**Our school at a glance**

**Students**

Ocean Shores Public School has 308 students comprising 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.

Staff contribute to the continuous development of school goals in co-operation 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**

In 2009 there was a focus on evaluation of existing programs and initiatives to revisit school and community values in order to reshape long term school plans. We have developed a draft mission statement. This is:

Our mission is to provide quality teaching and learning for all in an environment that promotes respect, encourages responsibility and fosters resilience, inclusion and acceptance.

Our priority is to prepare students for active participation as citizens, in an environmentally aware and changing society, through the development of knowledge, skills and values appropriate to their needs and those of the wider community.

Other key areas for review included assessment and reporting, mathematics, school image and promotion, environmental education and delivery of creative arts programs.

**Student achievement in 2009**

Student performances in NAPLAN testing in years 3 and 5 were very encouraging particularly in the area of reading. Overall student results were above state averages with our year 3 students performing particularly well.

In numeracy our results were equal to state averages in most areas. The performance of our year 5 girls indicates that there is need to provide greater support for some of this group and that will occur throughout 2010.

Data from NAPLAN testing will be used to plan future programs and support the individual learning needs of students.

**Messages**

**Principal’s message**

It has been a very rewarding first year for myself as principal of Ocean Shores Public School. Our school is progressive and open to change. It is satisfying to be a part of a school community team that is focused on improving outcomes for students.

In 2010 there has been a concerted effort to further develop the existing close relationships between staff, parents and students. Staff are committed to providing quality teaching and eagerly embrace new ideas and teaching opportunities. There is particular enthusiasm around the implementation of new technology plans, creative arts programs and the Best Start program.

Parents and community members are highly involved in supporting school programs and providing input into school initiatives. Committees have been established in the areas of environmental education, creative arts and science and technology. These committees are proving to be very valuable in helping provide best possible learning opportunities for students.

In 2009 we have worked hard to promote the very positive image of the school in the wider community. We have redesigned newsletters, upgraded parent information books, reviewed kindergarten orientation procedures, developed a new school website and liaised closely with local media to increase knowledge of what is taking place in our school.

We also focused on the physical image of the school. We were awarded first place in the area school’s garden competition, completed improvement to the school’s playground equipment, completed important maintenance works and upgraded classroom facilities.

Much has been accomplished in 2009 in terms of future planning in areas such as creative arts, environmental education and early learning. It is exciting to be part of a team that sees the great potential of our school. I look forward to 2010 being another year of growth, development and student success as we implement a range of new programs that will focus on school community partnerships.

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.

**Chris Hauritz**
Ocean Shores Public School won the area award for best school gardens.

P&C and/or School Council message

It has been an incredibly busy and rewarding year for our P&C. We have a growing membership, a healthy bank balance, and in addition to successful initiatives and support for the school in the year to date, we have many exciting projects that will be coming to fruition in the months ahead. We have been able to increase parent participation through email and by offering free child-care at P&C meetings.

In addition to addressing issues as they arise, such as school photos and uniforms, the P&C has active sub-committees focussing on the canteen, environmental education and sustainability, arts and music, and science and technology.

In 2009 the Echidna Collective finalised the School Environment Management Plan (SEMP). By targeting priorities we have been able to support initiatives such as the 2009 education day focus on environmental education, a waste audit co-ordinated by Byron Shire Council, and the establishment of recycling systems in the classrooms and playground. In addition, we have started work on a whole-school landscaping plan.

Having the SEMP has allowed us to apply for funding and receive support from community organisations such as the North Byron Shire Farmers’ Markets, who will be regularly supplying us with seedlings for the gardens free of charge.

We received $1000 late last year from a Junior Landcare grant to expand the vegetable garden and institute a green-waste system. We have been successful with our grant for Wetland Care Australia to work with us to rehabilitate the wetland area and nature trail on the school grounds. We have been awarded $14,200 and are currently in the process of finalising contracts. All up that makes over $15,000 worth of funding to support environmental initiatives at the school.

The Science and Technology Committee have been focusing on the building program and have offered critical support in the negotiations with the contractor. The committee has been successful in getting the technology centre architecturally designed (and approved) as a landmark building reflecting the school’s forward thinking and vision. The committee is also looking at ways of getting students to help seniors in our community with their computer skills.

The Arts and Music Committee have spear-headed the Creative Arts program that will be commencing in all classes in 2010, offering a range of creative and performing arts electives one afternoon a week. Another focus for the Arts and Music Committee in 2010 is the Ocean Shores Art Expo which the school will be hosting for the first time in August. We plan to run a range of arts and music workshops over that weekend catering for children and adults, and have applied for funding to support this through the Country Arts Support Program.

The last 12 months have been a time of preparing the ground, tending the soil and planting seeds. We have had some early bloomers, and in the next 12 months we will see much come to fruition.

Some Members of the Echidna Collective.

Laurel Cohen - P&C President

Student representative’s message

“We have had a great year as school captains. We were able to take part in the school leaders forum early in the year and helped with important events like Anzac Day, Education Week and the talent quest. Throughout the year we helped organise discos and made suggestions to improve school playground equipment and gardens. With money we raised from discos we bought computer equipment and CD players to help the school.”

“The saddest part of the year was the death of our friend Taylem. We all miss him.”

“We have loved being at Ocean Shores School.”

Student Leaders and SRC
School context

Student information

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

Student attendance profile

<table>
<thead>
<tr>
<th></th>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>K</td>
<td></td>
<td>92.5</td>
<td></td>
<td></td>
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<tr>
<td>1</td>
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<td>90.7</td>
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<td></td>
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<td>Total</td>
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<td>92.2</td>
<td>91.4</td>
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<tr>
<td>K</td>
<td></td>
<td>92.5</td>
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<tr>
<td>1</td>
<td></td>
<td>92.3</td>
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<td>92.6</td>
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<td>92.2</td>
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<td>Total</td>
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<td>90.1</td>
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<td>State</td>
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<tr>
<td>K</td>
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</tr>
<tr>
<td>Total</td>
<td></td>
<td>94.0</td>
<td>94.1</td>
<td>92.1</td>
</tr>
</tbody>
</table>

The above graph indicates that student attendance at our school is consistent with state averages.

Attendance rates are similar across grade groups.

Management of non-attendance

Student non-attendance is dealt with in accordance with the policies of the Department of Education and Training. Notes are sent to parents of students after three unexplained absences. If necessary, interviews are arranged and attendance is discussed on an individual case basis. The purpose is to encourage full attendance of every student every day.

Student enrolment profile

The following graph indicates a slow decline in enrolments over the past several years. It is expected that this may continue over the next two years with years 5 and 6 being the grades with the greatest number of students.

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 2009 class size audit conducted on Wednesday 18 March 2009.

<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>1/2T</td>
<td>1</td>
<td>9</td>
<td>21</td>
</tr>
<tr>
<td>1/2T</td>
<td>2</td>
<td>12</td>
<td>21</td>
</tr>
<tr>
<td>1E</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>2M</td>
<td>2</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>3/4B</td>
<td>3</td>
<td>17</td>
<td>29</td>
</tr>
<tr>
<td>3/4B</td>
<td>4</td>
<td>12</td>
<td>29</td>
</tr>
<tr>
<td>3/4H</td>
<td>3</td>
<td>17</td>
<td>29</td>
</tr>
<tr>
<td>3/4H</td>
<td>4</td>
<td>12</td>
<td>29</td>
</tr>
<tr>
<td>3/4S</td>
<td>3</td>
<td>17</td>
<td>27</td>
</tr>
<tr>
<td>3/4S</td>
<td>4</td>
<td>10</td>
<td>27</td>
</tr>
<tr>
<td>4/5G</td>
<td>4</td>
<td>12</td>
<td>26</td>
</tr>
<tr>
<td>4/5G</td>
<td>5</td>
<td>14</td>
<td>26</td>
</tr>
<tr>
<td>5/6C</td>
<td>5</td>
<td>13</td>
<td>30</td>
</tr>
<tr>
<td>5/6C</td>
<td>6</td>
<td>17</td>
<td>30</td>
</tr>
<tr>
<td>5/6E</td>
<td>5</td>
<td>12</td>
<td>29</td>
</tr>
<tr>
<td>5/6E</td>
<td>6</td>
<td>17</td>
<td>29</td>
</tr>
<tr>
<td>5/6W</td>
<td>5</td>
<td>12</td>
<td>29</td>
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<tr>
<td>5/6W</td>
<td>6</td>
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<td>29</td>
</tr>
<tr>
<td>KM</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>KO</td>
<td>K</td>
<td>17</td>
<td>17</td>
</tr>
</tbody>
</table>

Structure of classes

Classes are a mix of straight and stage based groups. In addition to the 12 mainstream classes we have a support unit for students with moderate to severe disabilities. There are currently six students in this class.
Staff information

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

Permanent staff changes in 2009 included the appointment of a new principal and assistant principal.

In addition to our classroom teachers, we have an experienced support staff which includes a teacher who supports students with autism.

We expect to have several temporary teachers working in 2010 due to pending retirements and a part time vacancy.

Our administrative allocation of 2.422 has been complemented by six support staff who work with students with disabilities and particular learning needs.

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>9</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>Part Time Teacher</td>
<td>0.5</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.504</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>
</tbody>
</table>

Total 20.446

One SASS staff member identifies as being of Aboriginal and Torres Island decent.

Teacher qualifications

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

All staff are also involved in annual assessment procedures and undergo professional learning and training in a range of mandatory areas such as child protection and Occupational Health and Safety. They also undertake curriculum based training in all Key Learning Areas in line with state, regional, school and personal priorities.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</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.

Date of financial summary: 30/11/2009

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>131 367.31</td>
</tr>
<tr>
<td>Global funds</td>
<td>154 825.62</td>
</tr>
<tr>
<td>Tied funds</td>
<td>203 583.42</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>89 891.69</td>
</tr>
<tr>
<td>Interest</td>
<td>5 575.58</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>13 356.30</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>598 599.92</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning
  Key learning areas 23 953.56
  Excursions 26 469.90
  Extracurricular dissections 32 678.02
Library 3 939.81
Training & development 6 338.80
Tied funds 192 918.00
Casual relief teachers 74 031.15
Administration & office 34 979.58
School-operated canteen 0.00
Utilities 31 319.63
Maintenance 23 392.57
Trust accounts 9 440.19
Capital programs 8 190.10
Total expenditure 467 651.31
Balance carried forward 130 948.61

A significant amount of the balance carried forward is tied or trust funds. An amount of the balance carried forward is held for targeted asset purchases, unpaid orders, invoices and salaries.

In 2009 additional funds were spent in areas such as maintenance, ground improvements and provision of student resources. A new photocopier was purchased and other funds were committed to improve school promotion and image. Staff training was again a major priority and school funds were allocated to this purpose.

The P&C and canteen contribute considerable amounts to support school events and student learning.

A full copy of the school's 2009 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 2009

Achievements

Arts
Our school choir was outstanding in 2009 and performed at many school functions and assemblies and also in the wider community. Comprising over 90 members the choir was inspired by the talents of Mrs Heyning and the teaching staff. They culminated their year with performances at the local community centre and at carols by candlelight.

Our musical was of a very different flavour in 2009 with students involved in the performance “Bushwahzee” They were able to take part in a one day extravaganza which involved learning songs, dances and dramatic movement and then putting on an interactive performance in the evening. The event was very well received by parents, staff and students.

Students had the opportunity to participate in a great range of art competitions and events. We hosted the inaugural “Archie Shores” portrait competition and students were again involved in Operation Art and the Art Expo. The school presented a great display at the Mullumbimby Show being awarded a major trophy for the quality of the art work shown.

At weekly assemblies classes entertained audiences with a full range of musical, dance and drama items and regularly displayed their quality art work. Our annual talent quest was again an amazing event with students demonstrating a love for performing.

In 2010 we will be implementing a new creative arts program to provide students even more opportunities to learn and express themselves.

There were many winners at the Mullumbimby show.

Sport
Students from the school achieved outstanding results in a range of individual and team sports throughout the year. Of particular note was the performance of the school swimming team. A very impressive 9 students qualified in team and individual events at the state swimming carnival. This included our junior boy and junior girl relay teams. These students represented themselves and their school with distinction.

Members of the junior girls relay team

Students were also very successful in cross country and athletics events with many students selected to participate in zone and regional carnivals.

In team sports we had one student selected in the North Coast PSSA Rugby Union team. Other students made representative teams in netball, soccer, rugby league and Australian rules.

Teams participated in state knockouts and gala days always displaying high levels of skill, sportsmanship and respect for other players and officials.

At a school level the elective sport program in term three allowed students to participate in activities such as gymnastics, fishing, hockey, beach games and gymnasium fitness. Students participated with enthusiasm.

Other
Students also participated in such activities as intensive swimming, multicultural public speaking competitions, premier’s spelling bee and Murder Under the Microscope all which provide opportunities for different learning experiences.
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 the 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

Overall student performance in reading was outstanding with the school achieving above average results when compared to the rest of the state. 56% of students from our school achieved results in the top two bands compared with 48% statewide.

The performance of year 3 girls was particularly strong when compared with state results.

Numeracy – NAPLAN Year 3

Year 3 results in numeracy are consistent with state averages. 41% of students achieved results in the top two bands matching the state average. Results indicate a need for consolidation in the area of fractions and decimals.
Literacy – NAPLAN Year 5

Overall student performance in reading in year 5 was consistent with state averages. 39% of students from our school achieved results in the top two bands compared with 40% statewide.

The performance of year 5 girls was particularly strong when compared with state results however girls in this year group were slightly below state averages.

In overall literacy our year 5 students again performed at a level consistent with state averages. Results in writing indicate that our students are making pleasing progress however we need to have more students achieving results in the highest band. Results for boys in year 5 in writing were above state averages. Results for girls indicate that this group needs greater support in the areas of writing, spelling and grammar.

This will be undertaken in 2010 through utilisation of programs developed by our support teacher learning and district consultants. There will be a whole school focus on writing which will target a range of text types and particular writing functions.

Numeracy – NAPLAN Year 5

Year 5 results in numeracy are slightly below state averages. 20% of students achieved results in the top two bands compared with 35% statewide. Results indicate a need to provide greater numeracy support for this cohort. (Refer to target three)
Progress in literacy
Student progress in reading between years 3 and 5 has been consistent with state averages.

Average progress in reading between Year 3 and Year 5

Student progress in writing between years 3 and 5 has been above state averages.

Average progress in writing between Year 3 and Year 5

Progress in numeracy
Student progress in numeracy between years 3 and 5 has been slightly below state averages. The performance of girls in this group indicates that they will need additional learning support in 2010 to ensure readiness for secondary education.

Average progress in numeracy between Year 3 and Year 5

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 2009

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage Achieving Minimum Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>94</td>
</tr>
<tr>
<td>Writing</td>
<td>92</td>
</tr>
<tr>
<td>Spelling</td>
<td>96</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>89</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage Achieving Minimum Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>90</td>
</tr>
<tr>
<td>Writing</td>
<td>88</td>
</tr>
<tr>
<td>Spelling</td>
<td>90</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>92</td>
</tr>
<tr>
<td>Numeracy</td>
<td>92</td>
</tr>
</tbody>
</table>
**Significant programs and initiatives**

**Aboriginal education**

Aboriginal education was incorporated into units of work, particularly in Human Society and its Environment (HSIE), throughout the year. It also encompassed Creative Arts, especially visual arts. An *Acknowledgement of Country* is now used in all formal assemblies and the Aboriginal flag is raised daily.

The school was able to develop Personalised Learning Plans (PLPs) for all Aboriginal students and will be involved in the Dare to Lead program in 2010.

**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 32 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**

Values education underpins every area of school life at Ocean Shores Public School. Core values are embedded in classroom learning programs, anti-bullying strategies and social justice programs.

The school uses the Operation Dolphin program to encourage respectful and responsible behaviour throughout the school.

In 2009 a review of the school mission was commenced using values as a focus. A new mission statement and priorities for the school were developed as a result of the review.

**Progress on 2009 targets**

**Target 1**

For 70% of students in years K to 6 to demonstrate improvement in writing equal to or above expected growth rate.

Our achievements include:

- Students in year 5 exceeding state averages in writing growth between years 3 and 5.
- End of year reports showing 78% of students achieving annual growth appropriate to age/stage level.

**Target 2**

For 90% of students to demonstrate appropriate numeracy growth through a focus on basic skills and problem solving.

Our achievements include:

- 93% of year 3 students achieved equivalent of Band 2 or higher in National Testing and 98% of year 5 students achieving equivalent of Band 4 or higher in National Testing.

**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 2009 our school carried out evaluations of school values and assessment and reporting.

**Educational and management practice**

School values, mission statement and priorities.

**Background**

This area for evaluation was selected to refocus the school community on the core business of the school and to develop a shared vision of what the school community valued and saw as our future priorities.

Parent, staff and student surveys were completed to gain as much input into the core values of the community and a committee was established to gather and evaluate information collected.

**Findings and conclusions**

The process was successfully completed and all data evaluated. The following mission and priorities have been established.

Our mission is to provide quality teaching and learning for all in an environment that promotes respect, encourages responsibility and fosters resilience, inclusion and acceptance.

Our priority is to prepare students for active participation as citizens, in an environmentally aware and changing society, through the development of knowledge, skills and values appropriate to their needs and those of the wider community.

**Future directions**

Our new mission statement has been drafted and school priorities established. These need to be now tied into school management plans and documentation. The mission statement needs to be recognised and understood by the whole school community.
Background
The school had begun evaluating new reporting and assessment systems but needed to complete the process to develop reporting formats that met the guidelines of the Department of Education and Training.

Findings and conclusions
The staff and parent community reviewed a range of reporting options by evaluating samples from other schools and options provided by the Department of Education and Training.

We used this information to develop our own reporting format using a system called “Simple School Reports.” The report incorporated comments in all Key Learning Areas and a grading system based on descriptors.

The new report was used for the first time in Semester one and reviewed slightly for Semester two.

It has been generally acknowledged by staff that the reports do take more time to complete but the product presents well and provides more information to parents.

Future directions
Further training in consistency of teacher judgement and planning of cross grade assessment tasks will be necessary to ensure reporting accuracy.

Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the school through our surveys on values and school progress.

There is a high level of satisfaction with the school’s physical environment, atmosphere and the curriculum offered. Parents note the quality of the teachers and believe the school is inclusive, welcoming and able to meet the needs of students.

The school recognises the achievements of students well and encourages parent involvement.

Noted areas where it was felt the school could improve further included placing more emphasis on the creative arts and the development of social skills. It was felt by some parents that the use of technology for learning needs to be encouraged further.

Some of these issues are already being addressed in the 2010 plan.

Professional learning
During the year $23602 was allocated to professional learning. The major focus areas for 2009 were:

- Mathematics
- Assessment and Reporting
- Quality Teaching
- Technology

School development days were also used for these purposes. Relief days and after school workshops were also devoted to beginning teacher programs, technology training, and literacy and numeracy initiatives.

School development 2009 – 2011

Targets for 2010

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

Our success will be measured by:

- NAPLAN results indicating an increase in students performing in the top bands.
- national assessment indicating 75% of students equal to or above expected growth;
- a 20% improvement in item performance in narrative structure, use of paragraphs and grammatical features in national assessment programs;
- evidence of teaching/learning programs including quality teaching strategies for developing deep understanding as evidenced through Teacher Assessment and Review Scheme (TARS) process;
- staff understanding and use of NAPLAN writing scales increased; and
- students increased participation in a wide range of writing and spelling events.

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

Our success will be measured by:

- Staff, student and parent use of interactive whiteboards, connected classroom and new technology facilities;
- participation by staff in training programs in regard to technology use ; and
- responses of staff, students and parents to our technology survey.
Target 3
For 90% of students to demonstrate appropriate numeracy growth through a focus on quality teaching.

Our success will be measured by:

- Appropriate student progress as indicated by assessments K-6;
- 90% of Stage 2 and 3 students attaining grade appropriate growth in mathematics assessments;
- at least 90% of year 3 students achieving equivalent of Band 2 or higher in National Testing and 90% of year 5 students achieving equivalent of Band 4 or higher in National Testing;
- the demonstrated use of quality teaching components in mathematics as evidenced by involvement in teacher assessment processes and involvement in professional learning;
- testing results indicating above state average levels of growth for students between years 3 and 5;
- the results in Hunter maths competition and UNSW maths tests showing high level success;
- the results of SENA testing for kindergarten and year 1 show appropriate growth; and
- school evaluation of the area mathematics program, scope and sequence and stage units.

Target 4
To improve outcomes for kindergarten students through the implementation of the Best Start program

Our success will be measured by:

- the level of student participation in initial assessments of kindergarten students;
- establishment of appropriate student learning plans;
- staff involvement in the quality teacher components of the delivery of the Best Start program;
- parent responses to our kindergarten meetings about Best Start, transition procedures and their child's first year; and
- the level of student progress in Key Learning Areas

Early learning programs will be a high priority in 2010.

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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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: