Our school at a glance

Students

Our enrolment during 2009 was 459, including 255 boys and 204 girls.

95.4 percent of students attended school on average each school day. This was slightly lower than the daily attendance in 2008 and higher than both state and regional averages.

In 2009 we had 18 classes which included 3 composite classes.

(Details are provided in the report)

Staff

We had 25 members of staff in 2009. This included one principal, four assistant principals, 15 classroom teacher positions, either permanent or part time, a Support Teacher Learning Assistance for two days a week, an Early School Support teacher for two & one half days a week and a full time teacher librarian.

Two teachers provided Release from Face to Face for teachers throughout the year. Ourimbah had two full time and two part time Administrative staff and a general assistant for four days a week.

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

Significant programs and initiatives

Ourimbah Public School had enhanced learning opportunities through a variety of programs and initiatives throughout 2009.

These included: initiatives developed though the Valley Schools Learning Community; Gosford City Reads; Peer Support; student leadership opportunities; Students Representative Council; international academic competitions; technology opportunities using interactive whiteboards and the connected classroom; an environmental awareness activity day; whole school sports funathon; CARES bike and road safety program; Fundamental Movement Skills physical education program; drug and life education programs and the Valley Schools Aboriginal Cultural program.

Student achievement in 2009

NAPLAN results for Years 3 and 5 are detailed later in the report.

Messages

Principal's message

Our 2009 learning year saw many initiatives which continued to build upon the strong foundations of Ourimbah Public School.

Our school maintained high expectations of student performance and behaviour combined with positive student welfare programs which encouraged all students to achieve their best.

We valued the strong partnerships that existed with parents, community and the school Parents & Citizens’ Association. On behalf of the whole school community I would like to thank the P&C for the support it continued to provide to the students at Ourimbah. The amount of volunteer time given to the many and varied tasks these members undertook was outstanding. The expertise that they brought to their positions was also of the highest quality.

Our school’s priority areas continue to be focused on Mathematics and English. These are the foundation Key Learning Areas and the key to all other learning.

Our overall progress in these areas is informed by ongoing assessment and monitoring at the school level, as well as the information that our NAPLAN results provides.

Our teachers provided quality educational opportunities for students every day. They volunteered their own time to organise wonderful experiences for our students throughout the year. They took time to work with students experiencing difficulties, and maintained contact with families. Congratulations to all for a great 2009.

Projects approved through the Federal Government’s Building Education Revolution program for our school included a shelter, a covered walkway, installation of eight interactive whiteboards, the construction of a designated computer laboratory and storage space. This was in addition to the new 4 classroom building which will replace the old demountable and portable buildings. Ten new computers and $60,000 of school maintenance was also included.

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.

Pamela Avery
Principal
P&C message
The Ourimbah Public School Parents & Citizens Association remains a strong and active P&C. Collaboration, communication and a sense of community have been the driving forces resulting in the success of the P&C this year.

Support for students and the school has continued through many programs and projects:

- Nit busters continue “turning heads”.
- Uniform Shop established to provide quality new and used uniforms for our children.
- P&C maintains our Rainforest Project.
- P&C Canteen managers and volunteers continue to provide an excellent service delivering healthy food and drinks to our families.
- Fundraising supported by two fun discos, a beautiful Mothers’ Day stall, Fathers’ Day stall and a number of other fundraising initiatives have allowed the P&C to invest in the school.

The P&C would like to acknowledge all parents, families and teachers who support our efforts to improve the quality of our children’s education.

Mr Christian McNally P&C President

Student representatives' message

As captains we were proud to represent Ourimbah Public school in 2009. At Ourimbah we were privileged enough to be involved in many cultural, sporting and academic activities with the encouragement of our great teachers. The tasks we were given gave us the opportunities to excel in our leadership skills and to improve our talking and listening skills. Some of the opportunities we were involved in were Peer Support, the young leaders’ day in Sydney and the Valley Schools leadership forum, which also included many other Year 6 students. Thank you to all the members of the school community who supported us throughout the year. It has been a fabulous experience. I’m sure we speak on behalf of all Year 6 students in stating that we are now proud and eager to start Year 7 in 2010, taking with us memories of many wonderful experiences.

Niamh Formby and Liam Loader
Ourimbah Public School Captains

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

Enrolments have continued to decrease over the last few years. The financial crisis has impacted on many families and affordable housing in the area is becoming limited.
Student attendance profile

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<thead>
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<td>94.0</td>
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<td>92.1</td>
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Management of non-attendance

Our school has strong links with families in supporting students to develop positive attendance behaviours which include arriving at school on time. Our Home School Liaison Officer supports the school by speaking to families at orientation assemblies and monitoring class rolls.

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>
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<tr>
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<td>22</td>
</tr>
<tr>
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<td>9</td>
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</tr>
<tr>
<td>1/2J</td>
<td>1</td>
<td>12</td>
<td>23</td>
</tr>
<tr>
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<tr>
<td>KMB</td>
<td>K</td>
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</table>

Structure of classes

Classes are formed with careful consideration given to individual student needs. The spread of enrolments often necessitates the formation of composite classes.
Staff information

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

In 2009, the school had one non-teaching principal, four teaching assistant principals and 15 classroom teacher positions. Ourimbah Public School had a full time teacher librarian. Our Release from Face-to-Face component was filled by three teachers with expertise in music, dance, technology and library. One teacher, Mr Fleming, retired in 2009 and one assistant principal, Mrs Duns retired at the end of Term 1 2008. We welcomed Assistant Principal Mrs Seddon and new graduate teacher Miss Clulow to our school community.

Staff establishment

<table>
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<tr>
<th>Position</th>
<th>Number</th>
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<td>Principal</td>
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<td>Assistant Principal(s)</td>
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<tr>
<td>Primary Part-Time Teacher</td>
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</tr>
<tr>
<td>Classroom Teachers</td>
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<tr>
<td>RFF</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Counsellor</td>
<td>0.35</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
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<tr>
<td>General Assistant</td>
<td>0.8</td>
</tr>
<tr>
<td>Total</td>
<td>25.888</td>
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</tbody>
</table>

The Indigenous composition of our school workforce is .25%

Teacher qualifications

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

The majority of our staff is very experienced with most staff members in non-promotional positions having 20 or more years of teaching experience. During 2009, 2 teachers had less than 5 years teaching experience.

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

Financial summary

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

| Balance brought forward | 139 817.02 |
| Global funds            | 238 720.53 |
| Tied funds              | 73 747.61  |
| School & community sources | 141 568.41 |
| Interest                | 6 227.44   |
| Trust receipts          | 19 072.76  |
| Canteen                 | 0.00       |
| **Total income**        | **619 153.77** |

Expenditure

Teaching & learning
- Key learning areas: 35 065.13
- Excursions: 60 824.96
- Extracurricular dissections: 31 020.26
- Library: 9 510.41
- Training & development: 16 512.94
- Tied funds: 99 035.00
- Casual relief teachers: 74 118.95
- Administration & office: 63 794.64
- School-operated canteen: 0.00
- Utilities: 34 389.84
- Maintenance: 16 891.61
- Trust accounts: 21 039.52
- Capital programs: 11 518.48
- **Total expenditure**: 473 721.74

**Balance carried forward**: 145 432.03

Please note that the balance carried forward includes unpaid salaries, tied grants, unpaid orders and trust funds.

A full copy of the school's 2009 financial statement is tabled at the annual general meeting of the P&C. Further details concerning the statement can be obtained by contacting the school.
School performance 2009

Achievements

Arts

In 2009 we continued the Kindergarten to Year 6 performing arts program with weekly lessons for all classes, plus extra curricular activities for the dance group, concert band, guitar groups and choir.

Over forty children were enrolled in the instrumental tuition program, with rehearsals twice a week after school. Our students performed at Gosford during Book Week, Valley View Public School, Grandparents’ Day, Education Week, the school Cultural Musical Evening, Kibble Park, Christmas Celebrations and Presentation Day.

James Meek was selected to represent our school at the Hunter/Central Coast Regional Music Festival, playing a piano solo at the Newcastle Civic Theatre.

Hannah Box was again selected to play the flute at the Hunter/Central Coast Regional Wind Ensemble which rehearsed in Newcastle once a month.

The Primary Choir had a busy year with performances at the Central Coast Choral Festival, the Valley Schools’ Forum, our school Cultural Evening, the State Primary School concert at the Opera House and the Schools Spectacular at the Sydney Entertainment Centre.

- Extension activities and opportunities in Creative Arts were offered to gifted students at school and at external specialised camps.
- Talented artists, musicians and public speakers exhibited and performed at our annual showcase evening.

Sport

Our students were positively engaged in a wide variety of sport at various levels. I commend all our students for their enthusiastic participation in school sport, GALA sports days, coaching clinics, annual school carnivals, representation in regional, state carnivals and NSW PSSA State knockout competitions. Congratulations to Riley Edwards for his selection in the state touch football carnival.

Our students’ sporting attitude and behaviour has been commended on many occasions. The support and encouragement our students give to each other is outstanding.

I also commend the generosity and thank our teachers who volunteer to manage teams, organise events and train our students. We have relied on and thank our parents for their wonderful support and assistance in officiating at our school carnivals and transporting students to events and competitions. Your generosity is appreciated by all.

In 2009 our students competed in NSW State knockout events including cricket, netball, soccer, basketball, tennis, rugby union, touch and softball. Our boys’ softball and touch teams achieved well as round 7 state finalists. Well done to all.

Ourimbah attended all Brisbane Water Zone carnivals with many placegetters throughout the events.

Ourimbah has continued to implement whole school Personal Development Health and Physical Education programs including:

- Q4 passports and daily “fruit for five”
- coaching clinics and a sports funathon
- gala sports days
- fundamental movement skills
- Year 2 swimming program
- Active, Happy Playground program.
**Buddy System**

The Buddy System operates in Term 1 each year to support the transition of our new Kindergarten students into the primary school setting.

Each Kindergarten student has a Year 5 buddy. The Year 5 children visit each week and undertake a craft, art, story sharing or PE activity with their Kindergarten buddy. This regular meeting helps to develop a relationship which, in some cases, can continue beyond Term 1.

The Buddy System provides our younger students with a sense of security, an older student who can look out for them and help them in the playground. For the Year 5 students they are given an extra responsibility, one which our students take very seriously.

The Buddy System culminates with a joint excursion to Gosford High School Agricultural Farm at the end of Term 1.

The system has proven to be a great success over the years and is a very important part of our student welfare program.

**Positive Behaviour Reward System**

‘Magpies’

This system has now been in place for a number of years. Its initial aim was to reward those children who consistently displayed good classroom and playground behaviour. It has been refined and finetuned over the years to what it is today, a system to recognise personal achievement and endeavour in all of our students.

The system encourages children to be proud of themselves and their achievements, of acts of good citizenship, community assistance and their school and community. The system rewards adherence to the school uniform code and effort given to positive attitudes towards work and peers.

Our school’s nine core values are: Care, Participation, Cooperation, Respect, Excellence, Responsibility, Fairness, Democracy and Integrity. Magpie awards can be used to encourage the values we teach.

The system operates on a number of levels with various rewards given at the end of each term for the attainment of levels. This culminates with the Magpie activity day at school and the Magpie Picnic at the end of the year to celebrate the achievement of being awarded 20 Magpies.

**Mr Tony Formby Assistant Principal**

**Ourimbah Public School Library Report**

Ourimbah Public School Library has had another successful year in 2009. We have added new resource items with an approximate value of $12,000. The majority of our new resources have been donations from our school community, involvement in “Scholastic Bookclub” and purchases by KLA committees. Our school is in the fortunate position of having exceptional support from all sections of the wider community.

We have continued to build on the strengths within our school library, many of which are unique to Ourimbah Public School.

- All reading and home reader resources are available from our library making them highly accessible to staff and students.
- Quality teaching and learning resources are organised and accessible.
- Student borrowing remains high, supporting our “Ourimbah Reading Challenge”
- Support is available from our school community through, donations of money, books, parental assistance and volunteer work, and our RSL ANZAC day competition.
- Ms. Meryl Sullens, a former teacher has worked numerous volunteer hours covering and maintaining resources.
- Mrs Jenny Dwyer and Mrs Darrelyn Ward have continued to organise “Bookclub”, giving up many hours of their own time.
- All classes throughout the school experience a library lesson each week which includes literature appreciation and information skills.

A “Book Week” luncheon and presentation was held in our school hall with visitor participation from many other Central Coast primary schools.

**Mr I.Driver Teacher/Librarian**
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)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

Year 3 NAPLAN

Our Year 3 NAPLAN reading results show 6.7% of students in the lowest two bands compared to 12.3% of students across the state.

In our top two bands we had 43.3% of students compared to 48% of students in the state.

Our Year 3 NAPLAN writing results show 8.3% of students in the lowest two bands compared to 7.7% of students across the state.

In the top two bands we had 48.4% of students compared to 52.1% of students across the state.
Our Year 3 NAPLAN spelling results show 11.7% of students in the lowest two bands compared to 12.5% of students across the state. In the two top bands we had 40% of students compared to 50.8% of students across the state.

In the two top bands we had 31% compared to 52.7% across the state.

**Numeracy – NAPLAN**

Year 3 numeracy results show 10% of students in the lowest two bands compared to 16.1% of students across the state.

In the top two bands we had 33.3% of students compared to 40.2% across the state.

Year 3 grammar and punctuation results show 6.7% in the lowest two bands compared to 12.6% across the state.

Literacy – NAPLAN Year 5
Our Year 5 NAPLAN reading results show 12.3% of students in the lowest two bands compared to 18% of students across the state.

In our top two bands we had 43.1% of students compared to 40% of students in the state.

Our Year 5 writing results show 9.4% of students in the lowest two bands compared to 15.1% across the state.

In our top two bands we had 23.5% of students compared to 27.2% across the state.
Year 5 grammar and punctuation results show 15% in the lowest two bands compared to 17.2% across the state.

In the two top bands we had 37.3% compared to 39.6% across the state.

Our Year 5 NAPLAN spelling results show 10.5% of students in the lowest two bands compared to - 15.7% of students across the state. In the two top bands we had 35.8% of students compared to 37.1% of students across the state.
Our year 5 numeracy results show 10.8% of students in the lowest two bands compared to 16.5% of students across the state.

In the top two bands we had 33.9% of students compared to 34.5% across the state.

Progress in literacy

Average growth for our students in reading was well above that for students across the state. However it was slightly lower than our school’s progress in 2006-2008.

Progress in numeracy

Average growth for our students in numeracy was below that for students across the state and slightly lower than our school’s progress in 2006-2008.

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

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<tr>
<td>Punctuation and grammar</td>
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<tr>
<td>Numeracy</td>
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</tbody>
</table>

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

<table>
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<th>Percentage of Year 5 students achieving at and above minimum standard</th>
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<tbody>
<tr>
<td>Reading</td>
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<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

All students in Year 3 achieved at or above the minimum standard in reading, spelling and punctuation and grammar. Writing and numeracy were slightly below and are targeted areas for our school.

All students in Year 5 achieved at or above the minimum standard in reading and numeracy. Writing, spelling and punctuation and grammar were slightly below and are targeted areas for our school.

Significant programs and initiatives

Aboriginal education

Ourimbah Public School addresses Aboriginal education through class units of work with perspectives including Aboriginal culture, history, art and music appropriate to each stage.

Students attended the Tiddalik performance, a popular Aboriginal dream time story. Significant Aboriginal days such as in NAIDOC week were celebrated with traditional Aboriginal stories. All students were guided in traditional painting of boomerangs on Harmony Day. Our senior Aboriginal students participated in the Valley Schools’ Learning Community’s cultural program at the North Gosford Learning Centre. Students acknowledge country at all official assemblies. This year our school has developed an Aboriginal Education Plan with the guidance of our Aboriginal School Support Officer, our new graduate teacher.

