Our school at a glance

Students

In 2011 Ocean Shores Public School commenced with an enrolment of 329 students. This number rose steadily throughout the year. The school comprised of 13 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 2011. Having greatest impact was the introduction of the Literacy, Language and Learning (L3) program which provided wonderful learning experiences for kindergarten students.

Our new technology centre has been a tremendous asset enabling students to interact effectively with a range of technologies.

Our school community continued to promote environmental programs leading to the school receiving a $50000 NAB grant to further develop the school’s wetland area and create curriculum materials to support teachers and students.

Student achievement in 2011

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 5 students performing particularly well in both literacy and numeracy. In numeracy in year 3 our results were slightly below state averages. The area of grammar and punctuation was identified as an area for improvement across the school.

Messages

Principal’s message

2011 was another year of high level success for the students at Ocean Shores Public School. This year this was particularly evident with our youngest students. Kindergarten teachers were trained in the delivery of the Literacy, Language and Learning (L3) program and then implemented this in early stage 1. As a result student performance in reading and writing improved significantly. The program will be continued and extended in 2012.

We also had great success with the Multilit program which aims to assist students who are experiencing difficulty in reading. The program saw these students having great success and making excellent improvements in reading fluency. We have been successful in gaining a $10000 grant through the Myer Foundation to extend this program in 2012.

Results in numeracy have again been pleasing and in 2011 we introduced Mathletics to further encourage student participation in mathematics events. Evaluation of programs in mathematics indicate that more time is needed to cover all curriculum outcomes so it is intended to review mathematics timetabling and structures next year.

There were some great highlights in the year that are deserving of mention. They include:

- an outstanding school concert, “Dream On”, which filled the hall to capacity;
- the highly successful arts and craft festival;
- wonderful experiences in Science with astronomy and CSIRO workshops; and
- the schools 1st in state and 3rd in Australia in Wakakirri dance story competition.

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**
It has been another busy and productive year for our P&C. We have been working closely with staff to enhance the school curriculum as well as raise funds for infrastructure and classroom resources. The P&C has a number of subcommittees that have all been successful this year in raising money, hosting events, attracting grants and providing curriculum opportunities. In 2011, fundraising efforts (including the canteen) have contributed around $16,000 and grants initiated by the P&C have contributed $56,550. But our successes are not just about the money. We see our collaboration with staff as a vibrant partnership showing the school community and beyond what can be achieved when we work together.

**Environmental Projects**
One of the highlights of our year was being a recipient of a NAB Schools First Award of $50,000 for our partnership work in environmental education with WetlandCare Australia. This will enable us to develop and pilot curriculum materials, improve learning facilities on the wetland trail (including an open-air classroom, signage and learning points), equip our Discovery Centre, and provide professional development for staff. With an Eco-Schools grant we will be providing microscopes for the Discovery Centre and installing nest boxes and nest box cameras in the wetland so students can monitor the animals from the classroom. The Wetland Discovery Project has been a parent-led initiative through the Echidna Collective.

The New Brighton Farmers Markets accepted an invitation mid year to be part of our gardening program and are funding an Environmental Projects Officer at the school 4 hours per week to work with students in the gardens and other projects.

**Science and Technology**
This year the P&C’s Science and Technology committee instigated a range of after-school programs run by volunteer parents: a computer programming course in term 1 enabling students to program animations, digitally generate dynamic art and music and write their own computer games using Scratch from MIT; a robotics class in term 2; science clubs in term 3 and a technology club in term 4.

The P&C committee purchased Lego Mindstorms Robots for the school, which were used for the after-school robotics classes and are available for classroom use and for rent to other schools; and with the help of a grant from the Australian Science Teachers Association, equipped the Discovery Room for small group science activities. The Science and Technology subcommittee also helped to facilitate an Astronomy program in term 2 which culminated in a planetarium experience for the whole school and two astronomy evenings with planetarium, large telescopes and astronomy presentations for students and their parents. The 3-days of science events run by CSIRO in term 4 was instigated and co-ordinated by the P&C.
Canteen

The canteen is a primary fundraiser for the school. It has been operating one day per week this year, with volunteer helpers and a volunteer supervisor and co-ordinator. The canteen also supports students in the Tuesday Farmers Markets program, and provided food for the Arts & Craft Festival, the school concert, Kindy Orientation, Athletics Carnivals and other functions as requested. Close to $16,000 has been contributed to the school by the canteen from funds raised.

Arts & Music

The 2011 Arts & Craft Festival (August 27–28), held in conjunction with the Ocean Shores Arts Expo was a great success. With a grant from Arts Northern Rivers to pay artists and musicians, we were able to offer free workshops to children and parents, free performances and host a collaborative environmental art installation. Over 220 children and their families took part in hands-on art making over the weekend, and a further 1055 visitors to the Expo enjoyed the school atmosphere. To augment the events program, the Arts & Music committee organised a craft and book market, children’s play activities, face painting, wetland tours, arts raffle and a traditional woodworking demonstration. The canteen was transformed into a cafe, with a barbeque on the side, and the coffee man was run off his feet. It was great to see the school choir and dance groups perform as well this year.

Term 4 saw the beginning of our band program in partnership with Northern Rivers Conservatorium, another parent-led initiative. School Instruments were refurbished to support our band program and parents and students were surveyed in regard to instrument preference. Students have already indicated high interest in the playing of violin, flute, piano, guitar and drumming.

Ready to perform at the school concert.

Be Shore

Our parenting committee hosted several events this year to support and educate parents and to enhance parents’ experience of the school community. The Teddy Bear’s Picnic in term 1 was a wonderful introduction to school life for kindergarten children and their families. In term 2 we invited a literacy consultant to address parents about how they can assist their children to learn to read. In term 3 Mel Lengyel presented an overview and demonstration of Mathletics. Plans in 2012 include programs that focus on first aid training, internet safety and positive parenting.

Laurel Cohn - President

Student representative’s message

My year as school captain was a great experience and I really enjoyed having responsibilities such as representing the school, helping to organize the school discos, participating in school assemblies and many other events. I also enjoyed attending the Anzac Day dawn service and the leadership course.

Our school did really well in sporting events with many students reaching state level.

The year 6 camp to Brisbane and the Sunshine Coast was a highlight as was Wakakirri, the “Dream On” concert and the year 6 farewell.

Isabella Brett
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 enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>182</td>
<td>165</td>
<td>162</td>
<td>172</td>
<td>179</td>
</tr>
<tr>
<td>Female</td>
<td>128</td>
<td>137</td>
<td>134</td>
<td>145</td>
<td>150</td>
</tr>
</tbody>
</table>

School enrolments have risen steadily over the last 2 years.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

Class Sizes

<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>K/1O</td>
<td>K</td>
<td>10</td>
<td>19</td>
</tr>
<tr>
<td>KB</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KG</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>1/2P</td>
<td>1</td>
<td>7</td>
<td>23</td>
</tr>
<tr>
<td>1E</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>K/1O</td>
<td>1</td>
<td>9</td>
<td>19</td>
</tr>
<tr>
<td>1/2P</td>
<td>2</td>
<td>16</td>
<td>23</td>
</tr>
<tr>
<td>2/3G</td>
<td>2</td>
<td>8</td>
<td>27</td>
</tr>
<tr>
<td>2M</td>
<td>2</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>2/3G</td>
<td>3</td>
<td>19</td>
<td>27</td>
</tr>
<tr>
<td>3/4H</td>
<td>3</td>
<td>11</td>
<td>29</td>
</tr>
<tr>
<td>3/4S</td>
<td>3</td>
<td>9</td>
<td>29</td>
</tr>
<tr>
<td>3/4H</td>
<td>4</td>
<td>18</td>
<td>29</td>
</tr>
<tr>
<td>3/4S</td>
<td>4</td>
<td>20</td>
<td>29</td>
</tr>
<tr>
<td>4/5C</td>
<td>4</td>
<td>10</td>
<td>27</td>
</tr>
<tr>
<td>4/5C</td>
<td>5</td>
<td>17</td>
<td>27</td>
</tr>
<tr>
<td>5/6C</td>
<td>5</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>5/6E</td>
<td>5</td>
<td>12</td>
<td>29</td>
</tr>
<tr>
<td>5/6W</td>
<td>5</td>
<td>11</td>
<td>28</td>
</tr>
<tr>
<td>5/6C</td>
<td>6</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>5/6E</td>
<td>6</td>
<td>17</td>
<td>29</td>
</tr>
<tr>
<td>5/6W</td>
<td>6</td>
<td>17</td>
<td>28</td>
</tr>
</tbody>
</table>

Student attendance profile

Student attendance rates are comparable to state levels.
Management of non-attendance

Issues in regard to non-attendance are treated in accordance with school policy. This includes contacting parents after 3 days unexplained absence, meeting with parents and use of school based strategies to improve attendance. If needed referral to the Home School Liaison Officer can take place.

Structure of classes

In 2011 there were 13 mainstream classes and a support unit.

Staff information

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

Ocean Shores Public School has an experienced and committed staff that work together to ensure the best possible outcomes for our students.

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</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.4</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.3</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
</tbody>
</table>

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

In 2011 one classroom teacher and one member of our support staff identified as being from an Aboriginal background.

Staff retention

We welcomed two permanent teachers to our staff in 2011. We expect further full time appointments in 2012 with an assistant principal vacancy and an administrative vacancy to be filled.

Teacher qualifications

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

<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>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>120 531.72</td>
</tr>
<tr>
<td>Global funds</td>
<td>215 933.37</td>
</tr>
<tr>
<td>Tied funds</td>
<td>202 453.65</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>111 963.86</td>
</tr>
<tr>
<td>Interest</td>
<td>6 495.83</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>9 269.24</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>666 647.67</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>36 408.01</td>
</tr>
<tr>
<td>Excursions</td>
<td>34 626.95</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>53 781.10</td>
</tr>
<tr>
<td>Library</td>
<td>4 273.88</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>4 399.58</td>
</tr>
<tr>
<td>Tied funds</td>
<td>213 284.52</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>81 331.58</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>52 360.68</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>36 984.46</td>
</tr>
<tr>
<td>Maintenance</td>
<td>12 251.06</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>7 054.21</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>536 756.03</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>129 891.64</td>
</tr>
</tbody>
</table>

Significant funds were expended in curriculum areas, casual relief and disability support. The school received $50000 to complete works associated with the "Building the Education Revolution" program.

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the P & C. Further details concerning the statement can be obtained by contacting the school.
School performance 2011

2011 was another year of high achievement for the students of Ocean Shores Public School. A number of new programs and activities were initiated which led to high level student involvement and community participation.

Achievements

Arts

Our school continues to build a reputation for delivery of outstanding programs in the arts. In 2011 a feature was our placing 3rd in Australia in the dance/story section of the Wakakirri competition.

Both our junior and senior dance groups performed at the North Coast and Lighthouse Valley dance festivals and at many school events capturing the attention of the audiences. In 2012 we intend to enter the school spectacular to further promote our dance program. We will also form a boys dance group.

The whole school concert, “Dream On”, was held in education week. All students took part and performed in the school hall in front of a capacity audience. The staff also added some colour with some of their own song and dance.

We commenced work on a program to introduce a school band and began by developing a very positive relationship with the Conservatorium of Music in Lismore. We held initial concerts and demonstrations and will implement our program in term 1, 2012.

The Ocean Shores Art Expo was again a wonderful event with students being involved in a range of workshops and performances. Students attended the Archibald Prize exhibition and took part in special art camps and events.

Four students had work chosen for display in the ART Express competition.

Our elective creative arts program continued to provide wonderful options for students with rotations in drama, dance, pottery, computer art, music, scrapbooking, stitchwork, mixed media, basketry and instrumental.

We look forward to further extension of these programs in 2012.

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 13 students represented at state level. We also had state representatives in football, athletics and cross country running.

One of the highlights of the year was Year 3 student Mackenziey Orniston winning the state cross country in the 9 years division.

After school programs in basketball and AFL were well supported by students and parents. Our elective sport program in term 3 allowed students to pursue such interests as fishing, yoga, beach games, rugby league, soccer, golf, gymnastics and dance.

**Other**

**Environmental Education**

The school was able to make significant progress in the delivery of programs in environmental education. These achievements were recognized by the awarding of a National Australia Bank Schools First award. This $50000 award will allow us to further develop our Wetland Discovery Project and create curriculum resources to support students at our school and across the region. We also intend to:

- establish an outdoor learning area;
- install nest boxes and monitoring video equipment in the wetlands;
- work closely with Wetland Care Australia to train students as tour guides and wetland warriors;
- employ an environmental projects officer to support our programs; and
- promote the school wetland as a venue for use by other schools.

Other achievements include:

- implementation of a community markets program that promoted school gardens and healthy eating and strengthening ties with the New Brighton Farmers market;
- use of students to participate in and promote recycling and dune care projects;
- implementation of gardening and composting programs; and
- student participation in a “Toasted TV” focus on environmental education.

The school received a $50000 NAB grant to support its partnership with Wetland care.

**Science**

Science was a major focus area in 2012. Achievements included:

- the establishment of the school’s discovery centre;
- high level student involvement in the school’s CSIRO program;
- the establishment of after school science, computing and robotics clubs;
- operation of a successful astronomy program with evening and in school events; and
- formation of a highly motivated parent, staff and student committee to focus on future science based events and programs.
Academic

In the National Assessment Program, the results across the Years 3 and 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 8.

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

The following tables detail the performance of our Year 3 students in reading and numeracy.

### Year 3 NAPLAN Reading

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2011</td>
<td>418.9</td>
<td>414.2</td>
<td>415.6</td>
</tr>
</tbody>
</table>

Results for students in Year 3 indicate that the school is performing above average in reading when compared with the area and state.

Numeracy – NAPLAN Year 3

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2011</td>
<td>388.2</td>
<td>397.8</td>
<td>400.9</td>
</tr>
</tbody>
</table>

Results for students in Year 3 indicate that the school is performing slightly below average in numeracy when compared with the area and state.

We will use this data to further support the numeracy progress of this group in 2012.

(Refer to target 2)
Progress in numeracy from Year 3 to Year 5 is equal to that of the area and state.

**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.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Students who fail to reach minimum standards are supported through the development of personalised learning plans that aim to meet their specific individual needs.

**Significant programs and initiatives**

**Aboriginal education**

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

In 2011 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 is a very supportive Israeli community within our school with Jewish scripture offered.

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.

**Other programs**

**Respect and responsibility**

The school continued its involvement in the Positive Behaviour for Learning(PBL) program. We have now established:

- a new anti bullying policy and learning program;
- new reward systems to recognise student learning and behaviour; and
- playground and transition programs that enable more active support of students.

These strategies have led to a significant reduction in playground issues as evidenced by our time out data.
Progress on 2011 targets

Target 1
To increase by 10% the number of students performing in the top bands in reading.

Our achievements included:
- successful implementation of the Literacy, Language and Learning(L3) programs with kindergarten students achieving outstanding results;
- 36% of year 5 students scoring in the top two reading bands compared with 31% across the state;
- benchmarking showing over 90% of students increasing reading levels at an appropriate rate; and
- the outstanding success of the Multilit program which showed significant reading improvement for targeted students.

Target 2
For students to demonstrate numeracy growth equal to or above state averages.

Our achievements included:
- the successful introduction of the ‘Mathletics’ program;
- NAPLAN data showing a 20% increase in student growth; and
- the number of students in the top two bands in numeracy exceeding state levels.

Target 3
To ensure the school fosters a safe and happy environment for learning

Strategies to achieve this target include:

Our achievements included:
- considerable school progress on the PBL matrix;
- development and implementation of new bullying policies;
- development of systems that recognise student achievement and performance; and
- reduction in playground issues as evidenced by school data.

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 2011 our school carried out evaluations of student behaviour and mathematics.

Educational and management practice

Student behaviour

Background

The school entered its second year of involvement in the PBL program. Initial progress in our first year had been slower than expected and we needed to organize more effectively to allow more time to focus on our project. Staff were still concerned re the number of students attending time out.

Findings and conclusions

The school needed to develop a formal system to recognise positive learning and student behaviour.

It was timely to revise anti bullying strategies and policies as bullying was still a concern for some members of the school community.

Learning Support meetings were to be attended by all staff members.

Future directions

Reward systems have now been put in place and bullying policy reviewed. We are now focusing on additional systems related to time out to ensure effective communication with parents takes place and students have clear guidelines on changing inappropriate behaviour.

Mathematics

Background

Whilst student results in mathematics have been pleasing there were some inconsistent practices in delivery of the curriculum and a lack of focus on students who were gifted in the area of mathematics

Findings and conclusions

Whilst the North Coast scope and sequence was being used by all teaching staff its full implementation wasn’t embedded in practice due to concerns with links and lack of resources.
Interruption to key learning time was listed by staff as the major factor that prevented them from covering all aspects of the curriculum. It was also noted by 65% of staff that the wide range of students in each class made grouping and meeting individual needs more difficult.

**Future directions**

In 2012 we will look at strategies that allow full implementation of the school scope and sequence. This will include:

- focused staff training on implementation of the scope and sequence;
- the establishment of a whole school timeslot for mathematics that uses graded stage groups;
- an audit of all school mathematics resources to ensure there is sufficient to meet student needs; and
- the use of Naplan data to inform teacher programming to meet student need.

**Parent, student, and teacher satisfaction**

In 2011 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 strongly disagree (lowest) to strongly agree (highest).

The following statements received from 90% to 100% rating at agree or strongly agree.

The school learning environment is friendly and positive.

As a parent I am treated with respect when I am at school.

Ocean Shores Public School is meeting the educational needs of my students.

My opinions/concerns/questions are listened to and dealt with by the school executive.

The school connects well with and has a positive image in the wider community.

I support the extension of band and dance programs.

Students enjoy working with each other.

Only two areas had a less than 80% agreement. These related to the use of a school chaplain and accessing the school website.

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 $17454 was allocated to professional learning. The major focus areas for 2011 were:

- Literacy, Language and Learning (L3)
- Best Start
- 3-6
- Reporting and Assessment
- Interactive technology

School development days were also used for these purposes and mandatory training in first aid, child protection and Occupational Health and safety. Relief days and after school workshops were also devoted to writing, PBL, technology training and literacy and numeracy initiatives.
School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

Maximise student performance in literacy through quality teaching and learning.

2012 Targets to achieve this outcome include:

• For 80% of all students to demonstrate improvement in writing, spelling, grammar and punctuation equal to or above expected growth rate

Strategies to achieve these targets include:

• student assessment and data collection in terms 1 and 4 with students with particular needs identified and supported;

• involvement of district consultants and local authors in school writing programs and workshops;

• promotion of writing through involvement in school based and external reward programs;

• involvement of staff in a variety of training programs including prioritising grammar; and

• use of NAPLAN data to identify areas for improvement.

School priority 2

Outcome for 2012–2014

Maximise student performance in numeracy through quality teaching and learning.

2012 Targets to achieve this outcome include:

• For 80% of all students to demonstrate improvement in numeracy equal to or above expected growth rate

Strategies to achieve these targets include:

• use of NAPLAN data to identify areas for improvement;

• devising stage action plans for the implementation of the ‘Balanced Numeracy Session’ aligned to Quality Teaching Standards; and

• 100% of stage 2/3 teachers developing weekly class assessments and tracking students using a spreadsheet of key ideas.

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: