2010 Annual School Report
Ocean Shores Public School

NSW Public Schools – Leading the way
Our school at a glance

Students
In 2010 Ocean Shores Public School commenced with an enrolment of 298 students. This number rose steadily throughout the year. The school comprised of 12 mainstream classes and one support class. 2% of our students are of Aboriginal or Torres Strait Island descent.

Staff
Staff at Ocean Shores Public School includes qualified teaching staff, school learning support officers, administration and support staff. All staff contribute to the continuous development of school priorities and goals in cooperation with the Parents and Citizens Association and the wider school community. All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
Ocean Shores offered a significant number of new programs in 2010. These included a large expansion of creative arts options and the Ocean Shores Arts Festival initiative. Programs in environmental education were also extended through involvement in our wetland project, dune care, gardening and recycling programs. Our kindergarten students participated in Best Start for the first time. Initiatives with the local farmer’s market also saw the development of excellent links with the school community and exciting learning opportunities for students.

Student achievement in 2010
Student performances in NAPLAN testing in years 3 and 5 were very encouraging particularly in the area of reading. Overall student results were above national averages with our Year 5 students performing particularly well in both literacy and numeracy. In numeracy our results were equal to or above national averages in most areas. The performance of some of our Year 3 students indicates that there is need to provide greater support for some of this group and that will occur throughout 2011. Data from NAPLAN testing will be used to plan future programs and support the individual learning needs of students.

Messages

Principal’s message
2010 has been both challenging and exciting for Ocean Shores Public School. The Building the Education Revolution(BER) Program has seen the establishment of some excellent facilities at our school. We have been able to build a technology centre and two new classrooms and renovate our school canteen. Many thanks go to the members of our school community who helped us achieve such good outcomes throughout a process that was at times difficult and frustrating. Students from Ocean Shores will receive great benefit from these facilities for many years to come.

It was particularly gratifying to observe the high level achievement of our students in a range of academic, cultural and sporting areas.

2010 has been a building year in many ways. One of the most significant areas for development has been in the building of relationships. With clear shared vision and goals we have been able to introduce a range of programs with the full support of our school community. Activities in creative arts, environmental education, community markets and sport have led to increased opportunities for students and parents.

A new sub-committee, “Be Shore”, was formed with the distinct goal of providing more support to parents in our community.

Our school also entered into an important partnership with other local public schools with the creation of the Lighthouse Valley Learning Community. This group will use a team approach to improve learning opportunities for students, staff and community through the sharing of resources, ideas, training programs and learning plans. The performances at “ValleyFest” showcased the talents of the students in our public schools.

Our school has a fantastic feel about it and has a real ‘sense of community’.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Mr Chris Hauritz
P & C message
2010 was a busy and productive year for our P&C. With over forty members, and countless other volunteers who pitched in at various times, the P&C was successful in running the canteen, raising funds for educational resources and infrastructure, attracting grant monies, initiating the elective Creative Arts program, staging our inaugural Arts and Craft Festival, planting trees, building vegetable gardens, forming ties with community organisations, helping steer the building program and holding robust meetings where parents could articulate their needs and aspirations for their children. Fundraising projects and grants initiated by the P&C contributed $28,000 to the school in 2010.

One of the major projects for the P&C in 2010 was the rehabilitation and re-vegetation of the school Nature Trail. This project, due to be concluded in April 2011, is being managed by Wetland Care Australia and made possible through a grant of $14,200 from the Northern Rivers Catchment Management Authority. It has involved the development of a management plan rehabilitation of the trail, weed control, planting of a buffer zone, and community engagement days. In August 2010, student guides from year 5 led more than 90 people through the trail, providing information along the way. In September 2010, a group of 30 parents and children planted 200 trees in and around the wetland.

In 2010 I was invited to receive the NSW Federation of P&C Association’s ENVIRONMENT AWARD at their annual conference. It was a great opportunity to showcase some of our achievements and I had a lot of positive responses on the awards night and also from the article about our environmental education programs that appeared in the P&C Journal in Term 4, 2010. Our school also received the Regional Sustainable Schools Award.

The P&C was instrumental in getting a school-wide creative arts program off and running in 2010, responding to a desire expressed by parents for more creative arts opportunities for students. The program has been very successful and will continue to develop in the years to come. The P&C would like to thank the staff for their support and engagement with this program.

Our major fundraiser for the year was a great success, not only financially (raising more than $4000), but in terms of raising the profile of the school. In bringing the Ocean Shores Arts Expo to the school, the P&C were able to extend links into the wider community.

Personally, it has been, and continues to be, inspiring to be part of a group of people working together to make positive changes not only in the lives of the students and staff at the school, but beyond the school gate as our initiatives and energy reach out to others in the community.

Mrs Laurel Cohn (P & C President)

Regional Director Peter Haigh presents the Sustainable School award to Laurel Cohn.

Student representative’s message
It was wonderful to be a school leader in 2010. I enjoyed being a part of the SRC and being involved in the leadership program. The school leaders were involved in assemblies, regular meetings with Mrs Hargreaves, organizing discos and other special events.

Our year 6 students particularly enjoyed the camp at Coffs Harbour, going to the markets and the creative arts program. Our dance group and choir did really well during the year and we had lots of kids go to state for swimming.

There was lots of building at the school and the new computer room looks great even if we didn’t get the chance to use it.

Ashleigh Booth (School Captain)
School context

Student information

Student enrolment profile

Management of non-attendance

Our school has a very few issues of non-attendance. A process which involves liaison between teacher, parents and executive exists to support students with concerns re attendance.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1E</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>5/6L</td>
<td>5</td>
<td>11</td>
<td>29</td>
</tr>
<tr>
<td>5/6L</td>
<td>6</td>
<td>18</td>
<td>29</td>
</tr>
<tr>
<td>1/2M</td>
<td>1</td>
<td>16</td>
<td>25</td>
</tr>
<tr>
<td>1/2M</td>
<td>2</td>
<td>9</td>
<td>25</td>
</tr>
<tr>
<td>5/6C</td>
<td>5</td>
<td>13</td>
<td>28</td>
</tr>
<tr>
<td>5/6C</td>
<td>6</td>
<td>15</td>
<td>28</td>
</tr>
<tr>
<td>5/6E</td>
<td>5</td>
<td>10</td>
<td>29</td>
</tr>
<tr>
<td>5/6E</td>
<td>6</td>
<td>19</td>
<td>29</td>
</tr>
<tr>
<td>4/5G</td>
<td>4</td>
<td>11</td>
<td>27</td>
</tr>
<tr>
<td>4/5G</td>
<td>5</td>
<td>16</td>
<td>27</td>
</tr>
<tr>
<td>3/4H</td>
<td>3</td>
<td>14</td>
<td>27</td>
</tr>
<tr>
<td>3/4H</td>
<td>4</td>
<td>13</td>
<td>27</td>
</tr>
<tr>
<td>3/4B</td>
<td>3</td>
<td>14</td>
<td>27</td>
</tr>
<tr>
<td>3/4B</td>
<td>4</td>
<td>13</td>
<td>27</td>
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<tr>
<td>3/4S</td>
<td>3</td>
<td>13</td>
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<tr>
<td>3/4S</td>
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<td>2B</td>
<td>2</td>
<td>22</td>
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</tr>
<tr>
<td>KO</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
</tbody>
</table>

Structure of classes

In 2010 there were 12 mainstream classes and the support unit operating. Eight classes were composite with 4 classes comprising of students from the same year group. It is anticipated that numbers will rise in 2011 and an additional class will be formed.

The support unit caters for students with moderate intellectual disabilities and has a current enrolment of 6 students. The classroom teacher is supported by a full time teacher’s aide.
**Staff information**

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

All teaching staff at Ocean Shores Public School are fully qualified.

Our staff has an excellent mix of experienced staff and more recent graduates.

There are three assistant principals whose main roles are to support students and staff in the three main learning stages.

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>10.004</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.422</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>20.446</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

In 2010 one classroom teacher and one member of our support staff identified as being from an Aboriginal background.

**Staff retention**

Our school staffing levels were maintained in 2010. A new assistant principal was appointed on merit. There were a number of retirements at the end of the year so we are expecting new appointments at the commencement of 2011.

We had a number of temporary teachers working in unfilled vacancies in 2010 but expect at least one of these to be filled substantively next year.

**Teacher qualifications**

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

Our teaching staff

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>80</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20</td>
</tr>
</tbody>
</table>

**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>130948.61</td>
</tr>
<tr>
<td>Global funds</td>
<td>202234.70</td>
</tr>
<tr>
<td>Tied funds</td>
<td>180081.69</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>89142.35</td>
</tr>
<tr>
<td>Interest</td>
<td>7244.74</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>11007.70</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>620659.79</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>24294.44</td>
</tr>
<tr>
<td>Excursions</td>
<td>31998.40</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>48232.83</td>
</tr>
<tr>
<td>Library</td>
<td>2765.67</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2695.40</td>
</tr>
<tr>
<td>Tied funds</td>
<td>180079.97</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>79592.15</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>73105.99</td>
</tr>
<tr>
<td>School-operated canteen</td>
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</tr>
<tr>
<td>Utilities</td>
<td>34468.83</td>
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<tr>
<td>Maintenance</td>
<td>11210.91</td>
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<tr>
<td>Trust accounts</td>
<td>11683.48</td>
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<tr>
<td>Capital programs</td>
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</tr>
<tr>
<td><strong>Total expenditure</strong></td>
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</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td></td>
</tr>
<tr>
<td><strong>30/11/2010</strong></td>
<td>120531.72</td>
</tr>
</tbody>
</table>

The school receives a significant amount of tied funding which must be spent in specified areas to support student learning, teacher professional development, utilities and operational costs, teacher relief costs and students with disabilities.

In 2010 there was a focus on grounds and building improvements and the provision of interactive whiteboards for classrooms. Considerable funds were allocated to reading programs.

The P&C again made generous donations to the school for reading resources, classroom improvements and student attendance at special events.

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2010

Our school had an outstanding year and implemented a range of cultural, sporting and community programs to complement the curriculum.

Achievements

Arts

It was an exciting year in the arts with the introduction of an elective creative arts program that operated over two terms. Students K-6 chose from areas such as dance, pottery, basket making, drama, instrumental, origami, computer art, kite making, still life and many more. The school paid for some specialist tutors and there was also a user pays system for some activities. This led to student exposure to a wide variety of creative arts activities.

Our school was involved with other schools in our learning community in “Valleyfest”. This high quality performance allowed us to showcase the talents of our students through dance and music. Our school’s senior dance group performed in a variety of events and our choir was again spectacular performing at school and community venues.

The school was for the first time the venue for the Ocean Shores Arts Expo and we were able to run a range of workshops and other events in conjunction with this major art show. It was a great success with several thousand visitors over the weekend and an occasion that brought the school and community together in a very positive manner.

Sport

This year our school offered a range of sporting programs, providing students with many opportunities to develop skills and to participate and excel at all levels of competition. Development officers from sports including rugby union, AFL, netball, cricket, rugby league, and basketball provided specific skills programs and activities to our students. Recreational activities were also offered for those students with interests in these areas. The school again offered an elective sport program in term 3 allowing students to participate in a wide range of sporting activities.

School carnivals were held in swimming, cross-country and athletics. These were well attended by students with a high level of participation evident. Parents displayed their support through student encouragement, participation and assistance to staff.

The attendance of students at district, regional, zone and state trials was well coordinated and managed. Our major school success was in the area of swimming where 11 students represented at state level. We also had state representatives in rugby union, netball, athletics and cross country running.

Our junior boy’s relay team was part of a large school group to attend state trials.

We were also involved in state knockouts in cricket, netball, touch, soccer and AFL.

In 2011 we will be offering rugby league as an option for interested students and intend to further develop our daily PE programs.
Other

Environmental Education

The school was able to make significant progress in the delivery of programs in environmental education. These achievements were recognized at a regional and state level. The school received the regional award for sustainable schools and also the state P&C award for delivery of environmental programs.

Achievements include:

- major rehabilitation of the school’s wetland through cooperation with Wetland Care Australia and Byron Shire Council;
- implementation of a community markets program that promoted school gardens and healthy eating;
- use of students to participate in and promote school wetland and dune care projects;
- implementation of gardening, recycling and composting programs;
- a senior class winning the QLD state Green Lane Diaries competition; and
- student successful involvement in ‘Murder under the Microscope.’

The school will continue to focus on environmental education in 2011 with plans for whole school landscaping, involvement in community gardens projects and joint programs with National Parks and Wildlife.

Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3

Our Year 3 students performed well in reading with 44% of students achieving in the top two bands. This was above both district and state averages. Our challenge is to support students in the lower bands and those not achieving national benchmarks.

Results for Year 3 girls indicate that further support is needed to assist these students. Only 14% of girls were in the top band for reading compared with 30% of boys. (Note that SSG in graphs refers to similar school groups.)

(See target 1)
Year 3 results in writing were above state and district averages. 59% of students performed in the top 2 bands compared with 51% for the state.

Year 3 results in numeracy were just below state averages with 29% of students performing in the top 2 bands compared with 35% across the state. The areas of multiplication and division and predictions of outcomes caused our students some difficulty and this will be addressed in 2011. (see target 2)

**Literacy – NAPLAN Year 5**

Year 5 performance in reading was outstanding with 46% of students performing in the top two bands compared with 34% across the state. Both boys and girls achieved at a high level displaying particular strengths in linking information and understanding the writer’s purpose.

Results in writing in Year 5 were also pleasing with our students performing above state averages.

In spelling assessments a range of strengths were identified with 46% of our students performing in the top two bands compared to 36% across the state.

Strategies to further engage our gifted students will be implemented in 2011.
Numeracy – NAPLAN Year 5

Year 5 results in numeracy were basically equal to state averages with 30% of our students performing in the top two bands compared with 32% across the state.

Progress in literacy

Year 5 students have matched state performance in regard to improvement in literacy from Year 3 to Year 5.

Progress in numeracy

There has not been the expected improvement in student performance in numeracy between Years 3 and 5 when compared with the district and state. They had however commenced at a high point on the scale. 100% of Year 5 students reached the national minimum standard of performance in numeracy.

Programs to further enhance numeracy progress will be introduced in 2011.

(see target 2)
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010.**

| Percentage of Year 3 students achieving at or above minimum standard |  
|---|---|
| Reading | 93 |
| Writing | 95 |
| Spelling | 91 |
| Punctuation and grammar | 95 |
| Numeracy | 93 |

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010.**

| Percentage of Year 5 students achieving at or above minimum standard |  
|---|---|
| Reading | 98 |
| Writing | 98 |
| Spelling | 98 |
| Punctuation and grammar | 96 |
| Numeracy | 100 |

**Significant programs and initiatives**

**Aboriginal education**

Aboriginal students in our school perform well in Naplan and school based assessments. Students have established Personalised Learning Programs to support their learning needs and raise awareness of their cultural backgrounds.

In 2010 there was a concerted effort to connect Aboriginal students from different schools in our area. This was done through the Deadly Dancers program which involved both primary and secondary students. Students had the opportunity to be mentored by Dhinawan and performed at a variety of schools and other venues.

**Multicultural education**

Ocean Shores Public School continues to be committed to enhancing the learning about other cultures for its students.

The multicultural programs and practices at Ocean Shores Public School are culturally responsive and inclusive.

There are 36 students who identify as having a background where a language other than English is used at home. NAPLAN results indicate that students with a non English speaking background perform at above state averages in literacy and numeracy.
Respect and responsibility
The school commenced involvement in the Positive Behaviour for Learning (PBL) program. The three core values established were:

- be respectful;
- be responsible; and
- be safe.

A matrix to support how these values could be embedded into school practice was established and we are now working on specific learning programs to engage students.

The PBL program will continue in 2011 and will also involve a review of student welfare programs with a focus on bullying policies and reward systems. (see target 3)

Progress on 2010 targets
The school made pleasing progress in regard to achieving specific 2010 targets.

Target 1
For 80% of students in years K to 6 to demonstrate improvement in writing equal to or above expected growth rate.

Our achievements included:

- NAPLAN results indicating an increase in students performing in the top bands;
- national assessment indicating 75% of students equal to or above expected growth;
- school based assessment showing 84% of students displaying above expected growth according to NAPLAN marking scales; and
- teaching/learning programs included quality teaching strategies for developing deep understanding as evidenced through Teacher Assessment and Review Scheme (TARS) process.

Target 2
To promote the use of technology for learning in all classrooms.

Our achievements included:

- staff displaying competency in use of interactive whiteboards, connected classroom and new technology facilities;
- high level participation by staff in training programs in regard to technology use; and
- high level parent satisfaction with technology programs as evidenced by school survey.

Target 3
For 90% of students to demonstrate appropriate numeracy growth through a focus on quality teaching.

Our achievements included:

- 90% of Stage 2 and 3 students attaining grade appropriate growth as indicated in PAT mathematics assessments;
- 95% of year 3 students achieving equivalent of Band 2 or higher in National Testing and 100% of year 5 students achieving equivalent of Band 4 or higher in National Testing;

School leaders at the 2010 dawn service.

Connected learning
The school has established excellent technology resources with a technology centre built under the BER program in 2010 and interactive whiteboards installed in all classrooms. Students have specific technology lessons each week in the technology centre.

In 2011 we will expand the use of our facilities by operating after school enrichment programs and implementing a range of interactive learning software. Our centre will also be used as a professional learning base for district training programs.
Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of school promotion and creative and practical arts.

Educational and management practice
School promotion and image

Background
There was a general concern that the school was not promoting its positive image to its parents and the wider community and that this was impacting on student enrolments.

Findings and conclusions
Meetings and surveys determined that the school was not using all available avenues to promote its achievements.

School communication needed to be of a higher quality and the general image of the school needed to be lifted in areas of physical appearance, documentation and media profile.

Future directions
Key recommendations were to establish a school based media officer, update parent information books, develop a more effective school website, improve school transition programs and in consultation with key groups establish a school landscaping and beautification plan.

Curriculum
Creative and Practical Arts

Background
The school community expressed a desire to extend and promote the teaching of the creative and practical arts.

Findings and conclusions
The school needed to explore avenues to increase student access to the creative arts with an emphasis on music.

Future directions
Recommendations included employment of a specialist music teacher, extension of elective creative arts programs, offering after school classes and hosting an Education Week concert.

Parent, student, and teacher satisfaction
In 2010 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parents and students were asked to respond to a survey in regard to a range of areas related to school operations and events by ranking statements from 1 (lowest) to 5 (highest).

The following statements received from 90% to 100% rating at level 4 or 5.

My opinions/concerns/questions are listened to and dealt with.

The school communicates well with families and the community.

I feel welcomed and comfortable when I come to school.

The school provides a variety of programs to meet student needs.

Of ten key questions surveyed only 2 had an approval rating of between 80% and 85%. These were:

My child/children feel safe in the school playground; and

My child/children receive appropriate recognition of their success.

(refer to target 3 re these issues)

In general there is a very high level of satisfaction with the school. There were many positive comments from parents as well as suggestions to further improve our school’s performance.

Professional learning
During the year $23602 was allocated to professional learning. The major focus areas for 2010 were:

- Use of interactive whiteboards
- Best Start
- Quality Teaching

School development days were also used for these purposes. Relief days and after school workshops were also devoted to writing, PBL, technology training, and literacy and numeracy initiatives.
School development 2009 – 2011

Targets for 2011

Target 1
To increase by 10% the number of students performing in the top bands in reading.
Strategies to achieve this target include:
- implementation of the Literacy, Language and Learning (L3) and Reading 3-6 programs;
- implementation of K-6 benchmarking to ensure accurate matching of students to texts; and
- use of NAPLAN data to inform planning and focus on areas of need.

Our success will be measured by:
- the percentage of students performing in the top two bands;
- results of students involved in the L3 program; and
- benchmarking showing over 80% of students increasing reading levels at appropriate rate.

Target 2
For students to demonstrate numeracy growth equal to or above state averages.
Strategies to achieve this target include:
- introduction of the ‘Mathletics’ program;
- use of ability based groupings in stage 3 mathematics classes; and
- review of the school’s scope and sequence.

Our success will be measured by:
- NAPLAN data showing student growth equal to or above state averages;
- the improvement in the number of students in the top bands in numeracy; and
- parent and teacher endorsement of ‘Mathletics’ and the school’s mathematics scope and sequence.

Target 3
To ensure the school fosters a safe and happy environment for learning.
Strategies to achieve this target include:
- full implementation of the PBL program and a review of student welfare programs and systems to recognise student achievement.

Our success will be measured by:
- school progress on the PBL matrix;
- development and implementation of new school welfare and bullying policies; and
- development of systems that recognise student achievement and performance.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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