All Aboriginal students have Personal Learning Plans developed in consultation with families. These plans identify and support student strengths and areas to be developed.

Our Local Management Group, the Valley Schools’ Learning Community, supports these planning days and other Aboriginal initiatives throughout the year.

Multicultural education

Ourimbah Public School addresses multicultural education by providing programs, activities and perspectives which develop the knowledge, skills and attitudes that value diversity and tolerance.

Units such as Global Connections, Gold, Japan, and Identity and Values all contribute to greater understanding and appreciation of culture and diversity. Harmony Day was celebrated with all classes focusing on diversity of culture, which included our indigenous culture. The school hall was decorated with artwork from all classes. Our Christmas assembly, led by senior students, celebrated the diversity of beliefs and traditions throughout the world.
Respect and responsibility

Peer Support

The Peer Support program has run successfully at Ourimbah Public School for many years. It is a peer led program which fosters the physical, social and mental wellbeing of young people and their community. The outcomes we aim to achieve by having all of our children involved include:

- building positive relationships
- developing skills
- enhancing mental health
- taking personal responsibility
- embracing lifelong learning
- encouraging participation.

After an intensive two-day training program our Year 6 students meet each week for eight weeks delivering lessons with a group of 10 students from Kindergarten to Year 5. The lessons are motivational and involve all students in a range of activities.

Each year a different module is covered.

These modules focus on relationships; optimism; resilience; anti bullying; and our values.

The school is supported by the Peer Support Foundation which provides the teaching modules and ongoing training.

Progress on 2009 targets

Target 1

Priority Area: Improved teaching and learning in Mathematics for all students

- 65% of students to reach expected growth in 2009. Currently it is 53%.
- 50% of Year 3 & 5 students in the highest 2 bands.
  Currently Year 5 is 33% and Year 3 is 20%

Our achievements included:

- All teachers have accessed NAPLAN data to analyse student learning needs and to inform planning.
- Teachers are developing strategies to accommodate the needs of indigenous students, students who are gifted and talented, or those who require additional assistance.
- Professional learning workshops have addressed programming, lesson models and quality teaching. In 2010 teachers will be programming utilising maths units provided by the DET.
- 88.2% of matched Year 5 students achieved average progress in 2009
- 33.9% of Year 5 students were in the top two bands.
- 33.3% of Year 3 students were in the top two bands.

Priority Area: Improved Writing,

Target 1

- 60% of students to reach expected growth in 2009. Currently it is 42%.
- 52% of Year 5 students in the top two bands
- 46% of Year 3 students in the top two bands

Our achievements included:

- All teachers accessed NAPLAN data to analyse student needs to inform future planning.
- Professional learning focusing on literacy areas was delivered by our Support Teacher Learning and was reinforced through stage and grade meetings.
- Whole school documentation in these areas to guide the consistent approach to literacy Teaching and Learning. Programs must focus on writing strategies to specifically address identified student learning needs.
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 community links and spelling, reading and literacy.

Educational and management practice

Community Links

Background

The Valley Schools’ Learning Community, evaluated the links we have established with schools and community groups. Parents and teachers at Ourimbah Public School were invited to comment on how important these links are and how well we have established them.

Findings and conclusions

The majority of parents who responded to the survey thought links with other schools, including the Valley Schools Learning Community, Ourimbah University, PSSA sport, performing arts, music tutors and service providers were important. They thought we had established most of these well. Several parents did not rate other schools, service providers, Ourimbah University or music tutors as important.

The majority of teachers ranked highly the broader community, other schools, the Valley Schools Learning Community and PSSA sport. Teachers felt that we had established these links at an average level.

Future directions

Some suggestions made by parents and teachers to further strengthen links included:
- interschool competitions
- “battle of the schools” in different areas

Curriculum

Spelling, Reading, Literacy

Background

Students, teachers and parents were surveyed in the areas of spelling, reading and literacy.

This is a collation of responses which highlighted areas for future development.

These results give us an opportunity to address these areas.

Findings and conclusions

Staff Survey on spelling areas to address:
- modelled spelling
- incorporating guided spelling
- explicit and systematic strategies
- programming for generalisations, rules and dictionary work.

Staff survey on reading areas to address:
- running records analysis and use of information
- comprehension
- phonological skill development
text types

Student Survey on English areas to address:
Some students expressed a low level of enjoyment in reading, spelling and writing using computers. Some students did not see themselves as improving in these areas.

Parents Survey on English areas to address:
Some parents expressed concern that their children did not enjoy writing. They indicated that they needed more information about how English is taught.

Future directions
The concerns identified by teachers, parents and students will form part of our focus areas which will be addressed through professional learning, using data to inform future planning and continued monitoring of student learning progress.

Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parent Satisfaction Survey 2009
Our Parent Satisfaction Survey addressed the areas of school presentation and resources, school culture and Teaching and Learning programs.

There was a 30% response to this survey.

85% of parents surveyed thought that Ourimbah Public School Almost Always is an attractive and well resourced school.

11% of parents surveyed thought Ourimbah was usually attractive and well resourced school and 1% indicated Sometimes.

81% of parents surveyed thought that Ourimbah is Almost Always a friendly school that is tolerant and accepting of all students.

14% of parents thought Ourimbah was Usually a friendly, tolerant and accepting of all students and 2% thought it was Sometimes tolerant and accepting of all students.

55% of parents surveyed felt that Ourimbah Almost Always offers challenging programs for its students, whilst 41% felt it Usually offered challenging programs for its students and 4% felt it sometimes offered challenging programs.

78% of parents surveyed felt that Ourimbah has Almost Always competent teachers who set high standards while 22% of parents felt Ourimbah Usually has competent teachers who set high standards of achievement.

The results highlight the need for:
• our school to ensure that our welfare programs develop understanding and tolerance;
• our academic programs to address the learning needs of all children through engaging and challenging tasks; and
• our expectation of student achievement to remain high.

Professional learning
Professional learning during 2009 was mainly focused on our identified targets, in particular writing and mathematics. All teachers participated in a series of in school workshops which analysed data gained through NAPLAN in both English and mathematics. Many teachers and executive teachers attended professional learning in planning, assessment and reporting. Consultants in the areas of ICT and mathematics also provided sessions to the whole school staff. Time was used to allow teachers to work collaboratively together. Mandatory training in anaphylaxis, child protection, CPR and emergency care were completed. The total funds spent on Professional Learning in 2009 were $15,523

School development 2009 – 2011
Ourimbah Public School’s three year development plan identified writing, mathematics, the Best Start Kindergarten program and ICT as priority areas.

In 2010 we will continue to address these areas as our targets.
Targets for 2010

Priority Area: Improved teaching and learning in Mathematics for all students

Target 1
- 90% of students to reach expected growth in 2010. Currently it is 88%.
- 45% of Year 3 & 5 students in highest 2 bands. Currently Year 3 is 33.3%, Year 5 is 33.9%.

Strategies to achieve this target include:
- NAPLAN and school data analysis to inform planning.
- PAT Maths assessments in Years 2, 4 and 6 to monitor student progress.
- Class programs use units and lesson model.

Our success will be measured by:
- Students demonstrating strategic processes through explicit programming and teaching.
- NAPLAN results show increased student achievement and engagement.

Target 2

Priority Area: Improved Writing, Grammar and Spelling

Target
- 60% of students to reach expected growth in 2010. Currently it is 51.7%.
- 55% of Years 3 students in the top two bands. Currently it is 48.4%.
- 35% of Year 5 students in the top two bands. Currently it is 23.5%.

Strategies to achieve this target include:
- School based assessments and NAPLAN data to inform planning.
- Implementation of PAT English assessments in Years 2, 4 and 6 to monitor student progress.
- A Sentence a day program implemented in classes.
- Incorporation of grammar, spelling and text types linked to units of work.

Our success will be measured by:
- Increased student engagement in writing.
- School based and NAPLAN data show increased student achievement.
- Students demonstrating improvement in strategic skills, through explicit programming and teaching.

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: