

Coal Point Public School

Annual Report



2018



4022

Introduction

The Annual Report for 2018 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.

I would like to take this opportunity to thank our students, staff and community for another wonderful year at Coal Point Public School.

Kim Creswell

Principal

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School background

School vision statement

Coal Point Public School teachers work collaboratively to enhance excellence in teaching, striving to enrich the lives of students and to inspire and nurture their development as learners, individuals and citizens. Through community engagement, we work together to build partnerships to achieve educational goals. We provide our students with a quality learning environment to connect, succeed and thrive.

School context

Coal Point Public School (CPPS) has a total enrolment of approximately 260 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 Family Occupation and Education Index (FOEI) value is 56, compared with the NSW average of 100. 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, public speaking 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. 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.

LEARNING

In schools that excel, the school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community. At Coal Point Public School (CPPS), progress in learning and achievement is identified and acknowledged. The aspirations and expectations of students and parents are known and inform planning for learning. There is demonstrated commitment within the school community that all students make learning progress.

Coal Point Public School actively plans for student transitions (e.g. from Pre-School to Kindergarten; Y6 to Y7) and clearly communicates its transition activities to the school community. We collect and analyse information to inform and support students' successful transitions. Staff collaborate with parents of students whose continuity of learning is at risk.

Coal Point Public School staff regularly and accurately monitor attendance and take prompt action to address issues with individual families. Attendance data is regularly analysed and is used to inform planning. Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

In schools that excel, there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn. The wellbeing of students is explicitly supported from transition to Year 6. CPPS staff are available so that all students have regular opportunities to meet with their teacher or other staff member, who can provide advice, support and assistance to help students fulfil their potential. Students, staff and the community recognise that student wellbeing and engagement are important conditions for learning. We plan for and monitor a whole school approach to student wellbeing and engagement. Coal Point Public School collects, analyses and uses data, including valid and reliable student, parent and staff surveys/feedback, to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.

The school's wellbeing approach focuses on creating an effective environment for learning. Teachers and other school staff explicitly communicate expectations of behaviour across school settings. Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school. Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

In schools that excel, an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students. Coal Point Public School offers a curriculum that meets requirements of the Department of Education and the NSW Education Standards Authority and provides equitable academic opportunities for all students. The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills.

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.

At Coal Point Public School, consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught. Teachers collect and use assessment data that monitors achievements and identifies gaps in learning to inform planning for particular student groups and individual students.

Coal Point Public School analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels. Students know when and why assessment is undertaken. Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning. Coal Point Public School has a whole school assessment strategy in place that is designed to ensure that the learning of all students is

systematically monitored to identify learning progress of individual students and student cohorts. Teachers use summative data to identify student learning and validate formative assessment practices.

In schools that excel, reporting that is clear, timely and accurate provides information that supports further progress and achievement for all student learning across the curriculum. We analyse internal and external assessment data to monitor and report on student and school performance. CPPS has explicit processes to collect, analyse and report specific internal and external student and school performance data, on a regular basis. The school uses a centralised system for analysing and reporting data on student and school performance, including academic growth, non-academic and cross-curriculum data. The school uses data to inform collective decisions about student learning, aligned with improvement measures in the school plan.

Student reports contain personalised information about individual student learning progress and achievement, and preview plans for meeting future learning goals. Student reports are personalised and comprehensive, providing detailed, clear and specific information about student learning, growth, next steps and improvement measures, as well as relevant contextual and/or comparative data. Schools provide parents/carers with information on the learning progress of their children, including reports and parent/teacher interviews as well as opportunities to discuss this progress. Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received.

In schools that excel, students consistently perform at high levels on external and internal school performance measures and equity gaps are closing. Coal Point Public School's value-add trend is positive. Approximately 64% of students achieve at or above national minimum standards on NAPLAN reading, writing and numeracy. We are very proud that approximately 50% of students achieve in the top two bands for NAPLAN reading, writing and numeracy. Coal Point Public identifies growth targets for individual students, using internal progress and achievement data. The school uses internal as well as external assessments (such as NAPLAN) to assess student progress and achievement against syllabus outcomes.

TEACHING

At Coal Point Public School, all teachers are committed to identifying, understanding and implementing the most effective teaching methods, with the highest priority given to evidence-based teaching strategies. Teachers regularly review and revise lesson plans and sequences, ensuring that the content is based on the curriculum and the teaching practices are effective.

Coal Point Public School staff regularly use student progress and achievement data to inform lesson planning. Our teachers collaborate across stages / teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students. Explicit teaching is the main practice used in our school, reflecting the current evidence base. CPPS teachers routinely review previous content and preview the learning planned with students in each class. Our teachers are skilled at explicit teaching techniques, such as questioning and assessing to identify students' learning needs, and they use a range of strategies to explain and break down knowledge.

Our whole school approach to Visible Learning ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Visible Learning practices are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. CPPS teachers respond promptly to student work. They check that students understand the feedback received and the expectations for how to improve. Our teachers provide specific and timely formative feedback related to defined success criteria. All feedback supports improved student learning.

Coal Point Public School teachers maintain orderly classrooms and manage challenging behaviour to create a positive environment for learning. Our school-wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning. All classrooms and other learning environments are well managed within a consistent, school-wide approach based on our You Can Do It! program. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

At CPPS, student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions. Teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data. Our school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools. Teachers use data effectively to evaluate student understanding of lesson content.

The Coal Point Public School leadership team regularly uses student progress and achievement data to inform key decisions, such as resourcing and implementation of new programs or initiatives. Our leadership team comprehensively analyses student progress and achievement data for insights into student learning and discusses results with the whole staff. CPPS teachers review student assessment data and compare results from external assessments (e.g. NAPLAN,

ICAS, PAT) with internal measures to build consistent and comparable judgement of student learning.

Assessments are developed / sourced and used regularly across stages/year levels/subject areas or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension. Clear and accurate analysis of student progress and achievement data informs planning that is shared with the school community in the Annual Report.

In schools that excel, all staff demonstrate personal responsibility for maintaining and developing their professional standards. At Coal Point Public School, teachers use the Australian Professional Standards to measure themselves, reflect on their practice and plan for and monitor their own professional development to improve their performance. Teachers' Professional Development Plans (PDPs) are supported by a coordinated whole school approach to developing professional practice, informed by research. Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes. Teachers' attainment of their professional goals in their PDPs and their maintenance of accreditation are supported by our school.

Coal Point Public School provides and facilitates professional learning that builds teachers' understanding of effective strategies in teaching literacy and numeracy skills and knowledge. All CPPS teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their classes. Our teachers explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

In schools that excel, professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. At CPPS we have explicit systems for collaboration and feedback to sustain quality teaching practice. Executive, staff, stage, team and other meetings are used to review the curriculum and to revise teaching practices and learning programs to meet the needs of learners, based on evidence of student progress and achievement. Our teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.

The school's structure and organisation ensure that direct support is available to new staff members from experienced teachers, and beginning teachers are mentored. Teachers engage in professional learning targeted to school priorities, the needs of their students, and the achievement of their professional goals. Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in our school to improve whole school practice. Teachers demonstrate currency of content knowledge and evidence-based teaching practice in all their teaching areas. Technology and learning spaces are utilised to enhance student learning. The school identifies expertise within its staff and draws on this to further develop its professional learning community. Teachers are supported to trial innovative or evidence based, future-focused practices.

LEADING

In schools that excel, the principal is the primary instructional leader in the school. At Coal Point Public School (CPPS), the principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.

At Coal Point Public School, the leadership team ensures that implementation of syllabuses and associated assessment and reporting processes meet NESA and Department of Education requirements, forming a sound basis for student learning. Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders.

Our Coal Point Public School leadership team ensures that the teacher performance and development policy is implemented in a culture of high expectations for every staff member. We have established a professional learning community, which is focused on continuous improvement of teaching and learning. The leadership team undertakes annual staff performance and development reviews for teaching and non-teaching staff. Teaching and non-teaching staff proactively seek to improve their performance. Our CPPS leadership team supports collaborative performance development and continuously monitors improvement. All Coal Point staff believe in a high performance culture, with a clear focus on student progress and achievement and high quality service delivery. All students are taught by high performing teachers, and the leadership team supports the recognition of this through the teacher accreditation process.

Parents and community members have the opportunity to engage in a range of school-related activities which help build the school as a cohesive educational community. Our school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community through the Tell Them from Me surveys. The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community.

In schools that excel, the school plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its activities. Coal Point Public school plan is well-conceived, effectively implemented and

effects improvement. The leadership team, collaboratively with all staff, engages in a process of planning, implementation, monitoring and self-assessment, and leads the collaborative development of evidence-based school plans. Our leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored. Staff, students, parents and the broader school community are welcomed and engaged, where possible, in the development of the vision, values and priorities of the school.

Coal Point staff understand what they need to do to help address the school plan's strategic directions and meet the school's improvement measures. Our school collects and analyses learning and wellbeing data to monitor the achievement of milestones and review, self-assess and report performance annually. In the annual report, we report on the alignment of resource allocation, professional learning, and the monitoring of student data with the plan's strategic priorities.

All resources are strategically used to achieve improved student outcomes and high quality service delivery. Our school's staffing is organised and managed to ensure an effective learning environment. The leadership team allocates staff resources to support the achievement of the school's strategic priorities. The school's physical resources and facilities are well maintained and provide a safe environment for learning. Physical learning spaces are used flexibly to meet a broad range of student learning interests and needs.

Technology is accessible to staff and students and is effectively used to enhance learning and service delivery. Our priorities in the school plan drive financial decisions. Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.

Coal Point Public's administrative systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members.. Our administrative practices and systems effectively support school operations and teaching. All school staff are supported to develop skills for the successful operation of administrative systems and a positive customer service ethic is evident. Streamlined, flexible processes exist to deliver services and information and to support parental engagement and satisfaction. Management practices and processes are responsive to school community feedback. There is a whole school approach to improving service delivery and customer (parent and/or student) experience.

Our self-assessment 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 Learning

Purpose

There is a strong focus within our school for young people to develop excellent skills in literacy and numeracy, content knowledge and the ability to learn, adapt and be responsible citizens. Teachers use information about individual students' capabilities and needs to plan for students' learning so as to engage them in rich learning experiences, developing the vital skills for flourishing – now and in future years.

Overall summary of progress

It is pleasing to see very strong trend data for all NAPLAN result areas. The 2018 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 68%, Writing 47%, Spelling 65%, Grammar and Punctuation 69% and Numeracy 59%. In Year 5 these figures are: Reading 47%, Writing 30%, Spelling 50%, Grammar and Punctuation 44% and Numeracy 38%. 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 10–20 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)	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.	The percentage of Year 5 students achieving at or above expected growth targets at Coal Point School in 2018 are: 62% in Numeracy, 72% in Reading, 64% in Spelling, 48% in Grammar and Punctuation and 69% in Writing.
100% of students demonstrate personal learning growth as measured by the Literacy and Numeracy continuums (progressions)	\$5000 to buy time for Progressions professional learning.	Coal Point teachers are using class and school data to monitor our students, identifying personal learning goals and targets for all of the children. Every child is making great personal learning growth. In 2018, training and work with the new progressions began. Executive worked with their stage teams to identify an area of Numeracy that we can target for the development of staff understanding and expertise with the use of the progressions.
100% of students demonstrate personal learning growth as measured by school identified assessment.	\$8064	Class reading and fluency data, numeracy pre and post testing and term work samples have been provided and display excellence in teaching and high expectations. All students have made wonderful personal learning growth throughout 2018 as evidenced by in class tracking of all of our Assessment Schedule data and the Literacy and Numeracy continuum data.

