

2023 Annual Report

Coal Point Public School



4022

Introduction

The Annual Report for 2023 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 Strategic Improvement 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.

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Message from the principal

First and foremost, I extend my warmest congratulations to all the students currently attending our school. Each one of you has demonstrated exceptional qualities that extend beyond the classroom-qualities that make us proud to call you students of Coal Point Public School.

Whether it's academic excellence, artistic flair, sporting prowess, or acts of kindness that often go unseen, your achievements have contributed to the vibrant tapestry of our school community. I wanted to highlight a few of our students amazing successes this year.

Firstly, we had 29 students participate in the Mathematical Olympiad. The worked together with Mrs Whiteman during Maths time and completed a number of very difficult mathematical problems. Over 42000 students participated in this activity across NSW. Our team finished in the top 10%, with one student achieving a perfect score, which was only achieved by 226 other students out of the 42000. Congratulations to the team - we definitely have some talented mathematicians at our school.

Our Year 6 debating team also had great success this year, finishing as Zone Champions. They developed some fantastic arguing skills that will most likely come in handy during their teenage years - sorry mum and dad!

We also had a Year 5 and a Year 6 team head off to the DaVinci Challenge Day where they participated in 10 different activities involving maths, science, art, drama, cartography, and geography. Each team worked well together, with our Year 6 team taking out first place in Cartography on the day.

The annual Premiers Spelling Bee saw 2 students from our school progress through to Regional. This was the second year in a row for both students competing at this level, with both of them progressing further this year, compared to last year.

Our school also participated in the Mini Electric Vehicle Challenge Day at Tighes Hill Tafe for the first time this year. Stage 2 students worked in teams to build and refine their electric cars. They also worked on portfolios for their team. Race day at the Tafe was loads of fun, with lots of learning happening so that we can return bigger and better in the future.

Coal Point also has some very talented sportspeople. Jaxon M represented us at State Swimming for a second year, with Wyatt G joining him this year. Tyler J represented our school and played in the Hunter Region boys football team. Also, our PSSA boys Football team, and the Netball team performed very well this year. Congratulations to all of you on your outstanding achievements.

Academically our school has produced excellent results this year, with each grade from 3-6 performing well above state averages in Check-in Assessments and with the majority of our students in Year 3 and 5 displaying strong or exceeding proficiency levels in NAPLAN.

It has been wonderful to witness the outstanding growth happening in all classrooms. Our K-2 staff have implemented the new curriculum and have been nothing short of impressed with the capabilities of the students. Our 3-6 staff will be implementing the new English and Maths syllabus next year, which they have been busy learning about and planning over that last semester.

I want to express my deepest gratitude to the remarkable educators and staff members at Coal Point Public School. Their commitment to providing a nurturing and inspiring learning environment has played a pivotal role in the success of our students. From our wonderful office staff Mrs Boyce and Mrs Tovar, our General Assistant Mr Christmas, who has worked tirelessly to improve our school grounds, our SLSO's - Mrs Redgen, Miss Muir and Miss Garbett, who support both our teachers and students to, of course, all of our wonderful teachers. The tireless hours, innovative teaching methods, and genuine care invested in each child does not go unnoticed. You are the heart and soul of our school, and for that, I am truly thankful.

We have been focusing on increasing student voice this year as a part of our second strategic direction, which is all about wellbeing. Our students told us that they wanted to be able to play anywhere in the school. We listened and now, all year groups play wherever they want during play time. We have also added extra activities for students to participate in a play times.

We have reviewed our wellbeing programs and next year will be utilising 'Life Skills Go' to support student wellbeing. This is a wellbeing measurement and reporting platform that provides real-time data and insights to help us create proactive and preventative wellbeing programs to help every student thrive. It allows us to effortlessly track engagement, progress, and outcomes of emotion check-ins and digital lessons at class or school-wide level. We will also be starting the 'Cool Kids' program which is targeted at supporting students with anxiety. The school is also fortunate to be included in the Anxiety Project for the next 2 years. This will include staff and parent training as well as lessons across the school to provide students with strategies to manage anxiety.

I also need to thank our P&C. Their fundraising has allowed us to reduce costs of excursions, put money towards new equipment for top field and, helped pay to turf our middle field - it should look amazing for the start of 2024. I also have to thank every single family who has supported fundraising events this year. Your support ensures that the events are successful, which allows the P&C to provide assistance to school, which we appreciate a great deal.

Equally deserving of our gratitude are the families and caregivers who entrust us with the education and well-being of their children. Thank you also, for taking the time out of your busy lives to be a part of everything we do - whether it was helping sort out Home Readers, helping in the canteen, supporting fundraising, volunteering at events, transporting students to and from events, or just being a part of events we have held at school. Your support, encouragement, and involvement in your child's education are invaluable. It truly takes a village, and our school is blessed to have such a supportive and engaged community.

As we celebrate the achievements of the past, let us also look forward to the future. The skills and values instilled in our students today will undoubtedly shape the leaders, thinkers, and contributors of tomorrow. Coal Point Public School is not just a place of learning; it is a community that fosters growth, curiosity, and a sense of belonging.

To our students, continue to dream big, work hard, and embrace the journey ahead. To our dedicated staff, thank you for your unwavering commitment to shaping young minds. And to our families, your partnership in the educational journey is truly valued.

School vision

Coal Point Public School community strives to enrich the lives of students and to inspire and nurture their development as confident, persistent, resilient and self-directed learners, individuals and citizens. We work together and build partnerships to realise student growth and attainment, strengthen social emotional capabilities and provide our students with a quality learning environment to connect, succeed and thrive.

School context

Coal Point Public School caters for the educational needs of the children in our lakeside community. Our school facilities have wide open spaces and learning focused classroom environments, incorporating interactive panels, a full computer lab, as well as a fantastic school hall and outdoor learning areas. Our students come from many varied backgrounds, where education is highly valued by all. The school enjoys strong family and community support. The greatest care is always taken to support the needs of all children through an awareness of both their individuality and the diversity of their life experiences.

We have exceptional classroom educators, who nurture and care for all students in a genuinely supportive way. Our school provides excellence in teaching and learning, with explicit focus on integrating technology into the everyday curriculum, higher order thinking skills and values education. High expectations and the encouragement of our 'You Can Do It!' philosophy ensures CPPS students excel in all academic areas, as well as in the many varied extra-curricular opportunities we provide. Our school band, choir, dance, sport and debating programs provide outstanding teaching, while supporting fun and a love of learning.

Coal Point Public School has an enrolment of approximately 272 pupils across the Years K to 6, with 3% of students identifying as Aboriginal and 7% identifying as being students with English as an additional language or dialect (EAL/D). Our school's Family Occupation and Education Index (FOEI) value is 56, compared with the NSW average of 100. Our school strives to provide each child with the skills necessary to become lifelong learners, caring citizens and leaders of the future.

During 2021, Coal Point Public School participated in External Validation and used panel findings to inform the next steps and future directions of our 2022-2025 School Improvement Plan. The executive and staff members consulted with the P&C and the Community Consultation Team to adjust the school plan accordingly. Our plan will have greater emphasis on distributive leadership and strengthening partnerships with parents, including soliciting feedback, to improve student academic outcomes and student wellbeing. The impact of professional learning will be assessed using the HIPL tool and the impact of student growth.

Our school has a strong connection with the local Aboriginal Education Consultative Group and collaborates with the Aboriginal Education Consultative Group community of schools. Learning, wellbeing and cultural programs are shared through school reports and attendance at Mankillikan Aboriginal Education Consultative Group meetings. Aboriginal perspectives are embedded into all Key Learning Areas and supported by cultural celebration and significant events through the year. Multiculturalism is further celebrated and integrated into teaching and learning programs.

Through whole school data analysis and reflection, our improvement areas include student growth and attainment, outstanding practices and programs to support and improve student wellbeing and learning and strong educational leadership to improve teacher efficacy and build staff capacity. Wellbeing practices foster a sense of belonging and engagement, as research shows high levels of wellbeing are linked to higher levels of academic achievements (What Works Best in Practice, 2020). Our strategic directions are aimed at ensuring all students attain at or above expected growth in literacy and numeracy. The school community strongly believe these three areas are interconnected and are essential to the development of the whole child.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

There is a strong focus to develop excellent skills in literacy and numeracy and to build foundations for academic success in all Key Learning Areas. Teachers collaboratively develop, analyse and refine data driven teaching practices that are responsive to the learning needs of individual students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Evidence based teaching practices.
- Data Usage
- Professional Learning

Resources allocated to this strategic direction

AP Curriculum & Instruction
Professional learning
QTSS release
Beginning teacher support
Socio-economic background
Low level adjustment for disability
Integration funding support

Summary of progress

Focus was on the use of Formative Assessment in line with new syllabus implementation to improve teaching practice across Literacy and Numeracy. High Impact Professional Learning guided school improvement and the process of developing consistent evidence-informed teacher practices. Additional PL has been targeted at Data Skills and Use with data being used more readily to inform directions.

Formative Assessment practices of Learning Intention & Success Criteria, Feedback and collation of formative assessment data were a focus for all teachers. Differentiated support in the form of professional learning, peer observations, team teaching with APCI was provided for staff at their point of need and has shown improvement. Student outcomes have been tracked and analysed, showing improvement. This initiative changed the pedagogy for staff and they have become more confident and competent in their skill sets. Phases of curriculum reform/syllabus implementation has seen 3-6 in the engage phase and K-2 in the enact phase.

Next year, staff will continue to embed formative assessment practices in their practices in line with continued implementation of K-6 new syllabuses with a focus on students becoming owners of their own learning.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
To increase the percentage of questions correct in Check-In Assessments, across all year groups from the following baselines: Year 4, 2023 - 62.4% Year 5, 2023 - 65.3%	All year levels increased the percentage of questions correct in Reading for Check-In assessments. Year 3 (2022) - 61.7% correct increased to 62.4% questions correct in 2023. Year 4 (2022) - 62.5% correct increased to 65.3% questions correct in 2023. Year 5 (2022) - 59.3% correct increased to 74.5% questions correct in 2023. In 2023, all year levels were above State and SSSG percentages in

<p>To increase the percentage of questions correct in Check-In Assessments, across all year groups from the following baselines:</p> <p>Year 4, 2023 - 62.4%</p> <p>Year 5, 2023 - 65.3%</p>	<p>Reading.</p>
<p>To increase the percentage of questions correct in Check-In Assessments in the Number and Algebra area from a baseline of 63.4% in 2022 trending above the SSSG percentage of 64.7% in 2022.</p>	<p>All year levels increased the percentage of questions correct in Numeracy for Check-In assessments.</p> <p>Year 3 (2022) - 58.5% correct increased to 73.4% questions correct in 2023.</p> <p>Year 4 (2022) - 65.2% correct increased to 69.6% questions correct in 2023.</p> <p>Year 5 (2022) - 60.2% correct increased to 70.7% questions correct in 2023.</p> <p>In 2023, all year levels were above State and SSSG percentages in Numeracy.</p>

Purpose

There is a strategic and planned approach to whole school wellbeing processes that support the social and emotional learning of our students, where every child is known, valued and cared for.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Attendance
- Wellbeing

Resources allocated to this strategic direction

Per capita
Professional learning
Socio-economic background

Summary of progress

Attendance

In 2023 the school created an Attendance Team which met regularly to discuss student attendance rates and to work with the Home School Liaison Office (HSLO). Communication to the community about expectations of attendance rates is now also regular, through email, P&C meetings and the Newsletter. Acknowledgement of positive rates of attendance has also been communicated to families. Processes in the front office have been reviewed to ensure absences are being monitored, in particular, contacting families about unexplained absences. The data has been reviewed on a regular basis, as evidenced on Learning Support Team meeting minutes, however, in 2024 will need to be more regular and shared with the whole staff. Partnerships with parents and carers have been strengthened, with knowledge of attendance expectations improved and a greater number of families utilising flexible learning options. In 2022 the school had an attendance rate of 89.5% and 55.6% of students attending more than 90% of the time. In 2023 the school had an attendance rate of 92.5%, with 75.7% of students attending more than 90% of the time. In 2024 the school will be focusing on attendance rates, rather than at or above 90%. Moving forward into 2024, data around attendance rates will be shared on a regular basis with all staff, as well as creating a 'focus group' of students to monitor more closely and work collaboratively with families to improve attendance.

Wellbeing

In 2023 the school continued to develop and embed practices in the Buddy program and Peer Support - with groups meeting regularly throughout the year. The Rock and water program was strengthened, with another staff member receiving training and each class having lessons delivered by trained staff, with class teachers present. The school also implemented a consistent approach to managing behaviour in classrooms. The school has worked to increase student voice in 2023. All students were surveyed about what changes they would like to see in our playground. One of the biggest changes made from data collected was the removal of set play areas. K-6 now play in any area, with a designated 'quiet play space'. This has proven to be very popular with students and families alike. Staff wellbeing has also been a focus with regular celebrations and participating in a range of activities such as RUOK Day and the Push Up Challenge. The Term 3 Staff Development Day was focused on wellbeing across the Toronto Learning Community. We have seen a slight increase in the Wellbeing areas in the Tell Them from Me Surveys. There will be a continued focus in 2024 in student wellbeing. At the conclusion of 2023 the school established a 'Wellbeing Team' to move forward with the implementation of the Anxiety Project, 'Life Skills Go' as well as student and staff wellbeing in 2024.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
To increase current attendance of students at or above 90% of the time	The school saw an increase in attendance of students above 90% of the time from 55.6% in 2022 to 74.5% in 2023.

towards the lower bound target of 85.4%	
Trending towards the lower bound target of 93.7% in the areas of Expectations for Success, Advocacy, and Sense of Belonging at School.	The school saw an increase from 84.13% in 2022 to 87.45% in 2023 in the areas of Expectations for Success, Advocacy, and Sense of Belonging at School.

Strategic Direction 3: High impact leadership to build collective efficacy across the whole school community.

Purpose

There is a school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High Impact Leadership
- Collective Efficacy

Resources allocated to this strategic direction

AP Curriculum & Instruction
QTSS release
Socio-economic background

Summary of progress

Leadership

In 2023 the leadership team has worked collaboratively to improve communication with staff and community, as well as building staff capacity. The leadership team has invited all staff to attend executive meetings to discuss professional readings shared prior to the meeting. This offer was taken up by one staff member. Focus areas for 2024 will be a more streamlined approach to the PDP process and more opportunities for all staff to develop leadership capabilities.

Collaboration

Curriculum reform has been the focus of collaboration days this year at Coal Point PS. Staff have also participated in observing colleagues both within the school and at other schools to develop skills and understanding of the implementation of the new curriculum. The school has also participated in Instructional Rounds for the first time, which focused on feedback. Staff have enjoyed visiting other classrooms and are becoming more confident when having other staff observe their practice. Instructional Rounds allowed us to collect data on feedback within classrooms and provided the school with key recommendations to move forward. The school also established a Professional Learning Community (PLC) to work on Curriculum. The PLC undertook professional Learning about Departmental requirements for programming and scopes and sequences. The PLC team then provided professional Learning for all staff, ensuring all programming and scopes ad sequences meet departmental guidelines.

Parents/Carer Connections

Connections have been strengthened through a variety of opportunities for parents and carers to both connect and provide feedback to the school. Information sessions were held about NAPLAN and the new syllabus, with the school providing 2 sessions to allow a maximum number of families to attend, with one session during school and one session in the evening. The school also held a "Yarn Up" with Aboriginal and Torres Strait Islander families to gain feedback and ask for suggestions to improve Aboriginal Education at Coal Point PS. The school also surveyed parents, both face-to face and via an online survey. The survey was aimed at gaining feedback on what parents would like to see improved or changed at Coal Point PS. The majority of feedback was overwhelming positive, with a range of suggestions for improvement. One area that needs addressing is more regular communication between teachers and parents/carers about the academic progress of students. This will be an area of focus in 2024.

For 2024, the initiatives from Strategic Direction 3 have been integrated into Strategic Directions 1 and 2 to allow for more streamlined approach to planning and reporting.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The staff responses in the People Matter Employee Survey shows improvement in the areas of Leadership.	The school achieved growth in the areas of Senior managers (+1%), Decision making and Accountability (+21%) and action on survey results (+13%). There were no increases in the areas of communication and change management and Employee voice.
The staff responses in the People Matter Employee Survey shows improvement in the areas of Teamwork and Collaboration, from a baseline of 65% in 2022	There was no increase in the area of Teamwork and collaboration.
Tell Them From Me 'Partners in Learning' parent survey displays that the 'Parents feel welcome' and the 'Parents are informed' domains trend towards the government norm. (Baselines of 6.4 and 5.9 in 2021, Gov. norm of 7.4 and 6.6)	The school chose to undertake it's own survey, instead of Tell Them From Me in 2023., to obtain specific data from families about what they would like to see change at Coal Point PS.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$7,657.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Coal Point Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Individualised instruction provided through the employment of a teacher 3 mornings each week. <p>The allocation of this funding has resulted in the following impact: The student supported through the funding moved from the beginning phase to the emerging phase.</p> <p>After evaluation, the next steps to support our students will be: Unfortunately, our supported student returned to the Northern Territory.</p>
<p>Integration funding support</p> <p>\$136,373.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Coal Point Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence informed teaching and learning. • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Expert delivery of medical needs for students attracting such funding. • Staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • Implementation of targeted programs to differentiate teaching and learning programs. • Release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: SLSO staff provided extensive support for students attracting integration funding to access curriculum at their point of need, develop social skills, self-regulate behaviours, support physical/medical needs and support interactions with peers to enable them to access learning alongside peers.</p> <p>After evaluation, the next steps to support our students will be: Targeted professional learning for SLSOs surrounding reading practices and intervention programs such as Heggerty's Phonemic Awareness and Multi-Lit.</p>
<p>Socio-economic background</p> <p>\$19,808.25</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Coal Point Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence informed teaching and learning. • Wellbeing • High Impact Leadership • Other funded activities

<p>Socio-economic background</p> <p>\$19,808.25</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Professional development for all staff for the implementation of the new syllabus and evidenced based teaching practices. Peer observations were implemented, with the APCI also completing demonstration lessons and observations.. • Guided Support - Numeracy • Wellbeing <p>The allocation of this funding has resulted in the following impact: All staff have been provided with extra time to engage in professional development around the new syllabus documents as well as evidenced based teaching practices. All required resources have been purchased to support the implementation of the new syllabus. Staff have been provided with opportunities to engage in peer observations, both at CPPS and other schools, to further develop effective teaching practices and understanding of the new syllabus. Staff are working collaboratively to plan units of work, ensuring consistency across stages and the school.</p> <p>After evaluation, the next steps to support our students will be: Professional development will continue, with a focus on feedback in 2024. Links with another local school to share planning of units for 2024 will support the reduction of workload and increase consistency of implementation. K-2 staff report feeling confident to continue implementation in 2024, with 3-6 staff being prepared with units already planned for the start of 2024. The school needs to continue developing staff understanding of HPGE and begin embedding processes to support identified students.</p>
<p>Aboriginal background</p> <p>\$11,613.21</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Coal Point Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans • Professional development day for staff • Whole school participation in activities during Harmony Week, Reconciliation Week, Sorry Day, NAIDOC week and Indigenous Literacy Day. <p>The allocation of this funding has resulted in the following impact: All families and students of Aboriginal or Torres Strait Islander background had opportunities throughout the year to engage with the school through the PLP process. All students PLP goals are now displayed in the office area, so they are visible for all staff. Many students achieved their PLP goals, including delivering the Acknowledgment to Country at special events. The entire school community were included in events held during Reconciliation Week, NAIDOC Week and Indigenous Literacy Day. All staff participated in a full day of development around Aboriginal Education, as mandated by the Department of education, including a session on country. The Aboriginal Education Team includes a large number of passionate staff who work collaboratively to plan events throughout the year, including regular attendance at AECG meetings.</p> <p>After evaluation, the next steps to support our students will be: Moving forward into 2024, processes will continue to be embedded from</p>

<p>Aboriginal background</p> <p>\$11,613.21</p>	<p>2023, and the school would like to have students learn to sing the national Anthem in Awabakal language. The school is planning for a mural to be started, with the engagement of a local Aboriginal artist.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Coal Point Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phases • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: All identified students have been supported to access the curriculum at their level. One student, who received special consideration in gaining new arrivals EALD funding started at beginning phase and has moved to the emerging phase.</p> <p>After evaluation, the next steps to support our students will be: Continue to support both staff and students through processes utilised in 2023.</p>
<p>Low level adjustment for disability</p> <p>\$90,940.67</p>	<p>Low level adjustment for disability equity loading provides support for students at Coal Point Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence informed teaching and learning. • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention 'Heggartys' to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: The Learning and Support team provided support for identified students to access curriculum at their point of need. The LST met regularly to discuss identified students and provided opportunities for parents and staff members to attend meetings to discuss concerns. A number of students had access requests submitted throughout the year to obtain further support. Individual Education Plans were created, implemented and monitored, supported by class teachers, SLSOs and parents/caregivers. The LST has strong processes in place to support students and families. In 2024, the processes will continue to be embedded, with the LST teacher mentoring another staff member in these processes.</p> <p>After evaluation, the next steps to support our students will be: The LST has strong processes in place to support students and families. In 2024, the processes will continue to be embedded, with the LST teacher mentoring another staff member in these processes.</p>
<p>Professional learning</p>	<p>Professional learning funding is provided to enable all staff to engage in a</p>

<p>\$19,602.90</p>	<p>cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Coal Point Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence informed teaching and learning. • Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • presentations by suitable and qualified facilitators, for example diabetes or first aid workshops <p>The allocation of this funding has resulted in the following impact: All staff have participated in professional development throughout the year, based upon school need, derived from data analysis. Increased collective efficacy achieved through staff voice, increased involvement in PL and PLC groups. Formative assessment practices are occurring in classrooms.</p> <p>Numeracy Warmups were not occurring in any K-2 classrooms due to the implementation of the new syllabus units. These are now occurring every day in 100% of K-2 classrooms. This is also being trialled in Stage 2 classrooms.</p> <p>Prior to Semester 2, 2023, 3 staff (other than APCI), delivered PL to whole staff. Throughout Semester 2, 9 staff delivered PL which saw us also decrease communication meeting time allocation to increase time for PL. This was achieved through the development of PLCs.</p> <p>Annual progress measure: To increase the percentage of questions correct in Check-In Assessments in the Number and Algebra area from a baseline of 63.4% in 2022 trending above the SSSG percentage of 64.7% in 2022. This was achieved with an average of 71.5% of questions correct in 2023. All cohorts were above SSSG and State averages.</p> <p>After evaluation, the next steps to support our students will be: Moving into 2024 - PL will continue to focus on Formative Assessment with a stronger focus on feedback. The development of a data wall with the use of progressions will also be established.</p>
<p>Beginning teacher support</p> <p>\$17,515.50</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Coal Point Public School during their induction period.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence informed teaching and learning. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • ongoing feedback and support that is embedded in the collaborative practices of the school • mentoring structures and collaborative practices within the school. • professional learning that focuses on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and caregivers. <p>The allocation of this funding has resulted in the following impact: The beginning teacher has been supported and mentored throughout the year in order to improve teaching practices, programming and behaviour management</p>

Beginning teacher support \$17,515.50	<p>After evaluation, the next steps to support our students will be: To continue to support the staff member through the PDP process and whole school professional development processes.</p>
QTSS release \$56,106.43	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Coal Point Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence informed teaching and learning. • High Impact Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • implementation of instructional rounds to strengthen quality teaching practices • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: All staff have been supported to improved teaching practice through observations, feedback and modelled lessons. Under performance issues were identified and addressed through departmental procedures. Instructional rounds were implemented for the first time at the end of 2023, with a focus on feedback.</p> <p>After evaluation, the next steps to support our students will be: To continue modelling lessons, observing practice and providing feedback as a part of everyday processes. To continue participation in instructional rounds in 2024, as well as streamline the PDP process, utilising the Q+ portal for staff, ensuring all staff have time to meet with the principal and their stage supervisor throughout the year.</p>
COVID ILSP \$43,200.11	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in numeracy - multiplicative strategies. <p>The allocation of this funding has resulted in the following impact: Students were identified through analysis of data, then placed in small groups. They received regular small group support in areas of identified need throughout the year.</p> <p>After evaluation, the next steps to support our students will be: As our funding has been considerably reduced, the school will need to look at timetabling and find opportunities to support student achievement, with a focus on early intervention and utilising the LaST.</p>
Per capita \$73,913.84	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Coal Point Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>Per capita</p> <p>\$73,913.84</p>	<p>including:</p> <ul style="list-style-type: none"> • Wellbeing <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • A range of student wellbeing programs were implemented including Rock and Water and Peer Support. • Staff received training in Rock and Water. • Students and families were supported financially to reduce the cost of excursions. <p>The allocation of this funding has resulted in the following impact: Student wellbeing has been a focus in 2023, with all students participating in lessons that support and develop social and emotional skills.</p> <p>After evaluation, the next steps to support our students will be: To continue our Peer Support program and introduce Life Skills Go and the Anxiety Project to the school. Student and staff wellbeing will continue to be a focus in 2024.</p>
<p>AP Curriculum & Instruction</p> <p>\$124,070.40</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence informed teaching and learning. • High Impact Leadership • Other funded activities <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • lead evaluative practice where a range of data supports the analysis of literacy and numeracy teaching and learning across the school • collaborate effectively with school leaders to develop structures and routines to collect, analyse and use data on the learning needs of teachers and students regarding literacy and numeracy through the curriculum • develop the capability of middle leaders and teachers to use formative and summative assessment strategies and tools effectively when identifying and monitoring progress of students in literacy and numeracy • coordinate differentiated professional learning that builds teacher and leader expertise to understand and implement explicit, evidence informed teaching strategies for student literacy and numeracy improvement across the curriculum • strategically plan for and engage in professional conversations about teaching practices to enhance literacy and numeracy instruction in classrooms <p>The allocation of this funding has resulted in the following impact: Strategic, well-planned, evidence based professional development occurred for all staff. The school focused on Numeracy as a part of the Guided Support package. Annual progress measure: To increase the percentage of questions correct in Check-In Assessments in the Number and Algebra area from a baseline of 63.4% in 2022 trending above the SSSG percentage of 64.7% in 2022. This was achieved with an average of 71.5% of questions correct in 2023. All cohorts were above SSSG and State averages. Staff were support to implement the new syllabus in K-2 and 3-6 staff were supported to develop their understanding of the new syllabus, in preparation for implementation in 2024.</p> <p>After evaluation, the next steps to support our students will be: Professional Learning will continue to focus on Formative Assessment with a stronger focus on feedback. The development of a data wall with the use of progressions will also be established. Data now shows that a shift in numeracy towards our area of need is problem solving. This will be a focus for Network Guided in 2024.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	131	137	139	134
Girls	148	144	145	136

Student attendance profile

School				
Year	2020	2021	2022	2023
K	94.6	94.1	90.3	94.3
1	94.2	93.7	89.4	93.6
2	93.9	93.0	89.1	94.1
3	95.5	92.9	88.2	93.1
4	94.1	92.3	89.3	94.2
5	95.6	93.9	90.4	93.7
6	91.2	93.2	89.3	93.7
All Years	94.2	93.3	89.4	93.8
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- * Families evacuating and relocating due to NSW floods
- * Sick students staying at home until a negative COVID-19 test was returned
- * Household members testing positive to COVID-19
- * The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3.8
Classroom Teacher(s)	9.44
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	2.52

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	342,609.80
Revenue	3,086,589.67
Appropriation	2,931,945.94
Sale of Goods and Services	28.00
Grants and contributions	147,902.68
Investment income	6,713.05
Expenses	-3,193,314.79
Employee related	-2,642,627.14
Operating expenses	-550,687.65
Surplus / deficit for the year	-106,725.12
Closing Balance	235,884.68

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2023 SBAR Adjustments (\$)
Targeted Total	136,373
Equity Total	124,762
Equity - Aboriginal	11,613
Equity - Socio-economic	19,808
Equity - Language	2,400
Equity - Disability	90,941
Base Total	2,197,105
Base - Per Capita	73,914
Base - Location	0
Base - Other	2,123,191
Other Total	254,329
Grand Total	2,712,570

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.



School performance - NAPLAN

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.



Parent/caregiver, student, teacher satisfaction

Parent/Caregiver Satisfaction

The school shared a survey with parents and caregivers early in Term 3. 28% of the community responded to the survey. 89% of respondents were satisfied or extremely happy with the learning provided at the school in 2023. 90% of respondents were satisfied or extremely happy with extra-curricular activities provided by the school. 89% of respondents felt that their children were well supported in terms of their wellbeing at the school in 2023.

Student Satisfaction

Years 3, 4, 5 and 6 were surveyed about their learning in 2023. 93% of students were satisfied with their learning in 2023. 95% of students were satisfied or extremely satisfied with the extra-curricular activities provided in 2023. 72% of students felt that they had an adult they could talk to at school - this will be a focus area in 2024.

Teacher Satisfaction

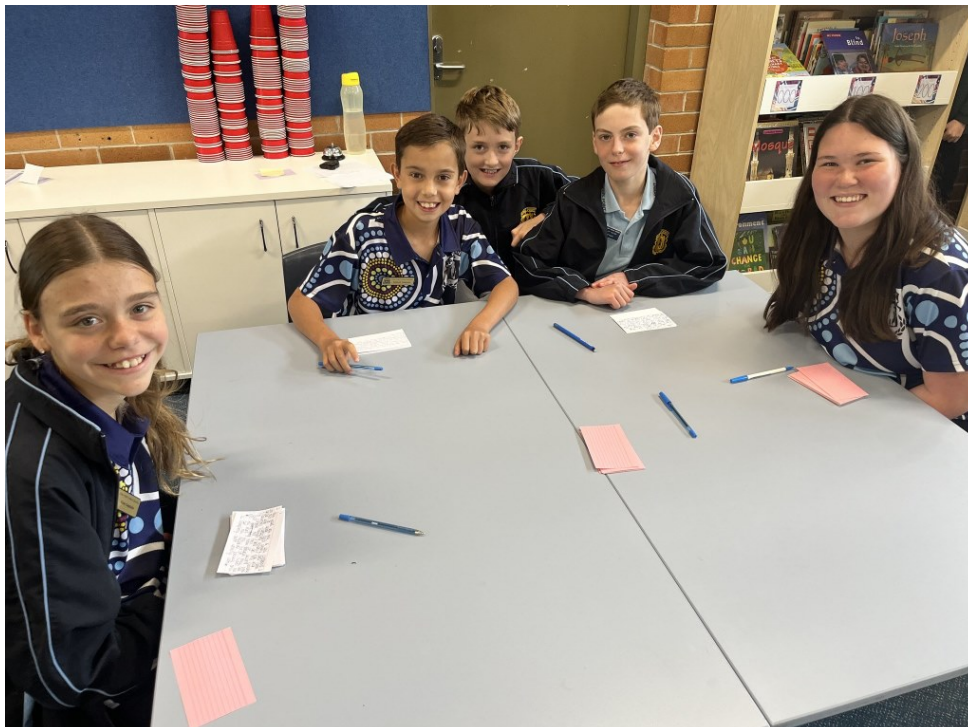
At the end of 2023 all staff completed the High Impact Professional Learning Tool. Staff indicated our professional learning was driven by identified students' needs and is continuous and coherent. Impact - improvement from 2021 Delivering to 2023 Sustaining and Growing.

Staff indicated our school leadership teams enable professional learning. Impact - improvement from 2021 Sustaining and Growing to 2023 Excelling.

Staff indicated our collaborative and applied professional learning has strengthened teaching practice. Impact - improvement from 2021 Sustaining and Growing to 2023 Excelling.

Staff indicated our collaborative and applied professional learning has strengthened teaching practice. Impact - improvement from 2021 Sustaining and Growing to 2023 Excelling.

In the area of -Teachers and leaders were both responsible for the impact of professional learning on student progress and achievement. Impact - improvement from 2021 Delivering to 2023 Sustaining and Growing.



Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Aboriginal Education - School statement

All families and students of Aboriginal or Torres Strait Islander background had opportunities throughout the year to engage with the school through the PLP process. All students PLP goals are now displayed in the office area, so they are visible for all staff. Many students achieved their PLP goals, including delivering the Acknowledgment to Country at special events. The entire school community were included in events held during Reconciliation Week, NAIDOC Week and Indigenous Literacy Day. All staff participated in a full day of development around Aboriginal Education, including a session on country. The Aboriginal Education Team includes a large number of passionate staff who work collaboratively to plan events throughout the year, including regular attendance at AECG meetings. Moving forward into 2024, processes will continue from 2023, and the school would like to have students learn to sing the national Anthem in Awabakal language.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.