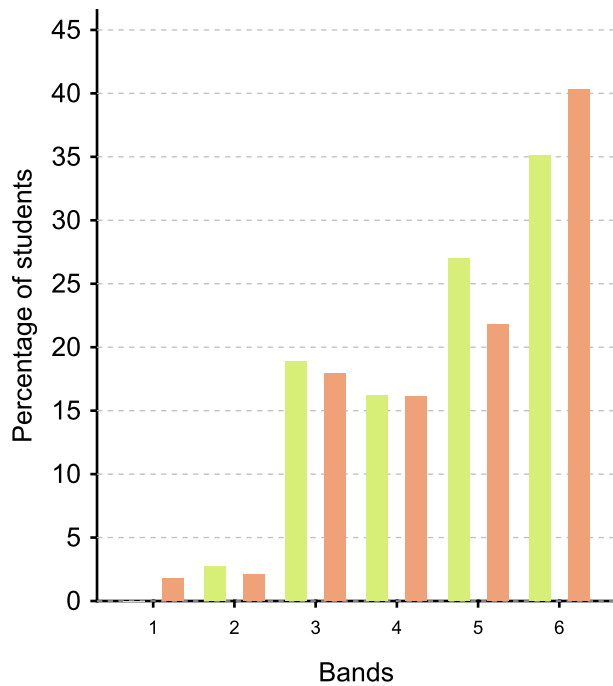
Percentage in bands:
Year 3 Reading



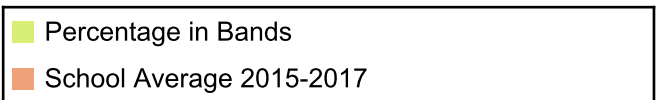
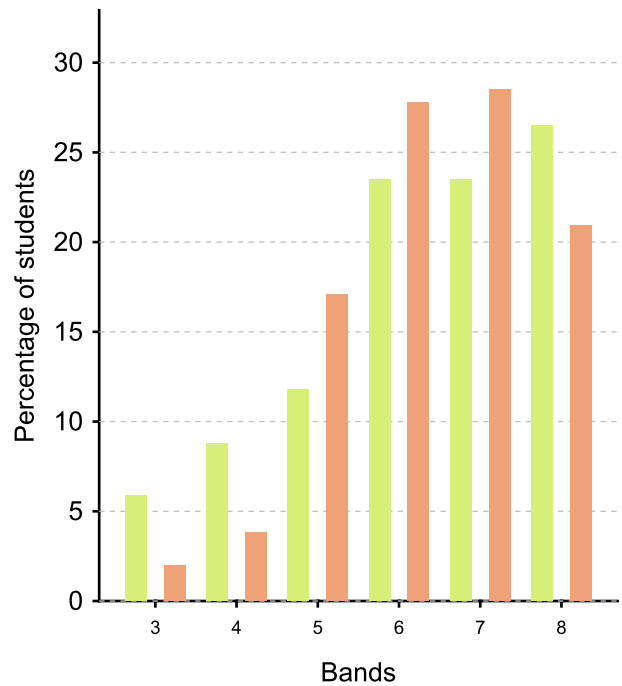
Percentage in bands:
Year 3 Writing



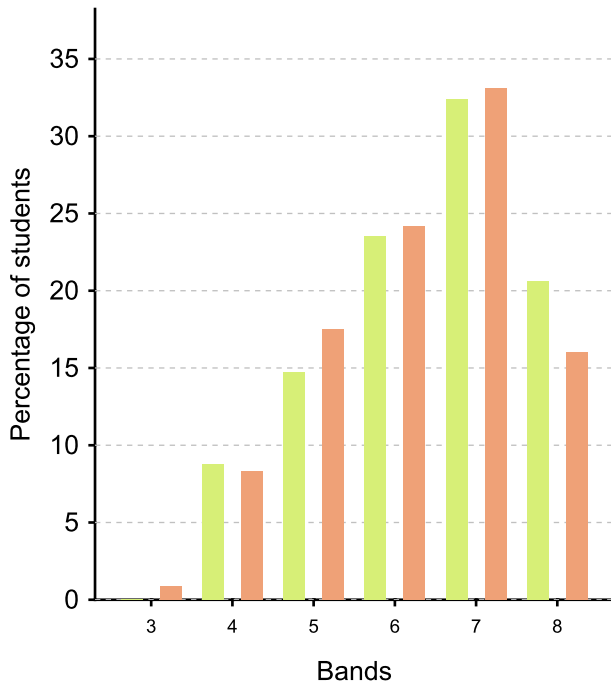
Percentage in bands:
Year 3 Spelling



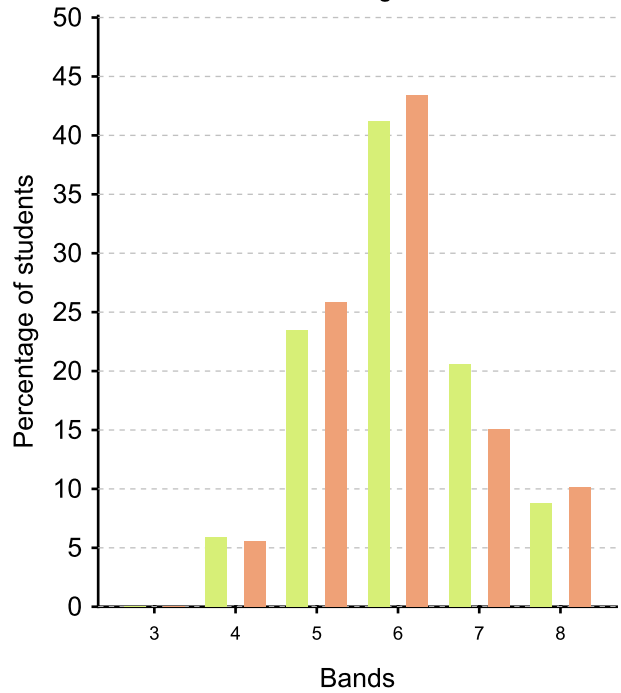
Percentage in bands:
Year 5 Grammar & Punctuation



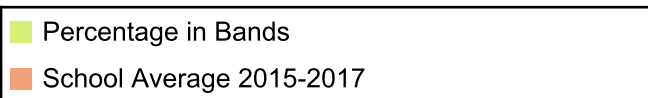
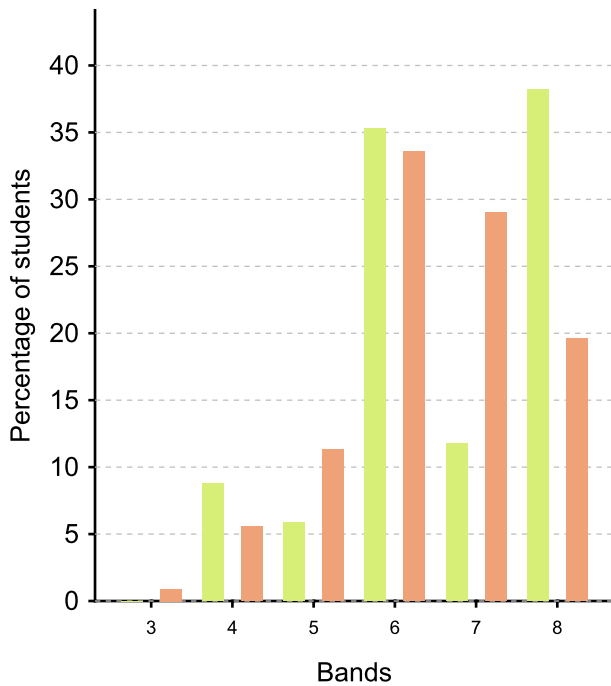
Percentage in bands:
Year 5 Reading



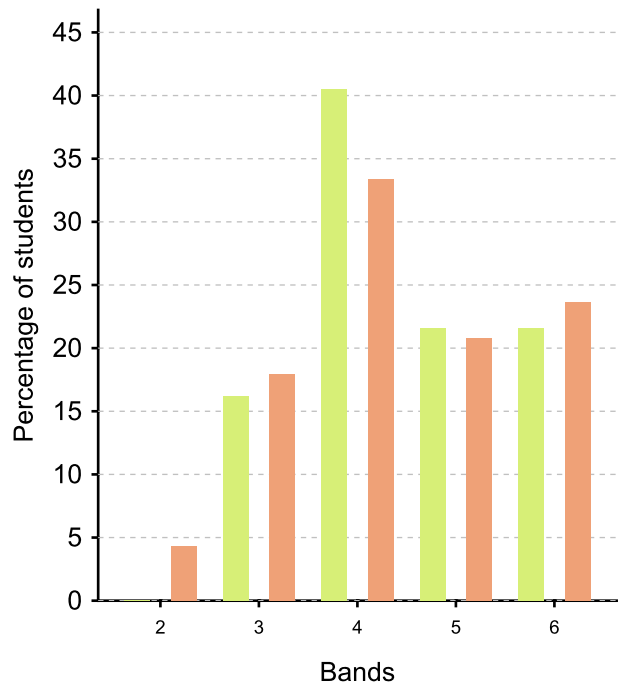
Percentage in bands:
Year 5 Writing



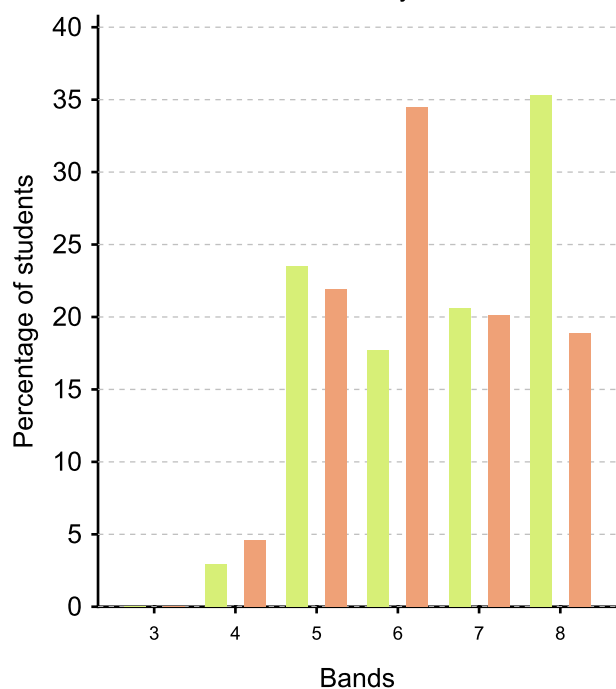
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Parent/caregiver, student, teacher satisfaction

Our school once again participated in the Tell Them from Staff, Student and Parent surveys. As a school, these surveys give us rich data and information to assist with our school planning. Some of our key results are shown below.

Students from Years 4, 5 and 6 completed the "Tell Them From Me – Part 1" survey in April and the "Tell Them From Me – Part 2" survey in September 2017. The student survey measures 15 indicators based on the most recent research on school and classroom effectiveness.

In aspects of social–emotional outcomes our students reported:

- a lower rate of participation in sports at 76% compared to NSW norms of 83%.
- a lower rate of participation in extracurricular activities at 52% compared to state norms 55%.
- 92% stated they have positive relationships with friends at school that they can trust and who encourage them to make positive choices, compared with NSW norms of 85%.

• 46% stated they had positive homework behaviours, well below the state norms of 63%.

• 93% stated that they had positive behaviours at school (i.e. that they did not get into trouble at school for disruptive or inappropriate behaviours), significantly above state norms of 83%.

• 94% of students stated that they were trying hard to succeed in their learning compared to 88% of NSW norms, but slightly less than state norms for being interested and motivated in their learning.