Next Steps

We will continue on our excellent road to success with further targeted professional learning and implementation of John Hattie's Visible Learning in all classrooms. Staff will participate in extensive professional learning sessions throughout 2018, especially in the area of identifying, reflecting and monitoring their teaching effect size on learning for students and the provision of excellent feedback. Staff have worked with students to identify their learning styles, to further target and improve learning outcomes.

Strategic Direction 2

Excellence in Teaching

Purpose

There is a strong focus on teachers demonstrating personal responsibility for improving their teaching practice. Student learning is underpinned by quality teaching through high levels of professionalism and commitment. Lessons and learning opportunities are engaging and teaching strategies are evidence-based. Individually and collaboratively, teachers evaluate the effectiveness of their teaching practices, and take shared responsibility for student improvement.

Overall summary of progress

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 have continue on their Visible Learning journey and reflected on their learning and teaching through the collection of effect size data. Staff completed 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 have added 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.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All classrooms demonstrate the use of future-focused, explicit and effective evidence-based teaching strategies.	Time \$8000	All staff are working with the evidence based teaching strategies that we have incorporated from John Hattie's Visible Learning, Kagan Co-Operative learning and Critical and Creative Thinking tools, such as crunches and questioning techniques. Data will be closely monitored for explicit improvements in identified areas of numeracy and grammar and punctuation.
100% of students create, strengthen and actively engage in social, emotional and academic learning opportunities.	Various costs related to releasing staff for activities and attendance at events. \$5000	Coal Point students are offered many varied and interesting learning opportunities. We have seen an increase in participation in many areas, including choir and public speaking. Our peer support groups have been fabulous in assisting with building relationships and improving student wellbeing.
All students feel valued and supported within the school as measured by Tell Them from Me Survey, Irving Scale, Wellbeing survey.	Time	Our results in the 2018 Tell Them from Me student survey were very positive. Some key elements included: an increase in students with a positive sense of belonging has jumped from 76% in 2017 to 86% in 2018. Student advocacy at school has increased from 7.6 in 2017 to 8.7 in 2018.

Next Steps

In 2019, staff, with their teams, will monitor and evaluate the new Science and Technology Scope and Sequence created in 2018 to ensure we are targeting explicit future focused learning and teaching. The digital technologies focus areas will be implemented, utilising the new robotics purchased. Professional learning will be provided to staff in relation to the use and incorporation of the robotics and coding activities. Staff will continue to add the Critical and Creative skills into their programming and everyday activities, while also using the mindfulness apps and available research ideas. The wonderful Peer Support program will continue; supporting the whole school in building relationships, resilience and getting along skills.

Strategic Direction 3

Excellence in Leading

Purpose

There is a strong focus on effective leadership throughout the whole school, fostering a culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

Overall summary of progress

Our 2017 review has allowed us to develop our 2018 – 2020 school plan to target areas of need as identified by students, staff and our community. We continued to support all staff with collaboration opportunities, classroom observations and reflection time. Our QTSS and Beginning Teacher funding allowed us to have the Executive Team off class to provide a wonderful model of instructional leadership throughout our school. All staff worked on their Performance and Development goals throughout the year, and monitored for any professional learning opportunities to support their personal goals. Our beginning teachers were fully supported with a strong induction and support program. Miss Swan worked towards her accreditation and had the necessary mentoring and support from Mrs Payne. Miss Swan sought out a number of professional learning opportunities aimed at directly assisting with her professional Development Plan goals and her successful accreditation at Proficient Teacher.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff are collegially working together on successful completion of PDP goals, building capacity through Accreditation Pathways and leading whole school initiatives.	\$43,103 QTSS \$6,893 Beginning Teacher	All staff were supported by their Stage Assistant Principals to monitor their PDP goals, observe lessons to reflect and improve practice and to provide 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.
Improvement in the Four Dimensions of Classroom and School practices. demonstrated by the "Focus on Learning" teacher survey.	QTSS time to support teachers	It is pleasing to note that in the Four Dimensions of Classroom and School practices, our results have improved in all areas. In the Challenging and Visible Goals dimension, our result as identified by staff was at 8.2 out of 10, compared with 7.7 in 2017. In the Planned Learning Opportunities dimension, our result as identified by staff was at 8.3 out of 10, compared with 7.9 in 2017. In the Quality Feedback dimension, our result as identified by staff was at 8.0 out of 10, compared with 7.6 in 2017. Lastly, in the Overcoming Obstacles to learning dimension, our result as identified by staff was at 8.3 out of 10, compared with 8.0 in 2017.

Next Steps

The extremely valuable QTSS funding will be utilised to build on the 2018 program of instructional leadership throughout the school. The Assistant Principal's will continue to work with the teachers to provide demonstration lessons, time to collaborate and visit other colleagues, and assistance with planning, programming and assessment. The Executive team will continue to work with the staff to really target the use of data to drive learning and improve outcomes for all. Students, staff and the community will be provided the opportunity to once again complete the Tell Them From Me survey to assist us to monitor, target and improve if areas are identified.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$5,957	Coal Point students enjoyed many NAIDOC Celebration activities that were funded from this loading. All remaining funds have been utilised to provide school funded School Learning Support Officers (SLSO) for students with high needs throughout the school. The assistance of the SLSO ensures quality of learning engagement from students with high needs and provides great support to teaching staff.
Low level adjustment for disability	\$12,860.00	All funds have been utilised to provide school funded School Learning Support Officers (SLSO) for students with high needs throughout the school. The assistance of the SLSO ensures quality of learning engagement from students with high needs and provides great support to teaching staff.
Quality Teaching, Successful Students (QTSS)	\$43,103.00	The QTSS funds were expended through the purchasing of casual staff to allow our Executive to be off class 2 days per week providing mentoring, in class teaching demonstrations, team teaching sessions, PDP monitoring and also supporting staff on their Accreditation journeys. All staff were surveyed in Term Three 2018, with results displaying 100% of staff feel the support they have received from their supervisors has been fantastic.
Socio-economic background	\$13,285.00	All funds have been utilised to provide school funded School Learning Support Officers (SLSO) for students with high needs throughout the school. The assistance of the SLSO ensures quality of learning engagement from students with high needs and provides great support to teaching staff.
Support for beginning teachers	\$6,893.00	Miss Swan was provided with one day per fortnight to support her extra planning and programming, assessment and reporting, collegial sharing and feedback. Miss Swan participated in team teaching with Executive staff. Throughout the year, Miss Swan completed her Proficient Teacher Accreditation and was successful at the end of 2018 at attaining her accreditation.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	104	92	111	112
Girls	127	130	132	130

Student attendance profile

School				
Year	2015	2016	2017	2018
K	97.1	96.1	96.1	96.2
1	96.6	94.5	93.7	94.3
2	96	95.5	96.1	93.5
3	95	94.5	94.9	94.1
4	96.4	94.1	95.9	93.5
5	94.2	95.3	95.1	95.1
6	95.7	92.4	94.3	92.9
All Years	95.9	94.6	95.2	94.3
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

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, SMS messages to families and weekly attendance summaries from Sentral are the ways in which attendance is monitored at Coal Point Public School. 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(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	8.23
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.6
School Administration and Support Staff	2.42

*Full Time Equivalent

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

In 2018, we maintained 10 classroom teachers, two who hold the Assistant Principal's positions. The third Assistant principal position was not filled until November 2018. At Coal Point Public School we are very privileged to have our terrific Teacher Librarian and Release from Face-To-Face teachers. We also have a Learning and Support Teacher (LaST) two 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 Kursa. The school counsellor is present on Fridays with a full day one week and half a day the next. We also have our General Assistant, Mr M. Croak, present two days each week.

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 Public School.

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	0

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 was allocated \$14,958.00 for professional learning for staff in 2018.

Many varied professional learning opportunities were provided to Coal Point staff throughout 2018. Some of the professional learning attended included: Effective Reading Instruction in the Early Years, Seven Steps to Writing workshop, K–6 Technologies syllabus two day course, Trauma in Children workshops, Inclusion – full day course relating to students with disabilities, Communication, Leadership and Engagement course and also an Understanding Autism Spectrum Disorder workshop. All staff who attended professional learning outside of the school returned to present to their colleagues to share their new knowledge and skills.

Beginning Teachers

As Miss Swan is an early career teacher, her temporary appointment 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 Swan continued to work hard, with the support of Mrs Payne, to fulfil her requirements for gaining accreditation at Proficient level. In 2018, Miss Swan's appointment came with a beginning teacher funding amount of \$6,893.00. This allowed Miss Swan extra release from face-to-face teaching to work on her planning and programming, improve her classroom practice and time to work on her accreditation portfolio.

At the conclusion of the 2018 year, Miss Swan successfully attained her accreditation at Proficient. We were very glad to celebrate this achievement with Miss Swan. We will present her certificate at our 2019 Easter Hat Parade in front of our entire school community. We thank Mrs Payne, our Assistant Principal, for all of her work with mentoring and supporting Miss Swan through the accreditation process.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	44,674
Revenue	2,168,911
Appropriation	2,040,193
Sale of Goods and Services	1,629
Grants and Contributions	126,292
Gain and Loss	0
Other Revenue	0
Investment Income	797
Expenses	-2,028,627
Recurrent Expenses	-2,013,627
Employee Related	-1,795,090
Operating Expenses	-218,536
Capital Expenses	-15,000
Employee Related	0
Operating Expenses	-15,000
SURPLUS / DEFICIT FOR THE YEAR	140,284
Balance Carried Forward	184,958

In 2018, Coal Point Public School was privileged to have extensive funds to support the teaching and learning of the students in our care. Through careful planning with staff, we targeted funds for both Literacy and Numeracy resources and other essential equipment to ensure every student was catered for in their class, and that every staff member had the tools to improve learning outcomes.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	1,828,041
Base Per Capita	46,989
Base Location	0
Other Base	1,781,052
Equity Total	73,747
Equity Aboriginal	5,957
Equity Socio economic	13,285
Equity Language	0
Equity Disability	54,505
Targeted Total	12,805
Other Total	45,978
Grand Total	1,960,570

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

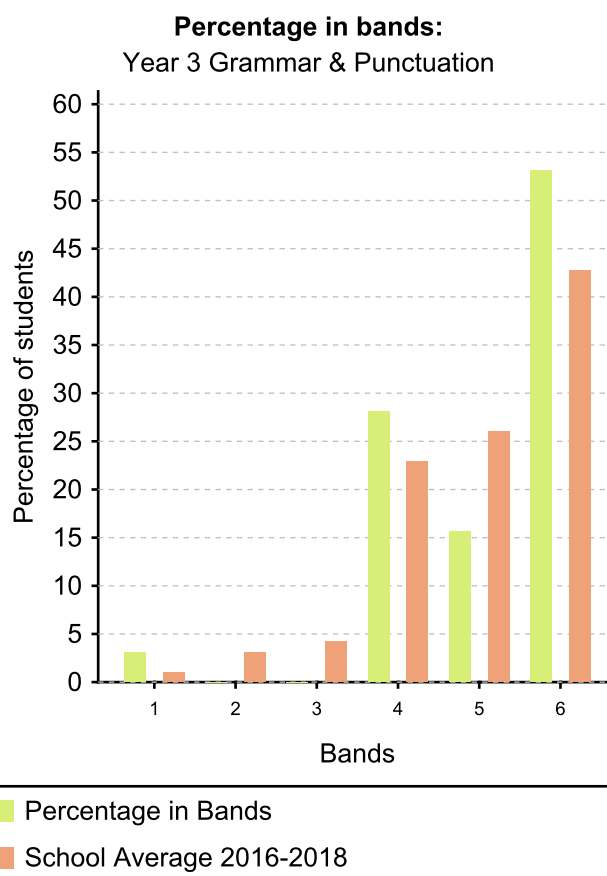
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

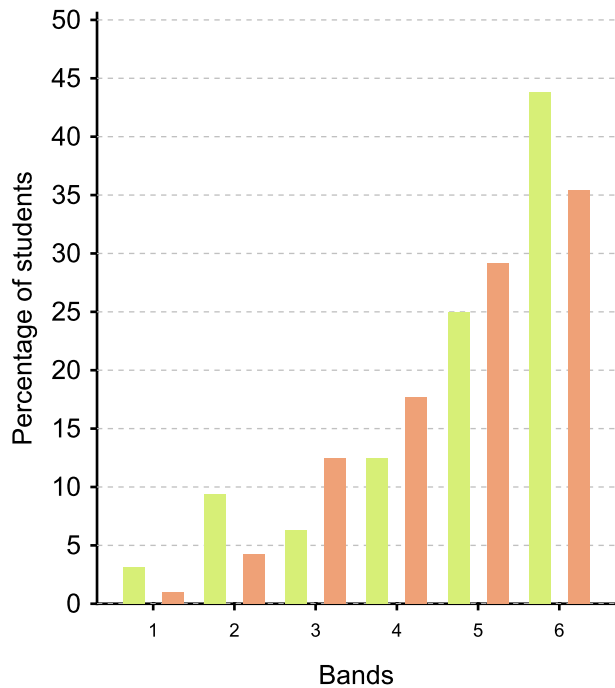
Both Years 3 and 5 achieved terrific results in the Literacy aspects of NAPLAN. These include reading, grammar and punctuation, spelling and writing. Some areas for improvement include: interpreting pronoun references, identifying the intended audience of texts, identifying an author's perspective, identifying abstract nouns, identifying adverbial phrases and using strategies to make inferences of a text. These will all be

areas teachers will focus on to ensure student understanding.



Band	1	2	3	4	5	6
Percentage of students	3.1	0.0	0.0	28.1	15.6	53.1
School avg 2016-2018	1	3.1	4.2	22.9	26	42.7

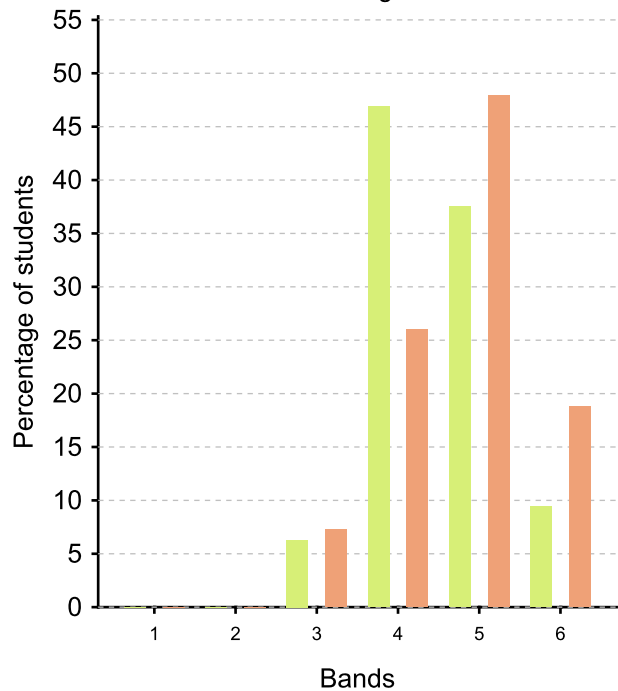
Percentage in bands:
Year 3 Reading



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	3.1	9.4	6.3	12.5	25.0	43.8
School avg 2016-2018	1	4.2	12.5	17.7	29.2	35.4

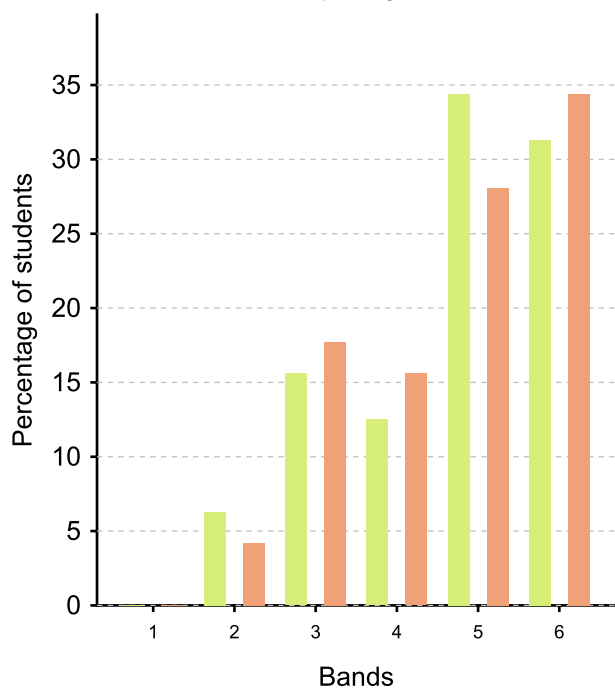
Percentage in bands:
Year 3 Writing



Percentage in Bands
School Average 2016-2018

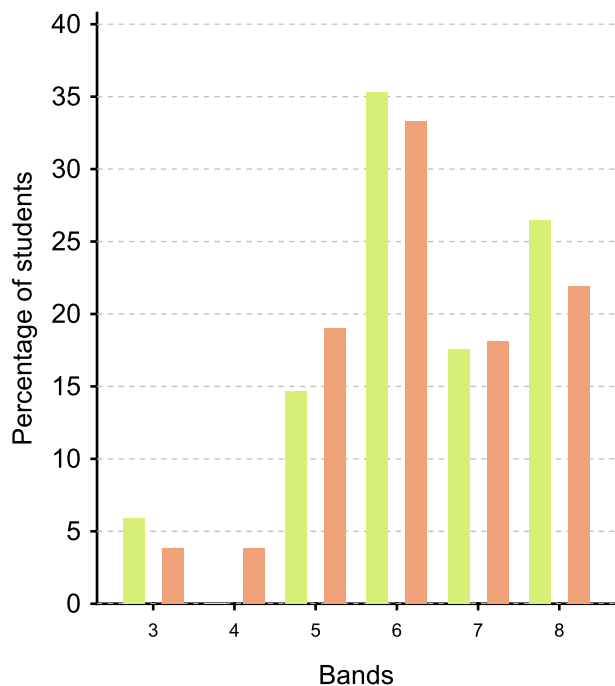
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	6.3	46.9	37.5	9.4
School avg 2016-2018	0	0	7.3	26	47.9	18.8

Percentage in bands:
Year 3 Spelling



Percentage in Bands
School Average 2016-2018

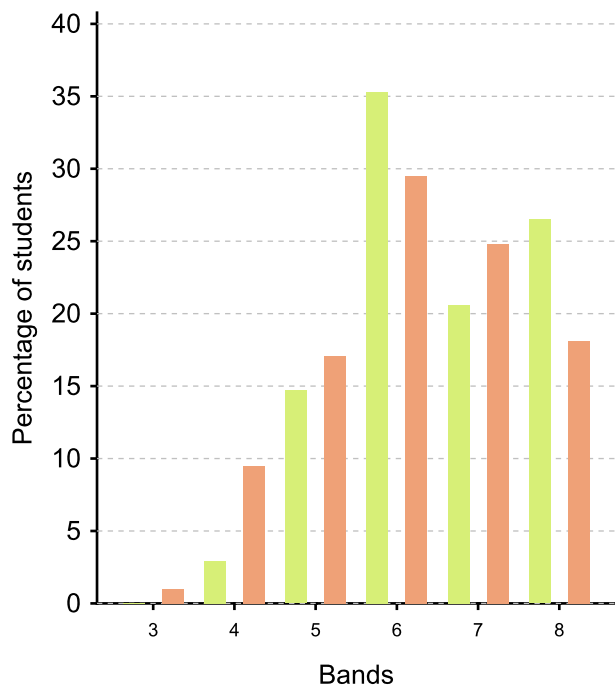
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	5.9	0.0	14.7	35.3	17.6	26.5
School avg 2016-2018	3.8	3.8	19	33.3	18.1	21.9

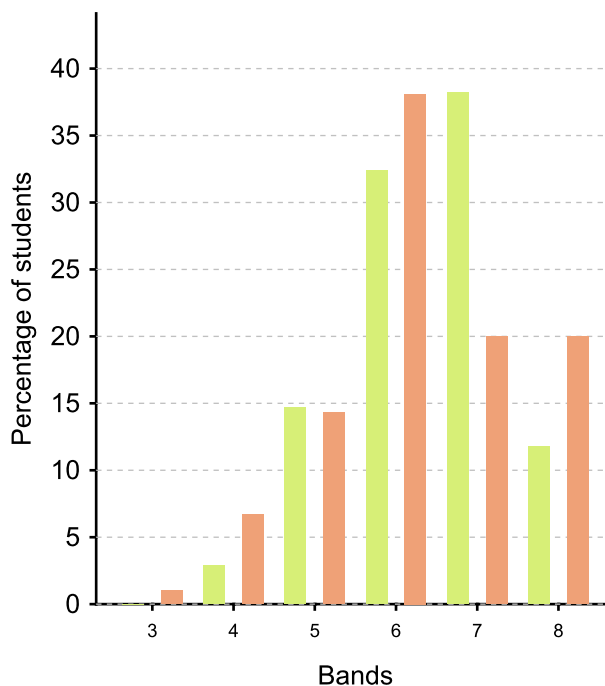
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	0.0	2.9	14.7	35.3	20.6	26.5
School avg 2016-2018	1	9.5	17.1	29.5	24.8	18.1

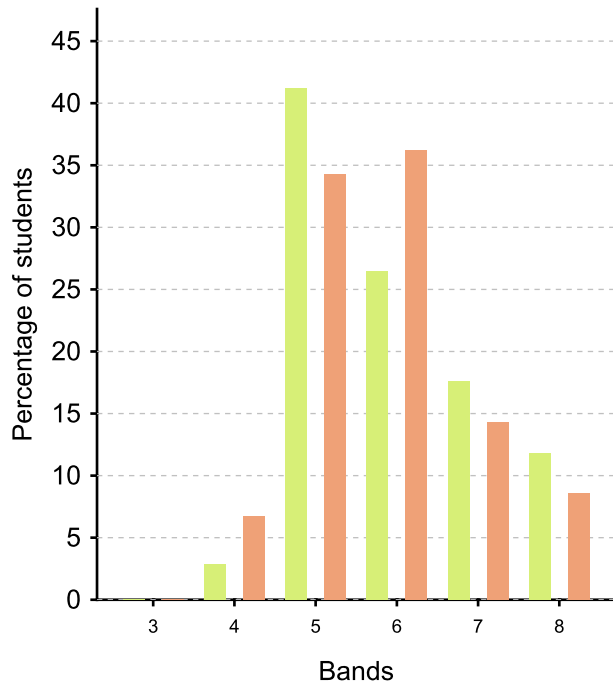
Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	0.0	2.9	14.7	32.4	38.2	11.8
School avg 2016-2018	1	6.7	14.3	38.1	20	20

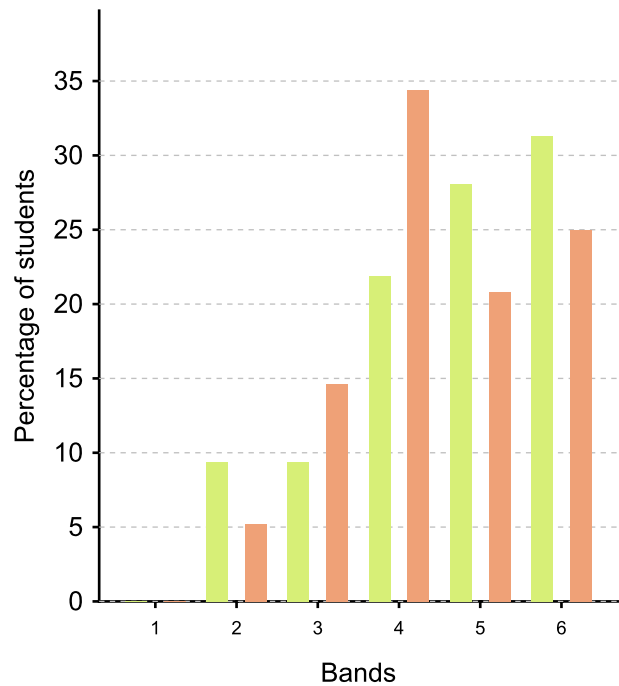
Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	0.0	2.9	41.2	26.5	17.6	11.8
School avg 2016-2018	0	6.7	34.3	36.2	14.3	8.6

Percentage in bands:
Year 3 Numeracy



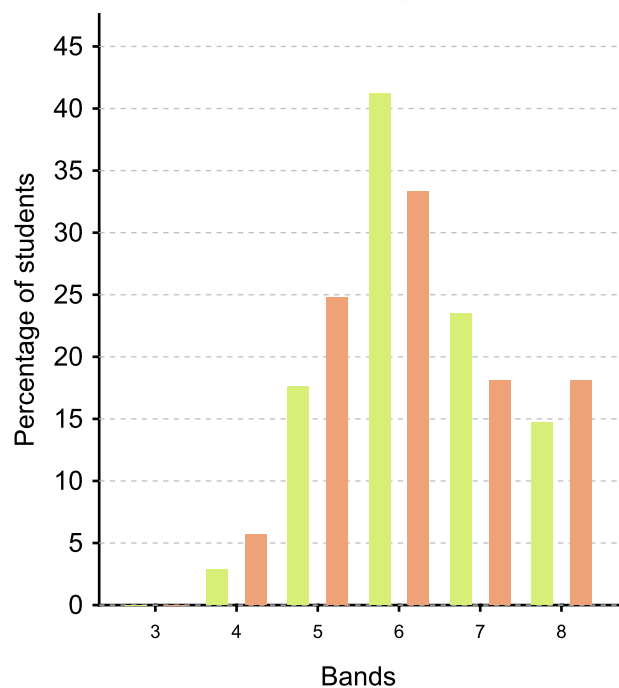
Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	9.4	9.4	21.9	28.1	31.3
School avg 2016-2018	0	5.2	14.6	34.4	20.8	25

Our students in both Years 3 and 5 performed very well in the Numeracy aspect of NAPLAN. Some identified areas for targeted improvement include: reading scales and calculating mass, telling time to the minute on an analogue clock and using mental and informal strategies for multiplication and division in Year 3.

In Year 5, some identified areas for improvement include: comparing, ordering and calculating fractions, solving multi-step problems and locating and describing position on maps using a grid reference system.

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	0.0	2.9	17.6	41.2	23.5	14.7
School avg 2016-2018	0	5.7	24.8	33.3	18.1	18.1

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.

The NSW Premier's Priority in 2018 was to improve the number of student in the top two bands in NAPLAN. Coal Point Public School's results are very good with the percentage of students in the tops bands as follows: Year 3 Numeracy 59.38%, Year 5 Numeracy 38.24%, Year 3 Reading 68.75% and Year 5 Reading at 47.06%.

In 2018, the NSW target was also to improve the results for Indigenous students. Coal Point Public School had no children who identified as Aboriginal sit the NAPLAN tests.

Parent/caregiver, student, teacher satisfaction

Our school once again participated in the Tell Them from Me 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 higher rate of participation in sports at 92% compared to NSW norms of 83%.
- * a higher rate of participation in extracurricular activities at 68% compared to state norms 55%.
- * 96% 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%.
- * 55% stated they had positive homework behaviours, well below the state norms of 63%.
- * 94% 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%.
- * 97% of students stated that they were trying hard to succeed in their learning compared to 88% of NSW

norms.

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 7.8 out of 10 (NSW govt norm 7.1)
- * collaboration as 8.8 (NSW govt norm as 7.8)
- * learning culture as 8.9 (NSW govt norm 8.0)
- * data informs practice 8.7 (NSW govt norm 7.8)
- * teaching strategies 8.5 (NSW govt norm 7.9)
- * technology 6.7 (NSW govt norm 6.7)
- * inclusive school 8.5 (NSW govt norm 8.2)
- * parent involvement 7.7 (NSW govt norm 6.8)

Teachers rated the dimensions of classroom and school practice as:

- * challenging and visible goals 8.2 (NSW govt norm 7.5)
- * planned learning opportunities 8.3 (NSW govt norm 7.6)
- * quality feedback 8.0 (NSW govt norm 7.3)
- * overcoming obstacles to learning 8.3 (NSW govt norm 7.7)

Forty three families took the opportunity to participate in the "Partners in Learning" Parent Survey in 2018. It was very pleasing to see a 45% increase in participation from 2017. 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 7.8 (NSW govt norm 7.4). This is an 0.9 improvement from 2017 results.
- * parents are informed 6.7 (NSW govt norm 6.6). This is an 1.0 improvement from 2017 results.
- * parents support learning at home 7.0 (NSW govt norm 6.3). This is an 1.0 improvement from 2017 results.
- * school supports learning 7.8 (NSW govt norm 7.3). This is an 0.6 improvement from 2017 results.
- * school supports positive behaviour 8.6 (NSW govt norm 7.7). This is an 0.6 improvement from 2017 results.
- * safety at school 7.7 (NSW govt norm 7.4). This is an 1.2 improvement from 2017 results.

* inclusive school 6.9 (NSW got norm 6.7). This is an 0.7 improvement from 2017 results.

Overall, our 2018 Tell Them from Me Parent "Partners in Learning" survey results display an average of 0.4 points above Government school norms in all identified areas.

Policy requirements

Aboriginal education

Aboriginal perspectives were included in teaching and learning programs K–6, particularly in the areas of Physical Education (PE), Human Society and Its Environment and Science. Activities engaged all students and provided a deeper understanding of topics across the Key Learning Areas. Learning content across the school included Dreaming stories, Aboriginal knowledge during the Gold rush, Aboriginal artists, knowledge of astronomy and the impact on Aboriginal people during first settlement. 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, weaving and sharing dreaming stories.

This year, we introduced peer support groups. Incorporating Indigenous culture into the daily activities of the school through Yarning Circles. Peer Support has been important for both Indigenous and non-Indigenous students. Students K–6 were divided into 21 groups and discussed a variety of different topics and learning experiences with their peers in yarning circles. In Term 1, lessons focused on developing a team culture, using the principles of the Stronger Smarter approach, and strengthening our school culture through our You Can Do It! Keys to success.

Maintaining a group culture of respect and strong leadership formed the basis for our Term 2 Harmony Day and NAIDOC Week yarning circles, and our Term 4, Bee Happy Day. Our NAIDOC Week activities were developed in consultation with teachers, Aboriginal students, parents and Mankillikan Aboriginal Education Consultative Group (AECG). Through celebrating the theme, 'Because of Her We Can', students explored weaving skills in Aboriginal culture, and invited all women in our community to participate in our yarning circles. All Aboriginal students, including those in kindergarten, presented the Acknowledgement of Country to the school community and shared why they love learning at Coal Point Public School. We were lucky to be entertained and learn from a visiting performer, Lucas Proudfoot—'Circular Rhythm'. In his show, students learnt about different aspects of Australian Indigenous culture through a contemporary and interactive musical performance.

As the school's representative, Assistant Principal Louise Groves, shared the school's achievements with the wider community through the Mankillikan Aboriginal Education Consultative Group (AECG). This network of local schools and community members, enables the

sharing of resources and supports our school in improving educational outcomes for our students.

The families of our Aboriginal students were engaged through open, three-way communication between student, teacher and parents. Personal Learning Pathways were developed and monitored during the year. Mrs Groves attended a meeting to look at changes to MGoals to be implemented in 2019.

Multicultural and anti-racism education

Coal Point students enjoyed an array of Multicultural activities throughout 2018. Our school recognises 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 all Key Learning Areas and within units of work. Our in-class activities provided many learning experiences with specific and explicit links and perspectives to promote multicultural awareness.

Coal Point Public School develops a broader understanding and acceptance among students, and respect for the cultural diversity of Australia through a variety of Harmony Day activities. This year's event involved peer support groups creating posters and paper chains that included words we can use to foster feelings of belonging, acceptance and friendship. Students then participated in children's games from around the world and compared these to the games they play. The day was capped off with the 'Teranga' Musica Viva performance, showcasing West African music and dance.