Teachers completed the "Focus on Learning" Teacher Survey report in September, 2017. The survey measured eight drivers of student learning and four dimensions of classroom and school practices. The research on classroom and school effectiveness has consistently shown these factors to be strong correlates of student achievement. Staff rated the areas that drive student learning as:

- leadership as 7.9 out of 10 (NSW govt norm 7.1)
- collaboration as 8.3 (NSW govt norm as 7.8)
- learning culture as 8.1 (NSW govt norm 8.0)
- data informs practice 8.1 (NSW govt norm 7.8)
- teaching strategies 8.2 (NSW govt norm 7.9)
- technology 6.6 (NSW govt norm 6.7)
- inclusive school 8.2 (NSW govt norm 8.2)
- parent involvement 7.1 (NSW govt norm 6.8)

Teachers rated the dimensions of classroom and school practice as:

- challenging and visible goals 7.7 (NSW govt norm 7.5)
- planned learning opportunities 7.9 (NSW govt norm 7.6)
- quality feedback 7.6 (NSW govt norm 7.3)
- overcoming obstacles to learning 8.0 (NSW govt norm 7.7)

A small number of parents (24) took the opportunity to participate in the "Partners in Learning" Parent Survey. The survey includes seven separate measures, which were scored on a ten point scale. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position.

- parents feel welcome 6.9 (NSW govt norm 7.4)
- parents are informed 5.7 (NSW govt norm 6.6)
- parents support learning at home 6.0 (NSW govt norm 6.3)
- school supports learning 7.2 (NSW govt norm 7.3)

- school supports positive behaviour 8.0 (NSW govt norm 7.7)
- safety at school 6.5 (NSW govt norm 7.4)
- inclusive school 6.2 (NSW govt norm 6.7)

Policy requirements

Aboriginal education

In 2017, an array of activities were provided for our Aboriginal and non-Aboriginal students to promote and celebrate Aboriginal culture and histories.

Aboriginal perspectives were included in Teaching and Learning Programs, particularly in the areas of PE, HSIE and Science. Activities engaged all students and provided a deeper understanding of topics across the Key Learning Areas. Stage 3 learnt about Aboriginal leaders and historical events, such as the stolen generations and Freedom Rides during the unit, Shaping a Nation. Significant national events such as Sorry Day, Reconciliation Week and NAIDOC week were celebrated throughout the year. Our celebrations included whole school craft activities, traditional PE games and sharing dreaming stories.

We enjoyed a visit from Aunty Laurel, who spoke in detail about the Freedom Rides, the right to vote, the 1967 Referendum and their significance to the Aboriginal people and the nation as a whole. She visited Stage 2 and shared Dreaming stories as part of the Stage 2 history unit, Community and Remembrance. Later in the year, Stage 1 had a visit from Amos Simon, Aboriginal Education Officer at Biraban PS, to support their HSIE unit People and Places. Kindergarten enjoyed playing Indigenous games and learning about the Aboriginal perspective in the structure of family in the unit, Personal and Family Histories.

Our Assistant Principals, Louise Groves and Kate Payne, strengthened their leadership skills through participating in the Stronger Smarter program. Louise Groves and Jenna Sell, continued to represent the school as associate members of the Mankillikan Aboriginal Education Consultative Group (AECG), sharing resources, and gaining knowledge with the support of the members of the AECG and other local schools to improve education outcomes for our students. Coal Point Public School staff combined with teachers from schools in the Local Management Group (LMG) to participate in Aboriginal Cultural Competencies Professional Learning at Myuna Bay Sport and Recreation, this included talks by our local Aboriginal community members, elders and the AECG. Coal Point staff also participated in an 8 Ways of learning workshop to assist teachers in improving the learning outcomes of our Aboriginal students.

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 Groves continued to develop our MGoals project, which

is an online site where our Aboriginal students can share their goals, dreams, stories and successes.

Multicultural and anti-racism education

Coal Point Public School Harmony Day activities foster a culturally tolerant community. Through Harmony Day celebrations, we develop a broader understanding and acceptance among students and respect for the cultural diversity of Australia. This year's event included an African drumming performance, students exploring and responding to folk tales from around the world and the creation of a 'tree of belonging' in which the leaves were formed by students' fingerprints.

Throughout the year, every class incorporates multicultural perspectives in to the curriculum. All stages investigated various themes and countries within their Geography and History curriculum units, exploring cultures, ceremonies, climate and native animals.